

Identification Recommendation 2017-18 (Parent): Intellectual or Academic Aptitude

Student Name: _____ Student ID#: _____ School: _____
(first / last)

Parent/Guardian: _____ Email Address: _____
(first / last)

DOB: _____ Grade: _____ Student has (check): IEP 504 READ Plan ELL/CLD
(mm/dd/yyyy)

Teacher Name: _____ Email: _____
(first / last)

Definition of Gifted Students

The Adams 12 Gifted and Talented Program has adapted a definition of gifted children from the Colorado Department of Education, based on The Colorado Rules for the Administration of the Exceptional Children’s Education Act (1 CCR 301-8, 12.01(16)).

In Adams 12, “**Gifted children**” means those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment are *so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs*. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

- *General or Specific Intellectual Ability – (GIA)*
- *Specific Academic Aptitude – (Reading, Writing, Math, Science, Social Studies, World Language)*
- *Creative or Productive Thinking*
- *Leadership Abilities*
- *Specific Talent Aptitude – (Visual Arts, Performing Arts/Drama, Musical, Dance, or Psychomotor Abilities)*

NOTE: You may attach additional paper if needed.

Based on the definition above, what do you see in your student’s behavior and/or abilities that leads you to recommend him or her for GT identification? _____

What specific needs does your student have that you feel are appropriate for us/school to know? _____

Feel free to provide any evidence and/or examples of the student’s strengths. _____

_____ I give permission for my child to be assessed for Gifted and Talented services. This process may include the use of instruments such as the Wechsler Preschool and Primary Scales of Intelligence-Fourth Edition (WPPSI-IV), Wechsler Intelligence Scale for Children- Fourth Edition (WISC-IV), Cognitive Abilities Test, review of available records, various behavioral scales and academic achievement measures, or other instruments/procedures as appropriate. ***I understand that if my approval is not received my child will not have the opportunity to be assessed this academic year.***

Parent Signature: _____ **Date:** _____

Student Name: _____ Student ID#: _____
(first / last)

Gifted & Talented Services PARENT RATING SCALE FOR Intellectual or Academic Aptitude

Please submit the permission & survey to your school building’s GT Coordinator.

On questions 1-12 please rate the child 1-5. Give examples to illustrate your observations of the child’s strengths and abilities.

(In primary or secondary language)

	<u>Almost Never</u>	<u>Seldom</u>	<u>Occasionally</u>	<u>Often</u>	<u>Almost Always</u>
1. Asks many questions and learns quickly, shows advanced understanding of concepts and/or ideas. <i>Example:</i>	1	2	3	4	5
2. Has an excellent memory, is able to recall past or present experiences and describe them in detail. <i>Example:</i>	1	2	3	4	5
3. Has a long attention span in areas of interest. <i>Example:</i>	1	2	3	4	5
4. Plays in more complex or imaginative ways than peers. <i>Example:</i>	1	2	3	4	5
5. Expresses ideas clearly and in great detail, uses a large or advanced vocabulary. <i>Example:</i>	1	2	3	4	5
6. Is very interested in learning, has thorough knowledge about subjects of interest. <i>Example:</i>	1	2	3	4	5
7. Has a well-developed sense of humor, enjoys playing with words. <i>Example:</i>	1	2	3	4	5
8. Has high personal expectations, wants to do things very well. <i>Example:</i>	1	2	3	4	5
9. Adapts well to change or new situations. <i>Example:</i>	1	2	3	4	5
10. Sensitive to other people, concerned about issues of “right and wrong”. <i>Example:</i>	1	2	3	4	5
11. Seeks out older children and adults. <i>Example:</i>	1	2	3	4	5
12. Taught him/herself to read with little or no help from an adult.	yes		no		