

# STUDENT EVALUATION

For children entering grades two through five

## Section I:

Name of student \_\_\_\_\_ Applicant for grade \_\_\_\_\_

I have known this candidate for \_\_\_ years \_\_\_ months. Number of children in class \_\_\_ Grade level(s) in class \_\_\_\_\_

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

My relationship with this candidate 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 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 circle best descriptor)*

Comments

|  | consistently        | usually             | occasionally            | seldom                |  |
|--|---------------------|---------------------|-------------------------|-----------------------|--|
| Demonstrates sense of integrity and responsibility |                     |                     |                         |                       |  |
| Consideration for others                           | very considerate    | usually considerate | inconsiderate           | unkind                |  |
| Social relationship with peers                     | very mature         | average             | somewhat immature       | relates poorly        |  |
| Leadership ability                                 | excellent           | good                | average                 | poor                  |  |
| Emotional maturity                                 | very mature         | average             | somewhat immature       | very immature         |  |
| Self-confidence                                    | healthy self-image  | needs some support  | seems overly confident  | poor self-image       |  |
| Sense of humor                                     | highly developed    | age appropriate     | developing              | poorly developed      |  |
| Self control                                       | excellent           | usually good        | occasionally disruptive | frequently disruptive |  |
| Interaction with teacher/adults                    | healthy/comfortable | is uneasy           | is dependent            | avoids contact        |  |

## Section III: ACADEMIC DEVELOPMENT *(Please √ best descriptor)*

**Classroom Characteristics:** Consistently Usually Occasionally Seldom NA Comments

| Classroom Characteristics:                         | Consistently | Usually | Occasionally | Seldom | NA | Comments |
|--|--------------|---------|--------------|--------|----|----------|
| Listens attentively                                |              |         |              |        |    |          |
| Follows directions                                 |              |         |              |        |    |          |
| Contributes effectively to class discussions       |              |         |              |        |    |          |
| Works well independently                           |              |         |              |        |    |          |
| Organizes self/materials                           |              |         |              |        |    |          |
| Works well in small groups                         |              |         |              |        |    |          |
| Demonstrates creativity                            |              |         |              |        |    |          |
| Seeks help when needed                             |              |         |              |        |    |          |
| Responds positively to suggestions/requests        |              |         |              |        |    |          |
| Completes homework on time                         |              |         |              |        |    |          |
| Moves easily from one activity or space to another |              |         |              |        |    |          |

**Language Arts:**

Above  
 Outstanding Average Average Average NA

**Comments**

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| Reading decoding/speed                          |  |  |  |  |  |  |
| Reading comprehension                           |  |  |  |  |  |  |
| Literal comprehension (recall of facts/details) |  |  |  |  |  |  |
| Vocabulary                                      |  |  |  |  |  |  |
| Grammar   |  |  |  |  |  |  |
| Spelling  |  |  |  |  |  |  |
| Writing:<br>Organization                        |  |  |  |  |  |  |
| Topic development                               |  |  |  |  |  |  |
| Expository                                      |  |  |  |  |  |  |
| Creative  |  |  |  |  |  |  |
| Handwriting skills                              |  |  |  |  |  |  |

**Mathematics:**

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| Demonstrates problem solving skills              |  |  |  |  |  |  |
| Recognizes patterns in Numbers                   |  |  |  |  |  |  |
| Understands place value through decimals         |  |  |  |  |  |  |
| Understands operations with fractions & decimals |  |  |  |  |  |  |
| Computation skills                               |  |  |  |  |  |  |
| Spatial problem-solving skills                   |  |  |  |  |  |  |

**Other Subjects:**

|                    |  |  |  |  |  |  |
|--------------------|--|--|--|--|--|--|
| Art                |  |  |  |  |  |  |
| Athletics          |  |  |  |  |  |  |
| Foreign Language   |  |  |  |  |  |  |
| Keyboarding skills |  |  |  |  |  |  |
| Music              |  |  |  |  |  |  |
| Science            |  |  |  |  |  |  |
| Social Studies     |  |  |  |  |  |  |

**General:**

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| Academic potential                      |  |  |  |  |  |  |
| Level of motivation                     |  |  |  |  |  |  |
| Problem-solving skills                  |  |  |  |  |  |  |
| Ability to understand abstract concepts |  |  |  |  |  |  |
| Willingness to take risks               |  |  |  |  |  |  |

**Section IV: PARENT AND FAMILY**

**INFORMATION**

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

|   | Consistently | Usually | Occasionally | Seldom | 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? |              |         |              |        |          |

**Section V: Closing**

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

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

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 \_\_\_\_\_

Your name \_\_\_\_\_ Date \_\_\_\_\_ School Telephone \_\_\_\_\_

E-mail \_\_\_\_\_

School \_\_\_\_\_ Address \_\_\_\_\_

*Thank you for your candor and your thoughtful insight*

**Additional Comments**