



Identification Recommendation (Parent): Academic/Intellectual Domain

Student Name: _____ Student ID#: _____
(first / last)

Parent/Guardian Completing Survey: _____
(first / last)

Email Address: _____ DOB: _____ Grade: _____
(mm/dd/yyyy)

School: _____ Teacher Name: _____
(first / last)

Definition of Gifted Students

The District 12 Gifted and Talented Program has adapted a definition of gifted children from the Colorado Department of Education, based on The Colorado Rules for the Administration of the Exceptional Children’s Act (1CCR 301-8, Section 2220-R-8.01 et seq.).

Gifted and talented children are those whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational needs. Gifted and talented students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas:

- (a) General or specific intellectual ability*
- (b) Specific academic aptitude*
- (c) Creative or productive thinking*
- (d) Leadership and human relations abilities*
- (e) Visual arts, performing arts, spatial or musical abilities*

NOTE: Use back of this form or attach additional paper if needed)

Based on the definition above, what do you see in your student’s behavior and/or abilities that leads you to recommend him or her for GT identification? _____

What specific needs does your student have that you feel are appropriate for us/school to know? _____

Feel free to provide & attach any evidence and/or examples of the student’s strengths. _____

_____ I give permission for my child to be assessed for Gifted and Talented services. This process may include the use of instruments such as the Wechsler Preschool and Primary Scales of Intelligence-Third Edition (WPPSI-III), Wechsler Intelligence Scale for Children- Fourth Edition (WISC-IV), Cognitive Abilities Test, review of available records, various behavioral scales and academic achievement measures, or other instruments/procedures as appropriate. ***I understand that if my approval is not received my child will not have the opportunity to be assessed this academic year.***

_____ **(Other)** _____

_____ I do not want my child to be considered for Gifted and Talented services.

Parent Signature: _____ **Date:** _____

Student Name: _____ Student ID#: _____
(first / last)

Gifted & Talented Services **PARENT RATING SCALE FOR ACADEMIC/INTELLECTUAL**
RECOMMENDATION

Please Email (Cathy.Jordan@Adams12.org) or FAX (720-972-3880) permission & survey to the Gifted & Talented Department.

On questions 1-14 please rate the child 1-5. Give examples to illustrate your observations of the child's strengths and abilities.

(In primary or secondary language)

	<u>Almost Never</u>	<u>Seldom</u>	<u>Occasionally</u>	<u>Often</u>	<u>Almost Always</u>
1. Asks many questions and learns quickly, shows advanced understanding of concepts and/or ideas. <i>Example:</i>	1	2	3	4	5
2. Has an excellent memory, is able to recall past or experiences and describe them in detail. <i>Example:</i>	1	2	3	4	5
3. Has a long attention span in areas of interest. <i>Example:</i>	1	2	3	4	5
4. Sets and works toward goals. <i>Example:</i>	1	2	3	4	5
5. Expresses ideas clearly and in great detail, uses a large or advanced vocabulary. <i>Example:</i>	1	2	3	4	5
6. Is very interested in learning, has thorough knowledge about subjects of interest. <i>Example:</i>	1	2	3	4	5
7. Has a well-developed sense of humor, enjoys playing with words. <i>Example:</i>	1	2	3	4	5
8. Has high personal expectations, wants to do things very well. <i>Example:</i>	1	2	3	4	5

	<u>Almost Never</u>	<u>Seldom</u>	<u>Occasionally</u>	<u>Often</u>	<u>Almost Always</u>
9. Plays in more complex or imaginative ways than peers. <i>Example:</i>	1	2	3	4	5
10. Uses well developed problem-solving strategies. <i>Example:</i>	1	2	3	4	5
11. Good with numbers, patterns, puzzles, time. <i>Example:</i>	1	2	3	4	5
12. Adapts well to change or new situations. <i>Example:</i>	1	2	3	4	5
13. Sensitive to other people, concerned about issues of “right and wrong”. <i>Example:</i>	1	2	3	4	5
14. Seeks out older children and adults. <i>Example:</i>	1	2	3	4	5
15. Was an early reader. <i>Example:</i>	(no)		(yes)		