



Peoria Unified School District # 11
Gifted Services Testing Referral Form K-8

Name of person referring child: \_\_\_\_\_

Relationship to the child: \_\_\_\_\_

Why is this child being referred for gifted testing? \_\_\_\_\_

Parent/Guardian Permission to Test

What is your child's school? \_\_\_\_\_

What is your child's current grade? \_\_\_\_\_

Name of your child (first) \_\_\_\_\_ (Last) \_\_\_\_\_

Child's student ID (8 digits) \_\_\_\_\_

Child's date of birth \_\_\_\_\_

Gender: [ ] male [ ] female

Ethnicity: [ ] Latino [ ] Not Latino

Race:(check all that apply)

[ ] American Indian or Alaska Native [ ] Asian [ ] Black [ ] Native Hawaiian or Other Pacific Islander [ ] White

[ ] I do give my permission to have my child tested for eligibility for gifted services.

[ ] I do NOT give my permission to have my child tested for eligibility for gifted services.

Parent/Guardian name (print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For testing results:

Parent phone number: \_\_\_\_\_ Address: \_\_\_\_\_

Testing Accommodations: Does your child have an IEP? [ ] Yes [ ] No

Does your child have a 504? [ ] Yes [ ] No

Grades 3-8 ONLY

Language for audio-led administration. Please select one from the following if English isn't preferred:

[ ] Somali [ ] Vietnamese [ ] Russian [ ] Cantonese [ ] Mandarin [ ] Arabic [ ] Spanish

Checklist based on Kingore, B. (2001). The Kingore Observation Inventory (KOI), 2nd ed. Austin: Professional Associates Publishing & Renzulli, J.S., Westberg, K.L. (1993) A Revision of the Scales for Rating the Behavioral Characteristics of Superior Students

## Checklist completion is (Mandatory) for each child being referred

Parents, teachers and administrators have opportunities to observe children in learning situations, which provide a specific perspective on a child's academic potential. This checklist provides a means of defining and refining your observations of the student's level of development and allows you to identify classroom/home behaviors that characterize high achievers and students with gifted potentials. Thank you for your time!

**Note:** Check the items you have observed and then share some examples in the space provided. Remember that gifted children will not likely display all of these behaviors.

<b>Advanced Language</b>	Average <input type="checkbox"/>	Above Average <input type="checkbox"/>	Superior <input type="checkbox"/>	Exceptional <input type="checkbox"/>
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- *Unassumingly uses multi-syllable words: descriptive* \_\_\_\_\_
- *Re-words his/her own language for younger or less mature children* \_\_\_\_\_
- *Expresses similarities and differences* \_\_\_\_\_
- *Asks questions about words (in print and oral language)* \_\_\_\_\_
- *Uses similes, metaphors, or analogies to express insights; uses rich imagery* \_\_\_\_\_
- *Uses specific language of a discipline* \_\_\_\_\_

Examples from the list above of things the student said:

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<b>Analytical Thinking</b>	Average <input type="checkbox"/>	Above Average <input type="checkbox"/>	Superior <input type="checkbox"/>	Exceptional <input type="checkbox"/>
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- *Demonstrates complex or abstract thinking* \_\_\_\_\_
- *Analyzes classroom tasks and instructional techniques* \_\_\_\_\_
- *Is attentive to details about surroundings* \_\_\_\_\_
- *Takes apart and reassembles things or ideas with skill* \_\_\_\_\_
- *Analyzes cause and effect, consequences, or alternatives* \_\_\_\_\_
- *Makes up songs, stories, or riddles about experiences* \_\_\_\_\_
- *Organizes collections of things uniquely* \_\_\_\_\_

Examples from the list above of things the student did or said:

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<b>Creativity</b>	Average <input type="checkbox"/>	Above Average <input type="checkbox"/>	Superior <input type="checkbox"/>	Exceptional <input type="checkbox"/>
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- *Rich Imagination* \_\_\_\_\_
- *Shows a good sense of humor (for example, the student is able to make people smile)* \_\_\_\_\_
- *Able to perform extraordinary act or possess unique behavior* \_\_\_\_\_
- *Shows strong sensitivity to aesthetics and paying attention to the beauty of everything* \_\_\_\_\_
- *Shows interests in exploration or willing to take risk* \_\_\_\_\_
- *Able to provide opinions or solutions to different types of problems* \_\_\_\_\_
- *Able to experience the sense of humor that others may not notice* \_\_\_\_\_
- *Able to adjust, improve or rectify the views of different things* \_\_\_\_\_
- *Refuses to follow others without reasons and doesn't mind of being unique* \_\_\_\_\_

