



## 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). **Do not send completed forms to [inquiry@isaagny.org](mailto:inquiry@isaagny.org), as we do not process or forward paperwork.** All completed forms should be sent directly to the school(s) to which each student is applying.

We recognize that [ISAAGNY](http://isaagny.org) (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.

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. Our intention is to establish a dynamic understanding of the student, and your observations and descriptions are essential in this process. Preparers and recipients are expected to maintain the information in strict confidence and to refrain from sharing it with students, parents, or guardians.

Student's Name: \_\_\_\_\_ Applying for Grade: \_\_\_\_\_

Birthday: \_\_\_\_\_ Current School: \_\_\_\_\_

Teacher's Name, Title, Email, Phone: \_\_\_\_\_  
\_\_\_\_\_

In which subject areas do you teach this student? \_\_\_\_\_

Are you currently teaching this student? \_\_\_\_\_

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

In what other ways, if any, do you know this student? \_\_\_\_\_

What grade is the student currently earning? \_\_\_\_\_

Does the student's performance accurately reflect ability? Please explain. \_\_\_\_\_  
\_\_\_\_\_

How often is the class asked to write, and what is the average length of the assignments? \_\_\_\_\_  
\_\_\_\_\_

What texts does your class read? \_\_\_\_\_

Does the student read independently? \_\_\_\_\_

What are the first three words or phrases that come to mind to describe this student? \_\_\_\_\_  
\_\_\_\_\_

The student's greatest strength in my class is: \_\_\_\_\_  
\_\_\_\_\_

An area of growth for this student is: \_\_\_\_\_

Please describe the style of learning environment in which you see this student thriving.  
\_\_\_\_\_  
\_\_\_\_\_

To the best of your ability, please rate the student in each of the following areas:

<b>Academic achievement</b> <input type="checkbox"/> No basis for assessment	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Outstanding
<b>Reading comprehension</b> <input type="checkbox"/> No basis for assessment	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Highly developed
<b>Ability to interpret/analyze texts</b> <input type="checkbox"/> No basis for assessment	<input type="checkbox"/> Limited	<input type="checkbox"/> Fair	<input type="checkbox"/> Frequently perceptive	<input type="checkbox"/> Exceptionally perceptive
<b>Writing mechanics and organization</b> <input type="checkbox"/> No basis for assessment	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Highly developed
<b>Ability to express ideas verbally</b> <input type="checkbox"/> No basis for assessment	<input type="checkbox"/> Limited	<input type="checkbox"/> Has some difficulty	<input type="checkbox"/> Good	<input type="checkbox"/> Exceptional
<b>Knowledge of basic math skills</b> <input type="checkbox"/> No basis for assessment	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Highly developed
<b>Accuracy in use of basic mathematics skills</b> <input type="checkbox"/> No basis for assessment	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Highly developed
<b>Problem-solving ability</b> <input type="checkbox"/> No basis for assessment	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Highly developed
<b>Critical thinking/analytical ability</b> <input type="checkbox"/> No basis for assessment	<input type="checkbox"/> Limited	<input type="checkbox"/> Fair	<input type="checkbox"/> Frequently perceptive	<input type="checkbox"/> Exceptionally perceptive
<b>Daily preparation &amp; study habits</b> <input type="checkbox"/> No basis for assessment	<input type="checkbox"/> Poor	<input type="checkbox"/> Fair	<input type="checkbox"/> Good	<input type="checkbox"/> Excellent
<b>Follows directions</b> <input type="checkbox"/> No basis for assessment	<input type="checkbox"/> Rarely	<input type="checkbox"/> Needs much explanation	<input type="checkbox"/> Occasionally needs help	<input type="checkbox"/> Quickly and effectively
<b>Classroom conduct</b> <input type="checkbox"/> No basis for assessment	<input type="checkbox"/> Frequent disruptions	<input type="checkbox"/> Occasional misconduct	<input type="checkbox"/> Usually good behavior	<input type="checkbox"/> Good conduct
<b>Attention &amp; level of engagement</b> <input type="checkbox"/> No basis for assessment	<input type="checkbox"/> Easily distracted	<input type="checkbox"/> Occasionally distracted	<input type="checkbox"/> Usually good focus	<input type="checkbox"/> Exceptional focus & engagement
<b>Motivation &amp; initiative</b> <input type="checkbox"/> No basis for assessment	<input type="checkbox"/> Low	<input type="checkbox"/> Occasionally evident	<input type="checkbox"/> Evident	<input type="checkbox"/> Exemplary

