



WESLEYAN

October 2011

Dear Prospective Parents:

We deeply appreciate your interest in Wesleyan School for your child and hope that you will invest the time to become more acquainted with us and our school.

Wesleyan seeks to be a relatively small, Trinitarian Christian, full activity school for the well-rounded, college-bound student. Our K-12 student body currently has an enrollment of 1,135 with approximately 114 students in each high school grade. We have three sections in each elementary grade with 18-20 students in each section. Each year we accept new students at most grade levels, but the largest matriculation points are kindergarten, fifth, sixth, and ninth.

While we admit and welcome children and families from a variety of faith backgrounds (and no faith), all of our teachers and staff are professing Christians. They are our greatest strength in successfully carrying out our mission. Students are exposed to the Bible and Christianity through courses, chapel services, mission trips, fellowship groups, retreats, Bible studies and in the day-to-day interactions with the teachers, coaches, sponsors, advisors and administrators of the school. Our community is close-knit and class sizes are small. The average in the high school is less than 15. We view parents as essential partners in the education and development of children, and we earnestly desire their participation and support. Likewise, we expect and encourage our students to take part in the wide array of sports, arts and other activities that we offer including domestic and international mission trips.

The enclosed information includes an application for admission and other details about our mission, philosophy, plans and programs. We encourage you to read the information, speak with friends and neighbors who have children that attend the school, and visit the campus to obtain a real feel for who we are and all that we have to offer your child. Be sure to also visit our web site at www.wesleyanschool.org.

Wesleyan School holds much promise for this community and its families, and we thank you for your expression of interest in learning more about us.

With grateful appreciation,

Headmaster



ADMISSIONS PROCEDURES

Grades 5-12

Key Dates to Remember

Jan. 21	Open House	Feb. 25	Testing/Interviews
Feb. 16	APPLICATION DEADLINE	Mar. 3	Testing/Interviews
Feb. 18	Testing/Interviews	April 6	Admissions Notification Letters Mailed

Admission to Wesleyan School is determined by the Admissions Committee which bases its decision upon the school's ability to meet the applicant's needs, taking into account all components of the application including: (1) the academic record of the student (transcripts), (2) teacher recommendations, (3) the student's involvement in extracurricular activities, and (4) the student's test scores (Grade 5 - Joint Admissions Testing Program (JATP); Grades 6-10 - SSAT; Grades 11-12 - a copy of the PSAT/SAT).

CHECKLIST

- Grade 5:** Send in your JATP registration card to one of the approved psychologists by December 15, 2011 to schedule your child for the Joint Admissions Testing Program (JATP) before February 29, 2012. After December 15, a late fee will be charged by the psychologists. The brochure can be printed from the website or email Sylvia Pryor (spryor@wesleyanschool.org).
- Grades 6 - 9:** SSAT (Secondary School Admissions Test) - Register your child on-line for a test date at www.ssat.org. **Important:** Please code 8100 on the SSAT form to have the scores sent to Wesleyan School. **DO NOT** sign up for the MARCH test date, as this will be too late.

Grade 10: If the applicant has taken the PSAT, those scores may be used instead of the SSAT.

Grade 11-12: Please ask your child's current school to send a copy of the PSAT or SAT, along with the transcript.

- Submit the on-line Application (preferred method), Form 1 (Parent/Guardian Statement), Form 2 (Student Questionnaire and essay) as soon as possible, along with the non-refundable \$85.00 application fee. A recent photo must be attached.
- School Recommendation Forms (Principal/Counselor Evaluation and the English & Math Recommendations) should be completed through *Schoolrecs* on-line (preferred method). If the student applied on-line, go to www.schoolrecs.com and log on using the Infosnap account.

If the application was not submitted on-line, please use the following link to access the appropriate Wesleyan recommendations, and create an Infosnap account: <https://secure.infosnap.com/schoolrecs/gosnap.aspx?solution=60>
All forms should be returned to the Admissions Office before February 16, 2012.

- Give the Transcript Release Form and Form 4 (Discipline Request) to your child's current school. Include a stamped envelope, addressed to Wesleyan School, Admissions Office, Attention: Sylvia Pryor. All forms should be returned to the Admissions Office by February 16, 2012.
- Give Form 3 (Extracurricular Recommendation) to an extracurricular instructor who has worked with your child recently - coach, youth leader, etc. (excluding relatives). Include a stamped envelope, addressed to Wesleyan School, Admissions Office, Attention: Sylvia Pryor.
- Check with the admissions office to ensure that all forms have been received and that the application is complete. Please email Sylvia Pryor at spryor@wesleyanschool.org or call at 678-223-2267.

Financial Aid (available for Grade 6-12 ONLY): To apply for financial aid, please visit our website.

(over)

A D M I S S I O N S P R O C E D U R E S (cont.)

Testing & Interviews

Wesleyan interviews students Grades 6-12; 5th Grade applicants are tested on campus. You will be notified of the day and time of the interview by email after the application has been received in the Admissions Office. (Please note the dates on the reverse page.)

Parents of applicants who are moving to Atlanta from out of town are asked to contact Mari Beth King, Director of Admissions at 678-223-2254 or email mbking@wesleyanschool.org if special arrangements are needed.

It is recommended that YOU AND YOUR CHILD attend the FAMILY OPEN HOUSE
on Saturday, January 21, 2012 at 1:00pm.

Wesleyan, as well as all other AAAIS schools, will mail notification letters (acceptance, wait-pool and non-acceptance) on Friday, April 6, 2012. Parents of accepted applicants must either return the contract of acceptance or advise the Admissions Office of non-acceptance by Thursday, April 19, 2012.

