

Please return this form to the campus GT Specialist.

Student Information

Student Name: _____ Birth Date: ___/___/___ Gender: Female Male

Current Grade: ___ Current School: _____ Homeroom Teacher: _____

School Attended Previous Year _____

Has your child been tested for GT previously? No Yes If Yes, when? _____

What language(s) does your child speak/understand fluently? _____

What language is spoken in your home most of the time? _____

Parent/Guardian Information

Parent/Guardian Name: _____

Address: _____ City: _____ State: ___ Zip: _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

Email Address(es) _____

Permission to Test

I give permission for _____ to be individually evaluated for possible placement in the gifted program. I understand that I will be notified by the campus if my child qualifies or does not qualify for Gifted and Talented Services.

Parent Signature: _____ Date: _____

Directions: Please select one response (Never, Sometimes, Often) for each category that best represents the student. When you have completed the form, please return it to your child's teacher or campus GT Specialist.

Traits, Aptitudes, and Behaviors	Never	Sometimes	Often
<p>Communication Skills- Highly expressive and effective use of words & numbers <i>Student may:</i> Demonstrate unusual ability to communicate (verbally, physically, or artistically) and use particularly clever examples, illustrations, or elaborations.</p>			
<p>Interests-Intense (sometimes unusual) interests. <i>Student may:</i> Demonstrate unusual or advanced interests in a topic or activity, be beyond age group, pursue an activity unceasingly with high intensity.</p>			
<p>Reasoning-Logical approaches to figuring out solutions. <i>Student may:</i> Make generalizations, use metaphors and analogies, think things through in a logical manner, think critically, think things through, figure out the "why" of things.</p>			
<p>Motivation-Evidence of desire to learn. <i>Student may:</i> Demonstrate persistence in pursuing/completing self-selected tasks, be an enthusiastic learner, be a self-starter, aspire to be somebody.</p>			
<p>Memory-Large storehouse of information on school or non-school topics. <i>Student may:</i> Already know information or needs only 1-2 repetitions for mastery, have a wealth of information about different topics, pay attention to details, manipulate information.</p>			
<p>Humor-Conveys and picks up on humor. <i>Student may:</i> Have keen sense of humor, see unusual relationships, demonstrate unusual emotional depth, demonstrate sensory awareness, enjoy puns, jokes, and idioms</p>			
<p>Creativity-produces many ideas <i>Student may:</i> Think of multiple uses of objects rather than the usual one, show exceptional ingenuity in using everyday materials, enjoy abstract thinking tasks, produce ideas fluently and flexibly</p>			
<p>Problem Solving Ability- Effective, inventive ways for recognizing and solving problems. <i>Student may:</i> Demonstrate unusual ability to devise or adapt a systematic strategy for solving problems and to change the strategy if it is not working, create original designs</p>			
<p>Insight-Quickly grasps new concepts and makes connections, senses deeper meaning. <i>Student may:</i> Demonstrate exceptional ability to draw inferences, appear to be a good guesser, be keenly observant, possess high capacity for seeing unusual and diverse relationships.</p>			
<p>Imagination-highly original <i>Student may:</i> Give vivid descriptions when telling stories, have wild, seemingly silly ideas, be highly curious, fantasizes</p>			
<p>Inquiry-Questions, experiments, explores. <i>Student may:</i> Ask unusual questions for age, demonstrate extensive exploratory behaviors directed toward eliciting information about materials, devices, situations, or topics.</p>			
<p>Details- Appreciates or produces subtle variations <i>Student may:</i> Add lines, color, and detail to his/her drawing or existing pictures, draw several pictures even though expected to draw only one, ponder with depth and multiple perspectives</p>			

Directions: Provide a written response to the following questions.

Other than test scores and classroom grades, what are some current examples of your child's outstanding academic or creative abilities?

Describe early indications of your child's superior ability (speech, interest, physical ability).

Tell about a time when your child surprised you by his/her ability, understanding, and/or knowledge.

Please share any other information you think is important regarding your child.
