

Gifted and Talented – Teacher/Parent Referral Form

Teachers/Parents should complete this form for any student they believe is performing well above grade level and/or is demonstrating exceptional strengths or talents. This indicates that the teacher/parent would recommend the student's performance and achievement to be reviewed for eligibility for gifted education services.

Upon receiving this form, the AIG 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 shared with the student's parents and teacher.

Student Name _____

Student birthdate _____

Grade level _____

School _____

Name and position of person completing this form _____

Referral Date _____

The list below, though not exhaustive, is a good reference for distinguishing characteristics of bright vs gifted students (adapted from Janice Szabos, *Challenge*).

Bright Child vs Gifted Learner	
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 Understand ideas Enjoys company of age peers Grasps the meaning Completes assignments Is receptive Get's As	Asks the questions Is highly curious Is mentally and physically involved Has wild silly ideas Plays around, yet tests well Discusses in details; elaborates Beyond the group Shows strong feelings and opinions Already knows 1-2 repetitions for mastery Constructs abstractions Prefers company of intellectual peers Draws inferences Initiates projects Is intense May not be motivated by grades

Gifted Learners from Diverse Academic and Cultural Backgrounds	
Advanced problem-solving skills Unconventional and original thinking Deep engagement with interests	Quick acquisition of language Advanced resilience, adaptability, responsibility Creativity and Innovation

Please rate the student on each of the following traits, aptitudes, and behaviors using the scale below:

Weak
Average
Strong
1
2
3
4
5

Be sure to provide specific example(s) or comment(s) for each.

Motivation

evidence of a desire to learn

Aspires to be somebody or do something. Has goals for when they grow up.	1	2	3	4	5
Is an enthusiastic learner and highly curious	1	2	3	4	5
Demonstrates persistence in pursuing or completing self-selected tasks (goes to the library and researches topics to learn more). This may be evident in school or non-school activities.	1	2	3	4	5
Completes tasks in a timely manner.	1	2	3	4	5
Specific example(s):					

Leadership

ability to lead, influence, or guide others

Expresses interest in understanding self and others. Seems to sense what others want and helps accomplish it. Can motivate others.	1	2	3	4	5
Facility of verbal expression. Uses this to present and clarify ideas.	1	2	3	4	5
Flexibility of thought and action. Can adapt to situations in the interest of the group without withdrawing. Able to tolerate ambiguity.	1	2	3	4	5
Naturally assumes leadership roles. Can organize and lead groups.	1	2	3	4	5
Specific example(s):					

Intellectual

Quickly grasps new concepts, makes connections, and senses deeper meanings

Already knows information- possesses a wealth of information about school or non-school topics	1	2	3	4	5
Keenly observant; needs only 1-2 repetitions for mastery	1	2	3	4	5
Demonstrates exceptional ability to make generalizations and to draw inferences. Sees unusual and diverse relationships. Integrates ideas and disciplines.	1	2	3	4	5
Thinks things through in a logical manner; thinks critically and comes up with plausible answers	1	2	3	4	5
Specific example(s):					

Academic Large storehouse of information. Questions, experiments, explores.					
Performs very well (top 5%) on standardized tests.	1	2	3	4	5
Enjoys intellectually challenging activities (difficult math problems, logic puzzles and exercises, creative writing, etc).	1	2	3	4	5
Is highly critical of his/her academic performance (expects perfection in all things).	1	2	3	4	5
Asks in-depth, sometimes unusual, questions regarding subject areas studied or related areas of interest.	1	2	3	4	5
Specific example(s):					

Creativity Produces many ideas; highly original					
Demonstrates unusual ability to devise or adapt a systematic strategy for solving problems and to change the strategy if it is not working	1	2	3	4	5
Creates or produces elaborate detail in recreation or academic activities (writing, design, art, etc)	1	2	3	4	5
Shows exceptional ingenuity using everyday materials	1	2	3	4	5
Creates wild, seemingly silly ideas; often fluently/flexibly	1	2	3	4	5
Specific example(s):					

Artistic having or revealing natural creative skill					
Self engages in creative hobbies- music, drama, performance, art, imaginative play, etc	1	2	3	4	5
Displays original talent in art, music, writing, dancing, acting, etc. (original paintings, musical variations, creative stories, dance steps, original acting performances, etc.)	1	2	3	4	5
Demonstrates unusual emotional depth	1	2	3	4	5
Has a talent for improvisation	1	2	3	4	5
Specific example(s):					

Other factors for consideration...

Reading and Writing Performance (include mClass data)

Math Performance

What are your main reasons for referring this student?

(Remember, teachers are expected to challenge every student according to their abilities, therefore a desire to have this child challenged is not a reason for an AIG referral)

****Please attach any other information which you believe is relevant and would assist us in getting to know your student.***