Please Note: AAAIS rules do not allow contact between the school and the applicant from April 6 to April 19 OR until the contract has been returned to Wesleyan School.



WESLEYAN SCHOOL
Admission Application
5405 Spalding Drive • Norcross, Georgia 30092
(770) 448-7640 Fax: (770) 448-3699

For Office Use Only

Year _____
 Applying for Grade _____
 Application Fee _____

The \$85.00 non-refundable application fee and a current photo must accompany this application.

Applicant's Last Name	First	Middle	Prefers to be called
------------------------------	--------------	---------------	-----------------------------

Age: _____ Birthdate: _____ Place of Birth: _____ Gender: Female/Male Social Security #: _____

Ethnicity (Optional): African American/Black Asian Caucasian Latino/Hispanic Native American
 Multiracial Other (please specify) _____

Home Address: _____
Street City State Zip Code

Country: _____ County: _____ Primary E-mail Address: _____

Home Phone: _____ Applying for Grade: _____ Year: _____

Present School: _____ School Address: _____

Has the applicant applied previously? If yes, please list for what grade (s): _____

Religious Affiliation: _____
 Place of Worship: _____
 Advisor/Youth Minister: _____

The Primary residence has legal responsibility for:

School related decisions, bills and communications: Yes / No				Custodial Parent: Yes / No	
Marital Status:	Married	Divorced	Widow(er)	Single	Separated
Salutation:	Mr. & Mrs.	Mr.	Ms.	Dr.	Other: _____
Parent Full Name:	_____			Spouse Full Name:	_____
Name called by:	_____			Name called by:	_____
Relationship:	_____			Relationship:	_____
Occupation/Position:	_____			Occupation/Position:	_____
Firm's Name:	_____			Firm's Name:	_____
Business/Firm Address:	_____			Business/Firm Address:	_____
Business Telephone:	_____			Business Telephone:	_____
Cell Phone:	_____			Cell Phone:	_____
Business E-mail:	_____			Business E-mail:	_____
School Affiliation:	_____			School Affiliation:	_____
College/Grad School:	_____			College/Grad School:	_____

How did you find out about Wesleyan School? Applied Previously Siblings Internet Media Driving By
 Friends Other _____

Grandparent(s) Name(s): _____	Grandparent(s) Name(s): _____
Address: _____	Address: _____

Yes / No Please send appropriate mailings Yes / No Please send appropriate mailings

Grandparent Information For Use After Enrollment ONLY

IF PARENTS ARE DIVORCED, PLEASE PROVIDE INFORMATION ON THE PARENT(S) NOT LIVING WITH THE CHILD:

Home Address: _____

Telephone: _____
Marital Status: _____

The Secondary residence has legal responsibility for:

School Bills: Yes / No

School communications: Yes / No

Report Cards: Yes / No

Salutation: Mr. & Mrs.

Mr.

Ms.

Dr.

Other: _____

Parent Full Name: _____

Spouse Full Name: _____

Name called by: _____

Name called by: _____

Relationship: _____

Relationship: _____

Occupation/Position: _____

Occupation/Position: _____

Firm's Name: _____

Firm's Name: _____

Business/Firm Address: _____

Business/Firm Address: _____

Business Telephone: _____

Business Telephone: _____

Cell Phone: _____

Cell Phone: _____

Business E-mail: _____

Business Email: _____

School Affiliation: _____

School Affiliation: _____

College/Grad School: _____

College/Grad School: _____

LIST SIBLINGS' NAMES, GRADES AND SCHOOL(S) ATTENDING

Name: _____ School: _____ Current Grade: _____

Applying to Wesleyan: Yes / No Grade: _____

Name: _____ School: _____ Current Grade: _____

Applying to Wesleyan: Yes / No Grade: _____

Name: _____ School: _____ Current Grade: _____

Applying to Wesleyan: Yes / No Grade: _____

LIST ANY RELATIVES OR CLOSE FRIENDS WHO ATTEND OR ARE ALUMNI OF WESLEYAN SCHOOL

Name: _____ Relationship: _____ Graduation Year: _____

Name: _____ Relationship: _____ Graduation Year: _____

Name: _____ Relationship: _____ Graduation Year: _____

LIST ALL PREVIOUS SCHOOLS APPLICANT HAS ATTENDED AND DATES OF ATTENDANCE

High School students must be sure to list any school enrolled in (even if only for one day)

Previous School: _____

Previous School: _____

Location: _____

Location: _____

Grades and Dates: _____

Grades and Dates: _____

Previous School: _____

Previous School: _____

Location: _____

Location: _____

Grades and Dates: _____

Grades and Dates: _____

STUDENTS' STATEMENT OF AGREEMENT AND SIGNATURE (Grades 5-12 Applicants Only)

I understand the following conditions of admission:

- 1. My education is a cooperative undertaking among the school, my parents and me. I will support the educational philosophy, objectives and policies of the school at and away from Wesleyan School. I realize the lack of such support may be grounds for not being permitted to re-enroll and, in extreme cases, for dismissal from school according to school policies.*
- 2. Wesleyan School regulations forbid the use of alcohol, tobacco and illegal drugs for all students both on and off campus, and possession or use of illegal drugs, alcohol or tobacco on or off campus will be grounds for dismissal or other disciplinary measures at the discretion of the school.*
- 3. If admitted, I pledge on my honor as a Wesleyan School student, that I will not cheat, lie, steal or vandalize, nor will I tolerate those who do, and I will do my utmost to assure the effective operation of the Honor System.*
- 4. Please read the following statement regarding high school student eligibility. It is our hope that this will answer any questions or concerns that you may have about high school extracurricular involvement at Wesleyan.*

Georgia High School Association (GHSA) Eligibility (Grades 9-12 Only)

Any student who transfers to Wesleyan after he/she has begun the ninth (9) grade at another school will be ineligible for Wesleyan and Georgia High School Association varsity sports (including athletic and literary/drama competitions) for one calendar year, unless that student and his/her family have moved into Gwinnett County from another school district, county, or state.

