

“Quest: Beyond the Expected”

**Hallsburg Independent School District
Nomination & Application
for the
Gifted Screening Process**

Student’s Name: _____ Date: _____

DOB: _____ Grade Level _____ ethnicity: _____

Parent/Guardian (Print):

Phone: _____ Cell: _____

Address: _____ City: _____ Zip: _____

Classroom Teacher: _____

This nomination is being submitted by: (circle one)

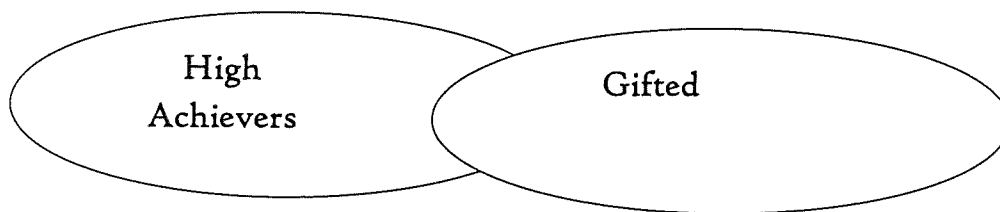
Teacher	Counselor	Student
Parent	Principal	Other
If other, the relationship to the student is: _____		

Signature of Nominating Person:

Completion of this form indication nomination only and does not denote the child’s identification.

High Achieving and Gifted Learners

Characteristics and behaviors-



High Achievers

Knows the answers
Is receptive to new ideas
Is interested in learning
Copies accurately
Is attentive in class
Enjoys school
"Loves the teacher"
Absorbs information
Has good ideas
Is a technician of ideas
Answers the questions
Good memorizer
Loves to memorize
Completes assignments
Enjoys a straightforward, sequential presentation
Works hard
Is alert
A top group student
Is pleased with his/her own learning
Listens with interest
Likes an authority to be in charge
Loves rules
Learns with ease
Learns easily at the knowledge and comprehension level
6-8 repetitions for mastery
Wants the "rules" of the assignment spelled out
"Want do I needs to do to get an A?"
Understands ideas
Enjoys peers
Grasps the meaning
Is focused on the destination or end product

Gifted Learners

Asks the questions
Is intense about ideas
Is highly curious
Creates a new design or way of doing it
Is mentally and physically involved
Enjoys learning
Loves Ideas
Manipulates information
Has wild, silly ideas
Is an inventor of ideas
Discusses in detail, elaborates
Good, informed guesser
Loves to think and ponder
Initiates projects
Thrives on complexity
Loves ambiguity
Plays around, yet tests well
Is keenly observant
Is beyond the group
Is highly self-critical
Shows strong feelings and opinions
Has own idea for how it should be done
Wants only basic guidelines
Already knows
Sees relationships and combines ideas
Sees the whole picture
1-2 repetitions for mastery
"I want to do it my way."
Has a better way to do it.
"Want is the purpose of this assignment?"
Constructs abstractions
Prefers older students or adults
Draws inferences
Is focused on the "journey".

The Kingore Observation Inventory (KOI) for Parents

Grades K-3

Student: _____ Grade: _____

Parent: _____ Date: _____

Teacher: _____ School: _____

Parents have unique opportunities to see their children at play, at work, and in family settings. Please, share your observations with us. This form and the similar KOI completed by the teacher will be included with other data to increase our understanding of your child's needs.

Advanced Language

Uses words that seem advanced for the age-level expectations

Rewords own language for younger or less mature children

Explains how unrelated things are similar

Uses words for time concepts (clock and calendar) accurately

Uses similes, metaphors, or analogies; "A _____ is really like a _____ because _____"

Asks questions about words (in print or oral language)

Examples from above of things my child has said: _____

Analytical Thinking

Demonstrates complex and abstract thinking

Analyzes household or school tasks

Notices a surprising depth of details about surroundings

Takes apart and reassembles things or ideas with skill

Expresses relationships between past and present experiences

Makes up songs, stories, or riddles about experiences; likes to plan or arrange things

Examples from above of things my child has said or did: _____

Meaning Motivation

Is philosophical

Has a questioning attitude; asks intellectual questions about complex topics

Generates multiple new ideas and solutions to problems; ingenious

Demonstrates in-depth information in areas beyond age-expectations

Remembers! (May retell an experience, story, or video almost verbatim)

Displays high levels of task commitment and energy when pursuing interests

Eager to do things differently; independent

Examples from above of things my child has said or did: _____

Perspective

Explains another's point of view

Approaches problems from an unusual perspective in oral discussions, art, writing, and math solutions, or problem solving

Expresses past, present, and future aspects of an issue

Develops advanced or unique graphic products and patterns

Appreciates the beauty and value of things

Examples from above of things my child has said: _____

Sense of Humor

Says or does something indicating a sense of humor beyond the age-level expectations

Uses humor to gain approval of others

Catches an adults subtle humor

Uses figurative language and puns for humorous effect

Uses humor that may be absurd or far-out

Examples from above of things my child has said: _____

Sensitivity

- Cares deeply; intense concern for human issues
- Tries to take action to help someone in need
- Expresses feelings though words or art
- Explains others' feelings
- Displays a strong sense of fairness
- Expresses high expectations of self and others
- Seems to overreact at times

Examples from above of things my child said or did: _____

Accelerated Learning

- Learns new things quickly with minimum practice
- Uses multiple characteristics when discussing items
- Reads passages at an advanced, fluent reading level for the age-level expectation
- Explains the meaning of what has been read
- Demonstrates an unexpected mastery of math or science concepts
- Uses a dictionary, encyclopedia, map, atlas, or computer to gain advance information
- Creates products which seem advanced for the age-level expectations

Examples from above of things my child said or did: _____

Other information I would like you to know about my child: _____

Please return this form to your child's teacher by: _____

The Kingore Observation Inventory (KOI) for Parents Grades 4 through 8

Student: _____ Grade: _____
Parent: _____ Date: _____
Teacher: _____ School: _____

Parents have unique opportunities to see their children at play, at work, and in family settings. Please, share your observations with us. This form and the similar KOI completed by the teacher will be included with other data to increase our understanding of your child's needs.

