



**ST. THOMAS AQUINAS**  
CATHOLIC SCHOOL



Applicant's Full Name (Last, First and Middle): \_\_\_\_\_

Current Grade: \_\_\_\_\_

Applying To Grade: \_\_\_\_\_

**Confidential Teacher Evaluation  
Grade 2**

**To The Applicant Family:**

Please submit this form to your **current** teacher, allowing time for completion and return by the application deadline.

I waive my right of access and that of my child to this teacher evaluation form.    X \_\_\_\_\_  
Parent / Guardian Signature

**To The Current Teacher:**

The student above is applying for admission to St. Thomas Aquinas Catholic School. As part of the admissions process, please assess the student as compared with his or her peers. We appreciate your time and effort in completing this evaluation. Be assured that all of the information you provide will be held in strict confidence. Please keep a copy and mail the original directly to:

**St. Thomas Aquinas, 3741 Abrams Rd., Dallas, Texas 75214, Attn: Admissions.**

**Please comment on the following (*attach a separate sheet, if necessary*):**

1. Applicant's qualities of mind (*keenness, originality, imagination, curiosity*):
  
2. Applicant's social and/or emotional development as compared with others of the same chronological age:
  
3. Applicant's strengths:
  
4. Applicant's weaknesses:
  
5. Disabilities or special needs (*including amount of teacher time required*):
  
6. Additional comments (*please attach additional sheet if necessary*):

This student has been enrolled in this school for \_\_\_\_\_ year(s). I have known him/her for \_\_\_\_\_ year(s).

**Please PRINT the following:**

Name	Title/Position	Date
School	Address	Phone
City	State	Zip Code
Email Address		

**May we contact you to follow up on these questions?     Yes     No**

	Below Expectations 1	2	3	4	Exceptional 5	No Basis
<b>Social / Emotional Development</b>						
Attention span						
Ability to follow directions						
Ability to complete tasks						
Ability to function in groups						
Attitude toward teachers						
Attitude toward peers						
Attitude of peers toward child						
Accepts consequences of own behavior						
Child's adjustment						
Emotional maturity compared to peers						
Reaction to setbacks						
Response to teacher direction						
Leadership / Self-confidence						
Self-control						
Qualities of mind (keenness, imagination, curiosity)						
Parental expectations, support, attitude toward child						
Parental expectations, support, attitude toward school						
<b>School Performance</b>						
Speech (articulation)						
Language ability (expressive and receptive language skills)						
Fluency in English (speaking in complete grammatically correct sentences)						
Vocabulary						
Writing skills (demonstrates appropriate writing concepts, e.g. capitalization, punctuation, naming and telling parts; drafts descriptive/informational papers; writes independently for 20 min.)						
Reading skills (reads basic sight words; demonstrates fluency and comprehension; responds to stories in ways that reflect understanding and interpretation; reads regularly in independent and instructional level materials)						
Mathematical concept (recognizes/counts/identifies to 100, uses addition and subtraction to solve number sentences through 20; identifies coin values; tells time on hour/half hour; demonstrates problem solving skills))						
Is English his or her primary language?	Yes	No				
<b>School Readiness</b>						
Ability to work independently						
Ability to work with others						
Pattern of completing work on time						
Organization/care of materials						
Prediction of success at next grade level						
<b>Motor Development</b>						
Gross motor (balancing, bouncing, catching, kicking, throwing, hopping, skipping, running, jumping)						
Fine motor (age-appropriate hand-eye coordination, correct pencil grip, correct scissor usage, shape and letter formation, ability to draw a person)						
<b>Aesthetic Development - Shows interest as follows:</b>						
Art						
Music						
Dramatic Play						
<b>Health and Attendance Record</b>						
General Health						
Attendance						
Tardiness						