



NEW BRAUNFELS INDEPENDENT SCHOOL DISTRICT

Referral for Gifted/Talented Services

Differences Between High Achieving, Creative, and Gifted Learners

This table will help you understand some of the different traits of High-Achieving, Creative, and Gifted Learners. Take time to reflect on which traits are demonstrated by your student. They may lean heavily toward one column, be balanced in two columns, or demonstrate traits equally in all three columns. Feel free to circle any that apply - this has no bearing on identification, but may provide you with some clarity regarding your child's needs.

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





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NBISD Gifted/Talented Parent Information Form - Grades 6 through 11

Student: _____ Grade: _____

Parent: _____ Date: _____

Parents have unique opportunities to see their children at play, at work, and in family settings. Please share your observations with us. My student is strongest in the following areas (select the top **two**):

Math Science Social Studies Language Other: _____

For each trait below, please place a check next to the characteristics that best describe your child. Please remember to describe a personal experience that supports the characteristics you checked. Examples give us a better understanding of the traits you are seeing in your child. This adds weight to your referral as a qualitative measure. If additional space is needed, please feel free to use a blank sheet of paper.

ADVANCED LANGUAGE

- Uses a large vocabulary and more precise language than expected for the age-level
- Is unusually descriptive in conversations or writings
- Expresses similes, metaphors, or analogies; "A ____ is really like a ____ because _____"
- Modifies language for less experienced listeners
- Ably explains complex concepts to others
- Uses verbal skills to handle conflicts or influence others

Examples from above of things my child said/did: _____

ANALYTICAL THINKING

- Able to abstract and generalize information
- Notices a surprising depth of details about surroundings
- Thinks logically; presents arguments logically
- Thinks critically; may lead to skepticism
- Recognizes relationships or patterns between ideas or experiences
- Enjoys analyzing and solving difficult problems
- Enjoys planning and organizing

Examples from above of things my child said/did: _____

MEANING MOTIVATION

- Is philosophical
- Has a questioning attitude; asks intellectual questions about complex topics
- Generates multiple new ideas and solutions to problems; ingenious
- Demonstrates in-depth information in areas beyond age-expectations
- Remembers! (may retell an experience, story, or video almost verbatim)
- Displays high levels of task commitment and energy when pursuing interests
- Eager to do things differently; independent

Examples from above of things my child said/did: _____





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PERSPECTIVE

- Explains another's point of view
- Approaches problems from an unusual perspective in oral discussions, art, writing, math solutions, or problem solving
- Expresses past, present, and future aspects of an issue
- Develops advanced or unique graphic products and patterns
- Appreciates the beauty and value of things

Examples from above of things my child said/did: _____

SENSE OF HUMOR

- Says or does something indicating a sense of humor beyond the age-level expectations
- Uses humor to gain approval of others, catches an adult's subtle humor
- Uses figurative language and puns for humorous effect
- Uses humor that may be absurd or far-out

Examples from above of things my child said/did: _____

SENSITIVITY

- Exhibits intense concern for human issues
- Intuitive and insightful of others' needs and feelings
- Expresses feelings through words or art
- Cares deeply but may mask sensitivity
- Bases friendships on similarity of interest rather than age
- Displays a strong sense of justice; demands fairness and consistency
- Demonstrates high expectations of self and others

Examples from above of things my child said/did: _____

ACCELERATED LEARNING

- Demonstrates knowledge beyond the age-level expectations
- Comprehends and uses symbols with an unexpected ability
- Reads fluently, more like an adult; comprehends with advanced understanding
- Understands and uses advanced ideas, concepts, or implications
- Learns easily and with a minimum of practice
- Creates products that are advanced for the age-level expectations
- Accesses data with ease using an unexpected variety of tools

Examples from above of things my child said/did: _____

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

Return all pages to the school office no later than the close of the school day on _____ . No exceptions!

