



**Sahuarita Unified School District #30
Parent/Teacher Referral Form for Gifted Eligibility Assessment**

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|------------------------|---|--------------------------|--------------------|-------------|
| Student's Name: | School: | Grade: | Student ID# | DOB: |
| Teacher's Name: | Transfer Student: <input type="checkbox"/> Yes <input type="checkbox"/> No | Name of District: | | |
| Date: | Written Eligibility Attached: <input type="checkbox"/> Yes <input type="checkbox"/> No | | | |

TRANSFER STUDENT & PARENT REFERRAL ONLY: A copy of the eligibility/placement documents from outside school districts must accompany this form. If records from the previous school district are not included with this document, please give permission to assess and complete the entire form.

Sahuarita Unified School District #30 (SUSD #30) follows the guidelines from **Title 15-779**: Gifted education means appropriate academic course offerings and services that are required to provide an educational program that is an integral part of the regular school day and that is commensurate with the academic abilities and potential of gifted pupil. A Gifted pupil means a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs appropriate gifted Education Services to achieve at levels commensurate with the child's intellect and ability.

Multiple criteria are used to determine if a student qualifies as a "gifted pupil". Assessments administered in SUSD #30, at the discretion of school personnel, may include use of *one (1) or more* of the following: Cognitive Abilities Test (COGAT), the OtisLennon School Ability Test (OLSAT), Naglieri Nonverbal Ability Test (NNAT), and the Standard Progressive Matrices Prepared by JC Raven.

Students with a score of **97% or higher** on any *one (1)* of the following areas or on the composite score qualify for gifted services in Sahuarita Unified School District: Verbal, Quantitative, and Nonverbal.

Parent Name: _____ I give SUSD #30 permission to assess my child for gifted education (placement) eligibility.

Signature

Identification of gifted children often takes place by simple observation of the child's behavior. The following lists were compiled from various sources. Please understand that it is not expected that any gifted child will show all the traits listed in any section or category. There are eight categories of giftedness listed. **Please check the box** next to the characteristics that apply to the child that you are referring.

Please return this referral to Ms. Jessica Banhie, Director of Student Services.

| GENERAL INTELLECTUAL ABILITY | SPECIFIC ACADEMIC APTITUDE |
|---|--|
| <input type="checkbox"/> is an avid reader | <input type="checkbox"/> has a long attention span in areas of interests |
| <input type="checkbox"/> has an avid interest in science or literature | <input type="checkbox"/> learns rapidly, easily, & with less repetition in one of few areas (probably not all subject areas) |
| <input type="checkbox"/> provides very alert, rapid answers to questions | <input type="checkbox"/> likes or loves one or a few areas of knowledge |
| <input type="checkbox"/> has a wide range of interests | <input type="checkbox"/> likes to study some subjects more than others |
| <input type="checkbox"/> is venturesome, wanting to do new things | <input type="checkbox"/> spends time voluntarily beyond ordinary assignments on projects of interest to him/her |
| <input type="checkbox"/> is resourceful – solving problems by ingenious methods | <input type="checkbox"/> is able to extend learning from these key areas to various situations somewhat unrelated in orientation |
| <input type="checkbox"/> is creative in new ideas, seeing associations, pursuing innovations | <input type="checkbox"/> seeks assistance of others beyond his or age peers in extending knowledge in areas of interest |
| <input type="checkbox"/> displays a great curiosity about objects, situations or events | <input type="checkbox"/> is able to show broad perspective on one or more subject areas |
| <input type="checkbox"/> is involved with many exploratory type activities | |
| <input type="checkbox"/> reveals originality in oral and written expression | CREATIVE THINKING & PRODUCTION |
| <input type="checkbox"/> is perceptually open to his or her environment | <input type="checkbox"/> is fluent in producing and elaborating on ideas |
| <input type="checkbox"/> displays a willingness to accept complexity | <input type="checkbox"/> makes unusual associations between remote ideas |
| <input type="checkbox"/> has the capacity to use knowledge & information other than to memorize | <input type="checkbox"/> can show unusual degrees of originality, concentration & persistent hard work on projects |
| <input type="checkbox"/> is a good guesser | <input type="checkbox"/> provides multiple solutions or responses to problems |

