

Gifted Identification Referral Form

A student may be referred to the gifted education program by anyone at any time. Fill out the following information to refer a student to be evaluated by the gifted education team. Within 30 school days of the referral, the team will begin by analyzing the student's current data and will determine if additional data should be collected. East Central BOCES school districts follow the Exceptional Children's Educational Act (ECEA) rules and criteria for gifted identification.

The areas of gifted identification in Colorado include General Intellectual Ability; Specific Academic Aptitude in Math, Reading Writing, Science, Social Studies, and World Languages; and Specific Talent Aptitude in Music, Dance, Visual Arts, Performing Arts, Psychomotor, Creative or Productive Thinking, and Leadership.

I feel this student should be nominated because of the following characteristics:

In which area of identification (listed above) do you believe the student shows exceptional ability, and why?

Nominator's Signature _____ Date _____

Nominator is:

- Self
- Peer
- Parent
- Staff

Additional comments:

Complete the following checklist and return it to the district gifted coordinator.

Characteristics Checklist

Check all characteristics that the student regularly demonstrates and list examples.

Cognitive Ability

- Has advanced reasoning ability
- Uses advanced vocabulary and has strong verbal skills
- Enjoys problem solving activities
- Seeks mental stimulation
- Prefers interacting with older peers or adults
- Is intense or has high energy level; may require less sleep than peers
- Becomes impatient with others
- Lacks interpersonal skills
- Has perfectionist tendencies
- Has an excellent memory

Examples:

Motivation/Intensity

- Is a self-starter, persistent
- Prefers to work alone, independent
- Enjoys the challenge of new or different tasks or problems
- Questions authority
- Has strong emotional or physical reactions
- Is sensitive to changes in the environment (lighting, odors, sounds)
- Is highly sensitive to human or ethical issues

Examples:

Creative Thinking

- Tolerates ambiguity
- Prefers open ended assignments and projects
- Enjoys taking risks when problem solving
- Is willing to be different, nonconforming
- Has an advanced sense of humor; enjoys sarcasm and figurative language
- Develops and tells elaborate stories
- Does not wait for or follow instructions; questions rules
- Puts unrelated ideas together in new and different ways

Examples:

Reading/Writing

- Reads widely and avidly, in and out of school
- Enjoys fiction and nonfiction
- Interested in language; plays with words and relationships
- Writes descriptively, communicates a story
- Writes for a creative outlet, in and out of school
- Applies literary devices to writing
- Enjoys discussing and comparing literature
- May use reading or writing as an escape or to avoid other work

Examples:

Math

- Thinks logically, mathematically, and scientifically
- Enjoys abstract problems
- Has a strong number sense
- Uses mathematical language in real-world situations
- Quickly recognizes patterns
- Solves problems intuitively but may not be able to explain how or show work
- Enjoys data, statistics, graphs, and charts
- Pursues math activities in free time

Examples:

Leadership

- Organizes activities and materials
- Adapts readily to new situations and changes
- Is sought out by peers
- May be seen as manipulative, strong willed, or bossy
- May be dominant; not a good follower
- Able to generate many ideas and questions

Examples:
