

## CONFIDENTIAL RECOMMENDATION FORM EARLY CHILDHOOD

*TO BE COMPLETED BY CLASS TEACHER OR SCHOOL ADMINISTRATOR*

Child's name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of school/nursery currently attending: \_\_\_\_\_

Name of person completing recommendation: \_\_\_\_\_ Title: \_\_\_\_\_

How long have you known the student: \_\_\_\_\_

This student is seeking admission to GEMS World Academy-Dubai, UAE. The Early Childhood program at GWA-Dubai is an inquiry-based, developmental program that caters to the individual needs of our diverse group of learners aged three to six. We believe that each child is endowed with their own special gifts, talents, learning styles and preferences and we are committed to investing in the realization of their potential so that they will become enthusiastic problem solvers and lifelong learners.

We know that children develop at different rates, however upon entering our Early Childhood program, a child is expected to be ready to participate fully during the day and in all aspects of the curriculum. A child is also expected to take care of their own personal needs independently such as using the toilet, eating, changing their clothes and monitoring personal belongings. We are here to support and extend a child's independence, but they must be independent in the above areas and ready to separate from parents before we can build on their learning!

**THIS IS TO BE COMPLETED BY THE CURRENT SCHOOL'S TEACHER OR ADMINISTRATION. Please complete this form and email it to GEMS World Academy Dubai to supplement the completed school/nursery reports that will be submitted by the parents. Your recommendation is confidential and will be of invaluable assistance to the Admissions Team.**

### Attitudes and Social Skills

Independence						
Unable to work independently	1	2	3	4	5	Able to work independently
Unable to take care of personal needs independently	1	2	3	4	5	Able to take care of personal needs independently
Wears nappies	1	2	3	4	5	Uses the toilet independently
Additional comments:						
Separation from parent/caregiver						
Reluctant to separate	1	2	3	4	5	Separates easily
Additional comments:						
Communication						
New to English	1	2	3	4	5	Fluent in English
Shy, reluctant to speak	1	2	3	4	5	Converses confidently
Additional comments: <i>(please indicate child's mother-tongue)</i>						
Attention						
Easily distracted	1	2	3	4	5	Attentive, attempts all tasks
Additional comments:						
Participation						
Reluctant, uninterested	1	2	3	4	5	Enthusiastic
Additional comments:						
Interaction with peers						
Little or no interaction with peers	1	2	3	4	5	Interacts positively with peers
Additional comments:						
Interaction with teachers						
Little or no interaction with the teacher	1	2	3	4	5	Interacts positively with the teacher
Additional comments:						

Language Development (please circle appropriate box)				
Listens and explores sounds in a variety of situations	Recognizes and vocalizes less than half of the letter sounds and names	Recognizes and vocalizes more than half of the letter sounds and names	Matches spoken words to written words	Reads with some fluency and demonstrates secure knowledge of basic text conventions (orientation, direction, punctuation)
Repeats words and actions demonstrated in books	Actively listens to stories	Listens to stories and uses picture cues to answer simple questions related to the story	Uses picture cues to answer complex questions and provide detailed answers	Participates in shared reading, guided reading, and read-alouds
Does not show interest in writing yet.	Imitates active writing in play.	Writes words to support pictures.	Writes using a simple language structure.	Uses own experience as a stimulus when writing and organizes ideas into logical sequence, with guidance.
Does not follow classroom routines yet.	Follows classroom routines using context cues.	Follows basic 1-step directions.	Follows basic 2-step related directions.	Follows 2-step unrelated directions.
Uses gestures or single words to communicate.	Uses simple sentences (3-4 words) to express needs and wants.	Uses longer sentences to communicate and speaks clearly to be understood.	Uses longer sentences to express ideas and feelings and speaks to be clearly understood.	Uses complex sentences to express ideas, feelings, and opinions and speaks to be clearly understood.
Answers a yes/no question with a word, gesture or sign	Answers simple questions with one or two words.	Answers questions with a complete thought.	Asks simple questions.	Asks more complex questions to gain further understanding.

Mathematics Development (please circle appropriate box)				
Cannot recognize any numbers yet	Can recognize numbers 0-5 when not in a sequence.	Can recognize numbers 0-10 when not in a sequence.	Can recognize numbers 0-20 when not in a sequence.	Can recognize numbers beyond 20 when not in a sequence.
Cannot name any numbers yet.	Can name numbers 0-5 when not in a sequence.	Can name numbers 0-10 when not in a sequence.	Can name numbers 0-20 when not in a sequence.	Can name numbers beyond 20 when not in a sequence.
Cannot sequence any numbers yet.	Can sequence numbers 0-5.	Can sequence numbers 0-10.	Can sequence numbers 0-20.	Can sequence numbers beyond 20.
Cannot match 1:1 quantity yet.	Can match 1:1 quantity for numbers 0-5.	Can match 1:1 quantity for numbers 0-10.	Can match 1:1 quantity for numbers 0-20.	Can match 1:1 quantity for numbers beyond 20.
Sorts, compares and describes 2D and 3D shapes through play.	Can name some 2D shapes (circle, square, triangle)	Can name 2D shapes (circle, square, triangle, rectangle, oval)	Can name properties and characteristics of 2D shapes.	Identify 3D shapes in the environment.
Engages with simple patterns through play.	Uses ABA rule to extend repeating patterns.	Uses ABA rule to create repeating patterns.	Creates and extends patterns using ABA and ABC rule.	Creates, extends and describes various numeric and visual patterns.

- Does the student currently have or has the student had an Individual Education Plan? Yes \_\_\_ No \_\_\_ If yes, attach a copy to this form.
- Is this student currently or has the student been in a special education class or received learning support? If yes, please give details.
- Does the student have any significant limitations or abilities that impact school performance? If yes, please give details.
- What would you describe as the applicant's greatest strengths?
- Please add any other information you feel would be pertinent.

School Name: \_\_\_\_\_ Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ Email: \_\_\_\_\_

Thank you for your assistance; please return via email to the school GWA:

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Dubai, United Arab Emirates  
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GWA Admissions Team  
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