

**River Valley Local School  
District**

**POLICIES AND PLAN FOR THE  
IDENTIFICATION OF CHILDREN  
WHO ARE GIFTED**

**River Valley Local Schools  
197 Brocklesby Road  
Caledonia, OH 43314**

**Mr. Thomas Shade, Superintendent  
Ronda Uresti, Coordinator of Gifted Education**

# Gifted Education Program Referral Form River Valley

Student: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ EMIS Number: \_\_\_\_\_

Student is referred for possible identification as gifted in the following area(s):

### Reason

\_\_\_\_\_ Superior Cognitive Ability  
(IQ—Mental Ability)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Specific Academic Ability

- \_\_\_\_\_ Math
- \_\_\_\_\_ Science
- \_\_\_\_\_ Reading
- \_\_\_\_\_ Writing
- \_\_\_\_\_ Social Studies

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Creative Thinking Ability

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Visual or Performing Arts Ability  
(Drawing, Painting, Sculpting,  
Music, Dance and/or Drama)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Person Initiating Referral

\_\_\_\_\_  
Position or Relationship to Child

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Person Receiving Referral

\_\_\_\_\_  
Position

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Coordinator of Gifted Education

\_\_\_\_\_  
Date

NOTE: A parent may request assessment through any verbal or written means to the building administrator.

**PLEASE RETURN FORMS TO BUILDING ADMINISTRATOR  
BUILDING ADMINISTRATOR, PLEASE RETURN TO COORDINATOR OF GIFTED EDUCATION**

Date Received \_\_\_/\_\_\_/\_\_\_

### STUDENT PROFILE

Referral Source (check) \_\_\_Teacher \_\_\_Parent \_\_\_Legal Guardian \_\_\_Other (specify)

#### IDENTIFYING DATA

Student \_\_\_\_\_ Date of Birth \_\_\_/\_\_\_/\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ Zip Code \_\_\_\_\_ Gender \_\_\_M\_\_\_F

Building of Attendance \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_

Legal Guardian \_\_\_\_\_ Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ Zip Code \_\_\_\_\_

Does the child or parent need assistive technology or other such accommodations in order to understand the content of written and/or verbal information or attend meetings? \_\_\_\_\_ Yes \_\_\_\_\_ NO  
If Yes please specify/explain \_\_\_\_\_

#### GENERAL

What are the child's strengths and interests? \_\_\_\_\_

Is there any other pertinent information not previously described? \_\_\_\_\_

#### GRADES

\_\_\_Language Arts                      \_\_\_Science                      \_\_\_Art                      \_\_\_Band

\_\_\_Math                      \_\_\_Health                      \_\_\_Music

\_\_\_Social Studies                      \_\_\_Physical Education

Most Recent Standardized Test	Age When Tested	Grades When Tested	Results

Please return form to Building Administrator  
Building Administrator please return form to Coordinator of Gifted Education

**Pre-Assessment Results:**

**Assessment for Screening Results:**

**Assessment for Identification Results:**

To be completed after screening/assessment

A team met on \_\_\_\_\_

The following actions were recommended:

## TEACHERS QUESTIONNAIRE

Student Name \_\_\_\_\_ District \_\_\_\_\_ School \_\_\_\_\_

Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

You are being asked to evaluate this student in the areas of creativity, leadership, learning and motivation. Please mark ONE of the two statements in each row which BEST describes this student. If not observed or not applicable, please put N/A.

HIGH ACHIEVER	GIFTED
Can solve problems	Offers numerous solutions to problems
Adjusts to new situations	Adaptable and flexible in new situations
Has age appropriate sense of humor	Has advanced or subtle sense of humor
Produces products using minimal details	Adds details, elaborates; creates a new design
Has good ideas	Has unique ideas
Asks basic questions	Asks thoughtful, insightful questions
Cooperates with classmates	Likes to organize group situations
Conforms to group standards	Persuades others to own point of view
Accepted by others	Sociable and well-liked
Confident in some areas	High self-confident
Participates in groups; shares ideas	Sought out by others for ideas, info and advice
Performs well at grade level	Performs above grade level
Learns material taught in class	Already know the material
4-6 repetitions for mastery	1-2 repetitions for mastery
Grasps the meaning	Draws inferences
Memorizes for tests	Outstanding long term memory
Has vocabulary appropriate for age	Has advanced vocabulary for age
Likes to read	Is an avid reader
Has good writing skills for age	Has advanced writing skills for age
Has good math skills	Has advanced understanding of math concepts
Enjoys structured presentation	Thrives on complexity
Is interested and attentive	Is mentally and physically involved; highly curious
Listens with interest	Shows strong feelings and opinions
Completes assignments	Initiates projects
Is please with own learning	Is high self-critical
Meets expectations	Exceeds expectations

