



Preschool through Kindergarten Confidential Recommendation

TO THE PARENT / GUARDIAN

Please complete the following information before giving it to your child’s current Pre-K Teacher/Director. Provide the recommender a list of schools and email addresses to which to send this recommendation or instructions for how to upload this recommendation to each school’s online application system.

Name of Applicant _____ Applicant for _____ Grade in Fall 2026

Current Preschool/School Name _____

Address _____

City _____ State _____ Zip _____

For the student name above, I waive my rights to read or seek access to this Confidential Recommendation now or in the future.

Parent/Guardian Authorization Signature _____ Date _____

TO THE PRESCHOOL / PRE-K TEACHER / DIRECTOR

The Los Angeles Area Independent Schools consortium — <https://losangelesindependentschools.org/schools> — has developed this common form to better allow an open exchange of information about the student whose name appears above. Your completion of this evaluation is extremely helpful. It is important to all of us that the child’s next school placement be an appropriate one for both the student and the family. We greatly appreciate your time and effort to complete and return this form. Please do not include information about any legally protected statuses of the applicant, including but not limited to race, ethnicity, national origin, disability, gender identity, gender expression, and sexual orientation. Your insights and observations are important to all of us.

Please know that the professional comments you share will be held in confidence to the extent legally and reasonably possible and we thank you in advance for your assistance and cooperation.

Please complete this form after November 1, 2025, but no later than January 9, 2026.

To protect the integrity of this recommendation, be sure to save this form as a PDF before submitting to schools.

Name of Teacher or Director _____ Signature _____

School & Title _____ Today’s date _____

Email address _____ Phone number _____

First date of child’s enrollment in your school _____ How long have you known this child? _____

Days and times this child attends school (ex. M–F, 9am–3:30pm) _____

Number of students in this child’s classroom _____ Student:Teacher ratio in this child’s classroom _____

Which program best describes this child’s current classroom? Preschool TK/DK/Pre-K Kindergarten

Which program do you feel this child will be ready for in the Fall of 2026? TK/DK/Pre-K Kindergarten Other

Check here if you would like us to call you to discuss this student in greater detail.

Your judgments are used solely for the admissions process.

SOCIAL-EMOTIONAL DEVELOPMENT

	CONSISTENTLY	USUALLY	WITH MINIMAL SUPPORT	REQUIRES TEACHER SUPPORT
Self-regulates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transitions easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works cooperatively with peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works cooperatively with teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Separates from parents/guardians/caregivers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to identify feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows empathy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerates frustration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to bounce back from set-backs (resilience)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibits self-control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands and takes responsibility for one's actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is able to be reflective/engages in conflict resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can understand and solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to lead	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to follow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sense of humor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows kindness to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has healthy peer relations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to consider other perspectives/points of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is open to new ideas/adapts/integrates/builds on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes appropriate risks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Functions independently (toileting, washing hands) accessing lunch, eating, cleanup)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PHYSICAL DEVELOPMENT

	CONSISTENTLY	USUALLY	WITH MINIMAL SUPPORT	REQUIRES TEACHER SUPPORT
Fine motor control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gross motor control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Balance and coordination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hand-Eye coordination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has spatial awareness? (self)	<input type="radio"/> YES	<input type="radio"/> NO		
Has spatial awareness? (In relation to others)	<input type="radio"/> YES	<input type="radio"/> NO		
Handedness established?	<input type="radio"/> LEFT	<input type="radio"/> RIGHT	<input type="radio"/> NO	

COGNITIVE DEVELOPMENT

	CONSISTENTLY	USUALLY	WITH MINIMAL SUPPORT	REQUIRES TEACHER SUPPORT
Able to stay on topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Articulates clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expresses ideas and feelings orally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustains attention in small groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustains attention in large groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follows multi-step directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows effort and doesn't give up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses materials appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grasps concepts presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recalls details	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizes numbers and letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open to trying new things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (optional)

We understand that children develop in different ways. In thinking about this child at this moment, please describe

this child in three words: _____

and/or please feel free to check any adjectives from the list below:

- Adaptable
- Curious
- High energy
- Polite
- Affectionate
- Enthusiastic
- Introverted
- Quiet
- Agreeable
- Even-tempered
- Joyful
- Reserved
- Attentive
- Extroverted
- Low energy
- Sophisticated
- Cautious
- Firm
- Outgoing
- Talkative
- Center of attention
- Fun
- Persistent
- Timid

FAMILY INFORMATION

	CONSISTENTLY	USUALLY	SOMETIMES	RARELY	N/A
Has reasonable expectations of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has reasonable expectations of their child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follows the rules and policies of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperates with teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperates with administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participates in school activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is well-regarded by other parents in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has healthy boundaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meets financial obligations in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments (optional)

To the best of your ability, please describe the family's parenting style: