



PERMISSION TO RELEASE RECORDS

To the Parent/Guardian:

Please fill in, sign this form and **send it to your child's current school**. A completed report is a necessary part of your application to Manhattan Country School.

Name of Child _____ Applying for Grade _____

School _____ School Telephone _____

School Address _____

I give permission to release a copy of the requested student record data.

Signature of Parent or Guardian

To the School:

Please complete, scan and email us the school report form for the above named applicant. All information should be sent directly to our Admissions Office by January 15th and will be treated confidentially. Thank you for your assistance.

Please forward the school report form to:

admissions@manhattancountryschool.org

Questions? Please call the Admissions Office at (212) 348-0952 x214



INFORMATION SHEET FOR APPLICANTS TO THE KINDERGARTEN AND GRADE 1

CONFIDENTIAL

To the teacher or school director:

We greatly appreciate your taking the time to complete this form. It provides one way of getting to know the child and is reviewed with the understanding that children are constantly changing and developing. We place particular value on your observations of classroom behavior and your descriptive comments in each area if there is significant information which we should know. Please do not skip any questions. If your school does not evaluate students in a particular area, you may answer "not taught." Preparers and recipients are expected to maintain the information in strict confidence and to refrain from sharing it with parents, guardians, or caregivers.

Child's Name _____ Sex M F
Name usually called _____ Date of birth / /

Present School _____

School Address _____ Phone _____

Entrance Date _____

Name(s) of Parent(s) /Guardian(s) _____

Address _____ Phone _____

Address _____ Phone _____

Teacher and class _____

Date of this report / / Submitted by _____

How long have you known this child? _____

What is the child's primary language? _____

Did child enter school speaking English? _____

Is the child bi/tri lingual? In which languages? _____

Language(s) spoken at home and by whom:

Language _____ Person's relationship to child _____

Language _____ Person's relationship to child _____

Language _____ Person's relationship to child _____

List six adjectives that describe the child:

1 _____ 4 _____

2 _____ 5 _____

3 _____ 6 _____

I. SOCIAL-EMOTIONAL DEVELOPMENT

1. Demonstrates self-confidence

- Reluctant to participate in new or familiar activities. Expresses doubt about own ability to succeed in a new task or refuses to participate in activities.
- Must be invited to try new activities and experiences. May express doubt about ability to succeed at new tasks ("I can't do that.") Readily participates in familiar situations.
- Participates readily in most classroom activities. Occasionally waits and watches before joining an unfamiliar activity. Eagerly explores toys and materials. Describes own abilities positively (e.g., "I can do that" or "Watch me").
- Approaches new tasks and situations enthusiastically. Anticipates being successful in an activity (e.g., "I bet I can do that"). Readily shares experiences and ideas. Has a positive self-image.

2. Demonstrates leadership

- Watches and follows other children, selecting the same activities they do and/or imitating their actions.
- Rarely takes a leadership role. May be able to tell you what a leader is, but does not demonstrate the skill.
- Sometimes assigns roles to other children in imaginative play or distributes props. Can sustain a leadership role when assigned/scaffolded by a teacher.
- Frequently organizes other children in games and activities. Assigns roles in imaginative play.

3. Transitions easily and adapts to changes in schedule and routines

- Requires physical and verbal guidance from an adult to make transitions or shows little awareness of the classroom schedule and routines. Therefore, changes have very little effect on the child.
- Requires one-on-one verbal support from an adult during transitions. Sometimes can adapt to planned changes in routine. Unexpected changes are difficult at this level.
- Transitions with occasional reminders from an adult. Adapts easily to planned changes in routine most of the time. Adapting to unplanned changes or leaving a favorite activity can be challenging.
- Consistently transitions easily. Smoothly adapts to changes in routine. Remembers planned changes. Can function with unplanned changes.

