



Staff Referral
for Gifted & Talented Students

Child's Name: _____

Date: _____

Birthdate: _____

Grade: _____

How long have you known this student? _____

How do you know this student? _____

Briefly explain why you are referring your child for the Gifted and Talented identification process.

Please reflect the student's observed exceptional potential and/or ability on the following inventory.

Directions:

- Complete the applicable inventory for the category of your referral.
- For a general referral, complete the **General Intellectual Ability** section.
- For a Specific Academic Field or Artistic Area, complete the **General Characteristics** section along with the **Specific Academic Field** or **Artistic Area**.

If you have not observed the characteristic, check "**Never.**"
If you observe the characteristic occasionally, check "**Often.**"
If you observe the characteristic on a continual basis, check "**Always.**"

- After completing the inventory, total the number of occurrences in the TOTAL column.

General Intellectual Ability

Never	Often	Always	
			Has extensive and detailed memory, particularly in an area of interest
			Has vocabulary advanced for age – precocious language
			Has communication skills advanced for age and is able to express ideas and feelings
			Asks intelligent questions
			Is able to identify the important characteristics of new concepts and problems
			Learns information quickly
			Uses logic in arriving at common sense answers
			Has a broad base of knowledge – a large quantity of information
			Understands abstract ideas and complex concepts
			Uses analogical thinking, problem solving, or reasoning
			Observes relationships and sees connections
			Finds and solves difficult and unusual problems
			Understands principles, forms generalizations, and uses them in new situations
			Wants to learn and is curious
			Works conscientiously and has a high degree of concentration in areas of interest
			Understands and uses various symbol systems (letters, numbers, music, 2 nd language)
			Is reflective about learning
			TOTAL for General Intellectual Ability

Specific Academic Ability

Never	Often	Always	General Characteristics (demonstrated within area of interest and/or ability)
			Has intense, sustained interest
			Has hobbies and/or collections related to the field
			Is attracted to cognitive complexity – enjoys solving complex problems
			Prefers classes in academic area of strength
			Is highly self-motivated and persistent
			Has a broad base knowledge
			Reads widely in academic area of strength
			Learns information quickly
			Has an inquisitive nature and asks good questions
			Examines and recalls details
			Recognizes critical elements and details in learning concepts
			Analyzes problems and considers alternatives
			Understands abstract ideas and concepts
			Uses vocabulary beyond grade level
			Verbalizes complex concepts and processes
			Visualizes images and translates into other forms – written, spoken, symbolic
			Sees connections and relationships and generalizes to other situations and applications
			TOTAL for General Characteristics
Never	Often	Always	Math and Science
			Is interested in numerical analysis or has an awareness of quantitative information
			Has a good memory for storing main features of problems and solutions
			Reasons analytically, deductively, and inductively
			Solves problems intuitively using insight
			Can reverse steps in the mental process
			Organizes data and experiments to discover patterns, relationship, or solutions
			Solves problems with multiple and/or alternative solutions
			Enjoys completing puzzles or solving complex problems
			Demonstrates a deep level of abstraction and understanding concepts
			Perceives, visualizes, and generalizes numeric & non-numeric patterns & relationships
			Works, communicates, and justifies concepts in creative and intuitive ways, both verbally and in writing
			Able to apply estimation and mental computation strategies
			Demonstrates an attitude of self-assurance in math and/or science
			TOTAL for Math and Science
			TOTAL for General Characteristics
			TOTAL for both

Specific Academic Ability (continued)

Never	Often	Always	Language Arts
			Enjoys language/verbal communication
			Advanced verbal communication skills
			Above grade level reading ability
			Written expression exhibits advanced creativity, voice, imagery, vocabulary, and structure
			Engages in intellectual conversation
			Has a mature sense of humor, uses puns, metaphors, or analogies
			Organizes ideas and sequences in preparation for speaking or writing
			Is original and creative – has unique ideas in writing and/or speaking
			Selects challenging reading materials
			Is an avid and copious reader
			TOTAL for Language Arts
			TOTAL for General Characteristics (from previous page
			TOTAL for both

