



## ISAAGNY Form Instruction Sheet

We greatly appreciate your taking the time to complete this form, as it provides an additional way of getting to know the student. We will review your input with the understanding that students are constantly changing and developing.

### **As you complete the form, please consider:**

- We're looking for a candid assessment of the student's ongoing development, strengths, and areas with room for improvement.
- Your assessment should be based on who they are in your class this year. If you cannot speak to the student's current performance or are not currently teaching the student, you are likely not the appropriate person to be completing the form (the exception is those filling out the General Recommendation form for Middle/Upper School applicants).
- Please keep in mind the student's relative age within their class cohort.
- If you are unsure of the answer to a question, please indicate that and add more notes at the end of the section.
- The comment boxes are very helpful to admission offices. We would appreciate 3-4 sentences in each comment box, including specific examples.

### **CONFIDENTIALITY:**

Preparers and recipients are expected to maintain the information in strict confidence. Preparers and recipients are prohibited from sharing this information with parents/guardians/students, and ISAAGNY does not provide this information to parents/guardians/students unless required by subpoena or court order.

### **HOW AND WHEN TO SUBMIT:**

- All completed forms should be sent directly to the school(s) to which each student is applying. We suggest you do not submit prior to November 1, so that you have time to get to know the student before completing this form.
- You may receive multiple requests to complete this form, as each ISAAGNY school has its own application process and software.
- Do not send completed forms to ISAAGNY, as we do not process or forward paperwork.
- We recommend saving a copy of the completed forms, just in case of technological glitches.

**Please note:** Text fields have limited character space, and your text responses should fit within the space provided. Copied and pasted text extending beyond the text box will require editing to fit within the text field provided.



**CONFIDENTIAL Form for Applicants to Grades 2-5**  
*2025-26*

We greatly appreciate your taking the time to complete this form. It provides one way of getting to know the student and is reviewed with the understanding that students are constantly changing and developing. Our intention is to establish a dynamic understanding of the student, and your observations and descriptions are essential in this process. Preparers and recipients are expected to maintain the information in strict confidence and to refrain from sharing it with students, parents, or guardians.

Child's Name: \_\_\_\_\_ Name usually called: \_\_\_\_\_

Birthdate: \_\_\_\_\_ Current School: \_\_\_\_\_

Current School Address:

\_\_\_\_\_

Current School Phone: \_\_\_\_\_ Date child entered school: \_\_\_\_\_

Current Teacher: \_\_\_\_\_ Date of this report: \_\_\_\_\_

Name, Email and Phone of person completing this report:

\_\_\_\_\_

How long have you known this student? \_\_\_\_\_

How much time per week is this student in your class? \_\_\_\_\_

Student's primary language: \_\_\_\_\_ Language(s) spoken at home: \_\_\_\_\_

List six adjectives to describe this student:

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

How many students are in applicant's class? \_\_\_\_\_ How many teachers are in applicant's class? \_\_\_\_\_


To the best of your ability, please rate the student in each of the following areas:

**STUDENT PROFILE**

|  | No Basis for<br>Assessment | Far Below<br>Expectations | Below<br>Expectations | Meets<br>Expectations | Exceeds<br>Expectations | Truly<br>Outstanding<br>(Top Few) |
|---|----------------------------|---------------------------|-----------------------|-----------------------|-------------------------|-----------------------------------|
| Sense of responsibility   |                            |                           |                       |                       |                         |                                   |
| Consideration for<br>others   |                            |                           |                       |                       |                         |                                   |
| Leadership skills   |                            |                           |                       |                       |                         |                                   |
| Self-confidence   |                            |                           |                       |                       |                         |                                   |
| Sense of humor  |                            |                           |                       |                       |                         |                                   |
| Peer relationships  |                            |                           |                       |                       |                         |                                   |
| Relationship with<br>adults   |                            |                           |                       |                       |                         |                                   |
| Study habits  |                            |                           |                       |                       |                         |                                   |
| Self-motivation   |                            |                           |                       |                       |                         |                                   |
| Organization of time<br>and work  |                            |                           |                       |                       |                         |                                   |
| Intellectual curiosity  |                            |                           |                       |                       |                         |                                   |
| Attention span  |                            |                           |                       |                       |                         |                                   |
| Ability to express ideas<br>in writing  |                            |                           |                       |                       |                         |                                   |
| Ability to express ideas<br>orally  |                            |                           |                       |                       |                         |                                   |
| Ability to follow<br>directions   |                            |                           |                       |                       |                         |                                   |
| Ability to work in a<br>group   |                            |                           |                       |                       |                         |                                   |
| Ability to work<br>independently  |                            |                           |                       |                       |                         |                                   |
| Perseverance  |                            |                           |                       |                       |                         |                                   |
| Academic achievement  |                            |                           |                       |                       |                         |                                   |
| Academic potential  |                            |                           |                       |                       |                         |                                   |
| Academic performance  |                            |                           |                       |                       |                         |                                   |

**To the best of your ability, please rate the student in each of the following areas:**

**STUDENT PROFILE (cont'd)**


|  | No Basis for<br>Assessment | Far Below<br>Expectations | Below<br>Expectations | Meets<br>Expectations | Exceeds<br>Expectations | Truly<br>Outstanding<br>(Top Few) |
|---|----------------------------|---------------------------|-----------------------|-----------------------|-------------------------|-----------------------------------|
| <b>Self-esteem</b>  |                            |                           |                       |                       |                         |                                   |
| <b>Character</b>  |                            |                           |                       |                       |                         |                                   |
| <b>Respect for others</b>   |                            |                           |                       |                       |                         |                                   |

