



## 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).

We recognize that [ISAAGNY](#) (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.



## CONFIDENTIAL School Report for Applicants to 3 and 4 Year Old Groups

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: \_\_\_\_\_

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

Current School Phone: \_\_\_\_\_ Date child entered school: \_\_\_\_\_

Current Teacher: \_\_\_\_\_ Date of this report: \_\_\_\_\_

Name, Email and Phone of person completing this report: \_\_\_\_\_  
\_\_\_\_\_

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

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

Student's primary language: \_\_\_\_\_

Languages spoken at home: \_\_\_\_\_

List six adjectives to describe this student:

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

5. \_\_\_\_\_ 6. \_\_\_\_\_

CATEGORY	AREA OF STRENGTH	AGE APPROPRIATE	PROGRESSING TOWARDS AGE APPROPRIATE	AREA OF CONCERN	N/A
<b>PHYSICAL DEVELOPMENT</b>					
<b>Gross Motor Coordination</b>					
Participates in physical group activities					
Gait, fluidity, smoothness of movement					
<b>Small Motor Coordination</b>					
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					
<b>General Health</b>					
Energy level: outdoors/in classroom					
<b>PERCEPTUAL DEVELOPMENT</b>					
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
<b>SOCIAL/EMOTIONAL DEVELOPMENT</b>					
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					

**Comments:**

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**.

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
<b>INTELLECTUAL DEVELOPMENT</b>					
<b>RECEPTIVE SKILLS</b>					
Ably follows directions given to a group					
Ably follows directions given individually					
Converses with adults and children					
<b>EXPRESSIVE SKILLS</b>					
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					
<b>EMERGENT LITERACY</b>					
Handles, browses, looks over books					
Enjoys being read to/asks to be read to					
Acts out favorite stories (books/media)					
<b>EMERGENT MATH</b>					
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. 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 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.

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

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Position

\_\_\_\_\_  
Date