

Parent Information Form
Grades K-3
Derived from the Kingore Observation Inventory

Student Name _____ Grade _____

Parent _____ Date _____

Teacher _____ School _____

Parents have unique opportunities to see their children at play, at work, and in family settings. Please share your observations with us.

Advanced Language
Uses words that seem advanced for the age-level expectations
Rewords own language for younger or less mature children
Explains how unrelated things are similar
Uses similes, metaphors, or analogies; “A _____ is really like a _____ because _____.”
Asks questions about words (in print or oral language)
Uses words for time concepts (clock and calendar) accurately

Examples from above of things my child said:

Analytical Thinking
Demonstrates complex or abstract thinking
Analyzes household or school tasks
Notices a surprising depth of details about surroundings
Takes apart and reassembles things or ideas with skill
Expresses relationships between past and present experiences
Makes up songs, stories, or riddles about experiences
Organizes collections of things uniquely; likes to plan or arrange things

Examples from above of things my child said or did:

Meaning Motivation
Is philosophical
Asks surprisingly intellectual questions
Is curious; experiments
Demonstrates an unexpected depth of knowledge in one or more areas
Exhibits intense task commitment and energy when pursuing interests
Remembers!
Is independent

Examples from above of things my child said or did:

Perspective
Explains another's point of view
Shows dimension, angle, or perspective in art, writing, math solutions, or problem solving
Creates complex shapes, patterns, or graphics
Applies left and right without prompting
Adds interesting details to enhance products

Examples from above of things my child said or did:

Sense of Humor
Says or does something indicating an unexpected, sophisticated humor
Catches an adult's subtle humor
Understands and uses puns and riddles
"Plays" with language
Develops humorous ideas to an extreme

Examples from above of things my child said or did:


Sensitivity
Cares deeply; intense concern for human issues
Tries to take action to help someone in need
Expresses feelings through words or art
Explains others' feelings
Displays a strong sense of fairness
Expresses high expectations of self and others
Seems to overreact at times

Examples from above of things my child said or did:

Accelerated Learning
Learns new things quickly and with minimum practice
Uses multiple characteristics when discussing items
Reads passages at an advanced, fluent reading level for the age-level expectation
Explains the meaning of what has been read
Demonstrates an unexpected mastery of math or science concepts
Uses a dictionary, encyclopedia, map, atlas, or computer to gain advanced information
Creates products which seem advanced for the age-level expectations

Examples from above of things my child said or did:

Other information I would like you to know about my child:



In which school subject(s) does your child seem to excel? What have you observed about your child's progress and attitude in this subject(s)? What seems to have worked (or what would you like to have seen) to provide challenge in this subject(s)? Has your child been tested in another school system or independently? (If so, please include a copy of the test report.)

How does your child feel about school? What is s/he most enthusiastic about? What seems to bring the greatest success and satisfaction? What are discouraging areas?

Discuss organized activities your child participates in outside of school. What seems to be most appealing to him/her about them? Are there intense interests or hobbies your child pursues independently of lessons or organized activities? How does this occur?

Describe special skills or talents you see your child display. To what extent do you see these as unusual in comparison to age peers? How old was your child when the skill first surfaced? Under what conditions? Is your child growing in the talent area?

Discuss your child's friendship patterns. Many friends, or one very good friend? Are most friends chosen from the neighborhood; the same grade; older grades; or interest-based out-of school activities? Does your child prefer to be alone or join others? More often a follower or a leader?

Please choose two words which best describe your child: _____ and _____ . What else do you think we should know about your child to make an appropriate educational decision?