4. Works and plays cooperatively

- Has difficulty interacting cooperatively with other children even with adult guidance.
- Occasionally can take turns and share materials with other children, but frequently requires adult facilitation to do so.
- Interacts easily with other children, most of the time taking turns, sharing materials, and conversing about activities, with some adult facilitation.
- Interacts with other children, consistently taking turns, sharing materials, and conversing about activities with very occasional adult facilitation.

I. SOCIAL-EMOTIONAL DEVELOPMENT CONT'D.

5. Regulates emotions and behaviors

☐ Shows very little control of emotions and behaviors. Is very impulsive. May tantrum, cry or scream when frustrated for any reason. Shows little awareness of classroom rules and expectations. Requires high levels of adult support and supervision to regulate emotions and behaviors.

☐ Shows beginning control over some emotions and behaviors. Can be impulsive. Frequently requires teacher guidance to follow classroom rules and transitions or wait for a turn. Has little independent control over immediate emotional reactions to situations and events.

☐ Can control emotions and behaviors with supportive reminders from the teacher. With support, can follow basic directions, manage transitions, wait for short periods of time, and exert some control over emotions (e.g., looking away after seeing something upsetting).

☐ Can control emotions and behaviors with occasional assistance from the teacher. Mostly independently, follows routines and rules, manages transitions, plays cooperatively, focuses attention to complete tasks, and frequently remembers to use words to convey emotions.

6. Exhibits a sense of humor

☐ Lacks a sense of humor. Rarely giggles or is silly.

☐ May giggle uncontrollably when others are laughing. Laughing is still in response to bodily stimulation or unusual juxtapositions (e.g., putting your hat on your feet). Can be very silly. Slapstick and physical humor with an element of surprise are enjoyed at this level.

☐ Tells jokes, but often doesn't seem to understand what makes them funny. Laughs in response to pictures that include illogical elements. Can be silly while making up new words or sounds.

☐ Tells a joke and seems to understand why it is funny. Repeats the same jokes frequently. Basic word play, exaggeration and slapstick are enjoyed at this level.

7. Initiates imaginative play

☐ Rarely initiates or engages in imaginative play.

☐ Engages in others' imaginative play scenarios.

☐ Initiates imaginative play for him or herself or with others. Uses a variety of props. May use different voices for different characters.

☐ Regularly initiates rich, complex, imaginative play scenarios. May actively invite others to join in. Creatively uses props to support play.

8. Shows empathy and caring for others

☐ Can name some common emotions, especially as they apply to him/herself. Shows interest in others' feelings and may watch a child who is upset and try to find out why.

☐ Approaches children who are upset, and attempts to comfort them, but may not be successful. Understands emotions of characters in books.

☐ Successfully comforts others. May try to help a child new to the classroom or a younger child.

☐ Shows concern for the larger community or world and has ideas for how to help.

I. SOCIAL-EMOTIONAL DEVELOPMENT CONT'D.

9. Forms friendships with peers

- Interacts with children equally; does not have a special friend. Or, may not interact with other children so does not have the occasion to make friends.
- May indicate a desire to be friends with a certain child, but does not have the social strategies to make it happen.
- Develops a few friendships, but plays with many children. Play is more cooperative and complex when playing with friends.
- Interacts easily with a number of children, but has clear preferences for his/her friends. Friendships are more exclusive and last longer than at younger ages. Independently works out conflicts with other children by talking. Knows a few strategies to solve interpersonal conflicts.

10. Forms positive relationships with adults

- Ignores adults in the classroom unless approached by an adult for a specific purpose OR will not leave the adult's side.
- Selects one or two familiar adults in school with whom he/she interacts. Is wary of or shy with the other adults in the room.
- Interacts easily with most familiar adults. Usually greets familiar adults, converses with them, follows their directions, and responds to questions or comments. Views adults as sources of support, comfort, and security.
- Interacts easily with familiar adults. Will show affection, engage in conversation, share events outside school, and show curiosity about the adult's life or interests. Calls important adults by name. More independently seeks support of adults when needed. Expresses interest in new adults in the classroom.

