



# Duncanville Independent School District Advanced Academics Parent Observation Survey for Gifted and Talented Services

The purpose of this form is for you to help the school district better understand your child so that he/she can be evaluated for eligibility in the Duncanville ISD Gifted and Talented Education Program. This scale is one measure used to determine eligibility. In addition to the parent and teacher rating scale, other measures may include academic assessments and assessments of creativity.

## Student Information

Student Name: \_\_\_\_\_ Birth Date: \_\_\_/\_\_\_/\_\_\_ Gender: Female \_\_\_ Male \_\_\_

Current Grade: \_\_\_\_\_ School: \_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_

ID Number: \_\_\_\_\_

Has your child been tested for GATE previously? No \_\_\_ Yes \_\_\_ If Yes, when? \_\_\_\_\_

What language(s) does your child speak/understand fluently? \_\_\_\_\_

What language is spoken in your home **most of the time**? \_\_\_\_\_

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## Parent/Guardian Information

Parent/Guardian Name: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Email Address(es): \_\_\_\_\_

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## Permission to Test & Serve

I give permission for \_\_\_\_\_ to be tested for DISD Gifted and Talented Services. I understand that I will be notified by the campus if my child qualifies or does not qualify for Gifted and Talented Services. If services are recommended by the Campus Screening and Selection Committee, I give permission for my child to receive services deemed appropriated by the screening committee.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Please read each of the following items, and rate the degree to which the nominated child consistently displays the following characteristics. Use the scale Never, Sometimes, and Often I indicate your level of agreement with each item. Check one box for each item. Thank you for taking the time to complete and return this scale.

Characteristics		Never	Sometimes	Often
Language Arts	Your child uses a lot of “grown-up” words and is interested in definitions, relationships of words, sounds and has a large vocabulary for his/her age.			
	Your child has a good sense of humor and uses jokes, puns, and multiple meanings in conversations or in writing.			
	Your child reads or listens to a wide variety of types of literature; may focus on one type for a period of time and then switch his/her focus to another.			
	Your child elaborates well when reading, speaking, or writing, uses vivid expressions, voices to make words “come alive”.			
	Your child is motivated to write in a variety of genres (stories, poems, songs, or plays); keeps a journal or diary.			
Mathematics	Your child sees patterns in real life in a variety of ways; can extend patterns to large numbers.			
	Your child applies numbers to real life situations; such as using numbers while playing, thinking, organizing, or planning.			
	Your child recognizes and describes problems; is good at guessing solutions to problems about numbers, money, or telling time.			
	Your child enjoys trying to solve challenging problems such as puzzles, logic problems, or games of strategy.			
	Your child can solve difficult problems naturally and easily, but may not always be able to explain his/her solution or strategy.			
Social Studies	Your child is interested and/or concerned with “grown-up” social issues or world problems such as world hunger, pollution, war, global warming, etc.			
	Your child asks deep, open-ended, or philosophical questions that are typically not asked by a child.			
	Your child enjoys studying and/or playing with maps, globes, almanacs, likes to make up stories about different locations (either real or make-believe).			
	Your child is interested in social themes, complex public issues, explanations, ethical and moral issues; fairness is extremely important to him/her.			
	Your child can understand multiple sides or explanations of a situation or problem and tries to persuade other people to join his/her side			
Science	Your child exhibits interest in science outside of school activities (books, programs, science fiction, technology, collections, or hobbies).			
	Your child relates science to real world situations, makes interesting connections that sometimes surprise you or make you look at things differently than before.			
	Your child enjoys experimenting, likes open-ended discovery, inventing, finding multiple uses for things, experiments to satisfy curiosity.			
	Your child explores, questions, investigates, studies things in detail, and makes improvements to things used in daily life.			

**Directions:** Please select one response (Never, Sometimes, Often) for each category that best represents the student.

Traits, Aptitudes, and Behaviors	Never	Sometimes	Often
<p><b><u>Motivation</u></b>- Evidence of desire to learn.</p> <p>Student may demonstrate persistence in pursuing/completing self-selected tasks, be an enthusiastic learner, be a self-starter, aspire to be somebody.</p>			
<p><b><u>Interests</u></b>- Intense (sometimes unusual) interests.</p> <p>Student may demonstrate unusual or advanced interests in a topic or activity, be beyond age group, pursue an activity unceasingly with high intensity.</p>			
<p><b><u>Communication Skills</u></b>- Highly expressive and effective use of words, numbers, symbols.</p> <p>Student may demonstrate unusual ability to communicate (verbally, physically, artistically, symbolically), and use particularly clever examples, illustrations, or elaborations.</p>			
<p><b><u>Problem Solving Ability</u></b>- Effective, inventive, ways for recognizing and solving problems.</p> <p>Student may demonstrate unusual ability to devise or adapt a systematic strategy for solving problems and to change the strategy if it is not working, create original designs, invent.</p>			
<p><b><u>Memory</u></b>- Large storehouse of information on school or non-school topics.</p> <p>Student may already know information or needs only 1-2 repetitions for mastery, have a wealth of information about different topics, pay attention to details, and manipulate information.</p>			
<p><b><u>Inquiry</u></b>- Questions, experiments, explores.</p> <p>Student may ask unusual questions for age, demonstrate extensive exploratory behaviors directed toward eliciting information about materials, devices, situations, or topics.</p>			
<p><b><u>Insight</u></b>- Quickly grasps new concepts and makes connections; sense deeper meaning.</p> <p>Student may demonstrate exceptional ability to draw inferences, appear to be a good guesser, be keenly observant, possess high capacity for seeing unusual and diverse relationships.</p>			
<p><b><u>Reasoning</u></b>- Logical approaches to figuring out solutions.</p> <p>Student may make generalizations, use metaphors and analogies, think things through in a logical manner, think critically, think things through and come up with a plausible answer.</p>			
<p><b><u>Imagination/Creativity</u></b>- Produces many ideas; highly original.</p> <p>Student may show exceptional ingenuity in using everyday materials, have wild, seemingly silly ideas, produce ideas fluently and flexibly, be highly curious, enjoy abstract thinking tasks.</p>			

Modified from Frasier, M. (1996). Traits, Aptitudes, and Behaviors Scales. University of Georgia