

INDEPENDENT SCHOOLS
ADMISSIONS ASSOCIATION OF
GREATER NEW YORK

SCHOOL REPORT FOR APPLICANTS TO
3 AND 4 YEAR OLD GROUPS

CONFIDENTIAL

Child's Name: _____ Gender: _____

Birthdate: _____ Name Usually Called: _____

Present School: _____ Phone: _____ Entrance Date: _____

Parents' Names: _____

Address: _____ Zip: _____ Phone: _____

Currently Attends: Days per week: _____ Hours per day: _____ Date of This Report: _____

Submitted by: _____ How long have you known this child? _____

Language spoken at home: _____ Does child speak other languages? _____

Dominance: Right: _____ Left: _____ Not Established: _____

CATEGORY	AREA OF STRENGTH	AGE APPROPRIATE	PROGRESSING TOWARDS AGE APPROPRIATE	AREA OF CONCERN	N/A
PHYSICAL DEVELOPMENT					
Gross Motor Coordination					
Participates in physical group activities					
Gait, fluidity, smoothness of movement					
Small Motor Coordination					
Participates in small motor activities					
Works with playdoh, clay, water, sand					
Builds with blocks or manipulatives					
Draws, paints, or glues					
Uses implements (fork/spoon) to feed self					
General Health					
Energy level: outdoors/in classroom					
PERCEPTUAL DEVELOPMENT					
Completes puzzles (how many pieces?)					
Notices, creates, replicates patterns					
Recognizes written name					

Comment: What are the child's favorite large-motor activities?

What are the child's favorite small-motor or perceptual activities?

CATEGORY	AREA OF STRENGTH	AGE APPROPRIATE	PROGRESSING TOWARDS AGE APPROPRIATE	AREA OF CONCERN	N/A
SOCIAL/EMOTIONAL DEVELOPMENT					
Separation from parents/ caregivers					
Displays confidence					
Accepts limits/boundaries					
Willingly follows directions individually					
Willingly follows directions in group					
Displays impulse control					
Engages with peers (describe below)					
Engages with adults (describe below)					
Makes eye contact					
Resolves conflicts/disputes verbally					
Respects self/own property					
Respects others/their items					
Tolerates frustration/self-chosen activity					
Tolerates frustration/assigned activity					
Appreciates humor/appropriately silly					
Ability to focus on an activity					
Cooperative attitude					
Makes transitions easily					
Reacts positively to new events/change					

Comment: How would you describe the child's temperament?

What activities does the child especially enjoy?

Please describe the quality of this child's interactions with classmates. Does the child play with children of both genders, show a preference for group or individual activities? Is the child a leader, follower, observer? Is the child kind to and considerate of other children?

Please describe the quality of this child's interactions with adults.

CATEGORY	AREA OF STRENGTH	AGE APPROPRIATE	PROGRESSING TOWARDS AGE APPROPRIATE	AREA OF CONCERN	N/A
INTELLECTUAL DEVELOPMENT					
RECEPTIVE SKILLS					
Ably follows directions given to a group					
Ably follows directions given individually					
Converses with adults and children					
EXPRESSIVE SKILLS					
Clear articulation (describe)					
Fluency of expression (as opposed to stammering)					
Vocabulary: uses precise words as opposed to fillers ('uhm')					
Remembers classmates'/teachers' names					
Remembers and recites nursery rhymes					
Remembers and retells events/stories in sequence					
Creates dramatic play scenarios					
Asks <i>why, how come</i> questions					
EMERGENT LITERACY					
Handles, browses, looks over books					
Enjoys being read to/asks to be read to					
Acts out favorite stories (books/media)					
EMERGENT MATH					
Sorts objects in categories (animals/plants)					
Grades objects by size					
Names colors or shapes in environment					
Uses size comparison					
Understands over, under...					

Comment: Please comment on the child's language and speech development. Has the child been recommended for speech or language evaluation or therapy? Any idiosyncratic language? (Please be specific.)

Please comment briefly on any physical, social-emotional, or intellectual strengths or concerns, including general health.

FAMILY

Is there anything significant about the home life which will help us understand this child? (new baby, move, divorce/separation)

Have all financial obligations been met?

Have you received active cooperation from the parents?

To your knowledge, is the parent's perception of the child compatible with the school's understanding of the child?

Please describe parents' involvement with the school.

Signature

Position

Date