I. SOCIAL-EMOTIONAL DEVELOPMENT CONT'D.

Comment on the child's social emotional development and temperament (e.g., peer relationships, self esteem, ability to deal with frustration, ability to solve conflicts verbally).

II. THE CHILD AS A LEARNER

11. Shows curiosity as a learner

- Shows little interest in toys, educational materials, and other things in the environment. May use toys as others do or need to be shown how to use toys. Or, may stick to one familiar favorite toy.
- Shows interest in toys and will explore them by watching others, manipulating materials, and asking questions.
- Curiosity about learning is sparked by teacher's or peer's enthusiasm. Asks questions but may not process the responses. Uses different strategies to explore items of interest.
- Shows interest and excitement about learning. Notices new materials in the classroom and larger environment. Asks meaningful questions about what she/he notices. Uses many different approaches to explore.

II. THE CHILD AS A LEARNER CONT'D.

12. Inventive with play and materials

- Repeatedly uses materials in the same way. Imitates how others use materials. Uses a limited repertoire of behaviors to explore.
- Manipulates objects and materials and learns about their properties and characteristics. Explores using senses. Experiments with moving his/her body in different ways.
- Actively explores and experiments with toys and materials. Can develop alternative ways of using materials. Creates imaginary play scenarios. Can generate multiple responses to diverse questions and can solve simple problems in creative ways (e.g., using a cookie sheet to make a ramp for cars).
- Often comes up with new and effective ways to use materials or solve problems. Creates imaginary worlds that may be mostly internal or may represent these worlds with art or building materials. Finds new ways to solve problems. Can generate multiple solutions to solving a problem.

13. Shows creativity in the arts

- Shows little interest or confidence in making music, drawing, painting, or acting.
- Sometimes shows interest in making music, drawing, painting, or acting.
- Takes initiative to make music, draw, paint, or act and enjoys teacher-directed fine arts activities.
- Engages deeply and skillfully in music, drawing, painting, or acting.

14. Delves deeply into areas of interest

- Switches activities and interests frequently and after short periods of attention.
- Has preferences for certain activities, but moves from one activity to another regularly. Rarely makes a plan.
- Has clear interests and will spend more time in related activities than in activities of less interest. Will ask questions, bring in information, and look at books related to interests. May make or state a plan related to this interest.
- Has clear interests and "owns" them. Can easily tell others what he/she knows about his/her interests. Spends days to weeks pursuing these interests. Makes plans for how to extend interests.

15. Shows self-direction

- Rarely decides what to do on his/her own. Is influenced by peers or seeks interaction with adults to elaborate play. Easily distracted when given a task to do independently.
- Has brief moments of working and playing independently. Can perform simple tasks with minimal teacher facilitation.
- Makes choices, follows through with them, and sometimes generates his/her own ideas and plans for work and play. Wants to do some things on his/her own.
- Takes responsibility for her/himself. Can make choices among activities, begin projects and continue them independently, asking teachers for very specific assistance. Willing to take some risks.

II. THE CHILD AS A LEARNER CONT'D.

16. Persists in solving problems and tries multiple solutions

Gives up when a task is challenging.

When challenged by a task, will persist briefly or quickly seek help.

When challenged by a task and feeling frustrated, will persist for a while. May try different strategies suggested or modeled by teachers or peers.

When challenged by a task, will make many attempts to solve the problem with different strategies before seeking help. May return to a project for several days.

17. Sustains attention to self-initiated activities.

Quickly moves from one self-initiated activity to another.

Spends short periods of time on self-initiated activities.

Spends 10-20 minutes on self-initiated activities. May be distracted by something in the environment, but can return to the task.

Spends 20-30 minutes or more on self-initiated activities.

18. Sustains attention to teacher-initiated group activities.

Quickly becomes distracted during teacher-initiated group activities.

Attends to teacher-initiated group activities for 5-10 minutes. Has difficulty returning to the task after an interruption or distraction.

