



September, 2019

Dear Parent or Guardian:

Every year all students are considered for identification as Talented and Gifted in Beaverton School District. These services are usually provided within the classroom by the teacher(s). In accordance with Oregon law, District policy defines gifted students as those who score at or above the 97th percentile on a standardized, nationally normed test of mental ability and/or academic achievement. Behavioral, learning, and/or performance information is also considered before a student is identified for TAG services.

In accordance with OAR 581-022-1310, our District is also committed to efforts in the identification of students from ethnic minorities, students with disabilities, and students who are culturally different or economically disadvantaged.

If you think your child might exhibit qualities that typically are used to describe giftedness, you may wish to complete the attached Parent Information Form. Because we believe that parents are excellent observers of their child's potential, we invite your input into this nomination process. This parent form is based on the Kingore Observation Inventory that is used by classroom teachers in the fall for a six-week period of time. Circle those characteristics that describe your child and provide supporting examples whenever possible. While completing this form does not guarantee that your child will be tested, it will give our school's TAG committee valuable additional information in the nomination process.

Upon receipt, your completed form becomes part of the school's identification process. Parents will be notified regarding testing eligibility, and the required permission form will be sent to parents prior to testing. Testing can begin as early as mid-November, and identification is usually completed within six weeks.

The attached Parent Information Form may be completed and returned to our school's TAG facilitator, \_\_\_\_\_, or the school's office. Should you have questions regarding the identification process, you are invited to talk with the school's TAG facilitator.

Sincerely,

School TAG Committee

TAG ID 9.6/12.2 Spring 2019

# Parent Information Form

## Grades 4 through 8

Derived from the Kingore Observation Inventory (KOI)

Student \_\_\_\_\_ 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. This form and the similar KOI completed by the teacher will be included with other data to increase our understanding of your child's needs.

### **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: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **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 or experiences  
Enjoys analyzing and solving difficult problems  
Enjoys planning and organizing

Examples from above of things my child said or did: \_\_\_\_\_

\_\_\_\_\_

**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: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**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: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**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: \_\_\_\_\_  
\_\_\_\_\_

***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 age-level expectations
- Comprehends and uses symbols with an unexpected ability
- Reads fluently, more like an adult; comprehends with an advanced understanding
- Understands and uses advanced ideas, concepts or implications
- Learns easily with minimum 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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**Please return this form to your school office**