



## ISAAGNY Form Instruction Sheet

We greatly appreciate your taking the time to complete this form, as we recognize that this is an added responsibility. It provides one way of getting to know the student and is reviewed with the understanding that students are constantly changing and developing. We place particular value on your observations of classroom behavior.

**Preparers and recipients are expected to maintain the information in strict confidence. Preparers and recipients are prohibited from sharing this information with parents/guardians/students, and ISAAGNY does not provide this information to parents/guardians/students unless required by subpoena or court order.**

This instruction sheet is designed to provide guidance as you complete the form. If you have any questions, please feel free to contact [inquiry@isaagny.org](mailto:inquiry@isaagny.org). **Do not send completed forms to [inquiry@isaagny.org](mailto:inquiry@isaagny.org), as we do not process or forward paperwork.** All completed forms should be sent directly to the school(s) to which each student is applying.

We recognize that [ISAAGNY](http://isaagny.org) (Independent School Admissions Association of Greater New York) is made up of many member schools, each of which has its process and application software platform. As a result, you may receive multiple requests to complete the same form. Please check with the applicant's family if you have any questions about where the forms need to be submitted.

- We suggest you submit this form no earlier than November 1 so that you have time to get to know the student before completing this form. Your assessment should be based on who they are in your class this year.
- If you cannot speak to the student's current performance or are not currently teaching the student, you are likely not the appropriate person to be completing the form (the exception is those filling out the General Recommendation form for Middle/Upper School applicants).
- When completing the form, please keep in mind the student's relative age within their class cohort.
- Please provide a candid assessment of the student's ongoing development, strengths, and areas with room for improvement.
- If you are unsure of the answer to a question, please indicate that and add more notes at the end of the section.
- We highly recommend saving a copy of the completed version of this form just in case there are technology glitches.
- The comment boxes are very helpful to admission offices. Please provide specific examples. We would appreciate 3-4 sentences in each comment box. Please focus your comments on the most recent observations of the child's progress, skills, and development. Include any useful anecdotes that would help to highlight the child's strengths and personality.

We greatly appreciate your taking the time to complete this form. It provides one way of getting to know the student and is reviewed with the understanding that students are constantly changing and developing. We place particular value on your observations of classroom behavior and your descriptive comments in each area. Preparers and recipients are expected to maintain the information in strict confidence and to refrain from sharing it with students, parents, or guardians.

Child's Name: \_\_\_\_\_ Name usually called: \_\_\_\_\_ Birthdate: \_\_\_\_\_

Current School: \_\_\_\_\_ School Address: \_\_\_\_\_

Date child entered school: \_\_\_\_\_ Current Teacher: \_\_\_\_\_

How much time per week is this student in class? \_\_\_\_\_

Please describe the emphasis of your program (i.e. play-based, traditional, etc.):

Date of this report: \_\_\_\_\_ Name & Email of form submitter: \_\_\_\_\_

How long have you known this student? \_\_\_\_\_

Primary language: \_\_\_\_\_ Languages spoken at home: \_\_\_\_\_

List six adjectives to describe this student:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

For each item in the table below, please check the most developmentally age-appropriate description of this student.

| SOCIAL-EMOTIONAL DEVELOPMENT                                    | Not Evident | Emerging | Age Appropriate | Advanced |
|---|-------------|----------|-----------------|----------|
| Demonstrates self-confidence                                    |             |          |                 |          |
| Demonstrates resilience   |             |          |                 |          |
| Shows ability to lead   |             |          |                 |          |
| Shows ability to follow   |             |          |                 |          |
| Transitions easily and adapts to changes in schedule & routines |             |          |                 |          |
| Works and plays cooperatively                                   |             |          |                 |          |
| Regulates emotions and behaviors                                |             |          |                 |          |
| Exhibits a sense of humor                                       |             |          |                 |          |
| Initiates imaginative play                                      |             |          |                 |          |
| Shows empathy and caring for others                             |             |          |                 |          |
| Forms friendships with peers                                    |             |          |                 |          |
| Forms positive relationships with adults                        |             |          |                 |          |

Please comment on the child's social emotional development and temperament.