Attends to teacher-initiated group activities for 10-20 minutes. Can usually return to the task after an interruption or distraction.

Attends to teacher-initiated group activities for more than 20 minutes. Easily resumes task after an interruption or distraction.

Comment on the child's approach to learning.

III. COGNITIVE DEVELOPMENT

19. Sorts by attributes and explains reasoning

Rarely notices differences among objects.

Sorts objects that are the same from a group of objects and verbally labels them.

Sorts items into at least three categories and verbally labels them. Uses comparative terms (longer, thinner, etc.)

Notes slight differences among objects. Organizes items according to two or more attributes at a time (e.g., "these are all the small red blocks and these are the big blue blocks"). Can provide detailed explanations for why he/she classified objects, pictures, or concepts as he/she did.

20. Makes connections among items, concepts, and ideas.

Rarely makes connections.

Makes connections primarily based on perceptible characteristics of objects.

Makes connections with concepts and ideas (e.g., boats, cars, and planes all help people travel from one place to another).

Readily makes connections with concepts and ideas. Frequently sees unusual connections or connects things learned at school with experiences from outside school.

21. Estimates

Does not estimate.

Estimates are not based on understanding of quantity or measurement (e.g., "There were a billion ants in the kitchen").

Can estimate with small quantities of objects.

Provides a reasonably accurate estimate of quantity based on observation and experience.

22. Completes puzzles

Completes 1-4 piece puzzles

Completes 5-9 piece puzzles

Completes 10-19 piece puzzles

Completes puzzles with 20 or more pieces

III. COGNITIVE DEVELOPMENT CONT'D.**23. Draws inferences and makes predictions**

☐ Observes and describes the surrounding environment. Does not predict or draw inferences.

☐ Observes and points out things that are the same or different in the environment. May associate objects or events that are close together in time or space. Explanations may be strongly held but based on limited evidence. Can make very simple predictions based on many repetitions of the same data (e.g., "I see dark clouds - it's going to rain").

☐ Begins to form explanations and conclusions about the world. Inferences are frequently inaccurate. Can sometimes revise understanding based on additional evidence. Can predict what a book will be about by looking at its cover.

☐ Generates ideas, conclusions, and explanations based on data, that is, things and events seen and experienced. Inferences may not be accurate, but demonstrate an attempt to understand the world. Makes predictions based on data (e.g., predicts what will happen next in a book, and justifies the prediction).

Give an example of how the child makes meaningful connections.

IV. LITERACY AND MATH

24. Recognizes and produces rhyming words	<input type="checkbox"/> Plays with the sounds of language, but does not yet recognize rhyming words.	<input type="checkbox"/> Can fill in rhyming words at the end of a predictable story or familiar nursery rhyme.	<input type="checkbox"/> Recognizes and produces rhyming words. Hears a word and produces a rhyming word.	<input type="checkbox"/> Easily recognizes and produces rhyming words.	<input type="checkbox"/> Not Taught
25. Recognizes upper-case letters	<input type="checkbox"/> Does not recognize any upper case letters.	<input type="checkbox"/> Recognizes a few upper case letters including those in first name.	<input type="checkbox"/> Recognizes at least 20 upper case letters.	<input type="checkbox"/> Recognizes all upper case letters.	<input type="checkbox"/> Not Taught
26. Recognizes lower-case letters	<input type="checkbox"/> Does not recognize any lower case letters.	<input type="checkbox"/> Recognizes a few lower case letters including those in first name.	<input type="checkbox"/> Identifies at least 14 lower case letters.	<input type="checkbox"/> Recognizes all lower case letters.	<input type="checkbox"/> Not Taught
27. Connects sounds to letters	<input type="checkbox"/> Does not connect any sounds to letters.	<input type="checkbox"/> May connect sounds to the initial letters in his/her name or very high frequency words in the environment.	<input type="checkbox"/> Connects all consonants with their sounds. Can discriminate syllables and some beginning sounds of words.	<input type="checkbox"/> Connects all letters with sounds, including letters that have multiple sounds.	<input type="checkbox"/> Not Taught
28. Demonstrates one-to-one correspondence	<input type="checkbox"/> Cannot demonstrate one-to-one correspondence.	<input type="checkbox"/> Counts between 5 and 9 objects with one-to-one correspondence.	<input type="checkbox"/> Counts between 10 and 19 objects with one-to-one correspondence.	<input type="checkbox"/> Counts to at least 20 with one-to-one correspondence. Recognizes and corrects errors.	<input type="checkbox"/> Not Taught
29. Recognizes numerals.	<input type="checkbox"/> Does not recognize any numerals.	<input type="checkbox"/> Recognizes a few numerals.	<input type="checkbox"/> Recognizes written numbers through 10.	<input type="checkbox"/> Recognizes written numbers at least through 20, but may go much higher.	<input type="checkbox"/> Not Taught