I agree: Yes / No Student Signature: _____ Date: _____

PARENTS' STATEMENT OF AGREEMENT AND SIGNATURE

I understand and agree to the following conditions of admission:

- 1. Christian education is a cooperative undertaking among the school, parents and students. Consequently, the educational philosophy, objectives and policies of the school will receive our support and that of our son or daughter at and away from school. The lack of such support may be grounds for a student not being permitted to re-enroll and, in extreme cases, for dismissal from school according to school policies. Desiring our child's total educational program to be effective, we agree that we as parents will maintain for our son or daughter an environment away from school which is compatible with the school, especially in the area of moral standards.*
- 2. We understand that if our son or daughter possesses or uses alcoholic beverages, illegal drugs or tobacco products at or away from school, he or she may be dismissed from school or subjected to other disciplinary measures at the discretion of the school.
The faculty and administration of the school have the responsibility as well as the authority from us as parents to discipline our son or daughter as they judge necessary.*
- 3. I also authorize Wesleyan School to contact current and previous schools or other sources to obtain information to support this application. I will not seek access to confidential recommendations or evaluation materials provided by previous schools, school administrators, counselors, pastors, youth pastors or other sources before or after admission.*
- 4. I have read and will support the additional school policy defined above in the Student Statement of Agreement.*
- 5. I verify that all the forms and information that I have submitted are true and correct to the best of my knowledge.*

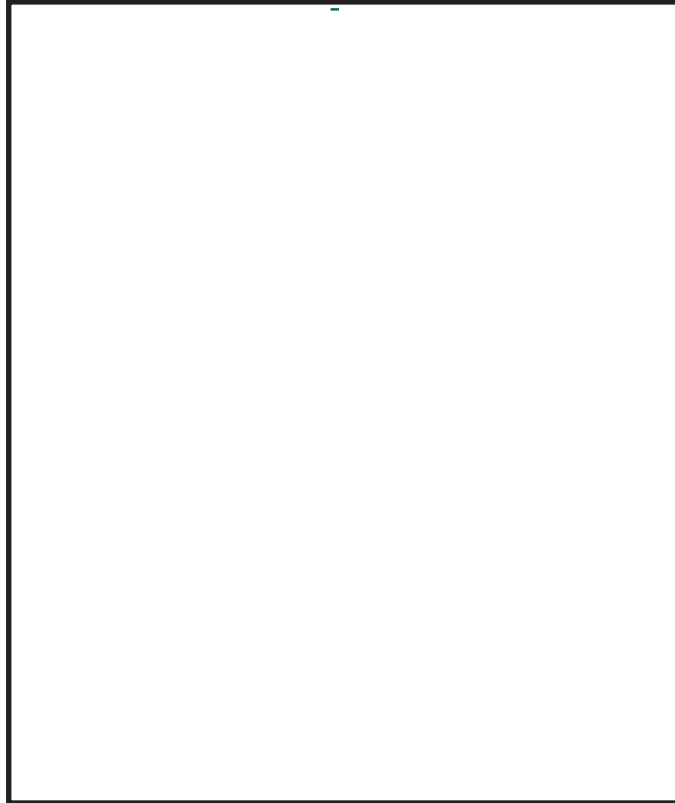
Parent/Guardian Signature(s)

I agree: Yes / No Signature: _____ Date: _____

I agree: Yes / No Signature: _____ Date: _____

Please attach a recent photo of the applicant.

(The approximate size of the box below or similar size).



The \$85.00 non-refundable application fee and a current photo must accompany this application, in order to be processed.

NOTICE OF NONDISCRIMINATORY POLICY

Wesleyan School admits students of any race, color, creed, sex, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, creed, sex, national and ethnic origin in administration of its educational policies, scholarship and loan programs, and athletic and other school-administered programs.

Atlanta Area Association of Independent Schools

Joint Admissions Testing Program

ADMISSIONS TO SCHOOLS PARTICIPATING IN THE JOINT ADMISSIONS TESTING PROGRAM

The Galloway School

The Heiskell School

Heritage Preparatory School

The Lovett School

Mount Vernon Presbyterian

School

Pace Academy

Saint Francis School

St. Martin's Episcopal School

Trinity School

Wesleyan School

The Westminster Schools

Whitefield Academy

Seeking admission to schools can be a rather complex process. The following general admissions guidelines are offered in order to clarify the process.

While time spent presently in the admissions process is not insignificant, it has been decidedly shortened because of the JATP schools acceptance of one report on each student from a participating JATP psychological center. If the parents desire a more detailed report, or have questions about their child's test results, an appointment may be scheduled with the psychologist for further interpretation. The fee for this service is to be determined by the testing psychologist.

