



## Confidential Recommendation Form for Students

### Applying to Year 1 (Kindergarten), Year 2 (Grade 1) and Year 3 (Grade 2)

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**For Parents:** I hereby waive my right to access this recommendation and authorize my child's current school to provide relevant information to the Wetherby-Pembridge School New York for the purpose of my child's application to attend the school. I, the parent, understand that I will not have access to this confidential information and that, if enrolled, it will not become part of my child's permanent record.

Parent's Signature:  Date:

**To the teacher or School Director:** We appreciate your time and cooperation in completing this form. It provides one way of getting to know the child and is reviewed with the knowledge that young children are continuously changing and developing. Please note that we value your observations of classroom behavior and your descriptive comments in each area. This report is one part of the application process and this information will be kept in strict confidence and will not be shared with anyone outside of the Wetherby-Pembridge School New York Admissions Office unless required by law.

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Name of Student:  Gender: M  F

Name likes to be called:  Date of Birth:

Current School:

School Address:

School Phone Number:  Date of Report:

Teacher:  Currently Attends-Days per Week

I have known this student for  months/years

Submitted by:

Language(s) spoken at Home:

Signature:  Date

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**What adjectives come to mind when you think about this child?**

**SOCIAL/EMOTIONAL DEVELOPMENT** *(Please √ best descriptor)*

	Area of strength	Age appropriate	Progressing toward age appropriate	Possible area of concern	Comments
Separates easily from parents/guardians					
Is comfortable with adults					
Finds ways to enter group play					
Initiates play activities					
Cooperates in play					
Engages in imaginative play					
Shares well without prompting					
Is able to lead					
Is able to follow					
Plays alone comfortably					
Participates willingly in group clean-up					
Respects the rights and property of others					
Stands up for self					
Demonstrates flexibility in problem solving					
Has an appropriate sense of humor					
Accepts responsibility for behavior					
Responds positively to re-directing					
Accepts limits and boundaries					
Contributes to classroom/school community					

Usually chooses:  Large group  Small group  Solitary    Activities Usually takes role of:  Leader  Follower  Varies

**Please comment on this child's social maturity and temperament:**

**Describe the child's interaction with classmates? Is the child kind and considerate to other children? Does the child play with children of both genders? Is the child a sought after playmate? Describe the child's interactions with adults?**

**COGNITIVE DEVELOPMENT** (Please ✓ best descriptor)

	Area of strength	Age appropriate	Progressing toward age appropriate	Possible area of concern	Comments
Demonstrates intellectual curiosity					
Can focus on one task					
Completes tasks					
Transitions well between activities					
Follows multi-step directions					
Is a self-starter					
Easily grasps new concepts					
Asks relevant questions to further knowledge					
Able to bring closure to an activity when directed by an adult					
Exhibits problem solving ability					
Welcomes new challenges					
Demonstrates Persistence in learning					
Attention span for adult directed activity					
Attention span for self-chosen activity					
Responds well to constructive criticism					
Understands the give and take of group discussions					
Makes meaningful connections					

**What activities does the child enjoy? How does the child approach learning?**

**Speech and Receptive/Expressive Language** *(Please ✓ best descriptor)*

	Area of strength	Age appropriate	Progressing toward age appropriate	Possible area of concern	Comments
Clear articulation					
Fluency of speech					
Correct word retrieval					
Precise vocabulary (instead of uhms)					
<b>RECEPTIVE LANGUAGE</b>					
Follows directions given individually					
Follows directions when given to a group					
Contributes to classroom discussion					
Converses with adults and peers					
Recalls events and information					
Ability to retell a story					
Comprehends stories read aloud					
<b>EXPRESSIVE LANGUAGE</b>					
Uses detailed sentences					
Tells stories that stick to the topic					
Creates dramatic play scenarios					
Asks why and how					
Uses language to solve conflicts					

**Comment on the child's speech and use of language, verbal and non-verbal. Has the child been recommended for, or are they currently receiving, speech and/or language services?**

**PRE - READINESS SKILLS** (Please ✓ best descriptor)

	Area of strength	Age appropriate	Progressing toward age appropriate	Possible area of concern	Comments
<b>EMERGENT LITERACY</b>					
Able to write name					
Enjoys being read to					
Handles/looks at books on own					
Reads/looks at books from left to right					
Revisits books and pretends to read					
Recognizes and shares rhyming words					
Recognizes uppercase letters					
Recognizes lower case letters					
Letter sound connection					
Draws representational pictures					
Exploring phonetic spelling					
<b>EMERGENT MATH</b>					
Names colors/shapes					
Sorts objects in categories (transportation, animals, fruits)					
Classify objects by common attribute (color, size, shape)					
Understands conceptual terms					
One-one correspondence					
Recognizes numerals					
Able to extend and create a pattern					

Are there any areas of difficulty for this child? If so, how does the child respond when met with a challenge?

**For applicants applying to Year 2 and Year 3:**

Please mark which best describes the students reading ability:

Sight words  
  Beginner  
  fluent  
  advanced

Please mark which best describes the students maths ability:

counts up to  
  can add  
  can subtract

Is the student learning at grade level? If not please explain briefly. Any difficulties relating to literacy and math?

**PHYSICAL DEVELOPMENT** *(Please ✓ best descriptor)*

	Area of strength	Age appropriate	Progressing toward age appropriate	Possible area of concern	Comments
<b>GROSS MOTOR</b>					
Gait, fluidity of movement					
Balance and coordination					
Can walk up/down a flight of stairs					
Body/space awareness					
Demonstrates competency in running, hopping, jumping, etc)					
Is independently able to maintain sitting position at circle time					
<b>FINE MOTOR</b>					
Participates in small motor activities					
Builds with blocks or manipulatives					
Uses art tools (crayons, markers, paint brushes, glue)					
Works with playdoh, clay, sand, water					

**PHYSICAL DEVELOPMENT** (Please ✓ best descriptor)

	Area of strength	Age appropriate	Progressing toward age appropriate	Possible area of concern	Comments
<b>PERCEPTUAL</b>					
Eye-hand coordination					
Completes puzzles					
Recognizes name					
Notices, recognizes and replicates patterns					
<b>GENERAL HEALTH</b>					
Maintains stamina for the school day					
Exhibits self help skills (hand washing, bathroom skills, etc)					
Easily tolerates a variety of sensory stimuli (sounds, loud noises, textures, touch)					

**Handedness:**  Right  Left  Mixed

**Please comment on the child's physical development, general health and attendance with regard to full participation in the school's program.**

PARENT & FAMILY	Consistently	Usually	Sometimes	Rarely	Comments
Supportive of the child's experience					
Supportive of your school's programs					
Communicates openly with the school					
Cooperates with teachers					
Cooperates with administration					
Realistic in setting educational goals					
Responsive to suggestions/ guidance					
Is punctual with drop-off and pick-up					
Meets financial obligations promptly					

**Have the family's expectations and perceptions of their child and your program been in alignment with the school's?**

**Is there anything significant about the home life that will help us understand this child?**

**Additional Comments:**

Submitted by:  Title:  Date:

If we wanted to discuss this applicant/family further, please list your telephone number and the best time to reach you.

Telephone Number:  Best Time to Call:

**Thank you for your thoughtful insights and candor.**



the **Gold Standard** in education