IV. LITERACY AND MATH CONT'D.

30. Extends simple patterns

- | | | | | |
|---|---|--|--|-------------------------------------|
| <input type="checkbox"/> Does not recognize patterns. | <input type="checkbox"/> Recognizes and copies simple patterns. | <input type="checkbox"/> Recognizes and extends ab and abc patterns. Can identify movement patterns and patterns in the environment. | <input type="checkbox"/> Recognizes and extends shape and number patterns with more than two repeating elements. Begins to notice patterns in the base ten system. | <input type="checkbox"/> Not Taught |
|---|---|--|--|-------------------------------------|

31. Compares quantity (more/less/same)

- | | | | | |
|---|--|---|---|-------------------------------------|
| <input type="checkbox"/> Cannot compare quantity. | <input type="checkbox"/> Has a basic understanding of more and less. | <input type="checkbox"/> Can match and name small sets of objects. Can identify sets as more, less, and the same. Recognizes that a set of four objects is the same regardless of the order or position of the objects. | <input type="checkbox"/> Compares two sets of up to ten objects and determines more, less, or equal. Can also compare quantities represented by numerals. | <input type="checkbox"/> Not Taught |
|---|--|---|---|-------------------------------------|

Comment on the child's literacy and math performance.

V. RECEPTIVE AND EXPRESSIVE LANGUAGE

Check here if child's first language is not English.

32. Comprehends text read aloud

Labels some objects or characters in a story or informational text.

Begins to retell what characters say or do in a story.

Retells the main events from a story. Offers explanations about why a character acted as he or she did. Can make predictions about what might happen next based on what has already happened.

Understands the main idea and key details from a story or informational text, as well as the order of events, plot, characters, the relationships among characters, and setting. Can describe, summarize, compare or contrast based on a text read aloud.

33. Follows directions

Requires adult help to follow 1-2 step directions involving familiar routines.

Follows 1-2 step directions involving unrelated events.

Follows 2-3 step directions that are part of a familiar routine.

Follows multi-step (3+) directions that are new or unfamiliar.

34. Verbalizes remembered events and information

Verbalizes some key features of daily routines.

Recounts familiar and unfamiliar events that happened earlier in the day.

Recounts familiar and unfamiliar events that happened recently. Shares recently learned information about interests.

Recounts sequences of related events that happened in the past or information acquired outside of school.

35. Speech is easy to understand

Speech is difficult for most people to understand due to issues with articulation or fluency.

Speech can be understood easily by family members, especially siblings. Familiar adults can understand with some effort.

Although developmental articulation errors may be present, speech can generally be understood by family members, peers, familiar adults, and strangers.

Speech can be easily understood by family members, peers, familiar adults, and strangers.

36. Uses appropriate syntax

Makes many syntactical errors.

Begins to use rules of standard English, but sometimes overgeneralizes grammatical rules (e.g., "They goed").

Uses many rules of standard English such as how to form regular plural nouns (e.g., "one dog, two dogs"), possessives, pronouns, and irregular verbs.

