



International School
of San Antonio

TEACHER RECOMMENDATION FORM

For Admission to Grades 1-5

academics@issatx.org

Student's Name: _____ DOB: _____ Applying to Grade: _____

To the Parent/Guardian,

Kindly fill out the information above, carefully read, and sign the statement below. Once signed, please provide a copy of this form to your child's teacher(s) and kindly ask that it be sent directly to ISSA. Rest assured, all information provided on this form will remain confidential and will not be shared with students, parents, or guardians under any circumstances.

I authorize my child's current school/teacher to provide an evaluation and any relevant information to ISSA for the purpose of my child's admission application. I also give permission to the Admission Office to contact the recommender for any clarification or questions regarding the provided information.

Parent signature: _____

Date: _____

To the School/Teacher completing this form,

Thank you for your time and cooperation in completing this form. We kindly ask that you provide an honest assessment of the student's academic abilities and motivation. We understand that evaluating a student can be challenging, as children are constantly growing, evolving, and developing. Please know that this form is just one part of the student's profile in our admission process. Rest assured, your recommendation will be kept confidential.

Form completed by (First and last name): _____ Title: _____
 School name: _____ School Address: _____
 School telephone number: _____ Teacher email: _____
 How many years have you been teaching?: _____ How long have you known the student?: _____
 Size of Instructional Group: _____

For each item in the tables below, please check the most appropriate description of this student. For any area where you assess a child's development as "emerging" or "needs improvement," please provide an explanation in the Comments section.

1. Academic Readiness	Advanced for Age	Appropriate for age	Emerging	Needs Development	Did Not Observe	Comments
Demonstrates grade-level academic skills: Evaluates whether the student is working at, above, or below the expected level for their grade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Independence in learning: Assesses the student's ability to work independently and complete tasks with minimal guidance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Eagerness to learn and engage: Measures the student's enthusiasm and curiosity about academic subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Problem-solving skills: Evaluates how well the student approaches challenges and solves problems independently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	



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2. Motivation and Work Ethic	Advanced for Age	Appropriate for age	Emerging	Needs Development	Did Not Observe	Comments
<u>Commitment to completing assignments:</u> Evaluates the student's ability to stay on task and submit work on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>Effort and perseverance:</u> Assesses how consistently the student tries their best, even when faced with challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>Time management and responsibility:</u> Measures the student's ability to manage their time effectively and take responsibility for their own learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>Self-motivation:</u> Assesses whether the student takes initiative in their learning and demonstrates a desire to improve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

3. Social and Emotional Development	Advanced for Age	Appropriate for age	Emerging	Needs Development	Did Not Observe	Comments
<u>Interactions with peers and adults:</u> Assesses the student's ability to engage respectfully with others in the classroom and school setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>Conflict resolution skills:</u> Evaluates the student's ability to manage conflicts and navigate social situations with maturity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>Empathy and kindness:</u> Measures the student's ability to understand and relate to the emotions of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>Sense of responsibility in group settings:</u> Evaluates how the student collaborates with others in group work and respects different opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>Demonstrates respect for authority:</u> Evaluates whether the student shows respect toward the teacher and other authority figures in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	



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4. Behavior and Self-Regulation	Advanced for Age	Appropriate for age	Emerging	Needs Development	Did Not Observe	Comments
<u>Follows classroom rules and routines:</u> Assesses the student's ability to adhere to classroom expectations and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>Responds to feedback and redirection:</u> Evaluates how the student accepts and learns from constructive criticism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>Self-control and emotional regulation:</u> Measures the student's ability to regulate their emotions and behavior in different situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>Organization and preparedness:</u> Evaluates whether the student consistently brings necessary materials and is organized for daily tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

5. Family Information	Definitely	Sometimes	Rarely	Never	No basis for judgement	Comments
<u>Has realistic expectations for their child:</u> Sets achievable expectations based on the child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>Communicates openly with the school:</u> Shares information and discusses progress with the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>Follows the rules and policies of the school:</u> Adheres to school guidelines and rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>Cooperates with classroom teachers:</u> Works with teachers to support the child's learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>Follows through with school recommendations:</u> Acts on the school's suggestions for the child's development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	



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Please respond thoughtfully to the following questions, keeping in mind the student's performance, behavior, and overall growth in the classroom:

1. What do you see as the child's greatest academic and personal strengths?

2. What challenges does the child face academically or socially, and how do they work to overcome them?

3. How does the student behave in the classroom, both during structured lessons and free-time activities?

4. How does the student manage time and responsibilities when completing assignments, projects, or daily tasks?

5. Are there any additional comments or observations about the student's academic performance, behavior, or development? (Please feel free to attach an additional sheet if needed.)

Teacher / School signature: _____ Date: _____

Please kindly send the completed form to **Caroline Olivares** at academics@issatx.org, along with the most recent **report card** for the student.