

Nonverbal and Physical Development	Excellent	Above Average	Average	Below Average	No Basis for Judgment
Ability to classify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fine motor (hand-eye coordination, zips, buttons, stacks, cuts, hand-dominance, pencil grip)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gross motor (balance, movement through space)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Left-right orientation/awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognition of patterns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spatial awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual sequencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Work Skills:				
Ability to work in a group	<input type="checkbox"/> Consistently works well	<input type="checkbox"/> Occasionally has trouble	<input type="checkbox"/> Usually has difficulty	<input type="checkbox"/> Has great difficulty
Ability to work independently	<input type="checkbox"/> Consistently works well	<input type="checkbox"/> Needs help occasionally	<input type="checkbox"/> Needs help frequently	<input type="checkbox"/> Needs constant help
Attention span	<input type="checkbox"/> Actively engaged	<input type="checkbox"/> Attentive	<input type="checkbox"/> Variable attention	<input type="checkbox"/> Requires frequent redirection
Class participation	<input type="checkbox"/> Joins in readily	<input type="checkbox"/> Contributes occasionally	<input type="checkbox"/> Wants to dominate	<input type="checkbox"/> Rarely contributes
Completes assignments	<input type="checkbox"/> Consistently on time	<input type="checkbox"/> Usually on time	<input type="checkbox"/> Needs additional time	<input type="checkbox"/> Has difficulty
Follows directions	<input type="checkbox"/> Easily and accurately	<input type="checkbox"/> Usually	<input type="checkbox"/> Needs much explanation	<input type="checkbox"/> Rarely
Eager and curious about learning	<input type="checkbox"/> Intellectually curious	<input type="checkbox"/> Yes, if interested in topic	<input type="checkbox"/> Variable interest	<input type="checkbox"/> Would rather play than work

Comments on above: _____

Social/Emotional Development:				
Eye contact	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Flexibility/adaptable	<input type="checkbox"/> Transitions easily	<input type="checkbox"/> Usually transitions easily	<input type="checkbox"/> Occasionally inflexible	<input type="checkbox"/> Rigid, excessive transition time
Interaction with adults	<input type="checkbox"/> Courteous	<input type="checkbox"/> Usually positive	<input type="checkbox"/> Occasional problems	<input type="checkbox"/> Relates poorly
Interaction with peers <i>(Check all that apply)</i>	<input type="checkbox"/> Role model <input type="checkbox"/> Engages eagerly <input type="checkbox"/> Positive leader	<input type="checkbox"/> Healthy relationships <input type="checkbox"/> Quiet, but contempt and happy <input type="checkbox"/> Can follow or lead	<input type="checkbox"/> Occasional problems <input type="checkbox"/> Initiates interaction once comfortable <input type="checkbox"/> Leads on occasion	<input type="checkbox"/> Relates poorly <input type="checkbox"/> Rarely interacts with others <input type="checkbox"/> Rarely leads
Play behavior with peers	<input type="checkbox"/> Plays well	<input type="checkbox"/> Usually plays well	<input type="checkbox"/> Occasionally plays well	<input type="checkbox"/> Does not play well
Respects authority	<input type="checkbox"/> Role model	<input type="checkbox"/> Usually listens and obeys	<input type="checkbox"/> Occasionally listens and obeys	<input type="checkbox"/> Defiant and/or disrespectful
Self-confidence	<input type="checkbox"/> Healthy self-image	<input type="checkbox"/> Needs some support	<input type="checkbox"/> Seems over-confident	<input type="checkbox"/> Poor self-image
Social problem solving	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Temperament <i>(Check all that apply)</i>	<input type="checkbox"/> Joyful <input type="checkbox"/> Happy	<input type="checkbox"/> Even-tempered <input type="checkbox"/> Content	<input type="checkbox"/> Variable moods <input type="checkbox"/> Nervous or withdrawn	<input type="checkbox"/> Hostile/angry <input type="checkbox"/> Bossy or aggressive

Has the applicant ever been a recipient of a special services program? Yes No

If yes, please explain: _____

Areas in which the applicant excels: _____

Areas in which the applicant has the greatest needs: _____

Describe the ways the applicant contributes to your school community: (character, leadership, citizenship) _____

Please describe parental support/involvement: _____

Additional comments: _____

Thank you for your time and evaluation of this applicant. May we contact you if we have questions?

Telephone _____

Evaluator's Signature (please sign and print)

Evaluator's Title

Date