Northbrook School District 28
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Parent/Guardian Nomination Packet for Current Elementary Students

Each winter, parents/guardians can recommend their fourth-grade student(s) to be re-evaluated for math course placement for the following year (for fifth grade). This packet contains background information and the Nomination Form.

How do I know if a nomination is appropriate for my child?
Typically, students are eligible for re-evaluation if they require significant differentiation and enrichment in their current math classroom. A nomination is appropriate if you believe that your child is performing well above grade level and/or is demonstrating exceptional strengths or talents, and would like to have your child re-evaluated to determine eligibility for gifted education services. While classroom teachers are expected to challenge every student according to his/her abilities, sometimes supplemental curriculum is necessary.

What happens after the form is submitted?
Once this form is received, the district Gifted & Talented Team will consult and analyze test and performance data to determine if additional assessments are warranted and if the criteria for formal identification have been met. The results of the screening process will be communicated to parents/guardians through a meeting, phone call, or letter.

How do bright children and gifted learners differ?
Please use the list below to help you distinguish the differences between a bright child and a gifted learner (Janice Szabos, *Challenge*). The list does not describe all the traits and attitudes of gifted children, as all children are diverse in their characteristics. However, it is a good reference of distinguishing characteristics.

A Bright Child...	A Gifted Learner..
...knows the answers.	...asks the questions.
...is interested.	...is highly curious.
...is attentive.	...is mentally and physically involved.
...has good ideas.	...has wild silly ideas.
...works hard.	...plays around, yet tests well.
...answers the questions.	...discusses in detail; elaborates.
...is in the top group.	...is beyond the group.
...listens with interest.	...shows strong feelings and opinions.
...learns with ease.	...already knows.
...needs 6-8 repetitions for mastery.	...needs 1-2 repetitions for mastery.
...understands ideas.	...constructs abstractions.
...enjoys peers.	...prefers adults.
...grasps the meaning.	...draws inferences
...completes assignments.	...initiates projects.
...is receptive.	...is intense.

Parent/Guardian Nomination Form for Current Elementary Students
Due Date: January 13, 2025
Please return this form (two pages) to the G/T Coordinator at your child's school.

Student's Name:

Current Grade: 4th   **School:** GB   MB   WM   **Birth Date:**

❏ **I am recommending my child be re-evaluated for Math (for placement in Fifth Grade)**

Parent/Guardian Inventory Checklist

My child exhibits strengths in this area: A=Always O=Often S=Sometimes R=Rarely N=Never	A	O	S	R	N
Imagines things to be different than the way they actually are. Wonders "What if?" or "What would happen if?"					
Has self-stimulated curiosity; show independence in trying to learn more about something.					
Chooses difficult problems over simple ones.					
Is selected by peers for positions of academic leadership.					
Adapts readily to new situations, flexible in thought and action; not disturbed if the normal routine is changed.					
Organizes and brings structure to things, people, and situations.					
Uses unique and unusual ways to solve problems.					
Displays a great deal of curiosity about many things, often going beyond known or conventional limits.					
Possesses a large storehouse of information about a variety of topics beyond the usual interests of this age.					
Reasons things out, thinks clearly, and comprehends meaning.					
Expresses interest in understanding self and others.					
Possesses the interest of an older child or adult in games and reading.					
Is alert and keenly observant and responds quickly.					
Strives toward perfection, is self critical, is not easily satisfied with own speed or products.					
Makes generalizations and draws conclusions that summarize complex information.					
Can perform more difficult mental tasks than peers.					
Seems to sense what others want and helps accomplish it.					
Tends to direct others in activities.					
Is able to work through frustration and maintain focus.					
Sees flaws in things, including own work, and can suggest better ways to do job or reach an objective.					
Has many different ways of solving problems.					
Challenges authority when sense of justice is offended; structures alternative approaches.					
Displays a mature sense of humor.					
Has unusually advanced vocabulary for age level; uses terms in a meaningful way.					

Please check below which area(s) may apply to your child, and give specific examples of behaviors that support this area of nomination.

☐ **General Intellectual Ability**

Processes new information quickly, uses advanced vocabulary, sees connections in concepts, focuses for long periods of time on special interests, or enjoys solving puzzles and problems. Please list examples:

☐ **Specific Academic Ability**

Shows unusual/advanced ability in Math. Please list examples:

Additional Documentation

Please attach copies of any other information which you believe is relevant and would assist us in getting to know your child's interests and abilities. (e.g., exceptional work samples, academic accolades, outside testing results, evidence of participation in outside educational programs)

Permission

I understand that tests of ability, aptitude, or achievement may be administered to my child as part of the identification process.

Parent/Guardian Name: **Date:**

Parent/Guardian Signature:

Phone Number: **Email Address:**