Uses most rules of standard English including using regular plurals, tenses, and the most commonly occurring prepositions.

V. RECEPTIVE AND EXPRESSIVE LANGUAGE CONT'D.

37. Expresses self fluently, retrieving words with ease

- ☐ Has difficulty expressing him/herself verbally without contextual cues or gestures. Has great difficulty finding words to express intended meaning.
- ☐ Speaks in short (three to five word) sentences to convey needs, wants, likes, dislikes, and thoughts. May use gestures to convey some meanings. Has some difficulty finding words to express ideas, but generally can make him/herself understood.
- ☐ Conveys ideas clearly. Usually finds words to express ideas. Will ask and answer questions to seek help, get information, or clarify. Begins to communicate about objects and events that are not physically present, are somewhat abstract, or are from the past.
- ☐ Conveys ideas effectively using longer and more complex sentences. Finds words to express ideas with ease in most situations. Will ask questions to gain information. Communicates about objects and events that are not physically present, are abstract, or are from the past. Can describe imaginary events, explain, and predict.

38. Participates appropriately in conversation and discussion

- ☐ Participates in brief conversation or discussion if directly spoken to or facilitated by an adult.
- ☐ Takes turns during discussion with adult support. Easily strays off topic. Has short conversations. May need to be prompted by conversational partner.
- ☐ Takes turns speaking but may sometimes, especially when excited, take multiple turns, interrupt the conversational partner, or have difficulty staying on topic. May take very long turns about topics he/she is interested in and has knowledge about.
- ☐ Initiates topics to discuss, takes turns, makes comments related to the topic under discussion. Asks and answers questions related to the topic. Easily and smoothly takes turns in extended conversations with peers and adults.

39. Tells stories in order

- ☐ Does not tell stories in order.
- ☐ May "tell a story" by recounting the part that he/she found most interesting.
- ☐ Understands that stories have beginnings and endings, and emphasizes these in retellings.
- ☐ Understands beginning, middle, and end of stories. Tells stories in proper sequence, including information that is essential for the listener's understanding.

V. RECEPTIVE AND EXPRESSIVE LANGUAGE CONT'D.

40. Uses an expanding vocabulary

Uses a limited vocabulary.

Vocabulary is expanding.

Vocabulary is expanding rapidly. Can generate words that are similar in meaning (e.g., big, large, huge). May use a specialized or technical vocabulary related to a particular interest (e.g., names of dinosaurs). Shows interest in unfamiliar words and asks what they mean.

Vocabulary continues to expand rapidly. Uses newly learned words immediately and appropriately. May use a specialized or technical vocabulary related to a particular interest. Tries to determine the meaning of unfamiliar words by using inflections, affixes (eg., -ed, -s, re-, un-, pre-, -ful, -less), and context clues. Can distinguish shades of meaning (e.g., build, construct, create, design).

Comment on the child's understanding and use of language to express needs, feelings, and knowledge.

