



## STUDENT EVALUATION REQUEST

**Dear Parents,**

Please complete the following section and give this form to your child's current teacher with an envelope addressed to Brookwood School Admissions Office, One Brookwood Road, Manchester, MA 01944. It can also be emailed to [admissions@brookwood.edu](mailto:admissions@brookwood.edu). Please ask your child's teacher to return this to Brookwood **no later than February 1**.

Student's Name: \_\_\_\_\_

Current Teacher's Name(s): \_\_\_\_\_

By signing this form, you are giving permission for Brookwood's Admissions Office to keep a digital copy of these forms on GSuite as well as allow for follow-up conversations or classroom observations that may be necessary for the completion of your child's application. Should you have any questions or concerns, please contact the Admissions Office directly.

Parent Signature: \_\_\_\_\_

\*\*\*\*\*

**Dear Teacher,**

Thank you for completing the attached confidential Student Evaluation form(s) for the applicant named above and returning it to Brookwood School in the envelope provided or emailing it to [admissions@brookwood.edu](mailto:admissions@brookwood.edu) **by February 1**. We recommend keeping a copy of it in case for some reason it doesn't get to us.

Teacher input is a valuable part of the admissions process at Brookwood School and we very much appreciate your confidential input on behalf of this candidate. All materials submitted to Brookwood are considered confidential communications and are only reviewed by the Admissions Committee. If you have any questions or concerns, please feel free to call me at 978-526-4500. Thank you for your time and candor.

Sincerely,

Lindsay C. Murphy  
Director of Admissions



## REMOTE LEARNING EVALUATION

NAME OF STUDENT \_\_\_\_\_ GRADE APPLYING TO \_\_\_\_\_

Brookwood School realizes that the remote-learning experience can vary widely. If this student is engaged in remote learning, please provide the following information:

1. How long have you known this student and how long has this student been engaged in an online format?
2. What online platform(s) is/are being used for remote learning?
3. How has the student responded to online learning?
4. What strengths has the student exhibited in the online learning environment?
5. What have been some challenges for the student in this environment?

Remote Learning Instructor name \_\_\_\_\_

Instructor Signature \_\_\_\_\_ Date: \_\_\_\_\_

Remote Learning Instructor Email \_\_\_\_\_



Please send this form to the school to which the student is applying.

**STUDENT EVALUATION**

For children entering Pre-Kindergarten, Kindergarten and Grade One

**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)**

	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					
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 contexts					

**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?					

**For Candidates for Grade One ONLY**

Please comment on:

- Beginning reading-readiness skills (recognizes letters, writes own name, knows sound/symbol relationships):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Beginning math-readiness skills (one-to-one counting, recognizes numbers, recognizes colors/shapes, follows patterns):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Section VII: Closing**

Please comment on this child's ability to meet the expectations of your program. Have you adjusted your program to accommodate the needs or abilities of this child?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

We encourage any other information which you think would be helpful. Please feel free to write in the space provided on the back of this form if necessary.

Your name \_\_\_\_\_ Date \_\_\_\_\_ School Telephone \_\_\_\_\_

E-mail \_\_\_\_\_

School \_\_\_\_\_ Address \_\_\_\_\_

If you would like to discuss this applicant/family further, please list your telephone number and the best time for us to call.

Daytime \_\_\_\_\_ Evening \_\_\_\_\_ Best time to call \_\_\_\_\_

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

**Additional Comments**

**Please send this form to the school to which the student is applying.**