



## 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.



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

**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**

Demonstrates sense of integrity and responsibility	consistently	usually	occasionally	seldom	
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**

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                      Below  
 Outstanding Average Average Average NA

**Comments**

Reading decoding/speed						
Reading comprehension						
Literal comprehension (recall of facts/details)						
Vocabulary						
Grammar						
Spelling						
Writing: 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.

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 insight*

**Please return this form to the school to which the student is applying.**

**Additional Comments**