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

	Please submit the completed form to the school to which the child is applying.								
Child's Name	Last	First	1	Middle	_Date of Bi	rth Mo	nth/Day/Yea	Applying to Gradear	
teacher(s) and requ	lest that the form b that all information	e sent directly to the	he school(s) to which y	our child is	applying by	each scho	ed copy of this form to your child's ol's due date. The AISGW schools rectly or indirectly, be shared with	
								son completing this form to provide ion for admission.	
Name of parent/gu	ıardian (please pri	nt)							
Signature of parer	nt/guardian								
applicant's abilities. one way of getting t	The questions bel to know the child a pocess and will not b	ow ask for your se nd is reviewed with become part of the	ense of this h the full aw student's p	child's socia vareness that permanent r	al, physical at young ch ecord. <i>If th</i> e	and pre-aca ildren are c 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			Dire	ctor/Principa	al's name a	nd email			
How long have you	known this child?			Do	you curren	tly teach thi	s child?		
lf so, indicate subje	o, indicate subject area(s) taught What is the size of your instructional group?							ional group?	
Length of school day Number of days per week Date of entry to your program						program			
					Month/Year				
What three words c	ome to mind when	describing this ch	ild?						
		//				/		tuation)	
Please describe an	y unique attributes	or circumstances	of this child	l (e.g. biling	ual, special	talent, uniq	lue family si	tuation)	
For each item in th	ne tables below, p	lease check the r	most appro	opriate des	cription of	this child. Not at			
Social and Phy	/sical Develop	ment	Advanced for age	Appropriate for age	Needs Development	Acceptable Level	Did Not Observe	Comments	
Separation from par	rents/guardians/ca	regivers							
Interaction with pare	ents/guardians								
Ability to share and	work cooperatively	/							

Interaction with parents/guardians			
Ability to share and work cooperatively			
Ability to wait turn			
Cooperative attitude			
Resolves conflicts appropriately			
Engages in appropriate physical interactions			
Responds positively to re-direction			
Respect for own property			
Respect for others' property			
Accepts responsibility for actions			
Uses language to problem solve			
Demonstrates self-control			
Interaction with peers			
Interaction with teachers			
Participates in physical group activities			
Gross motor coordination			
Body and space awareness			
Balance, gait, fluidity, smoothness of movement			

Usually takes role of:
Large group
Small group
Alone

Revised: August 2018

	Advanced	Appropriate	Needs	Not at Acceptable	Did Not	
Personal Characteristics	for age	for age	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 Varie		Appropriato	Norda	Not at Acceptable	Did Not	
Pre-Academic Characteristics	Advanced for age	Appropriate for age	Needs 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						
For First Grade Applicants: Please describe the child's development of	I			I		
(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	e what kind of c	lassroom e	nvironment	would be a	good match	n 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 _