CONSIDERATIONS FOR ADMISSION TO JATP SCHOOLS

The psychological report is only one component of an array of factors which determine acceptance to JATP schools. While the test is very beneficial, it is based on a one-time interview on a one-to-one basis on a particular day in a student's life. Mental ability tests of any kind — individual or group — measure convergent thinking (where there is generally only one acceptable answer), not divergent thinking (which leads to multiple answers and is often exhibited by highly creative children). Recent research on intelligence suggests that there are many kinds of intelligence and types of learning styles. Hence reports from the JATP testing must be kept in perspective. Many subjective variables which affect the scores can be present in young children. Moreover, it has appeared to the schools that high scores on the tests are not necessarily commensurate with later school success. *If high test scores appear to be a result of obvious coaching, tutoring, or retesting, this will be reported to the schools to which the child is applying and will be taken into consideration in the admissions process.*

Over the years the individual school's observation of a student has been found to be the most highly predictive factor of the student's success in that school. Each school has its own guidelines for admissions, including observations, interviews, and past school performances.

The JATP schools are aware that with so many qualified applicants, some students will not be admitted just because space is not available. Some disappointments are inevitable — for students, parents, and schools. It is important to keep the admissions process and decisions in perspective. Children can and do learn in varied educational environments; parents play a vital part in providing their children opportunities and what is even more important, role-modeling.

The JATP schools hope that this information will be useful to you as parents of an applicant this year. *Please remember to mail in the JATP application to the psychologist to schedule an appointment for testing. The psychologists will not schedule the appointment over the phone without the application.*

Instructions: The following is needed by the psychologist to manage your child's evaluation. The information must be complete and legible to facilitate scheduling and mailing of test results to parents. Please make sure your payment is included.

Applicant's Name (Underline Name Called) _____

Boy/Girl
Circle

Birthdate (M/D/Y) _____

Applying to Grade _____

Parents' Names _____

Phone (Daytime) _____

Phone (Evening) _____

Parents' Address: _____

Cell Phone(s): _____

E-mail _____

City _____

State _____

ZIP _____

Current School and Grade _____

Check school(s) to which application has been made:

- The Galloway School
- St. Martin's Episcopal School
- The Heiskell School
- Trinity School
- Heritage Preparatory School
- Wesleyan School
- The Lovett School
- Mount Vernon Pres. School
- The Westminster Schools
- Pace Academy
- Whitefield Academy

Fee Schedule

Testing application received by 12/15/11
Rising K-1 \$160
Rising 2-5 \$180

Testing application received after 12/15/11
Rising K-1 \$180
Rising 2-5 \$200

Previous JATP/Psychological/Educational Testing? Yes No

Last Test Date: _____ By Whom? _____

Please do not schedule on Saturday Sunday

Language other than English spoken at home: _____

This brochure shows the names and addresses of JATP psychologists to whom testing application and check may be sent.

I hereby request that the results of the JATP evaluation be sent to the school(s) checked. I understand that the results are the property of the JATP and copies shall not be provided to anyone other than JATP member schools. I understand that a school must be indicated and that scores must be sent to the indicated school(s). I understand that an application must be made to a JATP school prior to release of results. After I have contacted a psychologist, the psychologist will contact me for an appointment.

Parent Signature _____

Date _____

Is your family a prior client of this psychologist? Yes No

PSYCHOLOGISTS

- Ralph Allsopp, Ph.D.** docsopp1@bellsouth.net
Phone: 404-255-8076 FAX: 404-256-9121
300 West Wieuca Road, Bldg. 2, Suite 200
Atlanta, Georgia 30342
- Frank Batkins, Ph.D., ABPP** frankbatkins@gmail.com
Phone: 404-256-9325 FAX: 404-256-3662
6000 Lake Forrest Drive, Suite 103
Atlanta, Georgia 30328
- Rachel E. Christian, Ph.D.** rachelchristian@mindspring.com
Phone: 770-785-2704 Ext: 16 FAX: 770-962-1886
2498 Jett Ferry Road, Suite 204
Dunwoody, Georgia 30338
- Carol Raines Drummond, Ph.D.** cdrummond@mindspring.com
Phone: 404-760-0020 FAX: 404-467-8591
3384 Peachtree Road, Lenox Plaza, Suite 450
Atlanta, Georgia 30326
- Deborah Fernhoff, Ph.D.** fernhoffd@bellsouth.net
Phone: 404-255-7929 FAX: 404-303-0661
300 West Wieuca Road, Bldg. 2, Suite 200
Atlanta, Georgia 30342
- Pamela A. Frey, Ph.D.** drpafrey@aol.com
Phone: 404-467-8590 FAX: 404-467-8591
3384 Peachtree Road, Lenox Plaza, Suite 450
Atlanta, Georgia 30326
- Spencer Gelernter, Ph.D.** SHGandAssociates@aol.com
Phone: 770-509-8266 FAX: 770-509-8966
3901 Roswell Road, Suite 210
Marietta, Georgia 30062
- Gay Lyons Haley, Ph.D.** gayhaley@aol.com
Phone: 404-874-5291 FAX: 770-804-0509
1708 Peachtree Street, N.W., Suite 205
Atlanta, Georgia 30309
- Betty Scott Noble, Ph.D.** bettyscottnoble@bellsouth.net
Phone: 404-255-4206 FAX: 404-843-8301
300 West Wieuca Road, Building 2, Suite 314
Atlanta, Georgia 30342
- Judith Nurik, Psy.D.** nurikrj@aol.com
Phone: 770-509-8266 FAX: 770-509-8966
3901 Roswell Road, Suite 210
Marietta, Georgia 30062
- Clare Rubin, Ph.D.** clarepsych@bellsouth.net
Phone: 404-364-0420 FAX: 404-467-8591
3384 Peachtree Road, Lenox Plaza, Suite 450
Atlanta, Georgia 30326

