



Teacher Questionnaire Grade 1 - 5

To be completed by current teachers for students applying to Copenhagen International School (CIS) for Primary School Grade 1 – 5 (equivalent to UK Year 2 – Year 6)

Notes to teachers:

Information from teachers based on your professional opinion is extremely valuable to our Admissions Office. Thank you for taking the time to do this

Please complete this form and return it to CIS's Admissions Office on

admissions@cis.dk

If any question does not apply to this student, please mark "N/A".

Section A

Student name _____

Date of birth (dd/mm/yyyy) _____

Current grade level _____

Last grade level completed _____

Name of the person completing this form _____

Position _____

Email address _____

Name of school _____

Language of instruction at school _____

Academic Program _____

Students entrance date at school _____

Length of time acquainted with the student _____

How often have you had contact with this student?

Daily: Weekly: Occasionally:

We appreciate the completion of this questionnaire.



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Section B

Reading and writing skills

Please indicate the student's level of skills in relation to the language of instruction at your school

Please use circles in the chart below to help us determine the student's level of skill for the languages listed.

Language of instruction (please indicate)	Beginning	Developing	Secure	Extending
Listening	Understands few words.	Understands everyday conversation and can follow basic classroom instructions	Understands the language	Understands the language as well as a native speaker
Speaking	Can say a few words	Can hold a conversation using simple words	Converses easily with native speakers	Converses as well as a native speaker and uses vocabulary above grade level
Reading	Has limited reading skills. Can read simple words or phrases	Can read simple books below grade level in the language	Can read books close to grade level in the language	Can read or above grade level
Writing	Has limited writing skills Can write simple words or phrases	Writes simple ideas with some mistakes	Independently writes ideas clearly with few mistakes.	Can write above grade level

Please only complete the below rubric if the student is receiving English Language instructions as a Foreign Language and this is not the language of the school

English as a Foreign Language when different from Language of instruction	Beginning	Developing	Secure	Extending
Listening	Understands few words.	Understands everyday conversation and can follow basic classroom instructions	Understands the language almost as well as a native speaker.	Understands the language as well as a native speaker
Speaking	Can say a few words	Can hold a conversation using simple words	Converses easily with native speakers	Converses as well as a native speaker and uses language above grade level.
Reading	Can read simple words or phrases	Can read simple books a few years below grade level in the language	Can read books at grade level in the language	Can read above grade level
Writing	Can write simple words or phrases	Writes simple ideas with some mistakes	Independently writes ideas clearly with few mistakes	Can write above grade level



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Section C

Mathematics

Please indicate the student's level of skills in relation to the language of instruction at your school

Please use circles in the chart below to help us determine the student's level of skill for the mathematics listed

Mathematics	Beginning	Developing	Secure	Extending
Can identify, explain and apply mathematical concepts as appropriate to the grade level.	Attempts to explain basic concepts.	With some support can explain and beginning to apply mathematical concepts	Can explain and apply mathematical concepts independently.	Can explain, apply and extend to mathematical concepts above the grade level concepts.
Has developed mastery in number skills as appropriate to the grade level.	With significant support can complete some number operations.	With some support can complete many number operations appropriate to grade level.	Can complete most or all tasks number operations independently.	Requires enrichment to the curriculum when working on number operations.
Has a positive attitude towards their capability of learning mathematics	With significant support attempts to solve simple and real-life mathematical problems.	With some support enjoys solving real – life mathematical problems.	Solves real-life mathematical problems independently and with enthusiasm.	Can extend and utilize their mathematical problem solving skills to most areas in life.

Section D

Academic Qualities/Work habits and Personal Characteristics and Development

Please indicate your assessment of the student in the above mentioned areas by using an “x” for the following legend on page 4.

Beginning	Developing	Secure	Extending
The student is not meeting most of the student expectations described by the grade level curriculum. Considerable teacher support is needed at this level.	The student occasionally meets the student expectations described by the grade level curriculum but lacks consistency. Some teacher support is needed at this level.	The student regularly meets the student expectations described by the grade level curriculum. Little or no teacher support is needed at this level.	The student consistently exceeds the student expectations described by the grade level curriculum. The student is performing at a higher grade level with little or no teacher support.





Academic Qualities/Work habits

	Beginning	Developing	Secure	Extending
Organizes time and school material effectively				
Works well both independently and in groups				
Listens to and follows instructions				
Participates actively in class discussions and activities				
Demonstrates self-discipline during lessons				
Demonstrates effort and resilience				

Personal Characteristics and Development

	Beginning	Developing	Secure	Extending
Has a positive self-image and can advocate their needs.				
Adjusts well into new situations				
Demonstrates empathy and caring towards others				
Respects the school environment and property of others				
Shows courtesy and respect in their spoken language and manners				
Takes positive action on constructive feedback				
Contributes positively to the school community				





Section E

Please describe the student's particular strengths and weaknesses:

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Is there anything we should know about this student – personal circumstances, special factors, obstacles that may play a part in his or her academic standing and social development?

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Please indicate with a checkmark if the student has received any of the below services while at your school:

- Learning Support (SEN)
- Modified Curriculum
- Speech/Occupational therapy
- Psycho-Educational Assessment
- Counseling
- Tutoring (internal or external)
- EAL support (English as an Additional Language or ELL, ESL, ESOL)
- Other _____

Kindly provide comments to the boxes you have ticked

Thank you for completing this recommendation

