

Parent/Guardian Nomination Form for Gifted Identification

Student Name _____	Grade _____	Date _____
Student ID _____	Birth date _____	School _____
Person nominating student _____	Relationship to student _____	
Email _____	Phone _____	

Once this form is received, the gifted support team will consult and analyze assessment and performance data to determine if additional assessments are warranted. The results of the review will be communicated to parents/guardians through a meeting or phone call.

The chart below illustrates some of the differences between an advanced learner and a gifted learner. This list does not describe all of the traits and attitudes of gifted students, as all students are diverse in their characteristics; however, it is a good reference of distinguishing characteristics.

Advanced Learner	Gifted Learner
1. Knows the answers	1. Asks the questions
2. Is interested	2. Is highly curious
3. Is attentive	3. Is mentally and physically involved
4. Has good ideas	4. Has wild, silly ideas
5. Works hard	5. Plays around, yet tests well
6. Answers questions	6. Discusses in detail; elaborates
7. Top group	7. Beyond the group
8. Listens with interest	8. Shows strong feelings and opinions
9. Learns with ease	9. Already knows
10. Mastery with 6-8 repetitions	10. Mastery with 1-2 repetitions
11. Understands ideas	11. Constructs abstractions
12. Enjoys peers	12. Prefers adults
13. Grasps the meaning	13. Draws inferences
14. Completes assignments	14. Initiates projects
15. Is receptive	15. Is intense

(Szabos, 1989)

If using a paper version, return the completed form to the Intervention Support Specialist at your child's school.

Directions: After each of the following statements, please check one response that best describes your child.

Student Characteristics	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Learning					
Has unusually advanced vocabulary					
Learns information quickly/retains with ease					
Understands complex material					
Motivation					
Is persistent with complex tasks					
Is self-motivated and gets immersed in tasks					
Strives toward perfection; may be self-critical					
Leadership					
Displays self-confidence among peers					
Organizes and directs group activities					
Enjoys taking responsibility					
Creativity					
Is highly imaginative and curious					
Develops creative or original ideas					
Shows emotional sensitivity					
Adaptability					
Transfers knowledge to different areas					
Adapts readily to new/different situations					
Is flexible in thought and action					

Directions: Check the area(s) which apply to your child and provide specific examples of behaviors that support this area of nomination.

- General Intellectual Ability:** *Processes new information quickly, uses advanced vocabulary, sees connections in concepts, focuses for long periods of time on special interests, or enjoys solving puzzles and problems.*

- Specific Academic Ability:** *Shows unusual/advanced ability in:*
_____Reading _____Math _____Science _____Social Studies _____Art _____Music

- Creative Ability:** *Has a vivid imagination, a keen aesthetic sense, unique ideas in problem-solving situations; may be a risk-taker or non-conformist, often asks “why” or sees the unusual.*

- Leadership Ability:** *Organizes and leads groups, carries responsibility well, is tolerant and flexible with peers, possesses good self-confidence, or may be overbearing at times.*

- Artistic Ability:** *Selects art media for free time, shows originality and creativity in the use of art media, keenly observes his/her environment, sees the unusual, easily remembers melodies and can produce them accurately; enjoys performing for others. Shows a heightened interest in:*

_____Music _____Drama _____Art
