



REFERRAL FOR GIFTED IDENTIFICATION TESTING

Please review the comparison chart with this referral form and see the district identification plan on the district website for deadlines for referral for each testing window.

Student Name:

Grade:

Teacher's Name:

Date of Referral:

Person making referral and relationship to student:

Area of suspected giftedness:

Brief explanation of why giftedness is suspected:

Evidence of academic need not being served in current placement:

List any medical or other conditions or circumstances that may be impacting student's academic performance and/or ability to perform well on standardized testing:

Any other information you feel would be helpful to determine identification:

Please use the back of this form or additional paper as needed. Please provide as much information as you can to help us evaluate the situation, but it is not necessary to provide all the information. Return this form to the Coordinator of Gifted Services.

Comparison of Characteristics of a High Achieving, Gifted, and/or Creative Child

The chart provides some generalized characteristics of each child. For example, gifted children can be high achieving, but not all gifted children are high achieving, and children can have characteristics from all categories.

High Achieving	Gifted	Creative
Remembers the Answer	Poses unforeseen questions	Sees exceptions
Is interested	Is curious	Wonders
Is attentive	Is selectively mentally engaged	Daydreams; may seem off task
Generates advanced ideas	Generates complex abstract ideas	Ideas overflow, many never developed
Works hard to achieve	Knows without working hard	Plays with ideas and concepts
Answers the questions in detail	Ponders with depth and multiple perspectives	Injects new possibilities
Performs at the top of the group	Is beyond the group	Is in own group
Responds with interest and opinions	Exhibits feelings and opinions from multiple perspectives	Shares bizarre, sometime conflicting opinions
Learns with ease	Already knows	Questions: What if. . .
Needs 6 to 8 repetitions to master	Needs 1 to 3 repetitions to master	Questions the need to master
Comprehends at a high level	Comprehends in-depth, complex ideas	Comprehends in-depth, complex ideas
Enjoys the company of age peers	Prefers company of intellectual peers	Prefers the company of creative peers but often works alone
Understands complex, abstract humor	Creates complex, abstract humor	Relishes wild, off-the-wall humor
Grasps the meaning	Infers and connects concepts	Makes mental leaps
Completes assignments on time	Initiates projects and extensions of assignments	Initiates more projects than will ever be completed
Is receptive	Is intense	Is independent and unconventional
Is accurate and complete	Is original and continually developing	Is original and continually developing
Enjoys school often	Enjoys self-directed learning	Enjoys creating
Memorizes well	Guesses and infers well	Is an inventor and idea generator
Is pleased with own learning	Is self-critical	Is never finished with the possibilities
Is able	Is intellectual	Is idiosyncratic
Gets A's	May not be motivated by grades	Is not motivated by grades