For each item in the table below, please check the most developmentally age-appropriate description of this student.

| CHILD AS A LEARNER  | Not Evident | Emerging | Age Appropriate | Advanced |
|---|-------------|----------|-----------------|----------|
| Shows curiosity as a learner                              |             |          |                 |          |
| Inventive with play and materials                         |             |          |                 |          |
| Shows creativity in the arts                              |             |          |                 |          |
| Delves deeply into areas of interest                      |             |          |                 |          |
| Shows self-direction                                      |             |          |                 |          |
| Persists in solving problems and tries multiple solutions |             |          |                 |          |
| Sustains attention to self-initiated activities           |             |          |                 |          |
| Sustains attention to teacher-initiated activities        |             |          |                 |          |
| Sorts by attributes and explains reasoning                |             |          |                 |          |
| Makes connections among items, concepts, and ideas        |             |          |                 |          |
| Asks questions to extend understanding                    |             |          |                 |          |
| Estimates   |             |          |                 |          |
| Completes puzzles   |             |          |                 |          |
| Draws inferences and makes predictions                    |             |          |                 |          |

Hand Dominance:

|      |       |                 |
|------|-------|-----------------|
| Left | Right | Not Established |
|------|-------|-----------------|

Please comment on the child's approach to learning (hands on, visual, kinesthetic, auditory, logical).

Please comment on beginning reading readiness skills (recognizes letters, writes own name, knows sound/symbol relationships, recognizes and produces rhyming words).

Please comment on beginning math readiness skills (one to one counting, recognizes numbers, recognizes colors/shapes, follows patterns, compares quantity).

Give an example of how the child makes meaningful connections.

|  |
|--|
|  |
|--|

For each item in the table below, please check the most developmentally age-appropriate description of this student.

| RECEPTIVE & EXPRESSIVE LANGUAGE                           | Not Evident | Emerging | Age Appropriate | Advanced |
|---|-------------|----------|-----------------|----------|
| Comprehends text read aloud                               |             |          |                 |          |
| Follows multi-step directions                             |             |          |                 |          |
| Verbalizes remembered events and information              |             |          |                 |          |
| Speech is easy to understand                              |             |          |                 |          |
| Uses appropriate syntax                                   |             |          |                 |          |
| Expresses self fluently, retrieving words with ease       |             |          |                 |          |
| Participates appropriately in conversation and discussion |             |          |                 |          |
| Tells stories in order                                    |             |          |                 |          |
| Uses an expanding vocabulary                              |             |          |                 |          |

Please comment on the child’s understanding and use of language to express needs, feelings, and knowledge.

|  |
|--|
|  |
|--|

For each item in the table below, please check the most developmentally age-appropriate description of this student.

| PHYSICAL DEVELOPMENT                                     | Not Evident | Emerging | Age Appropriate | Advanced |
|--|-------------|----------|-----------------|----------|
| Demonstrates fine motor strength and control             |             |          |                 |          |
| Uses tool for cutting, drawing, and writing              |             |          |                 |          |
| Uses appropriate pencil grip                             |             |          |                 |          |
| Moves in a balanced and coordinated way                  |             |          |                 |          |
| Shows awareness of body in space and gross motor control |             |          |                 |          |
| Sits appropriately to facilitate learning                |             |          |                 |          |

Please comment on the child's physical development and stamina with regard to full participation in the current school's program.

For each item in the table below, please check the most developmentally age-appropriate description of this student.

| CHILD IN THE CLASSROOM   | Rarely | Sometimes | Consistently | Not Applicable |
|--|--------|-----------|--------------|----------------|
| Begins tasks without requiring extra teacher support             |        |           |              |                |
| Begins tasks quickly after they are explained                    |        |           |              |                |
| Can learn in a quiet environment                                 |        |           |              |                |
| Can learn in a lively environment                                |        |           |              |                |
| Can learn when given choices about how to proceed                |        |           |              |                |
| Can learn when not given choices about how to proceed            |        |           |              |                |
| Can collaborate  |        |           |              |                |
| Can complete familiar tasks responsibly with minimal supervision |        |           |              |                |
| Can learn independently  |        |           |              |                |
| Can learn in small groups  |        |           |              |                |
| Can learn in large groups  |        |           |              |                |
| Responds positively to re-direction and constructive criticism   |        |           |              |                |

Describe this child's strengths.

Describe an area that you are working on with this child.

For each item in the table below, please check the most developmentally age-appropriate description of this student.

| FAMILY   | Rarely | Sometimes | Consistently | Not Applicable |
|--|--------|-----------|--------------|----------------|
| Engages in an appropriate level of communication with school |        |           |              |                |
| Participates in student-related activities                   |        |           |              |                |
| Participates in school-wide activities                       |        |           |              |                |
| Cooperates with classroom teachers                           |        |           |              |                |
| Cooperates with administration                               |        |           |              |                |
| Follows through on guidance                                  |        |           |              |                |
| Meets financial obligations in a timely way                  |        |           |              |                |
| Ensures good attendance                                      |        |           |              |                |
| Ensures that child is brought and picked up on time          |        |           |              |                |

Is there anything else the Admission Office(s) should know about the family or child? Please contact the Admission Office(s) or ISAAGNY if there is something you would prefer to discuss by telephone.

Best number to call should the Admission Office(s) have additional questions: \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_ Title \_\_\_\_\_