ATLANTA AREA ASSOCIATION

of
INDEPENDENT
SCHOOLS



Joint
Admissions
Testing Program
www.jatp.org

Grades K-5

for

2012-13

School Year

THE PROGRAM

The Atlanta Area Association of Independent Schools (AAAIS), in cooperation with the psychologists listed in this brochure, has established a **Joint Admissions Testing Program (JATP)** for students applying for kindergarten through grade five. An evaluation of the student by one of these psychologists will meet the testing requirements of these participating schools:

The Galloway School
The Heiskell School
Heritage Preparatory School
The Lovett School
Mount Vernon Presbyterian School
Pace Academy
Saint Francis School
St. Martin's Episcopal School
Trinity School
Wesleyan School
The Westminster Schools
Whitefield Academy

These twelve schools have agreed to participate in the JATP program for Grades K-5, which includes testing, notification of admission status, and candidate reply date. **Testing results are the property of the JATP and copies shall not be provided to anyone other than JATP member schools.**

Notification of Admissions Status and Candidate Reply Date:

Schools that participate in the AAAIS common notification and reply date policy have agreed that admission decisions for all grades will be mailed to parents on Friday, April 6, 2012. All participating schools have further agreed that applicants for any grade (Pre-Kindergarten-12) will not be required to indicate acceptance of admission prior to Thursday, April 19, 2012.

Description of the Tests:

A nationally standardized measure of cognitive functioning is administered on a one-to-one basis by licensed psychologists qualified in psycho-educational assessment. Depending on age and individual variation, testing time may range from approximately 35 to 90 minutes.

Parents will receive by mail a summary of their child's test score ranges. Detailed results of the evaluation will be sent only to the participating school(s) of your choice. If parents desire more detailed feedback, an appointment may be scheduled with the psychologist for an additional hourly fee to review the test results.

Fee Schedule:

The fee is \$180 for rising grades K-1 and \$200 for rising grades 2-5. The early application discount fee for Testing Applications received by 12/15/11 is \$160 for grades K-1 and \$180 for grades 2-5.

A check payable to Psychologist's Name/JATP (example: Jane Jones, Ph.D./JATP) must accompany the application.

Registration:

The procedure outlined must be followed to apply for testing:

1. Obtain an application to the school(s) to which you are applying for admission. No school will consider an evaluation until an Application for Admission to that particular school has been completed. The JATP school will supply you with a JATP Testing Application.
2. When completing the JATP Testing Application, be sure to indicate the school(s) of your choice (schools may be added at any time). Complete, detach, and mail the JATP testing application to the psychologist of your choice. To assure complete processing and the schools' receipt of the test results, your Testing Application should be received by the psychologist as soon as possible.
3. Upon receipt of your JATP application and payment, the psychologist will contact you for an appointment. All appointments for testing are made by the individual psychologist — not by the schools. Testing of applicants begins in October. **Since your child will be compared only to children within a narrow age range, late testing provides no advantage. Early contact with the JATP psychologist is strongly recommended to ensure an appointment and to expedite prompt receipt of test results by the school(s).** Results of testing will be transmitted electronically to the school(s) indicated.
4. Friday, February 17, is the deadline for test results to be received by the school(s). Contact individual schools concerning exceptions beyond the above date.

Cancellations:

Testing appointments that are cancelled *and not rescheduled* will incur a deduction in the refund of the Test Fee as follows:

\$25 if cancelled at least 7 days in advance, or

\$50 if cancelled with less than 7 days notice.

There will be no refund if there is a cancellation within 48 hours of the appointment. In the event of illness or family emergency, appointments may be rescheduled with no additional charge.

Additional Information:

To ensure test validity, the psychological test may be administered only once per admission season. Applicants to grades four and five may use last year's JATP testing in lieu of retesting this admission season. Upon written request, psychologists will forward last year's testing results for a fee of \$25.00. Fourth and fifth grade applicants have the option of being retested at the full testing fee.

Psychologists will report to the schools any indication that a child has been coached, tutored, or retested.

Results are released to JATP schools only.

In addition to the assessment by a psychologist, JATP schools require an interview/observation with the applicant. You will be notified by the respective schools of the date of this interview or observation session.

Important Considerations

- JATP testing should not be considered a substitute for a comprehensive psychoeducational evaluation. The limited time a psychologist spends with each child does not provide the full battery of tests necessary for the psychologist to draw in-depth conclusions.
- JATP encourages early fall testing because it ensures the availability of a testing time for your child and more flexibility in scheduling. **There is no advantage to waiting later in the school year (i.e., January or February) for testing because the norms of the standardized tests used in JATP compare children within a narrow age range.** Please submit your testing cards as promptly as you can. Psychologists begin providing testing appointments in October.
- JATP encourages parents who have questions or concerns about test results to schedule an appointment with the psychologist to review the testing results of their child. No school recommendations may be made, but this appointment will provide more detailed information about the testing. JATP member schools will not review JATP testing with parents during the admission process.



PARENT OR GUARDIAN STATEMENT

Form 1
Grades K-12

Applicant's Name: _____ **Applying for Grade:** _____
Last First

Name of Person Filling Out Form: _____ **Date:** _____

Thank you for your application to Wesleyan School. We appreciate your support in the application process. Please help us understand your child by sharing some of your thoughts.

