

## Parent/Guardian Checklist for Gifted Consideration

Student Name: \_\_\_\_\_ Alpha ID: \_\_\_\_\_

Birth Date: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Name of Person Completing Form: \_\_\_\_\_ Relationship: \_\_\_\_\_

Below are listed common characteristics exhibited by gifted individuals. Before a student is referred to Student Services for evaluation, information about the student is obtained from a variety of sources. Please read and consider the behaviors listed below in relation to your child and circle the appropriate response to each. Return this form to your child's teacher.

A = Observed Often

B = Observed Occasionally

C = Seldom (if ever) Observed

|    |                                                                                       |   |   |   |
|----|---------------------------------------------------------------------------------------|---|---|---|
| 1  | Exhibits intellectual curiosity                                                       | A | B | C |
| 2  | Possesses large and varied vocabulary and uses it meaningfully                        | A | B | C |
| 3  | Has a wide range of interests; knows a lot about many topics                          | A | B | C |
| 4  | Recalls facts easily; is alert and quick to respond                                   | A | B | C |
| 5  | Asks many questions that involve more than one word                                   | A | B | C |
| 6  | Makes generalizations easily; sees the cause and effect                               | A | B | C |
| 7  | Loves to read, generally books on a more adult (mature) level                         | A | B | C |
| 8  | Utilizes colorful verbal expressions; tells imaginative stories                       | A | B | C |
| 9  | Resourceful, tries to reason things out independently and in ingenious ways           | A | B | C |
| 10 | Tends to lose awareness of time; becomes immersed in topics                           | A | B | C |
| 11 | Becomes easily bored with routine, rote memorization tasks                            | A | B | C |
| 12 | Prefers to work alone; is independent, individualistic                                | A | B | C |
| 13 | Exhibits interests in "adults" and large-scale social problems                        | A | B | C |
| 14 | Generates many ideas/solutions to problems                                            | A | B | C |
| 15 | Adept at visual art expression                                                        | A | B | C |
| 16 | Creative in thoughts, new ideas, seeing associations, etc.                            | A | B | C |
| 17 | Excels in areas outside the regular school curriculum                                 | A | B | C |
| 18 | Exhibits flexibility, adapts easily to new situations                                 | A | B | C |
| 19 | Willing to take risks; venturesome                                                    | A | B | C |
| 20 | May dominate peers/situations; is assertive and sometimes stubborn about beliefs      | A | B | C |
| 21 | Exhibits heightened sensitivity toward the aesthetic (artistic)                       | A | B | C |
| 22 | Sensitive to the feelings of others or to other situations                            | A | B | C |
| 23 | Does not fear being different; is a nonconformist                                     | A | B | C |
| 24 | Seeks and makes friends who are older chronologically                                 | A | B | C |
| 25 | Tends to be impatient; quick to anger or anxious to complete a task                   | A | B | C |
| 26 | Strives for perfection and is often self-critical                                     | A | B | C |
| 27 | Sets high standards for self and others                                               | A | B | C |
| 28 | Exhibits daydreaming behaviors while alone and/or in a group                          | A | B | C |
| 29 | Thrives in controversial or problem situations; relishes the challenge of the unknown | A | B | C |
| 30 | Verbalizes the need to be intellectually and creatively challenged                    | A | B | C |

Specify those needs listed below which might be more appropriately met by placement in a gifted class. Check each item that applies to this student.

- ☐ Ability above regular class curricula
- ☐ Social maturity above classmates
- ☐ Interest far advanced for regular class work
- ☐ Needs stimulation of advanced program