Please share anything else about this student's profile you feel will be important for us to know. We appreciate your thoughtful responses and will be sure to take all aspects of the student's profile into consideration. (1000 character limit)

To the best of your ability, please rate the student in each of the following areas:

### ANALYSIS OF PERFORMANCE

|  | No Basis for Assessment | Far Below Expectations | Below Expectations | Meets Expectations | Exceeds Expectations | Truly Outstanding (Top Few) |
|---|-------------------------|------------------------|--------------------|--------------------|----------------------|-----------------------------|
| <b>Math</b>   |                         |                        |                    |                    |                      |                             |
| <b>Basic Operations - If Applicable</b>   |                         |                        |                    |                    |                      |                             |
| Addition  |                         |                        |                    |                    |                      |                             |
| Subtraction   |                         |                        |                    |                    |                      |                             |
| Multiplication  |                         |                        |                    |                    |                      |                             |
| Division  |                         |                        |                    |                    |                      |                             |
| Solving Word Problems   |                         |                        |                    |                    |                      |                             |
| <b>Math Concepts</b>  |                         |                        |                    |                    |                      |                             |
| Place Value   |                         |                        |                    |                    |                      |                             |
| Rounding Numbers  |                         |                        |                    |                    |                      |                             |
| Writing Numbers   |                         |                        |                    |                    |                      |                             |
| Order of Operation  |                         |                        |                    |                    |                      |                             |
| <b>Fractions</b>  |                         |                        |                    |                    |                      |                             |
| Adding Fractions  |                         |                        |                    |                    |                      |                             |
| Adding Mixed Numbers  |                         |                        |                    |                    |                      |                             |
| Subtracting Fractions   |                         |                        |                    |                    |                      |                             |
| Different Denominators  |                         |                        |                    |                    |                      |                             |
| Multiplying Fractions   |                         |                        |                    |                    |                      |                             |
| Dividing Fractions  |                         |                        |                    |                    |                      |                             |
| <b>Language Arts</b>  |                         |                        |                    |                    |                      |                             |
| <b>Basic Skills</b>   |                         |                        |                    |                    |                      |                             |
| Vocabulary  |                         |                        |                    |                    |                      |                             |
| Grammar/Usage   |                         |                        |                    |                    |                      |                             |
| Punctuation   |                         |                        |                    |                    |                      |                             |

| To the best of your ability, please rate the student in each of the following areas: |                            |                           |                       |                       |                         |                                   |
|--|----------------------------|---------------------------|-----------------------|-----------------------|-------------------------|-----------------------------------|
| ANALYSIS OF PERFORMANCE (cont'd)   |                            |                           |                       |                       |                         |                                   |
|     | No Basis for<br>Assessment | Far Below<br>Expectations | Below<br>Expectations | Meets<br>Expectations | Exceeds<br>Expectations | Truly<br>Outstanding<br>(Top Few) |
| <b>Language Arts</b>   |                            |                           |                       |                       |                         |                                   |
| <b>Basic Skills (cont'd)</b>   |                            |                           |                       |                       |                         |                                   |
| Spelling   |                            |                           |                       |                       |                         |                                   |
| Syntax   |                            |                           |                       |                       |                         |                                   |
| <b>Composition Skills</b>  |                            |                           |                       |                       |                         |                                   |
| Organization   |                            |                           |                       |                       |                         |                                   |
| Clarity  |                            |                           |                       |                       |                         |                                   |
| Originality  |                            |                           |                       |                       |                         |                                   |
| Content  |                            |                           |                       |                       |                         |                                   |
| <b>Reading</b>   |                            |                           |                       |                       |                         |                                   |
| Comprehension  |                            |                           |                       |                       |                         |                                   |
| Powers of Analysis   |                            |                           |                       |                       |                         |                                   |
| <b>General</b>   |                            |                           |                       |                       |                         |                                   |
| Class Participation<br>Frequency   |                            |                           |                       |                       |                         |                                   |
| Quality of Participation   |                            |                           |                       |                       |                         |                                   |
| Quality of Assignment<br>Preparation   |                            |                           |                       |                       |                         |                                   |
| Academic<br>Responsibility   |                            |                           |                       |                       |                         |                                   |
| General Progress   |                            |                           |                       |                       |                         |                                   |

| Please indicate where the student's work level is within the class. |                           |                          |
|---|---------------------------|--------------------------|
| Upper Third of the Class  | Middle Third of the Class | Lower Third of the Class |




The student’s greatest strength in my class is:

\_\_\_\_\_

An area of growth for this student is:

\_\_\_\_\_

Our school endeavors to know a child as completely as possible. Your comments help the Admission Committee determine if our school will meet the needs of this applicant. Please share any additional information we should consider in our evaluation process (e.g., parent participation, child’s home life, school attendance, etc.). (900 character limit)

| Overall, I recommend this individual:   |                  |                 |          |                       |
|---|------------------|-----------------|----------|-----------------------|
|  | With Reservation | Fairly Strongly | Strongly | With Great Enthusiasm |
| As a student  |                  |                 |          |                       |
| As a person   |                  |                 |          |                       |

Best number to call should the Admissions Office(s) have questions: \_\_\_\_\_

Teacher’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_