1. How do you feel about your child attending a school with a Christian emphasis?
2. What are you expecting of Wesleyan for your child?
3. What do you feel is the role among school/teacher/parents?
4. What is the primary language spoken in your home?
5. If there are other people living in your home, please list (i.e., grandparents, nanny, other relatives or friends).
6. What, to date, has posed the biggest academic challenge for your child?
7. In what subjects or extracurricular activities has your child excelled in the past?
8. Is there anything about the sequence of your child's schooling we should know (i.e., skipped a year or repeated a grade)? Yes / No If yes, please explain.

(over, please)

9. In your estimation, what are your child's greatest strengths?... greatest weaknesses?
10. Briefly describe how your child chooses to spend free time.
11. What are your child's favorite hobbies, sports, interests, etc.?
12. What are the most and the least effective methods of disciplining your child?
13. Has the applicant ever been suspended, expelled or withdrawn from school for any reason? Yes / No
If yes, please explain why, when, and if needed, what action was taken to help your student.
14. To your knowledge, has your son/daughter ever used or experimented with alcohol, tobacco or illegal substances?
Yes / No If yes, please explain.
15. If enrolled, will your child need any special services or accommodations from Wesleyan (i.e. medical, social, psychological, academic or other special needs)? Yes / No If yes, please explain.
16. Is there any additional information that would be helpful or necessary for Wesleyan School to have regarding your child? Yes / No If yes, please explain.

6. **Past and Present Activities:**

Please indicate any activities in which you have participated or currently participate. Please list the names of your most recent coaches or instructors, as well as any honors you have received.

7. **Future Activities at Wesleyan:**

5th and 6th grade applicants: Please indicate the major activities in which you could foresee participating in either next school year or during 7th & 8th grade. Wesleyan counts on involvement by students in extracurricular activities. Admission is based not only on your academic record but also on your willingness to be involved in the school.

7th and 8th grade applicants: Please indicate the major activities you pledge to either try out for or participate in if you attend Wesleyan next year. By pledging your participation, you are making a commitment to be involved at Wesleyan. While you may change activities, the admission committee's final decision about your application will be, in part, based on your involvement in the Wesleyan community. Thus, you are expected to fulfill your commitments if you attend Wesleyan.

7th & 8th: Please initial that you have read and agree with the above pledge: _____

Please number your **first choice - 1**, your **second choice - 2**, and your **third choice - 3**, in each of the seasons in which you plan to participate.

Major Year-round Activities

These activities are offered before or during the school day and rarely conflict with after-school activities (e.g., an applicant could select football for fall after school and chorus year-round during school hours).

- | | | |
|--|---|---|
| <input type="checkbox"/> Academic Bowl | <input type="checkbox"/> Math Counts | <input type="checkbox"/> WWTV Morning Show |
| <input type="checkbox"/> Bible Study | <input type="checkbox"/> Newspaper | <input type="checkbox"/> Wesleyan Crafters (set design) |
| <input type="checkbox"/> Chorus | <input type="checkbox"/> Service League | <input type="checkbox"/> Symphonic Band |
| <input type="checkbox"/> Literary Magazine | <input type="checkbox"/> Student Government | <input type="checkbox"/> Yearbook |

These activities are offered after school during the specified seasons.

- | <u>Fall Season</u>
(7th - 8th) | <u>Winter Season</u>
(7th - 8th) | <u>Spring Season</u>
(7th - 8th) |
|--|--|--|
| <input type="checkbox"/> Cheerleading | <input type="checkbox"/> Basketball | <input type="checkbox"/> Baseball |
| <input type="checkbox"/> Cross Country* | <input type="checkbox"/> Basketball Pep Band | <input type="checkbox"/> Soccer |
| <input type="checkbox"/> Fall Play | <input type="checkbox"/> Cheerleading | <input type="checkbox"/> Spring Musical |
| <input type="checkbox"/> Football* | <input type="checkbox"/> Swimming/Diving* | <input type="checkbox"/> Tennis |
| <input type="checkbox"/> Marching Band | <input type="checkbox"/> Wrestling* | <input type="checkbox"/> Track* |
| <input type="checkbox"/> Softball | | |
| <input type="checkbox"/> Volleyball | | |

* Indicates **NON-CUT** Activities

8. **Writing Sample**

Please write (or type) at least two paragraphs on the following topic.

Describe an event or relationship which has had a profound effect on your values and the development of your character.



EXTRACURRICULAR RECOMMENDATION

Form 3
Grades 5 - 12

Applicant's Name: _____ Last _____ First _____ Applying for Grade: _____

Recommender's Name: _____ Relationship to Student: _____

Applicant:

Please give this recommendation form to an adult who is not related to you but who knows you well; i.e. coach, music, drama or dance teacher, art instructor, employer, scout leader, program advisor, etc.

To the recommender:

Thank you in advance for completing this recommendation. Your knowledge of the applicant and willingness to give us an honest appraisal will prove invaluable in our decision-making process. All aspects of your recommendation will be kept confidential.

1. How long have you known the applicant? _____ In what context do you know the applicant? _____

2. What observations can you make about the applicant's qualities as a person; i.e., special strengths, weaknesses, concern for others, maturity, integrity and moral character? What first comes to mind?

3. Please comment on the applicant's dependability, initiative, effort, attitude, creativity, leadership, and willingness to work with others.

4. Please share with us your assessment of the applicant's abilities/skill level. How does this child's performance compare with that of other children with whom you have worked?

(over, please)

Please evaluate the applicant in relation to other young people with whom you have worked by placing a check in the appropriate column.

