



GIFTED STUDENT REFERRAL FORM

Student Name: _____

School: _____

Grade Level: _____

____ I believe that _____ is performing well above grade level or demonstrates exceptional strengths in the following areas. I would like his/her performance and achievement to be reviewed to determine eligibility for gifted education services.

Suspected Areas of Exceptional Ability (check all those that apply):

____ General Ability (critical and creative thinking, problem solving, learning aptitude)

____ Specific Talent Aptitude
____ Music ____ Visual Arts ____ Performing Arts ____ Psychomotor

____ Specific Academic Aptitude
____ Math ____ Reading ____ Writing ____ S. Studies ____ Science
____ World Languages

____ Creativity

____ Leadership

I feel this candidate should be nominated because of the following qualities:

____ I understand that group tests of ability or achievement may be administered to my child as part of the identification process.

Nominator's Signature

Date

Please mark appropriate box: **Self** **Peer** **Parent** **Staff**

Please return nomination form to the student's school office or gifted education coordinator

Characteristics Checklist

Check all characteristics that the student regularly demonstrates.

<p>Cognitive Ability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Capable of reasoning like someone 2+ years older <input type="checkbox"/> Uses advanced vocabulary <input type="checkbox"/> Enjoys problem solving and other intellectual activities <input type="checkbox"/> Seeks mental stimulation <input type="checkbox"/> Highly sensitive to human issues <input type="checkbox"/> Enjoys interacting with older students/adults <input type="checkbox"/> Intense; high energy level <input type="checkbox"/> May become impatient with others; lack interpersonal skills <input type="checkbox"/> Perfectionist tendencies 	<p>Creative Thinking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Able to generate a large quantity of ideas/questions <input type="checkbox"/> Tolerates ambiguity <input type="checkbox"/> Prefers open-ended assignments/projects <input type="checkbox"/> Enjoys taking risks when problem solving <input type="checkbox"/> Nonconforming; willingness to be different <input type="checkbox"/> Unique sense of humor; enjoys sarcasm <input type="checkbox"/> Develops and tells elaborate stories <input type="checkbox"/> Does not follow or wait for directions; questions rules <input type="checkbox"/> Puts unrelated ideas/materials together in new and different ways
<p>Math</p> <ul style="list-style-type: none"> <input type="checkbox"/> Thinks logically, mathematically, scientifically <input type="checkbox"/> Enjoys abstract problems <input type="checkbox"/> Strong number sense <input type="checkbox"/> Uses mathematical language in real-world situations <input type="checkbox"/> Quickly recognizes patterns <input type="checkbox"/> Solves problems intuitively, but may not be able to explain how <input type="checkbox"/> Enjoys data, statistics, graphs, and charts <input type="checkbox"/> Pursues math activities in free time 	<p>Reading/Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reads widely and avidly, in and out of class <input type="checkbox"/> Seeks nonfiction as well as fiction <input type="checkbox"/> Plays with language; interested in word relationships <input type="checkbox"/> Writes descriptively; communicates a story <input type="checkbox"/> Writes for creative outlet, in and out of class <input type="checkbox"/> Applies literary devices to writing <input type="checkbox"/> Enjoys discussing and comparing literature <input type="checkbox"/> May use reading/writing as an escape; avoids or neglects other work
<p>Leadership</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organized materials and activities <input type="checkbox"/> Adapts readily to new situations and changes <input type="checkbox"/> Is sought out by peers <input type="checkbox"/> May be seen as manipulative, strong willed, or bossy <input type="checkbox"/> Dominant, may not be a good follower 	<p>Motivation/Intensity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-starter; persistent <input type="checkbox"/> Prefers to do things on own, independent <input type="checkbox"/> Enjoys the challenge of new/different problems <input type="checkbox"/> Questions authority <input type="checkbox"/> Strong emotional/physical reactions <input type="checkbox"/> Sensitive to changes in environment (lighting, smell, sound)
<p>Student displays unusually high performance or interest in: ___ Science ___ Social Studies ___ Art ___ Music ___ Drama ___ Dance</p>	
<p>Student has participated in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Science Fairs <input type="checkbox"/> Destination Imagination <input type="checkbox"/> Spelling Bee <input type="checkbox"/> Geography Bee <input type="checkbox"/> Summer programs for advanced learners <input type="checkbox"/> Community activism or volunteering <input type="checkbox"/> Math competitions <input type="checkbox"/> Literary contests <input type="checkbox"/> Extended research 	
<p>Additional Information:</p> 	

*checklist modified from various sources: USTARS TOPS, SIGS, Slocumb-Payne

Special thank you to Morgan County School District RE-3 for use of page 2 of their referral form.