



## ISAAGNY Form Instruction Sheet

We greatly appreciate your taking the time to complete this form, as it provides an additional way of getting to know the student. We will review your input with the understanding that students are constantly changing and developing.

### **As you complete the form, please consider:**

- We're looking for a candid assessment of the student's ongoing development, strengths, and areas with room for improvement.
- 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).
- Please keep in mind the student's relative age within their class cohort.
- If you are unsure of the answer to a question, please indicate that and add more notes at the end of the section.
- The comment boxes are very helpful to admission offices. We would appreciate 3-4 sentences in each comment box, including specific examples.

### **CONFIDENTIALITY:**

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.

### **HOW AND WHEN TO SUBMIT:**

- All completed forms should be sent directly to the school(s) to which each student is applying. We suggest you do not submit prior to November 1, so that you have time to get to know the student before completing this form.
- You may receive multiple requests to complete this form, as each ISAAGNY school has its own application process and software.
- Do not send completed forms to ISAAGNY, as we do not process or forward paperwork.
- We recommend saving a copy of the completed forms, just in case of technological glitches.

**Please note:** Text fields have limited character space, and your text responses should fit within the space provided. Copied and pasted text extending beyond the text box will require editing to fit within the text field provided.



**CONFIDENTIAL Form for Applicants to 3 and 4 Year Old Groups**  
*2025-26*

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.

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: \_\_\_\_\_

Please describe the philosophy of the early childhood program the applicant is currently enrolled (if applicable).

\_\_\_\_\_

Please describe the emphasis of your program (i.e. play-based, traditional, etc):

\_\_\_\_\_

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: \_\_\_\_\_ Language(s) spoken at home: \_\_\_\_\_


List six adjectives to describe this student:


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How many students are in applicant's class? \_\_\_\_\_ How many teachers are in applicant's class? \_\_\_\_\_

PHYSICAL DEVELOPMENT					
	Area of Strength	Age Appropriate	Progressing Towards Age Appropriate	Area of Concern	N/A
<b>Gross Motor</b>					
Participates in indoor/ outdoor activities navigating body and space appropriately					
Core Strength					
Walks/Jumps/Runs with control and regulation					
Stair climbing, alternating feet					
Rides tricycle-bi pedaling					
Balance					
Individually sits for appropriate time					
Sits for appropriate time in a group setting					
<b>Fine Motor</b>					
Participates in small motor activities					
Readily works with a variety of sensory materials (i.e. playdoh, clay, water, sand)					
Tinkers with a variety of manipulatives					
Solves puzzles of varying difficulty					
Builds structures with blocks					
Squeezes, pushes, pulls, and twists in age-appropriate manner					
Crosses midline					
Brings both hands together					
Has tripod grasp					
Hand strength/dexterity					

PHYSICAL DEVELOPMENT (cont.)					
	Area of Strength	Age Appropriate	Progressing Towards Age Appropriate	Area of Concern	N/A
<b>Self-Care</b>					
Manages routines involving belongings					
Cares for classroom materials					
Appropriately participates in clean up routines					
Pouring water					
Washing hands					
Drinking from a cup					
Toileting					
Uses implements fork/spoon to self-feed					


**PHYSICAL DEVELOPMENT COMMENTS: (200 character limit for each field)**

Describe applicant's gross motor skills further. Are there particular activities the child enjoys or doesn't enjoy?

Describe applicant's profile of self-regulation and energy level.

Describe applicant's fine motor skills further. Are there particular activities the child enjoys or doesn't enjoy?