	<u>Exceptional</u>	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
Concern for Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer Compatibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership Ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaction to Criticism or Setbacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Warmth of Personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect for Authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate Conduct and Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In summary, I recommend this applicant for admission to **WESLEYAN SCHOOL**:

	<u>Enthusiastically</u>	<u>Strongly</u>	<u>Moderately</u>	<u>With Some Reservation</u>
Overall Positive Contribution to School Life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Character and Personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature _____

Date: _____

Phone: (Optional) (_____) _____

To ensure confidentiality, please return completed form directly to **WESLEYAN SCHOOL**.

Thank You!

Has the applicant ever been a recipient of a special services program, i.e. gifted, learning disability resource center etc.? If yes, please explain: _____

Yes No

Has the applicant been recognized for outstanding academic, athletic, or artistic performance?

Yes Not to my Knowledge

Please describe parental support/involvement: _____

Personal Characteristics and Qualities

- | | | | | |
|--------------------------------|---|--|--|--|
| Peer Relations | <input type="checkbox"/> role model | <input type="checkbox"/> healthy relationships | <input type="checkbox"/> occasional problems | <input type="checkbox"/> relates poorly |
| Relationships with adults | <input type="checkbox"/> courteous | <input type="checkbox"/> usually positive | <input type="checkbox"/> occasional problems | <input type="checkbox"/> shows little respect |
| Displays appropriate conduct | <input type="checkbox"/> good conduct | <input type="checkbox"/> usually good conduct | <input type="checkbox"/> occasional misconduct | <input type="checkbox"/> poor conduct |
| Integrity | <input type="checkbox"/> highly trustworthy | <input type="checkbox"/> trustworthy | <input type="checkbox"/> usually trustworthy | <input type="checkbox"/> questionable |
| Concern for others | <input type="checkbox"/> very considerate | <input type="checkbox"/> considerate | <input type="checkbox"/> usually considerate | <input type="checkbox"/> rarely considerate |
| Warmth of personality | <input type="checkbox"/> always friendly | <input type="checkbox"/> usually friendly | <input type="checkbox"/> occasionally friendly | <input type="checkbox"/> rarely friendly |
| Sense of humor | <input type="checkbox"/> highly developed | <input type="checkbox"/> good | <input type="checkbox"/> fair humor | <input type="checkbox"/> poorly developed |
| Spirit of cooperation | <input type="checkbox"/> always cooperates | <input type="checkbox"/> cooperates | <input type="checkbox"/> occasionally cooperates | <input type="checkbox"/> poor cooperation |
| Citizenship | <input type="checkbox"/> excellent | <input type="checkbox"/> good | <input type="checkbox"/> fair | <input type="checkbox"/> poor |
| Attitude toward school | <input type="checkbox"/> excellent | <input type="checkbox"/> good | <input type="checkbox"/> fair | <input type="checkbox"/> poor |
| Leadership potential | <input type="checkbox"/> leader | <input type="checkbox"/> can follow or lead | <input type="checkbox"/> leads on occasion | <input type="checkbox"/> rarely leads |
| Self Confidence | <input type="checkbox"/> healthy self image | <input type="checkbox"/> needs some support | <input type="checkbox"/> seems overconfident | <input type="checkbox"/> poor self-image |
| Reaction to criticism/setbacks | <input type="checkbox"/> excellent | <input type="checkbox"/> good | <input type="checkbox"/> fair | <input type="checkbox"/> poor |
| Responsible | <input type="checkbox"/> very responsible | <input type="checkbox"/> usually responsible | <input type="checkbox"/> sometimes responsible | <input type="checkbox"/> rarely responsible |
| Emotional maturity | <input type="checkbox"/> very mature | <input type="checkbox"/> age appropriate | <input type="checkbox"/> sometimes immature | <input type="checkbox"/> very immature |
| Attention span | <input type="checkbox"/> actively engaged | <input type="checkbox"/> attentive | <input type="checkbox"/> variable attention | <input type="checkbox"/> requires frequent redirection |

Additional Comments: _____

Signature of Principal/Counselor

Evaluator's Title

Date

Atlanta Area Association of Independent Schools (AAAIS)

Confidential Common Teacher Evaluation Form

Rising 5th through 12th Grades

- ENGLISH/LANGUAGE ARTS TEACHER (Required)
 MATH TEACHER (Required)
 OTHER – (Optional)

Applicant's Name: _____
 (First) (Middle) (Last)

Applying for grade _____ Age Level: _____ Male Female

Applicant's Current School: _____

Address of Current School: _____
 Telephone (____) _____

(City) (State) (Zip)

To Parent/LegalGuardian: Please print or type this section and deliver this form to your child's teacher. The evaluator will mail these forms directly to the Admission Office. By submitting this evaluation form and in consideration of having this evaluation and your application considered by the member of the Atlanta Area Association of Independent Schools (AAAIS), you hereby release said member, its employees and representatives, the evaluator and the evaluator's employer from any and all claims and liability that may arise from the providing, obtaining or using of the form and the substance of the information provided by the evaluator. All information provided on the attached evaluation form will be held in strictest confidence and will not be shared with students, parents, or guardians. This will remain confidential and not become part of the student's permanent academic record.