VI. PHYSICAL DEVELOPMENT

41. Handedness	<input type="checkbox"/> Right	<input type="checkbox"/> Left	<input type="checkbox"/> Dominance not yet established	
42. Demonstrates fine motor strength and control	<input type="checkbox"/> Beginning to be able to use a variety of manipulatives.	<input type="checkbox"/> Uses Duplos, Bristle Blocks or similar manipulatives. Strings large beads.	<input type="checkbox"/> Removes and replaces marker and glue stick tops. Fastens buttons on clothing. Places rubber bands on geoboards, and puts pegs in a pegboard following a design.	<input type="checkbox"/> Uses a stapler or paper punch. Tears tape easily. Opens and closes jars. Manages all fasteners on clothing. Uses lacing cards successfully.
43. Uses tools for cutting, drawing, and writing	<input type="checkbox"/> Snips paper with beginner scissors. Uses crayons and markers to scribble. Movement may involve the entire arm.	<input type="checkbox"/> Makes random cuts with scissors. Uses crayons, markers, and paintbrushes purposefully to make lines or fill in an area.	<input type="checkbox"/> Uses scissors to cut on lines or around a large picture. Uses pencils, markers and paintbrushes purposefully to draw.	<input type="checkbox"/> Uses scissors to cut shapes and simple pictures, mostly staying on the line. Uses pencils, markers, paintbrushes effectively to begin to draw a variety of more complex items.
44. Uses a mature pencil grip	<input type="checkbox"/> Holds pencil in fist and uses entire arm to draw.	<input type="checkbox"/> Switches back and forth between an immature and mature pencil grip.	<input type="checkbox"/> Most of the time uses a mature pencil grip.	<input type="checkbox"/> Uses a mature pencil grip.
45. Moves in a balanced and coordinated way	<input type="checkbox"/> Begins to jump with two feet. Climbs stairs one step at a time. Catches a large ball with arms. Throws ball by pushing with both arms. Traps large ball if thrown to him/her.	<input type="checkbox"/> Jumps with two feet. Hops a few times on each foot. Climbs stairs, alternating while going up. Walks on a line on the floor. Moves in the direction of a moving ball to catch it. Throws ball in intended direction.	<input type="checkbox"/> Walks across a balance beam without falling. Hops several times on each foot. Climbs stairs, usually alternating feet. Gallops and begins to skip. Throws and catches a medium-sized ball.	<input type="checkbox"/> Hops many times on each foot. Climbs stairs alternating feet. Skips smoothly. Throws with reciprocal motion and catches a small- to medium-sized ball.

VI. PHYSICAL DEVELOPMENT CONT'D.

46. Shows awareness of his/her body in space and gross motor control

Moves slowly or stiffly. Frequently bumps into furniture or other children. Uses too little or too much force on things. Has difficulty judging distance or space (e.g., tries to fit into a space that is clearly too small). Falls if moving too quickly.

Shows general awareness of where his/her body is in space. Occasionally bumps into furniture, toys on the floor, or people in the classroom. Begins to follow directions involving location.

Generally understands where his body is in space. Can follow instructions regarding direction and distance (e.g. "move to the door," "move so that you are under the table"). Runs quickly making quick stops and full turns.

Understands where his/her body is in space. Can judge distances and space (e.g., does not try to fit into a space that is clearly too small). Can follow instructions that include locations, distance, and direction. Moves easily around classroom and building. Can stop and start moving quickly.

47. Sits appropriately to facilitate learning

Often tries to lie down at circle time or can't sit still. Sits in chair unconventionally.

Generally sits up/sits still at circle time with reminders. Sits successfully in a chair.

Usually sits up but may slump, sit in a "W," or support body with arms.

Sits up alertly with good posture on the carpet or in a chair.

Comment on the child's physical development and stamina with regard to full participation in current school's program.

VII. RESPONSE TO INSTRUCTIONAL APPROACHES AND ENVIRONMENTS

	Rarely	Sometimes	Usually	Consistently	N/A
1. Begins tasks without requiring extra teacher support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Begins tasks quickly after they are explained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Can learn in a quiet environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Can learn in a lively environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Can learn when given choices about how to proceed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Can learn when not given choices about how to proceed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Can collaborate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Can complete familiar tasks responsibly with minimal supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Can learn independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Can learn in small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Can learn in large groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Responds positively to re-direction and constructive criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Describe an area that you are working on with this child.

VIII. THE FAMILY

	Rarely	Sometimes	Usually	Consistently
1. Engages in an appropriate level of communication with school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Participates in student-related activities (e.g., conferences/workshops/orientation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Participates in school-wide activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Cooperates with the classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Cooperates with administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Follows through on guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Meets financial obligations in a timely way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Ensures good attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Ensures that child is brought and picked up on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VIII. THE FAMILY CONT'D.

Comment on the child's family. Include the family's perception of the child as compared to the School's understanding of the child, anything significant about the child's home life, and the family's involvement with the School.

Signature _____ Date _____

Title _____