Never	Often	Always	Creativity
			Has in-depth foundational knowledge
			Prefers complexity and open-endedness
			Contributes new concepts, methods, products, and/or ideas
			Has extreme fluency of thoughts and a large number of ideas
			Is observant and pays attention to details
			Uses unique solutions to problems and improvises
			Challenges existing ideas and/or products
			Connects disparate ideas
			Is a risk taker and confident
			Is attracted to the novel, complex, and mysterious
			Is a nonconformist, uninhibited in expression, adventurous, and able to resist group pressure
			Accepts disorder
			Tolerates ambiguity – delays closure
			Is persistent and task-committed in areas of interest
			Has a sense of humor
			Is intellectually playful
			Is aware of his or her own creativity
			Is emotionally sensitive
			Is intuitive
			Enjoys time alone
			Is reflective about the personal creative process
			TOTAL for Creativity

Specific Academic Ability (continued)

Never	Often	Always	Leadership
			Is well organized
			Can do backwards planning
			Is visionary – has a holistic view
			Is a problem finder
			Is able to see problems from multiple perspectives
			Is adaptable to new situations
			Can manipulate systems
			Is highly responsible and can be counted on
			Maintains on-task focus
			Is self-confident
			Is a persuasive communicator
			Has a cooperative attitude – works well in groups
			Participates in most social activities and enjoys being around other people
			Influences the behavior of others and is recognized as a positive leader by peers
			Is respected and/or well like by others
			Is aware of verbal and nonverbal cues – has sophisticated interpersonal skills
			Is emotionally stable
			Is willing to take appropriate risks
			TOTAL for Leadership

Specific Academic Ability (continued)

Never	Often	Always	Artistic Areas (demonstrated within artistic area)
General Characteristics			
			Chooses artistic activity for projects and/or free time
			Studies and practices artistic talent without being told
			Strives to improve his or her artistic skills
			Demonstrates talent for an extended period of time
			Concentrates for long periods of time on artistic projects
			Seems to pick up skills in the arts with little or no instruction
			Possesses high sensory sensitivity
			Observes and shows interest in others who are proficient in the artistic skill
			Uses the artistic area to communicate
			Experiments in the artistic mediums
			Sets high standards in the artistic area
			Demonstrates confident in the artistic area
Art			
			Initiates opportunities to use art
			Incorporates large numbers of elements into artwork
			Elaborates on ideas from other people as a starting point
			Observes details in environment or artistic areas
			Has unique, unusual solutions to artistic problems
			Uses unusual and interesting imagery
			Is innovative in selecting and using art materials
			Has a highly developed sense of movement and rhythm in drawings
			Has a great feel for color
			Varies the organizations of elements to suit different situations
			Uses content that is interesting, tells a story and/or expresses feelings
			Produces many drawings
			Total (General Characteristics above and Art Category
			Artistic Areas (continued on next page)

Specific Academic Ability (continued)

Never	Often	Always	Artistic Areas (continued)
Performing Arts - Drama			
			Is innovative and creative in performing
			Easily tells a story or gives an account of some experience
			Uses gestures or facial expressions to communicate feelings
			Is adept at role-playing, improvising, and acting out situations
			Identifies with moods and motivations of characters
			Handles body with ease and poise
			Creates original plays or makes up plays from stories
			Commands and holds the attention of a group when speaking
			Evokes emotional responses from listeners
			Communicates feelings by nonverbal means
			Imitates others – uses voices to reflect changes of idea and mood
			Total (General Characteristics on previous page & Drama Category)
Performing Arts - Music			
			Discriminates fine differences in tone, relative, or absolute pitch
			Identifies a variety of sounds (Background noise, singers, orchestral instruments)
			Varies loudness and softness
			Remembers melodies and can produce them accurately
			Plays an instrument and indicates a strong desire
			Is sensitive to rhythm and changes body movements to tempo
			Dances to tunes with different rhythms
			Can complete a melody
			Creates own melodies or songs
			Likes to listen to music
			Likes producing music
			Total (General Characteristics on previous page & Music Category)

Thank you for your referral. We greatly value staff referrals. We will meet as a team to examine the various assessment and achievement data we will gather regarding this student. This referral form will be very helpful as we determine the best way to meet the student's unique learning needs. We will notify you of the team's recommendations.

*If you have any additional questions or concerns, please contact our
K-12 Gifted and Talented Instructor,
Shelia Gray-Daniels at 662-827-5998 or sgray@hollandalesd.org*