## Association of Independent Schools of Greater Washington (AISGW) Common Confidential Student Evaluation Form (Pre-School-1st Grade Applicants)

	Please submit	the comp	leted for	rm to the	school	to which	the child	l is applying.
Child's Name	Last	First			_Date of Bi	rth		Applying to Gradear
	Last	First	ſ	Middle		Мо	nth/Day/Yea	ar
teacher(s) and reques	st that the form be sent at all information provid	directly to th	e school(s	) to which y	our child is	applying by	each schoo	ed copy of this form to your child's ol's due date. The AISGW schools rectly or indirectly, be shared with
	above, I hereby waiv I relevant information							son completing this form to provide ion for admission.
Name of parent/gua	rdian (please print)							
Signature of parent/	guardian							
applicant's abilities. T one way of getting to our assessment proce	he questions below ask know the child and is re	k for your ser eviewed with e part of the s	nse of this the full aw student's p	child's socia areness that ermanent r	al, physical at young ch ecord. <i>If th</i> e	and pre-aca ildren are co e applicant	ademic skill onstantly ch	e your candid assessment of the development. This form provides anging and developing. It is used in <i>uardian has signed the waiver</i>
Form completed by (print name) Date							Date	
School name	hool name Director/Principal's name and email							
How long have you ki	nown this child?			Do	you curren	tly teach thi	is child?	
f so, indicate subject	so, indicate subject area(s) taught What is the size of your instructional group?							
Length of school day	N	umber of day	s per wee	k		Date of e	ntry to your	program
								Month/Year
What three words cor	ne to mind when descri	ibing this chil	d?					
		/				/		
Please describe any u	unique attributes or circ	cumstances o	of this child	(e.g. biling	ual, special	talent, uniq	ue family si	tuation)
<b></b>								
				· · · · · · · · · · · · · · · · · · ·		· · · · · · · · · · · · · · · · · · ·		
For each item in the	tables below, please	check the m	nost appro	opriate des	cription of	this child. Not at		
			Advanced	Appropriate	Needs	Acceptable	Did Not	
Social and Phys	ical Development	t	for age		Development	Level	Unserve	Comments
	ical Development	1	for age	for age	Development	Level	Observe	Comments
	nts/guardians/caregiver	1	for age		Development	Level	Observe	Comments

Usually takes role of: 
Large group 
Small group 
Alone

Revised: August 2018

	Advanced	Appropriate	Needs	Not at Acceptable	Did Not		
Personal Characteristics	for age	forage	Development	Level	Observe	Comments	
Self-help skills (clothes, bathroom, lunch, etc.)							
Self-motivation							
Self-confidence in approaching tasks							
Acceptance of limits							
Sense of humor							
Curiosity							
Attention span for self-chosen activity							
Usually takes role of:  Leader  Follower  Vai	ies Advanced	Appropriate	Needs	Not at Acceptable	Did Not		
Pre-Academic Characteristics	for age	for age	Development	Level	Observe	Comments	
Fine motor coordination (lacing, puzzles, etc.)							
Uses appropriate pencil grip							
Draws with details							
Works with manipulatives							
Speech is clear and understandable							
Vocabulary							
Ability to stay on discussion topic							
Tells story events in sequence (memory)							
Asks questions to extend understanding							
Sound-symbol correspondence							
Recognizes upper case letters							
Recognizes lower case letters							
Recognizes numerals							
Recognizes shapes							
Transitions easily							
Listens to directions							
Follows directions and completes tasks							
Attention span for teacher-led activity							
Ability to work independently							
Ability to focus and contribute in large group							
Ability to focus and contribute in small group							
<i>For First Grade Applicants:</i> Please describe the child's development of						·	
(1) beginning reading skills							
(2) beginning math skills							
What are this child's strengths/gifts?							
What are this child's challenges?							
What frustrates this child?							
Describe this child's approach to learning and indicate what kind of classroom environment would be a good match for this child.							

Family Information	Consistently	Usually	Sometimes	Rarely	Did Not Observe
Has realistic expectations for their child					
Communicates openly with the school					
Follows the rules and policies of the school					
Cooperates with classroom teachers					
Follows through with school recommendations					
Cooperates with school administration					
Participates in school activities					
Comments:			•		•

Would you be willing to discuss this child by telephone if we have further questions? Yes \_\_\_\_\_No\_\_\_\_\_

\_Phone \_\_