LÉMAN MANHATTAN PREPARATORY SCHOOL

WORLD VIEWS FROM EVERY CLASSROOM

SCHOOL RECOMMENDATION FORM FOR APPLICANTS FOR PreK3 AND PreK4

CONFIDENTIAL

Child's Name: _____ Sex: ☐ M ☐ F

Name usually called: _____ Date of Birth: _____/_____/_____

Current School _____

School Address: _____ Phone: _____

Entrance Date: _____

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

Address: _____ Phone: _____

Currently attends: Days per week: _____ Hours per day: _____ Date of this report: _____/_____/_____

Submitted by: _____

How long have you known this child? _____

Is the child bilingual or multilingual? If so, in which languages? _____

_____

Dominance: Right: _____ Left: _____ Not established: _____

Physical Development

	Mature	Age-Appropriate	Developing	Immature	Additional Comments
Gross motor coordination	☐	☐	☐	☐	_____
Participates in physical group activities	☐	☐	☐	☐	_____
Gait, fluidity, smoothness of movement	☐	☐	☐	☐	_____
Small motor coordination	☐	☐	☐	☐	_____
Participates in small motor activities	☐	☐	☐	☐	_____
Works with playdough, clay, water, sand	☐	☐	☐	☐	_____
Builds with blocks or manipulatives	☐	☐	☐	☐	_____
Draws, paints or glues	☐	☐	☐	☐	_____
Uses implements (fork/spoon) to feed self	☐	☐	☐	☐	_____
General health	☐	☐	☐	☐	_____
Energy level: outdoors/in classroom	☐	☐	☐	☐	_____

Perceptual Development

	Mature	Age-Appropriate	Developing	Immature	Additional Comments
Completes puzzles (how many pieces?)	☐	☐	☐	☐	_____
Notices, creates, replicates patterns	☐	☐	☐	☐	_____
Recognizes written name	☐	☐	☐	☐	_____

What are the child's favorite large motor activities? What are the child's favorite small motor or perceptual activities?

_____

_____

_____

Social/Emotional Development

	Mature	Age-Appropriate	Developing	Immature	Additional Comments
Separation from parents/caregivers	☐	☐	☐	☐	_____
Displays confidence	☐	☐	☐	☐	_____
Accepts limits/boundaries	☐	☐	☐	☐	_____
Willingly follows directions individually	☐	☐	☐	☐	_____
Willingly follows directions in groups	☐	☐	☐	☐	_____
Displays impulse control	☐	☐	☐	☐	_____
Engages with peers	☐	☐	☐	☐	_____
Engages with adults	☐	☐	☐	☐	_____
Makes eye contact	☐	☐	☐	☐	_____
Resolves conflict/disputes verbally	☐	☐	☐	☐	_____
Respects self/own property	☐	☐	☐	☐	_____
Respects others/their property	☐	☐	☐	☐	_____
Tolerates frustration/self-chosen activity	☐	☐	☐	☐	_____
Tolerates frustration/assigned activity	☐	☐	☐	☐	_____
Appreciates humor/appropriately silly	☐	☐	☐	☐	_____
Ability to focus on an activity	☐	☐	☐	☐	_____
Cooperative attitude	☐	☐	☐	☐	_____
Makes transitions easily	☐	☐	☐	☐	_____
Reacts positively to new events/change	☐	☐	☐	☐	_____

How would you describe the child's temperament?

What activities does the child especially enjoy?

Please describe the quality of this child's interactions with classmates. Does the child play with children of both genders, show a preference for group or individual activities? Is the child a leader, follower, observer? Is the child kind to and considerate of other children?

Please describe the quality of this child's interactions with adults.

Intellectual Development

	Mature	Age-Appropriate	Developing	Immature	Additional Comments
Receptive Skills					
Ably follows directions given to a group	☐	☐	☐	☐	
Ably follows directions given individually	☐	☐	☐	☐	
Converses with adults and children	☐	☐	☐	☐	
Expressive Skills					
Clear articulation	☐	☐	☐	☐	
Fluency of expression (as opposed to stammering)	☐	☐	☐	☐	
Vocabulary: uses precise words as opposed to fillers ("um")	☐	☐	☐	☐	
Remembers classmates'/teachers' names	☐	☐	☐	☐	
Remembers and recites nursery rhymes	☐	☐	☐	☐	
Remembers and retells events/stories in sequence	☐	☐	☐	☐	
Creates dramatic play scenarios	☐	☐	☐	☐	
Emergent Literacy					
Handles, browses, looks over books	☐	☐	☐	☐	
Enjoys being read to/asks to be read to	☐	☐	☐	☐	
Acts out favorite stories (books/media)	☐	☐	☐	☐	
Emergent Math					
Sorts objects in categories (animals/plants)	☐	☐	☐	☐	
Grades objects by size	☐	☐	☐	☐	
Names colors or shapes in environment	☐	☐	☐	☐	
Uses size comparisons	☐	☐	☐	☐	
Understands over, under, etc.	☐	☐	☐	☐	

Please comment on the child's language and speech development. Has the child been recommended for speech or language evaluation or therapy? Any idiosyncratic language? (Please be specific.)

Please comment briefly on any physical, social-emotional, or intellectual strengths or concerns, including general health.

Family

Is there anything significant about the home life which will help us to better understand this child (new baby, move, separation)?

Have all financial obligations been met?

Have you received active cooperation from the parents?

To your knowledge, is the parent's perception of the child compatible with the school's understanding of the child?

Please describe parents' involvement with the school.

Signed _____ Date: _____

Title _____

Please submit to:

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