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Rewritable PDF Recommendation Forms for Independent Schools: Directions for Use

Important Information for Teachers and Administrators:

• **Use Adobe Acrobat**, the newer the version the better. Apple's Preview will work but it does not shade the areas to be filled in, making it less user-friendly. Adobe Reader will not work with these forms.

• You will eventually have to **print the form**, since you have to sign it (and see "**But**" below). Parents should give you stamped envelopes to mail the form to the appropriate school(s). Do not mail the forms to AISNE.

• We have tested the forms and they do work. If you cannot get them to work for you, please ask your IT folks for help. AISNE cannot provide assistance with using the forms.

• The "School Administrator" form for Grades 6-12 presents a problem in that it requires a parent signature on the first page and you must have that signature before sending the form to anyone. I think many schools may have a kind of blanket release form that they have parents sign; that might obviate the need for having a signature on this "Administrator" form.

Here's how to use these forms:

• Download the appropriate recommendation form, (e.g., Math Grades 6-12) to your hard drive. Or the school's Admissions Office emails the form to you.

• Make at least one copy of the blank form for future use. Be sure to always have a blank form.

• Open the form in **Adobe Acrobat**, do "Save As" immediately with student name and then fill in the shaded areas of the form.

• With the tables, simply click on the appropriate box and enter "X." The tables also allow for comments in the box to the right.

• When you're done, save and print, then sign and mail to the school.

BUT (Circling), except for the PreK-Grade One Form, each recommendation has a section (II or III) called "Character and Personality Traits" or "Social/Emotional Development," *in which the table has different words already in the boxes (*"consistently," "average," "excellent" etc.) and *you are asked to circle one*. There are two ways to do the circling:

• Simply do this *by hand after you have printed the form*. Be sure to keep a hard copy of each student's form, so you'll remember what you circled.

• If you are Acrobat-savvy, you can use the oval tool (Mac = Tools > Comment and Markup > Oval Tool; PC = View>Comment>Drawing Markups>Circle Icon) to circle the word. Mac Preview has a similar function. You will still have to print in order to sign and mail the form, so doing it by hand might be the easiest way to do this.

Forms can be downloaded from – http://www.aisne.org/newrecsdec14.html

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STUDENT EVALUATION
For children entering Pre-Kindergarten, Kindergarten and Grade One

_____

Section I:

Name of child _____ Applicant for grade _____

I have known this student for _____ years _____ months.   Number of children in class _____   Age range _____

Is child generally on time for school? Yes _____ No _____   Attendance pattern _____

My relationship with this student has been that of _____

What are the first words that come to mind to describe this candidate?   _____

To the teacher or school director: We appreciate your cooperation in completing this form. It provides one way of getting to know the child and is reviewed with the full awareness that young children are constantly changing and developing. Please note that we place particular value on your observations of classroom behavior and your descriptive comments in each area. **This evaluation will be kept in strict confidence, will be reviewed only by the admission committee and will not become part of the student's permanent record**. Your insights will be used solely to help inform a thoughtful admission decision which will result in the best placement for each child.

Section II: SOCIAL/EMOTIONAL DEVELOPMENT *(Please √ best descriptor)*

	Area of strength	Age appropriate	Progressing toward age appropriate	Possible area of concern	Comments
Separates easily from parents/guardians					
Is comfortable with adults					
Finds ways to enter group play					
Initiates play activities					
Cooperates in play					
Engages in imaginative play					
Shares well without prompting					
Is able to lead					
Is able to follow					
Plays alone comfortably					
Participates willingly in group clean-up					
Respects the rights and property of others					
Shows concern towards peers					
Stands up for self					
Uses words to resolve conflicts					
Demonstrates flexibility in problem solving					
Has an appropriate sense of humor					
Accepts responsibility for behavior					

Section III: Cognitive Development

	Area of strength	Age appropriate	Progressing toward age appropriate	Possible area of concern	Comments
Attends to an adult-directed activity for the expected length of time (e.g. morning meeting)					
Understands the give and take of group discussion					
Contributes (positively) to group discussion					
Follows 2-3 step directions					
Works cooperatively					
Is able to work independently					
Demonstrates persistence in learning					
Demonstrates the ability to focus on one task					
Demonstrates curiosity					
Willingly tries new activities and challenges					
Demonstrates problem-solving					
Recalls and utilizes prior information					
Easily grasps new concepts					
Is a self-starter					
Is able to bring a chosen activity to closure when directed by an adult					
Responds positively to teacher re-direction and limit setting					
Adjusts easily to classroom rules and routines					
Adapts to change in routine					
Moves easily from one activity or space to another					

Section IV: Physical Development   Handedness: right _____   left _____   mixed _____

	Area of strength	Age appropriate	Progressing toward age appropriate	Possible area of concern	Comments
Eye-hand coordination and dexterity					
Pencil grasp					
Exhibits self-help skills (e.g. hand-washing, bathroom skills, etc.)					
Easily tolerates a variety of sensory stimuli (e.g. loud sounds, textures, touch)					
Awareness of personal space					
Is independently able to maintain sitting position at circle time					
Demonstrates competent gross-motor skills (e.g. running, hopping, climbing)					
Balance and coordination					

Section V: Speech and Language Development

	Area of strength	Age appropriate	Progressing toward age appropriate	Possible area of concern	Comments
Understands most of what is said at school					
Uses detailed sentences					
Tells stories that stick to the topic					
Child's speech is intelligible in most contexts					

Section VI: Parent and Family Information

Has/have the parent/s of this child been:

	Consistently	Usually	Sometimes	Rarely	Comments
Supportive of the child's experience					
Supportive of your school's programs/routines					
Supportive of you as a teacher					
Responsive to suggestions/guidance					
Realistic in setting educational goals					
To your knowledge, is the parent's perception of the child compatible with the school's understanding of the child?					

For Candidates for Grade One ONLY

Please comment on:

- Beginning reading-readiness skills (recognizes letters, writes own name, knows sound/symbol relationships):
  _____
  _____
  _____

- Beginning math-readiness skills (one-to-one counting, recognizes numbers, recognizes colors/shapes, follows patterns):
  _____
  _____
  _____

Section VII: Closing

Please comment on this child's ability to meet the expectations of your program. Have you adjusted your program to accommodate the needs or abilities of this child?

_____
_____
_____

We encourage any other information which you think would be helpful. Please feel free to write in the space provided on the back of this form if necessary.

Your name _____ Date _____ School Telephone _____

E-mail _____

School _____ Address _____

If you would like to discuss this applicant/family further, please list your telephone number and the best time for us to call.

Daytime _____ Evening _____ Best time to call _____

Thank you for your candor and your thoughtful insights.

Additional Comments

Please send this form to the school to which the student is applying.