**Additional Comments May be Written on the Reverse Side.**

**Please return form to Building Administrator  
Building Administrator Please Return to Coordinator of Gifted Education**

# GIFTED EDUCATION PROGRAM PARENT REFERRAL FORM

Student: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_  
Parent Name: \_\_\_\_\_ EMIS #: \_\_\_\_\_  
Signature of Person Initiating Referral: \_\_\_\_\_  
Relationship: \_\_\_\_\_ Phone: \_\_\_\_\_ Date: \_\_\_\_\_

You are asked to share your observations with us. Read each of the following items and consider the degree to which you have actually observed the presence or absence of each characteristic or behavior. Circle the number according to the following scale of values:

1 = Rarely      2 = Sometimes      3 = Almost Always

## Advanced Language

- |  |   |   |   |
|--|---|---|---|
| 1. Rewords own language for younger or less mature children.                     | 1 | 2 | 3 |
| 2. Explains how unrelated things are similar.                                    | 1 | 2 | 3 |
| 3. Expresses similarities and differences between unrelated objects              | 1 | 2 | 3 |
| 4. Uses words for time concepts accurately.                                      | 1 | 2 | 3 |
| 5. Uses similes, metaphors or analogies. "A ___ is really like a ___ because..." | 1 | 2 | 3 |

Examples, from above, of things the child said: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Analytical Thinking

- |  |   |   |   |
|--|---|---|---|
| 1. Analyzes household or school tasks.                       | 1 | 2 | 3 |
| 2. Notices a surprising depth of details about surroundings. | 1 | 2 | 3 |
| 3. Takes apart and reassembles things or ideas with skills.  | 1 | 2 | 3 |
| 4. Expresses relationships between past/present experiences. | 1 | 2 | 3 |
| 5. Makes up songs, stories and riddles about experiences.    | 1 | 2 | 3 |
| 6. Organizes collections of things; likes to plan things.    | 1 | 2 | 3 |

Examples, from above, of things the child does: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Motivational Skills**

- |  |   |   |   |
|--|---|---|---|
| 1. Keeps at an issue until it makes sense.       | 1 | 2 | 3 |
| 2. Ask intellectual questions                    | 1 | 2 | 3 |
| 3. Is curious: asks how, why, and what it.       | 1 | 2 | 3 |
| 4. Shows much knowledge in one or more areas.    | 1 | 2 | 3 |
| 5. Asks questions about written or spoken words. | 1 | 2 | 3 |
| 6. Remembers.                                    | 1 | 2 | 3 |
| 7. Is Independent.                               | 1 | 2 | 3 |

Examples, from above, of things the child does: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Perspective**

- |  |   |   |   |
|--|---|---|---|
| 1. Explains another's point of view.             | 1 | 2 | 3 |
| 2. Shows dimension, angle or perspective in art. | 1 | 2 | 3 |
| 3. Creates complex shapes or patterns.           | 1 | 2 | 3 |
| 4. Applies left and right, without prompting.    | 1 | 2 | 3 |

Examples, from above, of things the child does: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Sense of Humor**

- |   |   |   |   |
|---|---|---|---|
| 1. Says or does something indicating a finely developed sense of humor. | 1 | 2 | 3 |
| 2. Catches an adult's subtle humor                                      | 1 | 2 | 3 |
| 3. Understands and uses puns and riddles.                               | 1 | 2 | 3 |
| 4. "Plays" with language.   | 1 | 2 | 3 |

Examples, from above, of things the child does: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Sensitivity**

- |  |   |   |   |
|--|---|---|---|
| 1. Cares deeply.                               | 1 | 2 | 3 |
| 2. Takes action to help someone in need.       | 1 | 2 | 3 |
| 3. Expresses awareness and concern for others. | 1 | 2 | 3 |
| 4. Explains others' feelings.                  | 1 | 2 | 3 |
| 5. Has a strong sense of fairness.             | 1 | 2 | 3 |
| 6. Has high expectations of self and others    | 1 | 2 | 3 |

Examples, from above, of things the child does: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Accelerated Learning**

- |  |   |   |   |
|--|---|---|---|
| 1. Quickly learns new things.  | 1 | 2 | 3 |
| 2. Categorizes items by more than one characteristic.                                  | 1 | 2 | 3 |
| 3. Reads passages one after another at an advanced, fluent reading level.              | 1 | 2 | 3 |
| 4. Can explain the meaning of what has been read.                                      | 1 | 2 | 3 |
| 5. Has unexpected mastery of numbers.  | 1 | 2 | 3 |
| 6. Has unexpected understanding of addition, subtraction, multiplication, or division. | 1 | 2 | 3 |
| 7. Understands relationship of different coin values. (Grades K-1)                     | 1 | 2 | 3 |
| 8. Early interest in dictionary, encyclopedia, maps and/or atlas.                      | 1 | 2 | 3 |