| | |
|--|--|
| <input type="checkbox"/> show superior judgment in evaluating things | <input type="checkbox"/> is intellectually playful, interested in fantasy, imagination |
| <input type="checkbox"/> retains and uses information which has been heard or read | <input type="checkbox"/> has a keen sense of humor, seeing humor in situations others don't |
| <input type="checkbox"/> is persistent | <input type="checkbox"/> doesn't mind being different |
| <input type="checkbox"/> is independent | <input type="checkbox"/> doesn't accept authoritarian pronouncements without own judgment |
| <input type="checkbox"/> uses a large number of words easily and accurately | <input type="checkbox"/> asks provocative questions, challenges parents, teachers, written and other authorities |
| <input type="checkbox"/> has a power of abstraction, conceptualization and synthesis | <input type="checkbox"/> is bored with memorization and recitation |
| <input type="checkbox"/> has an interest in cause-effect relations | <input type="checkbox"/> displays energy, sometimes disruptively |
| <input type="checkbox"/> has a liking for structure, order, and consistency | <input type="checkbox"/> produces unexpected, sometimes "silly" responses |
| <input type="checkbox"/> has a power of concentration, an intense attention that excludes all else | <input type="checkbox"/> is considered, and perhaps resented, by some peers as "crazy" |
| <input type="checkbox"/> asks many questions of a provocative nature | <input type="checkbox"/> always trying to adapt or improve things |
| LEADERSHIP | PSYCHOMOTOR ABILITY |
| <input type="checkbox"/> can stimulate and interest others | <input type="checkbox"/> is rhythmic |
| <input type="checkbox"/> organizes others | <input type="checkbox"/> is athletic |
| <input type="checkbox"/> recognizes skills and abilities possessed by others | <input type="checkbox"/> likes to play physically |
| <input type="checkbox"/> interacts with others easily showing social skills | <input type="checkbox"/> is coordinated, balanced and confident in physical activities |
| <input type="checkbox"/> recognizes and can articulate the goals of a group | <input type="checkbox"/> is inventive in constructing or modifying games |
| <input type="checkbox"/> can articulate ideas clearly | <input type="checkbox"/> is energetic |
| <input type="checkbox"/> can listen to others empathetically | <input type="checkbox"/> demonstrates endurance, stamina and persistence in physical activities |
| <input type="checkbox"/> understands how people feel and how groups function | MUSIC |
| <input type="checkbox"/> can give directions clearly and effectively | <input type="checkbox"/> has a good sense of rhythm |
| <input type="checkbox"/> exercises authority reliability and responsibility | <input type="checkbox"/> is well-coordinated |
| <input type="checkbox"/> can adopt non-leadership roles within a group | <input type="checkbox"/> discriminates musical and other sounds well |
| <input type="checkbox"/> can establish the mood of a group | <input type="checkbox"/> understands musical relationships |
| <input type="checkbox"/> supports others in a group when appropriate | <input type="checkbox"/> enjoys musical activities and demonstrates musical feeling |
| <input type="checkbox"/> can coordinate the work of several individuals | <input type="checkbox"/> shows tonal memory |
| <input type="checkbox"/> is often asked for ideas and suggestions | <input type="checkbox"/> responds readily to rhythm, melody, and harmony |
| <input type="checkbox"/> is looked to by others when something must be decided | <input type="checkbox"/> uses music to express feeling or experience |
| DRAMATICS | <input type="checkbox"/> makes up original tunes |
| <input type="checkbox"/> demonstrates interest and enjoyment in dramatic activities | <input type="checkbox"/> enjoys dance & dramatic activities with musical elements |
| <input type="checkbox"/> readily shifts into role of another character, animal or object | ART |
| <input type="checkbox"/> uses voice to reflect changes in mood | <input type="checkbox"/> draws a variety of objects |
| <input type="checkbox"/> demonstrates understanding of conflict when acting out a dramatic event | <input type="checkbox"/> puts depth into drawing, showing planning and good proportion |
| <input type="checkbox"/> communicates feelings by means of facial expressions, gestures and bodily movements | <input type="checkbox"/> treats art seriously and enjoys it |
| <input type="checkbox"/> enjoys evoking emotional responses from listeners | <input type="checkbox"/> shows originality in modes of undertaking art |
| <input type="checkbox"/> demonstrates ability to dramatize feelings and experiences | <input type="checkbox"/> is willing to try out new materials and experiences |
| <input type="checkbox"/> brings a dramatic situation to a climax with a well-timed ending when telling a story | <input type="checkbox"/> pursues art in spare time |
| | <input type="checkbox"/> uses art to express feelings and experiences |
| | <input type="checkbox"/> is interested in other people's art, both appreciating it and criticizing it |

Please state clearly any other information that you feel is important to know.

Thank you.