

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.

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

****If the majority of items are checked in TWO or more areas above, complete the form on the back of this page.****



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