Examples, from above, of things the child does: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PLEASE RETURN FORM TO:**

**Ronda Uresti, Coordinator of Gifted Education  
North Central Ohio Education Service Center  
333 E. Center Street  
Marion, OH 43302**



# PERMISSION FOR ASSESSMENT

## River Valley

To The Parents/Guardian Of: \_\_\_\_\_  
Students Name \_\_\_\_\_ Student Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip Code \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_  
Home Number \_\_\_\_\_ Work Number \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Referred By: \_\_\_\_\_

Your child has been referred as a potentially gifted child. Assessments are required for identification purposes. The following assessments may be administered to your child:

<i>Kaufman Brief Intelligence Test (KBIT 2)</i>	<i>Cognitive Abilities Test (CogAT) Form</i>
<i>ITBS Form M, Complete Battery</i>	<i>Scales for Rating Behavior</i>
<i>Terra Nova (CTBS/5)</i>	<i>Metropolitan Achievement Test 8 Ed.</i>
<i>Stanford Achievement Test Series, 9<sup>th</sup> Ed. Form SA</i>	<i>Raven Progressive Matrices Stand.</i>
<i>Woodcock-Johnson Revised: Test of Cognitive Abilit</i>	

No assessment will be done without your written permission. Please read the information below and return it to the building administrator as soon as possible. If you have questions, please contact Ronda Uresti, Coordinator of Gifted Education at (740) 387-6625

I understand that if I grant permission, my child will receive assessment(s) by designated school personnel and that the information may be shared with teachers, principals and other appropriate school personnel. I will be informed of whether or not my child qualifies, according to the State of Ohio criteria, for gifted identification.

- Permission is given to conduct the assessment(s)
  
- Permission is denied

Signature \_\_\_\_\_ Relationship to Student \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

PLEASE RETURN TO THE BUILDING ADMINISTRATOR  
BUILDING ADMINISTRATOR PLEASE RETURN TO THE COORDINATOR OF GIFTED EDUCATION

## GIFTED EDUCATION PROGRAM COMMUNITY REFERRAL FORM

Student: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_  
Parent Name: \_\_\_\_\_ EMIS #: \_\_\_\_\_  
Signature of Person Initiating Referral: \_\_\_\_\_  
Relationship: \_\_\_\_\_ Phone: \_\_\_\_\_ Date: \_\_\_\_\_

You are asked to share your observations with us. Read each of the following items and consider the degree to which you have actually observed the presence or absence of each characteristic or behavior. Circle the number according to the following scale of values:

1 = Rarely      2 = Sometimes      3 = Almost Always

### Advanced Language

- |  |   |   |   |
|--|---|---|---|
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| 2. Explains how unrelated things are similar.                                    | 1 | 2 | 3 |
| 3. Expresses similarities and differences between unrelated objects              | 1 | 2 | 3 |
| 4. Uses words for time concepts accurately.                                      | 1 | 2 | 3 |
| 5. Uses similes, metaphors or analogies. "A ___ is really like a ___ because..." | 1 | 2 | 3 |

Examples, from above, of things the child said: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Analytical Thinking

- |  |   |   |   |
|--|---|---|---|
| 1. Analyzes household or school tasks.                       | 1 | 2 | 3 |
| 2. Notices a surprising depth of details about surroundings. | 1 | 2 | 3 |
| 3. Takes apart and reassembles things or ideas with skills.  | 1 | 2 | 3 |
| 4. Expresses relationships between past/present experiences. | 1 | 2 | 3 |
| 5. Makes up songs, stories and riddles about experiences.    | 1 | 2 | 3 |
| 6. Organizes collections of things; likes to plan things.    | 1 | 2 | 3 |

Examples, from above, of things the child does: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Meaning Motivated

- |  |   |   |   |
|--|---|---|---|
| 1. Keeps at an issue until it makes sense.       | 1 | 2 | 3 |
| 2. Ask intellectual questions                    | 1 | 2 | 3 |
| 3. Is curious: asks how, why, and what it.       | 1 | 2 | 3 |
| 4. Shows much knowledge in one or more areas.    | 1 | 2 | 3 |
| 5. Asks questions about written or spoken words. | 1 | 2 | 3 |
| 6. Remembers.                                    | 1 | 2 | 3 |
| 7. Is Independent.                               | 1 | 2 | 3 |

Examples, from above, of things the child does: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Perspective

- |  |   |   |   |
|--|---|---|---|
| 1. Explains another's point of view.             | 1 | 2 | 3 |
| 2. Shows dimension, angle or perspective in art. | 1 | 2 | 3 |
| 3. Creates complex shapes or patterns.           | 1 | 2 | 3 |
| 4. Applies left and right, without prompting.    | 1 | 2 | 3 |

Examples, from above, of things the child does: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Sense of Humor