Advanced Language

*Uses a large vocabulary and more precise language that expected for the age-level
Is unusually descriptive in conversations or writings*

*Expresses similes, metaphors, or analogies; "A _____ is really like a
_____ because _____."*

Modifies language for less experienced listeners

Ably explains complex concepts to others

Uses verbal skills to handle conflicts or influence others

Examples from above of things my child has said: _____

Analytical Thinking

Able to abstract and generalize information

Notices a surprising depth of details about surroundings

Thinks logically; presents arguments logically

Thinks critically; may lead to skepticism

Recognizes relationships or patterns between ideas or experiences

Enjoys analyzing and solving difficult problems

Enjoys planning and organizing

Examples from above of things my child has said or did: _____

Meaning Motivation

Is philosophical

Has a questioning attitude; asks intellectual questions about complex topics

Generates multiple new ideas and solutions to problems; ingenious

Demonstrates in-depth information in areas beyond age-expectations

Remembers! (May retell an experience, story or video almost verbatim)

Displays high levels of task commitment and energy when pursuing interests

Eager to do things differently; independent

Examples from above of things my child has said or did: _____

Perspective

Explains another's point of

Approaches problems from an unusual perspective in oral discussions, art, writing, and math solutions, or problem solving

Expresses past, present, and future aspects of an issue

Develops advanced or unique graphic products and patterns

Appreciates the beauty and value of things

Examples from above of things my child has said or did: _____

Sense of Humor

Says or does something indicating a sense of humor beyond age-level expectations

Uses humor to gain approval of others

Catches an adult's subtle humor

Uses figurative language and puns for humorous effect

Uses humor that may be absurd or far out

Examples from above of things my child has said or did: _____

Sensitivity

- Exhibits intense concern for human issues*
- Intuitive and insightful of others' need and feelings*
- Expresses feelings through words or art*
- Cares deeply but may mask sensitivity*
- Bases friendships on similarities of interest rather than age*
- Displays a strong sense of justice; demands fairness and consistency*
- Demonstrates high expectations of self and others*
- Prefers to be a loner part of the time*
- Overreacts at times*

Examples from above of things my child has said or did: _____

Accelerated Learning

- Demonstrates knowledge beyond the age-level expectations*
- Comprehends and uses symbols with an unexpected ability*
- Reads fluently, more like an adult; comprehends with advance understanding*
- Understands and uses advanced ideas, concepts, or implications*
- Learns easily and with a minimum of practice*
- Accesses data with ease using an unexpected variety of tools*

Examples from above of things my child has said or did: _____

Other information I would like you to know about my child: _____

Please return this form to your child's teacher by: _____

Evaluation and Information Parent Checklist—Kindergarten to 3rd Grade

Student's Name: _____ Grade: _____

Parent/Guardian: _____ Date: _____

Teacher: _____ School: _____

We want to give the parents the opportunity to indicate which gifted and talented characteristics that your child has. You have the unique opportunity to watch your child playing and functioning within the family. Please, indicate below your selection by making a circle around the number that best describes your son/daughter. Read the following carefully.

1= Never, 3=Occasionally, 5=Always

- | | |
|---|-----------|
| Likes to learn about a variety of topics. | 1 2 3 4 5 |
| Has a good memory and remembers things rapidly. | 1 2 3 4 5 |
| Works independently. | 1 2 3 4 5 |
| Depends on others for ideas. | 1 2 3 4 5 |
| Gets bored easily with routine work. | 1 2 3 4 5 |
| Does not conform. | 1 2 3 4 5 |
| Needs a lot of direction. | 1 2 3 4 5 |
| Completes work that was exciting at the beginning. | 1 2 3 4 5 |
| Likes to learn new ways to do things. | 1 2 3 4 5 |
| Worries about good and bad things. | 1 2 3 4 5 |
| Wants to be treated justly, as well as, others. | 1 2 3 4 5 |
| Interested in world affairs. | 1 2 3 4 5 |
| Is easily distracted. | 1 2 3 4 5 |
| Offers many ideas or solutions to problems. | 1 2 3 4 5 |
| Is absorbed in topics that are interesting to him/her. | 1 2 3 4 5 |
| Is generally satisfied to complete projects, without worrying that the results are perfect. | 1 2 3 4 5 |
| Is inflexible in his/her beliefs. | 1 2 3 4 5 |
| Prefers things to be complex and involved. | 1 2 3 4 5 |
| Has a sharp sense of humor. | 1 2 3 4 5 |
| Has to try something over and over again to get it correct. | 1 2 3 4 5 |
| Defends ideas without worrying how others think. | 1 2 3 4 5 |
| Prefers to associate with older children and adults. | 1 2 3 4 5 |
| Thinks of many ways to use a common object and not just the normal usage. | 1 2 3 4 5 |
| Generally plays games without changing the rules. | 1 2 3 4 5 |
| Appreciates beauty and is sensitive. | 1 2 3 4 5 |
| Questions established methods and creates new ways to resolve problems. | 1 2 3 4 5 |

Add the numbers that you circled and give the total: _____

Parent/Guardian Signature: _____