



## Davison Community Schools Gifted Program Parent Nomination Form

Student' Name \_\_\_\_\_ Sex \_\_\_\_\_ Grade \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_

Telephone \_\_\_\_\_ School \_\_\_\_\_ Teacher \_\_\_\_\_

I nominate my child for consideration for gifted programming in the following area(s):

- intellectual
- academic
- creative
- visual arts
- performing arts

I am aware that further evaluation may be necessary in order to plan an appropriate education curriculum for my child. I hereby give consent for such testing and evaluation.

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_

Please check the item in each category which best describes your child.

1. **Vocabulary:** My child's vocabulary...  
\_\_\_\_ is far more extensive than that of children his/her age. Others have noticed that he/she is unusually articulate.  
\_\_\_\_ is large, and he/she expresses himself/herself more clearly than most children his/her age. and expressive abilities seem age-appropriate.  
\_\_\_\_ is limited. He/she does not express himself/herself well.
  
2. **Information:** My child...  
\_\_\_\_ seems to remember everything he/she hears or reads and has amassed an extensive amount of information about many topics.  
\_\_\_\_ is very alert to his/her environment and appears to know more about it than is typical of children his/her age.  
\_\_\_\_ is interested in his/her environment and has accumulated as much factual information as have others his/her age.  
\_\_\_\_ does not seem interested in or able to remember much factual information.
  
3. **Language Mastery and Recall:** My child...  
\_\_\_\_ read almost spontaneously without instruction before beginning kindergarten and could spell phonetically well enough to independently write three- or four-sentence stories while in kindergarten.  
\_\_\_\_ acquired skills faster than the average child and quickly surpassed most of his/her classmates once he/she was taught reading, phonics, or writing.  
\_\_\_\_ keeps up very well with instruction presented in the school setting.  
\_\_\_\_ has difficulty keeping up with classmates in the areas of pre-reading, reading, or writing.

4. **Mathematics Mastery and Recall:** My child...  
\_\_\_\_\_ “knew”, rather than having to learn, number facts. He/she sees relationships in size and amount almost intuitively and understood money, time, and mapping skills by kindergarten age.  
\_\_\_\_\_ acquired math skills, once they were taught, faster than the average child and quickly surpassed most of his/her classmates.  
\_\_\_\_\_ keeps up very well with instruction presented in the school setting.  
\_\_\_\_\_ has difficulty keeping up with classmates in the area of arithmetic and related math skills.
5. **Problem-Solving:** In responding to games, riddles, or puzzles, my child...  
\_\_\_\_\_ displays an insatiable curiosity and intense enjoyment. He/she asks far more provocative and insightful questions regarding causes and reasons than do others his/her age.  
\_\_\_\_\_ enjoys the challenge. He/she frequently asks “how” and “why” questions which reflect above-average insight.  
\_\_\_\_\_ frequently engages in those which are appropriate to his/her age group and asks questions in the manner typical of a child of his/her age.  
\_\_\_\_\_ is generally not interested.
6. **Abstraction:** My child...  
\_\_\_\_\_ has unusual insight into relationships and subtleties. At an early age, he/she could understand the symbolic nature of language as represented by morals to stories and could apply them in a very different situations or similarly generalize at a sophisticated level.  
\_\_\_\_\_ seems able to understand more abstract material than can others his/her age.  
\_\_\_\_\_ recognizes abstractions and subtle relationships when they are pointed out or explained to him/her.  
\_\_\_\_\_ can only deal with straightforward, literal material which needs no interpretation.
7. **Insight:** My child...  
\_\_\_\_\_ probes deeply and has unusual insight into cause-and-effect relationships and how and why things work in such topics as science, math, politics, social interactions, or ethics.  
\_\_\_\_\_ seems to have above-average insight into cause-and-effect relationships and the workings of machines, numbers, or social understandings.  
\_\_\_\_\_ understand relationships and how things work when they are explained to him/her.  
\_\_\_\_\_ frequently has difficulty understanding relationships and how things work.
8. **Literature:** My child prefers to read (or have read to him/her, if very young)...  
\_\_\_\_\_ material which is generally only understood and enjoyed by much older children or adults.  
\_\_\_\_\_ material which is generally selected by children one or two years older.  
\_\_\_\_\_ stories generally recommended for his/her age group.  
\_\_\_\_\_ material generally selected by younger children or does not like to read or listen to to stories and poems
9. **Reasoning:** When confronted with real or hypothetical problems of a mathematical, scientific, or social nature, my child...  
\_\_\_\_\_ uses advanced reasoning skills and generates more original and/or far better solutions than others his/her age.  
\_\_\_\_\_ employs good logic and reasoning and is able to generate high-quality options or solutions.  
\_\_\_\_\_ is willing to attempt to seek solutions and is often successful.  
\_\_\_\_\_ is unable to employ or is uninterested in seeking solutions.

10. **Humor:** My child...  
 \_\_\_\_\_ understood and was able to accurately retell jokes at a very early age, creates sophisticated puns and wordplays, and (if eight years or older) understands and appreciates political and social cartoons and satire.  
 \_\_\_\_\_ enjoys and can create puns and humor of a higher level than can most children his/her age.  
 \_\_\_\_\_ has an age-appropriate sense of humor. He/she usually enjoys and participates in the joking and reading of humorous material enjoyed by his/her peers.  
 \_\_\_\_\_ has difficulty understanding puns and jokes, frequently has to have connections or subtleties explained to him/her and often misses the point when he/she tries to retell a joke or funny story.
11. **Individualism:** My child...  
 \_\_\_\_\_ has a high level of curiosity which leads him/her to many and highly diverse areas of interest. He/she explores intensely and in great depth, without regard to popular fads or the interests of peers.  
 \_\_\_\_\_ has some areas of interest which are different from those of friends and classmates, which he/she pursues independently, researching, studying, and practicing as necessary.  
 \_\_\_\_\_ generally adopts the interests and activities of peers but is not afraid to be different when something novel attracts his/her interest.  
 \_\_\_\_\_ would probably be described as a follower who is not interested in individuality.

**In the space below (and using additional space as needed), please describe the gifted behavior your child has exhibited. Include any other information which might be helpful to us as we attempt to assess your child's intellectual and academic needs.**

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When completed, please return to:

**Davison Community Schools  
 Curriculum and Grants Office  
 1490 N. Oak Rd.  
 Davison, MI 48423**

**Fax: (810) 591- 0082  
 Phone:(810) 591- 0808**