



The Bilingual Montessori School of Boston



STUDENT EVALUATION

For children entering Pre-Kindergarten and Kindergarten

Section I:

Name of child _____ Applicant for grade _____

I have known this student for ____ years ____ months. Number of children in class ____ Age range _____

Is child generally on time for school? ___Yes ___ No Attendance pattern _____

My relationship with this student has been that of _____

What are the first words that come to mind to describe this candidate? _____

To the teacher or school director: We appreciate your cooperation in completing this form. It provides one way of getting to know the child and is reviewed with the full awareness that young children are constantly changing and developing. Please note that we place particular value on your observations of classroom behavior and your descriptive comments in each area. This evaluation will be kept in strict confidence, will be reviewed only by the admission committee and will not become part of the student's permanent record. Your insights will be used solely to help inform a thoughtful admission decision which will result in the best placement for each child.

Section II: SOCIAL/EMOTIONAL DEVELOPMENT (Please √ best descriptor)

Table with 6 columns: Area of strength, Age appropriate, Progressing toward age appropriate, Possible area of concern, Comments. Rows include: 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, Shows concern towards peers, Stands up for self, Uses words to resolve conflicts, Demonstrates flexibility in problem solving, Has an appropriate sense of humor, Accepts responsibility for behavior.

Section III: Cognitive Development

| | Area of strength | Age appropriate | Progressing toward age appropriate | Possible area of concern | Comments |
|--|------------------|-----------------|------------------------------------|--------------------------|----------|
| Attends to an adult-directed activity for the expected length of time (e.g. morning meeting) | | | | | |
| Understands the give and take of group discussion | | | | | |
| Contributes (positively) to group discussion | | | | | |
| Follows 2-3 step directions | | | | | |
| Works cooperatively | | | | | |
| Is able to work independently | | | | | |
| Demonstrates persistence in learning | | | | | |
| Demonstrates the ability to focus on one task | | | | | |
| Demonstrates curiosity | | | | | |
| Willingly tries new activities and challenges | | | | | |
| Demonstrates problem-solving | | | | | |
| Recalls and utilizes prior information | | | | | |
| Easily grasps new concepts | | | | | |
| Is a self-starter | | | | | |
| Is able to bring a chosen activity to closure when directed by an adult | | | | | |
| Responds positively to teacher re-direction and limit setting | | | | | |
| Adjusts easily to classroom rules and routines | | | | | |
| Adapts to change in routine | | | | | |
| Moves easily from one activity or space to another | | | | | |

Section IV: Physical Development

Handedness: right ____ left ____ mixed ____

| | | | | | |
|---|--|--|--|--|--|
| Eye-hand coordination and dexterity | | | | | |
| Pencil grasp | | | | | |
| Exhibits self-help skills (e.g. hand-washing, bathroom skills, etc.) | | | | | |
| Easily tolerates a variety of sensory stimuli (e.g. loud sounds, textures, touch) | | | | | |
| Awareness of personal space | | | | | |
| Is independently able to maintain sitting position at circle time | | | | | |
| Demonstrates competent gross-motor skills (e.g. running, hopping, climbing) | | | | | |
| Balance and coordination | | | | | |

Section V: Speech and Language Development

| | Area of strength | Age appropriate | Progressing toward age appropriate | Possible area of concern | Comments |
|--|------------------|-----------------|------------------------------------|--------------------------|----------|
| Understands most of what is said at school | | | | | |
| Uses detailed sentences | | | | | |
| Tells stories that stick to the topic | | | | | |
| Child's speech is intelligible in most context | | | | | |

Section VI: Parent and Family Information

Has/have the parent/s of this child been:

| | Consistently | Usually | Sometimes | Rarely | Comments |
|---|--------------|---------|-----------|--------|----------|
| Supportive of the child's experience | | | | | |
| Supportive of your school's programs/routines | | | | | |
| Supportive of you as a teacher | | | | | |
| Responsive to suggestions/guidance | | | | | |
| Realistic in setting educational goals | | | | | |
| To your knowledge, is the parent's perception of the child compatible with the school's understanding of the child? | | | | | |

Additional Comments



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