

Nomination for Gifted Testing
Teacher Information Packet

Dear Classroom Teacher:

We would like to assist you in your efforts to seek out those students for whom gifted testing is appropriate. Please follow the brief procedure outlined in this packet. Submit your nomination and "Permission to Test Form" to your school's Gifted Specialist.

Thank you for your assistance,

Dina Brulles, Ph.D.
Gifted Education Services Coordinator

Procedure

1. Read *Differences Between Bright Child and Gifted Learner*.
2. Read *Characteristics of the Gifted That Tend to Screen Them Out of Programs*.
3. Complete the *Teacher's Class Screening Form for Nominating Students for Gifted Services* for your class. (Do not include students who have already been identified.)
4. Complete a *Rating Scale for Gifted Services* form for each student being considered for gifted testing.
5. Those students who rate predominantly in the "Frequently" and "Almost Always" columns of the "Rating Scale" should be nominated for gifted testing.
6. Send "Permission to Test Form" home for parent signature for those students who you consider to be candidates for gifted testing.

DIFFERENCES IN CHARACTERISTICS

Bright Child

Knows the answers
Is interested
Is attentive
Has good ideas
Works hard
Answers the questions
Top group
Listens with interest
Learns with ease
6-8 repetitions for mastery
Understands ideas
Enjoys peers
Grasps the meaning
Completes assignments
Is receptive
Copies accurately
Enjoys school
Absorbs information
Technician
Good memorizer
Enjoys straightforward sequential presentation
Is alert
Is pleased with own learning

Gifted Learner

Asks the questions
Is highly curious
Is mentally and physically involved
Has wild, silly ideas
Plays around, yet tests well
Discusses in detail, elaborates
Beyond the group
Shows strong feelings and opinions
Already knows
1-2 repetitions for mastery
Constructs abstractions
Prefers adults
Draws inferences
Initiates projects
Is intense
Creates a new design
Enjoys learning
Manipulates information
Inventor
Good guesser
Thrives on complexity
Is keenly observant
Is highly self-critical

CHARACTERISTICS OF THE GIFTED THAT TEND TO SCREEN THEM OUT OF PROGRAMS

- Bored with routine tasks, refuses to do rote homework
- Difficult to get him/her to move into another topic
- Is self-critical, impatient with failures
- Is critical of others, of the teachers
- Often disagrees vocally with others, with the teacher
- Makes jokes or puns at inappropriate times
- Emotionally sensitive – may overreact, get angry easily or ready to cry if things go wrong
- Not interested in details; hands in messy work
- Refuses to accept authority; nonconforming, stubborn
- Tends to dominate others

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Teacher's Class Screening Form for Nominating Students for Gifted Testing

Teacher _____ Grade _____
School _____ Date _____

Please use this form to identify students who are strong candidates for gifted services in the Paradise Valley Unified School District. For each description, write the first and last names of **up to 3 students** who **first** come to mind. The same student may be listed multiple times. You need not fill in every space if no students, or fewer than three, come to mind for a particular quality. Complete a "Rating Scale for Gifted Services" form for those students whose names appear 6 or more times on this "Class Screening."

1. Learns rapidly and easily

2. Offers original, imaginative responses

3. Is widely informed on many topics

4. Is self-directed and has a long attention span

5. Is inquisitive; skeptical

6. Has an extensive vocabulary

7. Constantly asks questions

8. Seeks out challenging work

Teacher's Class Screening Form for Nominating Students for Gifted Testing (cont'd)

9. Associates often with other smart children

10. Has an advanced sense of humor

11. Is easily bored

12. Has intense emotions

13. Understands concepts readily

14. Challenges the teacher's knowledge base

15. Does not accept things at "face value"

16. Dislikes arbitrary decisions

17. Is seen by other children as "smart"

18. Produces original ideas and projects

19. Uses logic to solve problems

20. Is intrigued by abstract ideas

Paradise Valley Unified School District

(To be filled out by Teacher)

The rating scale must be submitted with the Permission to Test form for each student nominated for testing.

STUDENT _____ DATE: _____

I.D. NO.: _____ BIRTHDATE: _____

SCHOOL: _____ GRADE: _____ TEACHER: _____

Referred by: () Parent () Teacher () Student Self-Referred () Other

=====

ASSESSMENT DATA SUPPORTING REFERRAL:

RATING SCALE FOR GIFTED SERVICES

	Rarely or Never	Occasionally	Frequently	Almost Always
1. Has unusually advanced vocabulary for age or grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Possesses a large storehouse of information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Has quick master and recall of factual information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Demonstrates insight into cause/effect relationships; the how and why of things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Realistically understands events, people, and things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Relates similarities and differences in events, people, and things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Has keen sense of humor and sees humor in situations which may not seem humorous to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Judges and evaluates ideas, events, and people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assessment Data Supporting Referral
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	Rarely or Never	Occasionally	Frequently	Almost Always
9. Separates parts, reasons, and sees logical answers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Keen observer, recalls details.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Raises probing and relevant questions (as distinct from informational or factual questions).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Becomes absorbed and involved and is persistent in completing tasks and acquiring information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Has good problem-solving skills – identifies problems and seeks solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Reads a great deal on his/her own; likes challenging materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Is internally motivated and self-directed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Is self-confident with peers and adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Adapts easily to new situations and to change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Is self-assertive and individualistic; persistent in his/her beliefs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Works independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Is responsible and can be counted on to do what he/she has promised and usually does it well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Works with peers cooperatively and shares, expresses ideas willingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Is very curious and interested in a variety of things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Explores ideas/solutions to problems and questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Is innovative; produces unusual, unique, clever responses/products.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Frequently takes risks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Is anxious to do new things and enjoys complex situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Displays intellectual playfulness; fantasizes, imagines (“I wonder what would happen if...”).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Manipulates ideas; seeks solutions by adapting, organizing, improving, and modifying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Is sensitive to beauty and displays a natural wonderment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Uses colorful language when speaking and writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Organizes and adapts ideas through structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Creates new ideas and eagerly seeks knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Is excited and adventurous – likes to made discoveries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assessment Data Supporting Referral
26 May 2010

Teacher's Initials _____

PARADISE VALLEY UNIFIED SCHOOL DISTRICT

PERMISSION TO TEST FORM

Your child has been nominated to be tested for Gifted Services. To qualify for gifted services, your child must meet the state-mandated criteria. PVschools follows the gifted identification criteria set by the Arizona Department of Education. Your child will qualify for services if a score of 97% or above is achieved on any one of the tests included on the Arizona Department of Education State Approved Gifted Test List.

NOMINATION INITIATED BY: _____ DATE: _____

STUDENT: _____ BIRTHDATE: _____

STUDENT ID: _____ SEX: M F

PARENT/GUARDIAN: _____

ADDRESS: _____ PHONE: _____

CITY: _____ ZIP: _____

SCHOOL: _____ GRADE: _____

TEACHER: _____

NEW STUDENT TO DISTRICT: Y N FORMERLY IDENTIFIED AS GIFTED: Y N

NAME OF FORMER GIFTED PROGRAM: _____ DISTRICT: _____

Has your child been previously tested? Y N

If so, during what year(s)? _____

Does your child currently have an ____ IEP or ____ 504 on file (so that the tester make appropriate accommodations)? If so, please include a copy with this Permission to Test form.

____ I give permission for my child to be tested for Paradise Valley Unified School District Gifted Services:

____ I DO NOT give permission for my child to be tested for Paradise Valley Unified School District Gifted Services

I understand that I will receive a written notification regarding my child's status following evaluation.

Signature of Parent/Guardian

Date