Signature of Parent or Legal Guardian _____

Date _____

How long and in what capacity have you known this applicant? _____

Please give explanations to any of the following categories or questions in the "Comments" section located on the reverse side of this form:

Academic Characteristics and Qualities

CATEGORIES	EXCELLENT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NO BASIS FOR JUDGMENT
ENGLISH/LANGUAGE ARTS:					
Reading Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Expression: Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Composition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Names of textbooks and publishers: _____

MATH:	EXCELLENT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NO BASIS FOR JUDGMENT
Knowledge of basic skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to grasp new concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analytical ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Math Series: _____

CATEGORIES	EXCELLENT	GOOD	FAIR	POOR/LIMITED	NO BASIS FOR JUDGMENT
Oral Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical/Abstract Thinking Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual Curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | |
|--|---|--|---|---|
| Class Participation | <input type="checkbox"/> Joins in readily | <input type="checkbox"/> Contributes occasionally | <input type="checkbox"/> Wants to dominate | <input type="checkbox"/> Rarely contributes |
| Ability to work in a group | <input type="checkbox"/> Always works well | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Has difficulty | <input type="checkbox"/> Has great difficulty |
| Ability to work independently | <input type="checkbox"/> Always works well | <input type="checkbox"/> Needs help occasionally | <input type="checkbox"/> Needs help frequently | <input type="checkbox"/> Needs constant help |
| Ability to complete assignments on time | <input type="checkbox"/> Always completes on time | <input type="checkbox"/> Usually completes on time | <input type="checkbox"/> Needs additional time | <input type="checkbox"/> Has difficulty |
| Follows directions | <input type="checkbox"/> Easily and accurately | <input type="checkbox"/> Occasionally needs help | <input type="checkbox"/> Needs much explanation | <input type="checkbox"/> Rarely |
| Takes Initiative | <input type="checkbox"/> Always | <input type="checkbox"/> Usually | <input type="checkbox"/> Sometimes | <input type="checkbox"/> Rarely |

Has the applicant ever been a recipient of a special services program, i.e. gifted, learning disability resource center etc.? If yes, please explain: _____

Yes No

Is the applicant currently involved with extracurricular activities? If yes, please explain:

Yes No

Would the applicant take advantage of such activities in the future if offered?

Yes No

Do you have any reason to question the applicant's academic or personal integrity?

Yes No

If yes, please explain. _____

Areas in which the applicant has the greatest strengths: _____

Areas in which the applicant has the greatest needs: _____

Describe the ways the applicant contributes to your school community: (character, citizenship, leadership) _____

Please describe parental support/involvement: _____

Personal Characteristics and Qualities

- | | | | | |
|--------------------------------|---|--|--|--|
| Peer Relations | <input type="checkbox"/> role model | <input type="checkbox"/> healthy relationships | <input type="checkbox"/> occasional problems | <input type="checkbox"/> relates poorly |
| Relationships with adults | <input type="checkbox"/> courteous | <input type="checkbox"/> usually positive | <input type="checkbox"/> occasional problems | <input type="checkbox"/> shows little respect |
| Displays appropriate conduct | <input type="checkbox"/> good conduct | <input type="checkbox"/> usually good conduct | <input type="checkbox"/> occasional misconduct | <input type="checkbox"/> poor conduct |
| Integrity | <input type="checkbox"/> highly trustworthy | <input type="checkbox"/> trustworthy | <input type="checkbox"/> usually trustworthy | <input type="checkbox"/> questionable |
| Concern for others | <input type="checkbox"/> very considerate | <input type="checkbox"/> considerate | <input type="checkbox"/> usually considerate | <input type="checkbox"/> rarely considerate |
| Warmth of personality | <input type="checkbox"/> always friendly | <input type="checkbox"/> usually friendly | <input type="checkbox"/> occasionally friendly | <input type="checkbox"/> rarely friendly |
| Sense of humor | <input type="checkbox"/> highly developed | <input type="checkbox"/> good | <input type="checkbox"/> fair humor | <input type="checkbox"/> poorly developed |
| Spirit of cooperation | <input type="checkbox"/> always cooperates | <input type="checkbox"/> cooperates | <input type="checkbox"/> occasionally cooperates | <input type="checkbox"/> poor cooperation |
| Citizenship | <input type="checkbox"/> excellent | <input type="checkbox"/> good | <input type="checkbox"/> fair | <input type="checkbox"/> poor |
| Attitude toward school | <input type="checkbox"/> excellent | <input type="checkbox"/> good | <input type="checkbox"/> fair | <input type="checkbox"/> poor |
| Leadership potential | <input type="checkbox"/> leader | <input type="checkbox"/> can follow or lead | <input type="checkbox"/> leads on occasion | <input type="checkbox"/> rarely leads |
| Self Confidence | <input type="checkbox"/> healthy self-image | <input type="checkbox"/> needs some support | <input type="checkbox"/> seems over confident | <input type="checkbox"/> poor self-image |
| Reaction to criticism/setbacks | <input type="checkbox"/> excellent | <input type="checkbox"/> good | <input type="checkbox"/> fair | <input type="checkbox"/> poor |
| Responsible | <input type="checkbox"/> very responsible | <input type="checkbox"/> usually responsible | <input type="checkbox"/> sometimes responsible | <input type="checkbox"/> rarely responsible |
| Emotional maturity | <input type="checkbox"/> very mature | <input type="checkbox"/> age appropriate | <input type="checkbox"/> sometimes immature | <input type="checkbox"/> very immature |
| Attention span | <input type="checkbox"/> actively engaged | <input type="checkbox"/> attentive | <input type="checkbox"/> variable attention | <input type="checkbox"/> requires frequent redirection |

Comments: _____

Evaluator's Signature

Evaluator's Title

Date

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- | | | | | |
|--------------------------------|---|--|--|--|
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Comments: _____

Evaluator's Signature

Evaluator's Title

Date

