



October, 2022

Dear Parent or Guardian:

Every year all students are considered for identification as Talented and Gifted in Beaverton School District. These services are usually provided within the classroom by the teacher(s). Academic, intellectual, behavioral, learning, and/or performance information is considered before a student is identified for TAG services.

In accordance with OAR 581-022-1310, our District is also committed to efforts in the identification of students from ethnic minorities, students with disabilities, and students who are culturally different or economically disadvantaged.

If you think your child might exhibit qualities that typically are used to describe giftedness, you may wish to complete the attached Parent Information Form. Because we believe that parents are excellent observers of their child's potential, we invite your input into this nomination process. This parent form is based on the Kingore Observation Inventory that is used by classroom teachers in the Fall. Complete the characteristic sections that describe your child and provide supporting examples, whenever possible. While completing this form does not guarantee that your child will be tested, it will give our school's TAG committee valuable additional information in the nomination process.

Upon receipt, your completed form becomes part of the school's identification process. Parents will be notified regarding testing eligibility, and the required permission form will be sent to parents prior to testing.

The attached Parent Information Form may be completed and returned to your child's teacher. Should you have questions regarding the identification process, you are invited to talk with the school's TAG facilitator.

Sincerely,

School TAG Committee

Parent Information Form

Grades K through 3

Derived from the Kingore Observation Inventory (KOI)

Student _____ Grade _____

Parent _____ Date _____

Teacher _____ School _____

Parents have unique opportunities to see their children at play, at work, and in family settings. Please share your observations with us. This form and the similar KOI completed by the teacher will be included with other data to increase our understanding of your child's needs.

Advanced Language

Uses words that seem advanced for the age-level expectations
Re-words own language for younger or less mature children
Explains how unrelated things are similar
Uses words for time concepts (clock and calendar) accurately
Uses similes, metaphors, or analogies; "A ___ is really like a ___ because ___"
Asks questions about words (in print or oral language)

Examples from above of things my child said:

Analytical Thinking

Demonstrates complex or abstract thinking
Analyzes household or school tasks
Notices a surprising depth of details about surroundings
Takes apart and reassembles things or ideas with skill
Expresses relationships between past and present experiences
Makes up songs, stories, or riddles about experiences
Organizes collections of things uniquely; likes to plan or arrange things

Examples from above of things my child said or did:

Meaning Motivation

Is philosophical
Asks surprisingly intellectual questions
Is curious; experiments
Demonstrates an unexpected depth of knowledge in one or more areas
Exhibits intense task commitment and energy when pursuing interests
Remembers!
Is independent

Examples from above of things my child said or did:

Perspective

Explains another's point of view
Shows dimension, angle or perspective in art, writing, math solutions or problem solving
Creates complex shapes, patterns or graphics
Applies left and right without prompting
Adds interesting details to enhance products

Examples from above of things my child said or did:

Sense of Humor

Says or does something indicating an unexpected, sophisticated sense of humor
Catches an adult's subtle humor
Understands and uses puns and riddles
"Plays" with language
Develops humorous ideas to an extreme

Examples from above of things my child said or did:

Sensitivity

Cares deeply; intense concern for human issues
Tries to take action to help someone in need
Expresses feelings through words or art
Explains others' feelings
Displays a strong sense of fairness
Expresses high expectations of self and others
Seems to overreact at times

Examples from above of things my child said or did:

Accelerated Learning

Learns new things quickly with minimum practice
Uses multiple characteristics when discussing items
Reads passages at an advanced, fluent level for the age-level expectations
Explains the meaning of what has been read
Demonstrates an unexpected mastery of math or science concepts
Uses a dictionary, encyclopedia, map, atlas or computer to gain advanced information
Creates products which seem advanced for the age-level expectations

Examples from above of things my child said or did:

Other information I would like you to know about my child:

Please return this form to your child's teacher.