

CONFIDENTIAL STUDENT EVALUATION

Grades 1 – 5



To the Classroom Teacher:

The student named below is a candidate for admission to FCS. We would appreciate your completing this form and returning it within one week to: FCS Admissions Office, 1422 Ireland Dr., Fayetteville, NC 28304 or Fax to (910) 483-6966.

Name of applicant _____ Candidate for grade _____

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
- Has speech impairment
- Doesn't know names and sounds of letters
- Knows sight words
- Memorizes well

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 and unskilled
- Can verbalize ideas but seems to lose ideas when required to write them
- Fine motor skills are age appropriate
- Legible handwriting
- Illegible handwriting

Integrity

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

Respect for Authority

- Is conscientious about rules
- Is courteous but independent
- Resents authority but usually obeys
- Is disrespectful and even hostile
- Is demanding of teacher's time
- Requires constant attention and approval

Personality

- Outgoing and eager
- Friendly but quiet and modest
- Somewhat shy
- Lethargic, sluggish
- Sour and negative
- Only child in family
- Shares with others

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

Sensitivity

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

Mathematical Setting

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

Creativity

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

Sense of Humor

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

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
- Learns math facts easily
- Struggles/difficulty retaining math facts

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

- | | | |
|--|---|---|
| <input type="checkbox"/> Learning disabilities | <input type="checkbox"/> Language processing | <input type="checkbox"/> Dyslexia |
| <input type="checkbox"/> ADHD/ADD | <input type="checkbox"/> Emotional difficulties | <input type="checkbox"/> Speech therapy |

If yes, please explain _____

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

- | | | |
|--|---|---|
| <input type="checkbox"/> Learning disabilities | <input type="checkbox"/> Language processing | <input type="checkbox"/> Dyslexia |
| <input type="checkbox"/> ADHD/ADD | <input type="checkbox"/> Emotional difficulties | <input type="checkbox"/> Speech therapy |

Please state area(s) of concern _____

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

If yes, please explain:

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

Name of Teacher _____ Date _____

Position _____

Name of School _____

Address of School _____ Zip Code _____

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