<b>Seeks help when needed</b> <input type="checkbox"/> No basis for assessment	<input type="checkbox"/> Rarely	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Usually	<input type="checkbox"/> Always
<b>Reaction to criticism/feedback</b> <input type="checkbox"/> No basis for assessment	<input type="checkbox"/> Defensive	<input type="checkbox"/> Ignores criticism	<input type="checkbox"/> Developing	<input type="checkbox"/> Uses criticism to improve
<b>Participation in discussion</b> <input type="checkbox"/> No basis for assessment	<input type="checkbox"/> Wants to dominate	<input type="checkbox"/> Rarely contributes	<input type="checkbox"/> Quiet but actively engaged	<input type="checkbox"/> Joins in readily
<b>Ability to work independently</b> <input type="checkbox"/> No basis for assessment	<input type="checkbox"/> Has great difficulty	<input type="checkbox"/> Needs help frequently	<input type="checkbox"/> Needs help occasionally	<input type="checkbox"/> Always works well
<b>Ability to work in a group</b> <input type="checkbox"/> No basis for assessment	<input type="checkbox"/> Has great difficulty	<input type="checkbox"/> Sometimes has difficulty	<input type="checkbox"/> Usually effective	<input type="checkbox"/> Always works well
<b>Curiosity</b> <input type="checkbox"/> No basis for assessment	<input type="checkbox"/> Limited curiosity	<input type="checkbox"/> Occasionally evident	<input type="checkbox"/> Frequently evident	<input type="checkbox"/> Consistently evident
<b>Creativity</b> <input type="checkbox"/> No basis for assessment	<input type="checkbox"/> Limited creativity	<input type="checkbox"/> Occasionally evident	<input type="checkbox"/> Frequently evident	<input type="checkbox"/> Highly developed
<b>Maturity</b> <input type="checkbox"/> No basis for assessment	<input type="checkbox"/> Immature	<input type="checkbox"/> Occasionally immature	<input type="checkbox"/> Appropriate for age	<input type="checkbox"/> Highly developed
<b>Integrity with peers/teachers</b> <input type="checkbox"/> No basis for assessment	<input type="checkbox"/> Rarely	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Usually	<input type="checkbox"/> Always
<b>Self-confidence</b> <input type="checkbox"/> No basis for assessment	<input type="checkbox"/> Appears overly confident	<input type="checkbox"/> Needs much reassurance	<input type="checkbox"/> Needs some support	<input type="checkbox"/> Positive self-image
<b>Social relationships with peers</b> <input type="checkbox"/> No basis for assessment	<input type="checkbox"/> Relates poorly	<input type="checkbox"/> Has occasional problems	<input type="checkbox"/> Usually relates well	<input type="checkbox"/> Healthy relationships
<b>Interactions with adults</b> <input type="checkbox"/> No basis for assessment	<input type="checkbox"/> Interacts poorly	<input type="checkbox"/> Has occasional problems	<input type="checkbox"/> Usually interacts well	<input type="checkbox"/> Healthy interactions

Overall, I recommend this individual:

<b>As a student:</b>	<input type="checkbox"/> With reservation	<input type="checkbox"/> Fairly strongly	<input type="checkbox"/> Strongly	<input type="checkbox"/> With great enthusiasm
<b>As a person:</b>	<input type="checkbox"/> With reservation	<input type="checkbox"/> Fairly strongly	<input type="checkbox"/> Strongly	<input type="checkbox"/> With great enthusiasm

Please share anything else about the student you feel would be important for us to know. You may also describe extenuating circumstances related to any of the aforementioned areas above. We appreciate your thoughtful responses and will be sure to take all aspects of the student's profile into consideration.

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

Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_