- |   |   |   |   |
|---|---|---|---|
| 1. Says or does something indicating a finely developed sense of humor. | 1 | 2 | 3 |
| 2. Catches an adult's subtle humor                                      | 1 | 2 | 3 |
| 3. Understands and uses puns and riddles.                               | 1 | 2 | 3 |
| 4. "Plays" with language.   | 1 | 2 | 3 |

Examples, from above, of things the child does: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Sensitivity**

- |  |   |   |   |
|--|---|---|---|
| 1. Cares deeply.                               | 1 | 2 | 3 |
| 2. Takes action to help someone in need.       | 1 | 2 | 3 |
| 3. Expresses awareness and concern for others. | 1 | 2 | 3 |
| 4. Explains others' feelings.                  | 1 | 2 | 3 |
| 5. Has a strong sense of fairness.             | 1 | 2 | 3 |
| 6. Has high expectations of self and others    | 1 | 2 | 3 |

Examples, from above, of things the child does: \_\_\_\_\_

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**Accelerated Learning**

- |  |   |   |   |
|--|---|---|---|
| 1. Quickly learns new things.  | 1 | 2 | 3 |
| 2. Categorizes items by more than one characteristic.                                  | 1 | 2 | 3 |
| 3. Reads passages one after another at an advanced, fluent reading level.              | 1 | 2 | 3 |
| 4. Can explain the meaning of what has been read.                                      | 1 | 2 | 3 |
| 5. Has unexpected mastery of numbers.  | 1 | 2 | 3 |
| 6. Has unexpected understanding of addition, subtraction, multiplication, or division. | 1 | 2 | 3 |
| 7. Understands relationship of different coin values. (Grades K-1)                     | 1 | 2 | 3 |
| 8. Early interest in dictionary, encyclopedia, maps and/or atlas.                      | 1 | 2 | 3 |

Examples, from above, of things the child does: \_\_\_\_\_

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**PLEASE RETURN FORM TO:**

**Ronda Uresti, Coordinator of Gifted Education  
North Central Ohio Education Service Center  
333 E. Center Street  
Marion, OH 43302**

# GIFTED EDUCATION PROGRAM SELF REFERRAL FORM

Student: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Please rate the following statements. These statements will help us know more about you so that we will be better able to plan your educational needs. Please rate them by how you most closely view yourself.

- |  |               |           |       |
|--|---------------|-----------|-------|
| 1. I write plays or stories.<br>I believe this is true because:                            | Almost Always | Sometimes | Never |
| 2. I like to know why things happen.<br>I believe this is true because:                    | Almost Always | Sometimes | Never |
| 3. I draw better than most kids do.<br>I believe this is true because:                     | Almost Always | Sometimes | Never |
| 4. I am good at solving problems.<br>I believe this is true because:                       | Almost Always | Sometimes | Never |
| 5. My interest in science extends beyond the classroom.<br>I believe this is true because: | Almost Always | Sometimes | Never |
| 6. I read more than one book a week.<br>I believe this is true because:                    | Almost Always | Sometimes | Never |
| 7. Math is easy for me.<br>I believe this is true because:                                 | Almost Always | Sometimes | Never |
| 8. Other students ask me for help.<br>I believe this is true because:                      | Almost Always | Sometimes | Never |
| 9. I can answer teachers' questions quickly.<br>I believe this is true because:            | Almost Always | Sometimes | Never |
| 10. I can work well on my own.<br>I believe this is true because:                          | Almost Always | Sometimes | Never |

- |  |               |           |       |
|--|---------------|-----------|-------|
| 11. I try to do my best in school.<br>I believe this is true because:  | Almost Always | Sometimes | Never |
| 12. I like using new words when I talk.<br>I believe this is true because:   | Almost Always | Sometimes | Never |
| 13. I know a lot about different things.<br>I believe this is true because:  | Almost Always | Sometimes | Never |
| 14. Acting lets me show my feelings.<br>I believe this is true because:  | Almost Always | Sometimes | Never |
| 15. I play a musical instrument well.<br>I believe this is true because:   | Almost Always | Sometimes | Never |
| 16. I like to finish things I start.<br>I believe this is true because:  | Almost Always | Sometimes | Never |
| 17. I use a variety of informational resources.<br>(i.e. dictionary, encyclopedia, thesaurus, internet, atlas, almanac)<br>I believe this is true because: | Almost Always | Sometimes | Never |
| 18. Schoolwork is easy for me.<br>I believe this is true because:  | Almost Always | Sometimes | Never |
| 19. I enjoy talking with teachers and other adults.<br>I believe this is true because:   | Almost Always | Sometimes | Never |
| 20. My interest in social studies extends beyond the<br>classroom, (history, government, geography, world cultures).<br>I believe this is true because:    | Almost Always | Sometimes | Never |