LMAIS | Lake Michigan Association of Independent Schools

NURSERY, JUNIOR KINDERGARTEN & SENIOR KINDERGARTEN

Common Recommendation Form

The Lake Michigan Association of Independent Schools (LMAIS) utilizes a Common Recommendation Form as part of the application process for member schools. This form is one of many pieces of information gathered to learn about the student. Thank you in advance for sharing your feedback.

- **Requested Respondent:** The student's current teacher or Program Director is requested to complete the form.
- **Use for Multiple Schools:** Please save a copy for your records, as you may reuse this form for other LMAIS schools if your responses are unchanged.
- **Best Efforts:** Complete the form as fully as possible. If you do not know the student well, you may note that and it will not negatively impact the applicant.
- **Confidentiality:** Responses are confidential (as allowed by law) and are not part of the student's permanent record.

RECOMMENDER INFORMATION

Your Name _____

School_____City_____ State_____

Job title _____

Email _____ Phone_____

How long have you known the student? _____

In what capacity? _____

Class size _____ Student:Teacher ratio in your classroom _____

STUDENT INFORMATION

Name of student _____ Current grade/age level _____

Title of program that student attends _____ Days per week _____ Hours per day _____

What are the first three words that come to mind to describe this student?

1. _____ 2. _____ 3. _____

Please reference the below rating scale and corresponding definitions to evaluate the student in the following section.

- **Exceeding Expectations** - The student is exceeding what is developmentally appropriate for this age group
- **Meeting Expectations** - The student is meeting what is developmentally appropriate for this age group
- **Approaching Expectations** - The student is progressing toward what is developmentally appropriate for this age group
- **Below Expectations** - The student does not exhibit what is developmentally appropriate for this age group

LANGUAGE DEVELOPMENT

	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS	COMMENTS
Listens attentively and follows directions/requests	○	○	○	○	
Understands classroom routines	○	○	○	○	
Follows multi-step directions	○	○	○	○	
Express ideas in four- to six-word sentences	○	○	○	○	
Communicates using appropriate verbal skills	○	○	○	○	
Articulates clearly	○	○	○	○	
Exhibits a growing vocabulary	○	○	○	○	
Organizes thoughts before speaking	○	○	○	○	
Verbally follows a conversation and is able to respond appropriately	○	○	○	○	
Overall Language Development	○	○	○	○	

SOCIAL/EMOTIONAL DEVELOPMENT

	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS	COMMENTS
Separates from parents/caregivers	○	○	○	○	
Communicates and expresses needs and feelings appropriately	○	○	○	○	
Shows empathy and caring for others	○	○	○	○	
Demonstrates the capacity to form friendships	○	○	○	○	
Respects and cooperates with adults	○	○	○	○	
Resolves conflicts verbally	○	○	○	○	
Seeks help when necessary	○	○	○	○	
Shows an ability to cope with frustration	○	○	○	○	
Demonstrates self-confidence	○	○	○	○	
Demonstrates cooperative attitude and skills	○	○	○	○	
Demonstrates the ability to share	○	○	○	○	
Demonstrates ability to delay gratification	○	○	○	○	
Shows leadership skills	○	○	○	○	
Accepts responsibility for actions	○	○	○	○	
Understands/follows social cues	○	○	○	○	
Shows an ability to work independently	○	○	○	○	
Participates in group activity	○	○	○	○	
Accepts limits and redirection	○	○	○	○	
Demonstrates flexibility with routine changes	○	○	○	○	
Transitions appropriately between activities	○	○	○	○	
Overall Social/Emotional Development	○	○	○	○	

INTELLECTUAL DEVELOPMENT

	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS	COMMENTS
Shows eagerness and curiosity as a learner	○	○	○	○	
Exhibits problem solving skills	○	○	○	○	
Uses classroom materials purposefully and respectfully	○	○	○	○	
Completes one task before starting another	○	○	○	○	
Demonstrates an appropriate attention span (self-chosen activity)	○	○	○	○	
Demonstrates an appropriate attention span (assigned activity)	○	○	○	○	
Initiates pretend play on own or with peers when appropriate	○	○	○	○	
Overall Intellectual Development	○	○	○	○	

PERSONAL AND PHYSICAL DEVELOPMENT

	EXCEEDING EXPECTATIONS	MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	BELOW EXPECTATIONS	COMMENTS
Dresses self (puts on/takes off coat, shoes, etc.)	○	○	○	○	
Demonstrates independence and self-reliance	○	○	○	○	
Toilet training	○	○	○	○	
Sense of body in space	○	○	○	○	
Impulse control	○	○	○	○	
Ability to self-regulate during highly stimulating activities	○	○	○	○	
Small motor coordination	○	○	○	○	
Gross motor coordination	○	○	○	○	
Exhibits stamina throughout the duration of the school day	○	○	○	○	
Overall Personal and Physical Development	○	○	○	○	

Is there any additional information that would be helpful to us in evaluating this student?

FAMILY - SCHOOL PARTNERSHIP

Parents/guardians are an important part of our relationship with the student. Please share any information about the family - school partnership, as well as the involvement of the family.

To your knowledge, is the parent/guardian's perception of their child compatible with the school's understanding of the child? Please comment.

Are you aware of any family circumstances that may affect their child's life at school?

Which word(s) best describe the parents/guardians in regard to their child?

1. _____ 2. _____ 3. _____

Please explain.

I certify that the information provided above is accurate and complete to the best of my knowledge.

Signature _____ Date _____

If we have additional questions, may we contact you? ◯ Yes ◯ No

For a full list of LMAIS member schools and contact information, please visit lmais.org