

Student Talent Survey

Student:

School:

Grade:

Teacher:

Directions: The needs of gifted and talented students result from those behavioral characteristics that differentiate them from students the same age. In the space provided below, check the boxes of characteristics that are true of your student. **If the majority of items are checked in TWO or more areas above, complete the form on the back of this page.**

Behavioral Characteristics and Core Attributes of Gifted/Talented Students:

AREA (A): Mental Ability	AREA (B): Achievement	AREA (C): Creativity	AREA (D): Motivation
<p>Student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> learns easily and rapidly; may find it hard to wait for others <input type="checkbox"/> knows a lot about a variety of topics <input type="checkbox"/> exhibits quick mastery of most academic subjects <input type="checkbox"/> retains/recalls information easily <input type="checkbox"/> has keen powers of observation; usually “see more” or “get more out of stories” <input type="checkbox"/> demonstrates superior ability to think critically, reason logically, and/or conceptualize <input type="checkbox"/> is highly verbal; demonstrates advanced language development; may talk at inappropriate times or interrupt <input type="checkbox"/> transfers concepts and learning to new situations <input type="checkbox"/> makes inferences & sees connections between unconnected ideas <input type="checkbox"/> asks unusual questions for age <input type="checkbox"/> asks questions that reflect thinking or abstract ideas; may be uninterested in factual level <input type="checkbox"/> comes up with effective/inventive strategies for recognizing and solving problems <input type="checkbox"/> changes the strategy if it is not working <input type="checkbox"/> needs only one to two repetitions for mastery <input type="checkbox"/> easily manipulates information <input type="checkbox"/> questions, experiments, explores <input type="checkbox"/> uses metaphors and analogies <input type="checkbox"/> senses deeper meaning <input type="checkbox"/> appears to be a good guesser 	<p>Student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates advanced ability or knowledge in specific area(s) <input type="checkbox"/> has advanced vocabulary & knowledge base; wealth of information <input type="checkbox"/> has high standardized test scores; generally 1 to 2 years above grade level, or at the 90th percentile or above <input type="checkbox"/> memorizes easily and rapidly <input type="checkbox"/> demonstrates superior ability to organize <input type="checkbox"/> easily comprehends what they see, hear, read, etc.; may find it hard to wait for others <input type="checkbox"/> enjoys challenging activities <input type="checkbox"/> sets personal goals and strives to achieve them <input type="checkbox"/> understands topics in-depth <input type="checkbox"/> highly expressive/effective use of words, numbers and symbols <input type="checkbox"/> makes good grades 	<p>Student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> exhibits heightened curiosity or a questioning attitude; may be obnoxious with questions <input type="checkbox"/> is highly imaginative; may be considered “weird” by peers <input type="checkbox"/> has a keen sense of humor that may not be age-appropriate or understood by peers; may use humor in destructive way <input type="checkbox"/> has a high energy level <input type="checkbox"/> is unusually sensitive or intuitive <input type="checkbox"/> is a risk taker, can be in thinking or in behavior; may exhibit challenging behavior <input type="checkbox"/> offers many original ideas or solutions <input type="checkbox"/> is a nonconformist, flexible, accepts disorder, does not fear being different <input type="checkbox"/> includes details in work, elaborate <input type="checkbox"/> has an aptitude for art, music, acting, or writing <input type="checkbox"/> understands jokes or puns earlier than others <input type="checkbox"/> comes up with particularly apt examples, illustrations and elaborations <input type="checkbox"/> inventive <input type="checkbox"/> plays around with ideas <input type="checkbox"/> is highly original <input type="checkbox"/> shows exceptional ingenuity using everyday materials <input type="checkbox"/> has wild, seemingly silly ideas <input type="checkbox"/> produces ideas fluently and flexibly <input type="checkbox"/> brings key ideas and complex situations together in a humorous way <input type="checkbox"/> possesses heightened capacity for seeing unusual or diverse relationships <input type="checkbox"/> questions rules and/or authority <input type="checkbox"/> prefers ambiguity and may resist specific directions or parameters 	<p>Student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> is unusually alert, attentive, eager <input type="checkbox"/> demonstrates an intense desire to learn, “be somebody”, or do something <input type="checkbox"/> is independent; a self starter; a leader <input type="checkbox"/> consistently makes good grades <input type="checkbox"/> has hobbies, collections, long term interests <input type="checkbox"/> requires little direction to complete work; carries responsibilities well <input type="checkbox"/> motivates/influences others, may be “bossy” <input type="checkbox"/> is sought out by other children for play or work group <input type="checkbox"/> does not want to quit; boundless energy; pursues activity unceasingly <input type="checkbox"/> can tune out others <input type="checkbox"/> strongly aspires to do extraordinary things <input type="checkbox"/> demonstrates persistence in self-selected tasks; may be stubborn and avoid tasks or not complete tasks selected by others <input type="checkbox"/> intense passion, concern or curiosity about something, potentially topics that are atypical for age, perhaps to overwhelming degree <input type="checkbox"/> demonstrates advanced interest in topic/activity <input type="checkbox"/> is a self-starter <input type="checkbox"/> beyond age group <input type="checkbox"/> pays attention to details <input type="checkbox"/> deeply interested in many things, possibly to the point that he/she hops from one thing to another seeming random/scattered <input type="checkbox"/> is a “perfectionist”; may feel work is never good enough; can be highly critical of self and others



Recommendation for Review

Gifted Education Services

Student:	School:			
Address:				
Parent/Guardian:	Phone #:			
Date of Birth:	Sex:	Ethnicity:	Grade:	Teacher:
This referral is made by: Student Parent Teacher Other				

Test	Date	Percentile Ranks			
MAP/STAR Include scores from THREE most recent administrations. If your child has not had three MAP/STAR administrations, you can attach other recent nationally normed standardized achievement test results.		Reading:		Math:	
		Reading:		Math:	
		Reading:		Math:	
CogAT If your child has not taken the CogAT, see below. If your child has taken a different test of mental ability, please attach the test results <u>and</u> sign below.		Verbal:	Quantitative:	Nonverbal:	Composite:

IF your child has not taken the Cognitive Abilities Test (CogAT), or your child's CogAT scores are more than two years old, he/she will need to take the CogAT to help determine if he/she meets criteria for further gifted evaluation. By signing below, you consent to having your child take the CogAT as part of gifted screening if he/she does not have current scores in the City Schools of Decatur system. If your student is referred for further gifted evaluation after the screening, a separate consent will be required.

Parent Signature _____ Date _____

(Check if applicable.) My child has testing accommodations documented on a 504 or IEP. If testing accommodations cannot be satisfied by the CogAT, I consent to my child taking a different test of mental ability (e.g. WISC-V) for gifted screening purposes.

For Screening Team Use Only

Date: _____

Reviewed/ Not Referred Reviewed and Referred Automatic Eligibility Parent Referral