Examples from the list above of things the student did or said:

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<b>Meaning Motivation</b>	Average <input type="checkbox"/>	Above Average <input type="checkbox"/>	Superior <input type="checkbox"/>	Exceptional <input type="checkbox"/>
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- *Is philosophical: pursues issues atypical of age peers* \_\_\_\_\_
- *Asks surprisingly intellectual questions; needs to understand* \_\_\_\_\_
- *Is curious; experiments* \_\_\_\_\_
- *Demonstrates an unexpected depth of knowledge in one or more areas* \_\_\_\_\_
- *Exhibits intense task commitment and energy when pursuing interests* \_\_\_\_\_
- *Remembers; shows an extraordinary ability to process and retain information* \_\_\_\_\_
- *Is independent* \_\_\_\_\_
- *Synthesizes meaning through words, graphics, structures, or movement* \_\_\_\_\_
- *Able to learn with minimum guidance from teachers* \_\_\_\_\_
- *Highly committed to certain topics or issues* \_\_\_\_\_
- *Able to pursue a target consistently* \_\_\_\_\_

Examples from the list above of things the student said or did:

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<b>Perspective</b>	Average <input type="checkbox"/>	Above Average <input type="checkbox"/>	Superior <input type="checkbox"/>	Exceptional <input type="checkbox"/>
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- *Interprets another's point of view insightfully* \_\_\_\_\_
- *Shows dimension, angle or sperspective in art, writing, math solutions or problem solving* \_\_\_\_\_
- *Creates complex shapes, patterns or graphics* \_\_\_\_\_
- *Interprets past, present, and future ramifications* \_\_\_\_\_
- *Is attuned to the aesthetic characteristics of things* \_\_\_\_\_

Examples from the list above of things the student said or did:

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<b>Sense of Humor</b>	Average <input type="checkbox"/>	Above Average <input type="checkbox"/>	Superior <input type="checkbox"/>	Exceptional <input type="checkbox"/>
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- *Says or does something indicating a sense of humor beyond age expectation* \_\_\_\_\_
- *Catches and adult's subtle humor* \_\_\_\_\_
- *Understands and uses puns and riddles* \_\_\_\_\_
- *"Plays" with language, uses puns an dfigurative language for humorous effect* \_\_\_\_\_
- *Develops humorous ideas to an extreme: "flights of fancy" or absurd humor* \_\_\_\_\_

Examples from the list above of things the student said or did:

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<b>Sensitivity</b>	Average <input type="checkbox"/>	Above Average <input type="checkbox"/>	Superior <input type="checkbox"/>	Exceptional <input type="checkbox"/>
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- *Exhibits intense concern for human issues* \_\_\_\_\_
- *Shows nonverbal awareness of others' needs and feelings* \_\_\_\_\_
- *Acts spontaneously to help someone in need* \_\_\_\_\_
- *Expresses empathy through words or art* \_\_\_\_\_
- *Senses discord or dissatisfaction* \_\_\_\_\_
- *Displays a strong sense of fairness and justice* \_\_\_\_\_
- *Expresses high expectations of self and others: high strung* \_\_\_\_\_
- *Overreacts at times* \_\_\_\_\_

Examples from the list above of things the student said or did:

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<b>Accelerated Learning</b>	Average <input type="checkbox"/>	Above Average <input type="checkbox"/>	Superior <input type="checkbox"/>	Exceptional <input type="checkbox"/>
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- *Learns new things quickly with minimum repetition* \_\_\_\_\_
- *Creates or interprets symbolic representations* \_\_\_\_\_
- *Reads and interprets passages at an advanced, fluent level* \_\_\_\_\_
- *Offers complex interpretations beyond age-expected knowledge* \_\_\_\_\_
- *Demonstrates an unexpected mastery of complex math and science concepts* \_\_\_\_\_
- *Applies mathematical operations with sophisticated mastery* \_\_\_\_\_
- *Accesses data from a variety of resources with ease* \_\_\_\_\_
- *Creates products which seem advanced for age-level expectations* \_\_\_\_\_
- *Categorizes by multiple, often less-obvious attributes* \_\_\_\_\_
- *Increases rate of learning after introduction and exposure* \_\_\_\_\_

Examples from the list above of things the student said or did:

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