

Dear Referring Parent:

Attached is a referral form for the gifted program along with additional information for you to consider.

Please complete the Parent Information form and questionnaire. You may attach copies of exemplary work samples and/or products that best display your child's exceptional areas. **You do not need to have samples for every item**, just complete areas where you feel your child excels.

Return the packet to the classroom teacher, or the Gifted Program teacher at your child's school.

At the next regularly scheduled Gifted Evaluation Team meeting, the referral, along with evidence provided, previous test data, classroom performance, etc. will be reviewed. Based on all available data, the GET team will make a decision regarding further testing and a letter will be sent home informing you of the team's decision.

Should you have any questions, please feel free to contact me.

Sincerely,

**Gifted Teacher/Facilitator**

Gifted Program Teacher

School

Phone Number

Email Address

**Parent Information Form**  
**Grades 4-8**  
*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 a large vocabulary and more precise language than expected for the age-level
Is unusually descriptive in conversations or writings
Expresses similes, metaphors, or analogies; "A _____ is really like a _____ because _____."
Modifies language for less experienced listeners
Able to explain complex concepts to others
Uses verbal skills to handle conflicts or influence others

Examples from above of things my child said:

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Analytical Thinking
Able to abstract and generalize information
Notices a surprising depth of details about surroundings
Thinks logically; presents arguments logically
Thinks critically; may lead to skepticism
Recognizes relationships or patterns between ideas and experiences
Enjoys analyzing and solving difficult problems
Enjoys planning and organizing

Examples from above of things my child said or did:

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### Meaning Motivation

Is philosophical

Has a questioning attitude; asks intellectual questions about complex topics

Generates multiple new ideas and solutions to problems; ingenious

Demonstrates in-depth information in areas beyond age-expectations

Remembers! (may retell an experience, story, or video almost verbatim)

Displays high levels of task commitment and energy when pursuing interests

Eager to do things differently; independent

Examples from above of things my child said or did:

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### Perspective

Explains another's point of view

Approaches problems from an unusual perspective in oral discussions, art, writing, and math solutions, or problem solving

Expresses past, present, and future aspects of an issue

Develops advanced or unique graphic products and patterns

Appreciates the beauty and value of things

Examples from above of things my child said or did:

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### Sense of Humor

Says or does something indicating a sense of humor beyond the age-level expectations

Uses humor to gain approval of others

Catches an adult's subtle humor

Uses figurative language and puns for humorous effect

Uses humor that may be absurd or far-out

Examples from above of things my child said or did:

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### Sensitivity

- Exhibits intense concern for human issues
- Intuitive and insightful of others' needs and feelings
- Expresses feelings through words or art
- Cares deeply but may mask sensitivity
- Bases friendships on similarity of interest rather than age
- Displays a strong sense of justice; demands fairness and consistency
- Demonstrates high expectations of self and others
- Prefers to be a loner part of the time
- Overreacts at times

Examples from above of things my child said or did:

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### Accelerated Learning

- Demonstrates knowledge beyond the age-level expectations
- Comprehends and uses symbols with an unexpected ability
- Reads fluently, more like an adult; comprehends with advanced understanding
- Understands and uses advanced ideas, concepts, or implications
- Learns easily and with a minimum of practice
- Creates products that are advanced for the age-level expectations
- Accesses data with ease using an unexpected variety of tools

Examples from above of things my child said or did:

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


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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?