Describe graphomotor skills. (Approach to writing-making marks, cutting, etc)

SOCIAL/EMOTIONAL DEVELOPMENT					
	Area of Strength	Age Appropriate	Progressing Towards Age Appropriate	Area of Concern	N/A
Emotional Regulation					
Displays confidence					
Accepts limits and boundaries					
Demonstrates appropriate emotional regulation					
Shows an understanding of emotions					
Displays frustration tolerance					
Finds ways to self-soothe					
Peer to Peer					
Engages with peers appropriately					
Responds accordingly to other's emotions					
Engages in collaborative play					
Takes turns with prompts					
Takes turns without prompts					
Classroom Routines					
Separates from parents/caregiver					
Engages with adults appropriately					
Appreciates humor and appropriate levels of silliness					
Displays a cooperative attitude					
Transitions easily					
Flexibly manages new events and changes to schedule					
Takes turns with prompts					
Takes turns without prompts					




**SOCIAL/EMOTIONAL DEVELOPMENT COMMENTS:**

How would you describe the applicant's temperament beyond the items above? (500 character limit)


Describe the applicant at open-ended play times. Give examples. (500 character limit)

Briefly comment on any other aspects of the applicant's social and emotional skills not noted in the checklist or that you would like to elaborate on from the checklist. (700 character limit)


LANGUAGE/LITERACY SKILLS					
	Area of Strength	Age Appropriate	Progressing Towards Age Appropriate	Area of Concern	N/A
<b>Receptive Language</b>					
Responds to name					
Follows directions given individually					
Follows directions given in a group					
Follows along to stories read aloud					
<b>Expressive Language</b>					
Speaks in complete sentences					
Uses clear articulation skills					
Displays fluency of expression					
Responds to simple questions					
Asks simple questions using "where," and "what"					
Asks one-word "why" questions					
Asks simple questions using "where," "what," "when," "how," and "whose"					
Contributions are relevant and on-topic					
Engages in reciprocal conversations with peers					
Engages in reciprocal conversations with adults					
Uses increasingly sophisticated vocabulary					
Recalls names of peers and educators					
Uses language to create dramatic play scenarios					

**LANGUAGE/LITERACY SKILLS COMMENTS:**

Briefly comment on any other aspects of the applicant’s expressive or receptive skills not noted in the checklist or that you would like to elaborate on from the checklist. (700 character limit)

EMERGENT LITERACY/MATH SKILLS					
	Area of Strength	Age Appropriate	Progressing Towards Age Appropriate	Area of Concern	N/A
Emergent Literacy					
Handles, browses, looks over books					
Retells stories in sequence read 1:1 or in group					
Recognizes rhyming words					
Produces rhymes					
Recognizes name in writing					
Recognizes names of classmates in writing					
Shows a beginning knowledge of the alphabet letters and sounds					



EMERGENT LITERACY/MATH SKILLS (cont.)					
	Area of Strength	Age Appropriate	Progressing Towards Age Appropriate	Area of Concern	N/A
<b>Emergent Math</b>					
Sorts objects into categories					
Grades objects by size using size comparison					
Understands directionality like over, under, in front of, behind, etc.					
Names basic shapes like triangle, circle, and square					
Orally counts to 5 in sequence					
Orally counts beyond 5 in sequence					
Demonstrates 1:1 correspondence to 5					
Demonstrates 1:1 correspondence beyond 5					
Recognizes patterns					
Creates patterns					
Recognizes numerals 1 through 5					
Recognizes numbers beyond the number 5					

#### EMERGENT LITERACY/MATH SKILLS COMMENTS:

Briefly comment on any other aspects of this child's literacy and emergent math skills not noted in the checklist or that you would like to elaborate on from the checklist. (500 character limit)

### CONCLUSION

Describe this applicant's strengths, and describe an area you are working on with this child. (500 character limit)

### FAMILY

Is there anything significant about the applicant or the applicant's home life to note? (new baby, move, divorce/separation, general health) - (200 character limit)

Have all financial obligations been met in a timely way?    Yes            No

Have you received active cooperation from the family?    Yes            No

Does the family follow through on the school's guidance when applicable?    Yes            No

Have the parents maintained an appropriate level of communication with the school?    Yes            No

To your knowledge, is the parent's perception of the child compatible with the school's understanding of the child?    Yes            No



### **FAMILY (cont.)**

Please describe parents' involvement with the school (attended parent/teacher conferences, family events, etc.) - (700 character limit)

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

Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_