



Teacher Recommendation Form

*****For Children Applying For 1st Grade*****

205

PARENTS: Please complete the items in this box only.

Name of Applicant: _____ Applying for Entrance into Grade: _____
 Teacher: _____ School: _____
 School Address: _____

Dear Teacher: This student is seeking admission to Hillel Day School of Boca Raton, Florida. In order for a successful school experience, each child must reach certain developmental milestones at each age. By filling out this form, you will help us to understand the developmental patterns of this student. Your help will be greatly appreciated. If you prefer not to fill out this form, indicate here by checking this box , sign your name, include your phone number and we will contact you for your professional input. For your convenience, an envelope has been attached in which you may return this form to Hillel Day School or you may return this form by fax to (561) 470-5005.

Definitions

Area of Concern: not typically developing, child is not reaching developmental milestones

Not Yet Taught in Curriculum: will be taught in the near future

Developing: within typical developmental limits; Should be monitored closely for continued development

Achieving: has reached appropriate developmental milestones

Extending: has exceeded developmental expectation

Self-Awareness and Social Emotional Development

Area of Concern	Not Yet Taught in Curriculum	Developing	Achieving	Extending	SKILL
					Can display a high level of confidence and self esteem
					Children and parents develop strong connections and high levels of trust with teachers
					Can work in small groups and large groups
					Can problem solve through most emotional situations
					Can negotiate confidently with others
					Can begin to work independently
					Respects others, their space, rights, and privileges
					Understands the consequences of their actions
Comments:					

Motor Development

Area of Concern	Not Yet Taught in Curriculum	Developing	Achieving	Extending	SKILL
					Can write with appropriate grip and use proper posture
					Understands that lines for writing have meaning, and therefore begins the process of using those lines as guides
					Understands proper positioning of paper when writing
Comments:					

Cognitive

Area of Concern	Not Yet Taught in Curriculum	Developing	Achieving	Extending	SKILL
					Complete understanding of Parsha by name and story associated with the Parsha of the week.
					Understands that we read Torah three times a week and when it is read.
					Knows all symbols and concepts related to holidays.

Cont. Cognitive

Area of Concern	Not Yet Taught in Curriculum	Developing	Achieving	Extending	SKILL
					Can count up to () in Ivrit. (Please fill in)
					Understands place values.
					Understands patterns
					Understands shapes
					Understands number sequence and use and how they relate to objects.
					Understands number sequence and use and how they relate to objects.
					Understands number sequence and use and how they relate to objects. (Ivrit)
					Understands science concepts; predicting, observing and explaining.
					Strong sense of time and what time means.
					Understands calendar and how it relates to everyday life.
					Understands calendar and how it relates to everyday life (Ivrit)
					Can initiate Brachot associated with proper foods.
					Understands that we say Birchot Hamazon, Borei Nefashot.
					Understands and begins to use Asher Yatzar after use of bathroom.
Comments:					

Language/ Speech Development

Area of Concern	Not Yet Taught in Curriculum	Developing	Achieving	Extending	SKILL
					Participates in Tefillah
					Enjoys being read to
					Retells simple narrative stories or information
					Understands simple classroom instruction and vocabulary drawn from school and everyday life.
					Understands simple classroom instruction and vocabulary drawn from school and everyday life (Ivrit)
					Uses descriptive language to explain and explore
					Shows familiarity with rhyming
					Shows familiarity with beginning sounds
					Shows familiarity with beginning sounds (Ivrit)
					Matches English spoken words with written words
					Matches high frequency spoken words with written words - (Ivrit)
					Writes letters of alphabet and some high frequency words
					Writes letters of alef-bet and some high frequency words
					Associates sounds to alphabet
					Associates sounds to alef-bet
					Begins to combine two Hebrew letters to create new sounds
					Begins to combine two English letters to create new sounds
					Pre-readings skills (Ivrit)
					Understands literary elements
					Understands context clues
					Can make inferences, predictions and sequence of story
					Can make inferences, predictions and sequence of story (Ivrit)
					Begins to understand that punctuation has meaning
					Can begin to produce their own book (theoretic knowledge as well as physical book)
					Can follow simple 3-4 step directions
					Express thoughts on paper through drawing, writing or other ways of creative expression
					Understands and uses proper direction when writing in English
					Understands and uses proper direction when writing in Ivrit
Comments:					

Are you aware of any medication this child is taking? No Yes, Explain: _____
 Has this student been suspended from school? No Yes, Explain: _____
 How would you consider this applicant's parents? Cooperative Uncooperative Not Very Communicative
 I recommend this applicant Enthusiastically With Reservation Not Recommended
 Would this applicant be eligible for re-enrollment? No Yes

Teacher Name - Please print _____ Signature _____ Date _____ Phone _____

The faculty and administration truly appreciate the time you have spent giving your thoughtful responses. You have enabled us to get to know this student more personally.

Sincerely, Administration