



# CATHEDRAL ACADEMY

## Confidential Student Evaluation Grades 1-5

### **Instructions to the Parent:**

Please ask one of your child's teachers to complete this form and return directly to Cathedral Academy.

Name of applicant \_\_\_\_\_ Candidate for grade \_\_\_\_\_

I/We hereby authorize release of requested information to complete the admissions process at CA.

I/We understand this becomes part of my student's application file.

Signature of parent/guardian \_\_\_\_\_ Date \_\_\_\_\_

### **To the Teacher:**

The student named above is a candidate for admission to Cathedral Academy. We would appreciate your completing this form and returning it directly to Cathedral Academy within one week.

Please check all that apply to this student:

#### **Work Habits**

- Well organized and efficient
- Usually prepared
- Needs some prodding
- Disorganized – cannot find supplies, etc.
- Has trouble starting or completing tasks
- Completes assignments on time

#### **Reading Mechanics**

- Has strong phonic analysis skills to decode unknown words
- Has weak phonic analysis skills – can't blend sounds to decode unknown words
- Doesn't know names and/or sounds of letters

#### **Reading Ability**

- Reads material well above grade level
- Reads material above grade level
- Reads material at grade level
- Reads material below grade level
- Reads voraciously
- Is discriminating reader
- Has adequate skills but little enthusiasm
- Reads only under pressure

#### **Reading Comprehension**

- Has no trouble understanding what was read
- Has some difficulty understanding what was read
- Reading is nonfluent and doesn't comprehend what was read
- Uses context clues to understand what was read
- Unable to use context clues to understand what was read

#### **Writing Ability**

- Can express original ideas well
- Presents adequate and readable prose
- Is perceptive but grammar skills are weak (spelling and punctuation)
- Unimaginative or unskilled
- Can verbalize ideas but seems to lose ideas when required to write them
- Legible handwriting
- Illegible handwriting

#### **Respect for Authority**

- Is conscientious about rules
- Is courteous but independent
- Resents authority but usually obeys
- Is disrespectful or hostile
- Requires much of teacher's time

#### **Personality**

- Outgoing and eager
- Friendly but quiet and modest
- Somewhat shy
- Lethargic, sluggish
- Unpleasant or negative

#### **Industry and Motivation**

- Is purposeful, ambitious, and resolute
- Is conscientious but uninspired
- Is distractible and unable to sustain focus to tasks
- Has fluctuating levels of performance

#### **Intellectual Curiosity**

- Interested in many areas
- Interested in one or two areas
- Needs to be highly motivated to engage in academic areas

#### **Modifications Used**

- Extended time for testing
- Scribe for testing
- Tape recorder
- Shortened assignments
- Oral reader for tests
- Organizational/behavioral contracts

#### **Emotional Stability**

- Stable and well-adjusted
- Well liked by classmates
- Usually stable with good disposition
- Shows marked variations in mood swings
- Withdrawn
- Can be impulsive showing lack of control
- Easily frustrated
- Unstable

**Integrity**

- Is always reliable and trustworthy
- Is usually dependable
- Needs occasional watching
- Is unreliable or untrustworthy

**Mathematical Setting**

- Whole class instruction
- Whole class instruction with concept skill groups
- Integrated with whole language
- Homogeneous grouping across grade level

**Math Ability**

- Learns through manipulative and visual reinforcement
- Attempts to understand ideas instead of merely memorizing
- Recognizes relationships in verbal problems
- Applies mathematical skills and strategies to new situations
- Has a positive attitude toward mathematics

**Sensitivity**

- Goes out of way to help others
- Is respectful of others' rights
- Seems unaware of others' rights and feelings
- Self-centered

**Creativity**

- Highly imaginative and innovative
- Able to understand and appreciate new ideas
- Concrete and very literal

**Sense of Humor**

- Wholesome and refreshing
- Laughs but not at appropriate times
- Responsive
- Perverse, cynical or unwholesome

Has this student been referred/tested for (check all that apply):

- Learning disabilities
- Language processing
- Auditory processing
- ADHD/ADD
- Emotional difficulties
- Speech therapy

Please state area(s) of concern \_\_\_\_\_

Have you considered referring this student for testing for (check all that apply):

- Learning disabilities
- Language processing
- Auditory processing
- ADHD/ADD
- Emotional difficulties
- Speech therapy

Please state area(s) of concern \_\_\_\_\_

Has the curriculum been adjusted or modified to suit the needs of the student? Yes \_\_\_\_\_ No \_\_\_\_\_

Additional comments: Please feel free to provide any information you feel will guide us. Thank you for your time and cooperation. Your evaluation will remain confidential.

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Position: \_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_

School: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_