



Tsinghua International School

School Recommendation Form

Dear Teacher or Administrator:

Thank you for taking the time in helping us better understand this child and their family in our admissions process. Your observations and comments are meaningful to us and will help us in determining a proper placement for them. Please note that this form is intended to be filled out by the student's current homeroom teacher or administrator, and your responses will be kept confidential. We ask that you submit this form to this@mail.tsinghua.edu.cn. Thank you.

Applicant Name: _____ Grade Applying: _____ Birth Date: _____

Current School Name: _____

School Address: _____ City & Country: _____

Phone Number: _____

Name of Evaluator: _____ Position: _____

How long have you known this applicant? _____

Is this applicant currently your student? ____ yes ____ no

May we contact you if needed? ____ yes ____ no

Email Address: _____

Evaluator's Signature: _____ Date: _____

1. What is the home language of this student? _____
2. Is this form based on English language instruction? ____ yes ____ no
If no, what language? _____
3. If the language of instruction is not English, is their English fluency grade-level appropriate?
____ yes ____ no
4. Has this student ever been recommended for an educational evaluation? If so, why and when?

5. Does this student have an IEP (Individualized Educational Plan), in need of intervention, or monitored under RTI (United States)? If so, for which program?

6. Does this student appear to have an unidentified special need related to ADHD, other behavior needs, learning concerns, gifted, speech, vision, or others? Please indicate the possible need:

6B. If there is a potential need, have the parents been notified: ____ yes ____ no

Behavior/ Social Development

Please check the box that most accurately describes this child's development.

| | Not Observed | Never | Sometimes | Frequently | Consistently |
|--|--------------|-------|-----------|------------|--------------|
| Works respectfully with peers | | | | | |
| Interacts respectfully with adults | | | | | |
| Able to sustain grade appropriate attention to tasks | | | | | |
| Able to complete tasks in given amount of time | | | | | |
| Completes and returns homework | | | | | |
| Responds well to redirection | | | | | |
| Reacts appropriately to new situations or changes in routine | | | | | |
| Motivated to do well academically | | | | | |

Describe any behavioral issues that may impact this child's success in school:

Family/Home

| | Not Observed | Never | Sometimes | Frequently | Consistently |
|---|--------------|-------|-----------|------------|--------------|
| Family ensures student is prepared for school | | | | | |
| Family supports student's learning (homework completion, attends conferences, etc.) | | | | | |
| Family is appropriately involved in school | | | | | |

Comments:

Academic Learning for Grade 1

| | Not Observed | Never | Sometimes | Frequently | Consistently |
|--|--------------|-------|-----------|------------|--------------|
| Listens and follows directions and rules | | | | | |
| Works to focus and problem solve | | | | | |
| Shows curiosity and engagement in learning | | | | | |
| Completes tasks | | | | | |
| Cooperates with others | | | | | |
| Works well independently | | | | | |
| Behaves in a predictable, age appropriate manner | | | | | |

Comments:

Academic Learning for Grades 2 and above

| WRITING | Not Observed | More than 1 grade level below expectation | Slightly below grade level expectation | At grade level expectation | Above grade level expectation |
|--|--------------|---|--|----------------------------|-------------------------------|
| Able to generate a topic independently | | | | | |
| Able to write independently | | | | | |
| Able to organize writing in a logical format | | | | | |
| Able to edit their own writing | | | | | |
| Understands grade appropriate spelling and grammar | | | | | |

| READING | Not Observed | More than 1 grade level below expectation | Slightly below grade level expectation | At grade level expectation | Above grade level expectation |
|---------------------------------|--------------|---|--|----------------------------|-------------------------------|
| Reading Fluency | | | | | |
| Reading Comprehension | | | | | |
| Sustained Independent Reading | | | | | |
| Student's current reading level | | | | | |

If applicable, what reading assessment system do you use? _____

Comments about this child's English reading or writing:

| MATH | Not Observed | More than 1 grade level below expectation | Slightly below grade level expectation | At grade level expectation | Above grade level expectation |
|--|--------------|---|--|----------------------------|-------------------------------|
| Math fluency (facts) | | | | | |
| Computation using different strategies | | | | | |
| Overall math ability | | | | | |

Comments:

When thinking of this child, what are the first three words you think of?

What are this child's greatest strengths (no more than three)?

What are this child's greatest challenges (no more than three)?

Knowing what you know about this student, would you readmit them to your school? ___ yes ___no

Is there anything else you would like us to know about this child?