



Teacher Recommendation Form

*****For Children Applying For Kindergarten*****

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
					Strong connections and high levels of trust with teachers
					Strong sense of family and home, quotes parents as authorities
					Can negotiate with other children with some facilitation of teacher
					Understands rules of fair play
					Understands personal effect on the environment and action vs. reactions
					Can regulate emotional swings from happy to sad to angry, etc.
					Can understand role as listener and understands role as community member
					Can interact with others in a positive way during center time as well as planned activity
Comments:					

Physical, Spatial and Temporal Awareness

Area of Concern	Not Yet Taught in Curriculum	Developing	Achieving	Extending	SKILL
					Can begin to understand abstract concepts and ideas
					Complete understanding of visual mass, heavier, lighter, greater and less than
					Begins to understand proper direction of Hebrew words vs. English words.
					Can manipulate puzzle pieces to fit in forms
					Can estimate weight/height i.e.... in building with blocks or manipulatives.
					Child is aware of body in space
					Understands his/her own personal space and respects that of others
Comments:					

Cognitive

Area of Concern	Not Yet Taught in Curriculum	Developing	Achieving	Extending	SKILL
					Understands that we read Torah three days a week
					Knows the name of each weekly Parsha
					Knows the story of the Parsha during the week that it is read
					Knows all symbols and concepts related to holidays
					Knows all Brachot that associate with each food
					Understands that we say Birchot Hamazon after we eat
					Understands to use Al Hamichia and Bore Nefashot
					Understands to use Asher Yatzar after use of bathroom
					Can produce self made projects
					Can initiate planning and production of all art projects (little need for pre-cut materials)
					Can child recall abc's 123's alef bet as well as identify what is missing. For example, i.e. symbols related to holidays.
					Can child determine the difference between different shapes and symbols? I.e. abc's and alef bet.
					Can child sequence picture story cards as well as patterning, letter and number sequencing.
					Can child remember facts as well as stories songs etc. i.e. parsha, Brochot.
					Can child discriminate sounds appropriately, i.e. sound of letters, environmental sounds.
					Can child hear a story and tell it in sequential order
					Can child group like objects together, keep backpack materials in order, artwork expressed in an organized way.
Comments:					

Motor Development

Area of Concern	Not Yet Taught in Curriculum	Developing	Achieving	Extending	SKILL
					Can negotiate large climber with little support from teachers
					Multiple levels of eye-hand coordination. Can ride tricycle
					Holds writing instrument with appropriate grip
					Can cut with scissors proficiently
					Can manage most fine motor activities with little support of teachers
					Can catch/throw playground size ball
					Can run, jump, hop etc., with ease
					Sits upright without support of hands, arms, etc.-muscle tone
Comments:					

Language/ Speech Development

Area of Concern	Not Yet Taught in Curriculum	Developing	Achieving	Extending	SKILL
					Can regulate thought patterns to explain ideas in a focused manner
					Understands multiple meanings of words
					Can formulate a story by using visual cues
					Understands past, present and future and how it pertains to language
					Can hold meaningful and focused conversation
					Are articulation skills developmentally appropriate.
					Fluency of speech appropriate
					Sentence structure developmentally appropriate
					Is child using the correct pronouns when speaking.
Comments:					

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