

Teacher Recommendation Pre-K through Grade One



Name of applicant:	Age:	
School:	Class:	Teacher:
Number of days attended each week:	Full day:	Half day:

The child named above has applied for admission to Tuxedo Park School. We ask that you please complete the following form to help us determine the very best fit for this student. The information is strictly confidential. It is intended for the Tuxedo Park School Admissions Office only and will not be part of the student's permanent record or shared with the applicant's parents. Your candid responses are extremely helpful in evaluating this applicant. Thank you for your help.

Part I

Please check the response most appropriate for this child.

A. Attention Span

- Focuses and maintains attention over time
- Attends with occasional teacher redirection
- Is easily distracted and requires frequent teacher redirection

B. Task Persistence

- Persists and completes tasks independently
- Attempts tasks, with some encouragement
- Attempts tasks, after much encouragement
- Refuses to attempt/complete tasks

C. Degree of Independence

- Able to work on most tasks independently
- Requires occasional assistance to complete task
- Requires frequent assistance to complete task
- Requires constant supervision and guidance to complete task

D. Attention to Directions in Teacher-Directed Activities

- Listens carefully to entire directions
- Attends only to brief directions
- Plunges ahead after hearing only portions of directions

E. Comprehension of Directions in Teacher-Directed Activities

- Rapidly comprehends, given age expectations
- Understands after several repetitions
- After several repetitions, understands only partial directions
- Does not appear to comprehend most directions

F. Verbalization During Play or Group Activities

- Communicates ideas clearly
- Needs teacher assistance to express needs
- Engages in age/situation inappropriate verbal interactions

G. Body Movements at Listening Times

- Sits quietly
- Squirms occasionally
- Does not control movement
- Is frequently out of seat, body constantly in motion

H. Relationships

- Works and/or plays well with others
- Is friendly, but reserved
- Has difficulty interacting with peers

I. Confidence

- Is very sure of self
- Is confident with things known; attempts new activities with encouragement
- Is reluctant to try new or difficult activities
- Is very uncertain; needs much encouragement

J. Transitions

- Always transitions appropriately from one activity to the next
- Usually transitions independently
- Needs reminders to move from one activity to another
- Needs guidance to move from one activity to another

K. Responses to Frustration (social/academic)

- Usually responds quickly to suggestions, corrects mistakes, apologizes positively
- Needs guidance to follow suggestions, correct mistakes, apologize positively
- Is easily frustrated and has difficulty moving on from the situation

L. Care for Belongings and School Materials

- Usually cares for materials and puts them away properly
- Needs assistance to care for materials and to clean-up
- Does not show care for materials, reluctant to clean-up

M. Use of Play Materials

- Independently uses materials with purpose
- Needs suggestions and guidance before working with materials independently
- Requires frequent guidance
- Requires constant supervision

Part 2

1. Please comment on the individual strengths of this student.

2. Are there activities that appear difficult for this child?

3. Please comment on this child's emotional and social maturity.

4. Please comment on the likelihood of this child being successful in a challenging academic program.

5. Have the parents been supportive partners in reaching this child's goals this year?

6. Are parent goals and expectations realistic for this student?

7. Do you have questions or reservations about this child you would like to discuss with us?

For students applying to kindergarten and grade one

Please comment on reading skills and describe language arts program used.

Please comment on math skills and describe math program used.

Part 3

Social Development

	Usually	Sometimes	Rarely
Can be a friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is supportive of peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is comfortable with adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plays alone happily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperates in play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates play activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is imaginative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Physical Development

	Age Appropriate	Needs Development
Small muscle control and coordination	<input type="checkbox"/>	<input type="checkbox"/>
Large muscle control and coordination	<input type="checkbox"/>	<input type="checkbox"/>
Speech development	<input type="checkbox"/>	<input type="checkbox"/>

Signature of reference:

Date:

Name printed:

Position:

School name:

School address:

May we contact you if we have further questions regarding this student?