



**Arlington
Public
Schools**

Gifted Services Screening Documents



Student Information	Student Testing Information																																																	
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Gifted Services Referral Form



Parents/Guardians complete this form to begin the Gifted Services eligibility process.

Please print clearly or responses may be typed on this form.

Student's Last Name	First Name	School
Grade Level	Classroom Teacher's Name	
Who is referring this student for gifted services?		Date of Referral
<input type="checkbox"/> School Referral <input type="checkbox"/> Parent/Community Referral <input type="checkbox"/> Student Referral <input type="checkbox"/> Automatic Referral		<hr/> Signature of Referral Source (N/A if automatic referral) <hr/>

In my judgment, the student has abilities, talents, and potential for accomplishment that require special provisions to meet her/his educational needs in the following area(s):

Specific Academic Aptitude Areas: English, Mathematics, Science, or Social Studies
(Students in grades K-12 with specific aptitudes in selected areas: mathematics, English, social studies, and/or science) as demonstrated by advanced skills, concepts, and creative expression.)

Visual or Performing Arts Aptitude Areas: Visual Art
(Students in grades 3-12 with specific aptitudes in selected visual arts as demonstrated by advanced skills and creative expression who excel consistently in the development of a product or performance in art.

Visual or Performing Arts Aptitude Areas: General Music
(Students in grades 3-12 with specific aptitudes in selected performing arts in music as demonstrated by advanced skills and creative expression who excel consistently in the development of a product or performance in music.

All referrals must be submitted to the school principal or Resource Teacher for the Gifted (RTG) no later than April 1 of the current school year. Referrals received after April 1 will be considered in the next school year.

For additional information please visit the APS Gifted Services webpage: www.apsva.us/gifted-services/eligibility/.

Student Name _____ Grade _____ Date _____

Review each of the four categories and examples of descriptors. Within each category, select the descriptors that are appropriate for each student and share a specific observable gifted behavior to highlight a strength.

Based on the descriptors selected and observable behaviors described, assign an overall rating of **Exemplary, Proficiently, Developing, and Emergent** for each category. The commentary of specific examples should support your continuum ranking.

1. EXCEPTIONAL ABILITY TO LEARN

- Extraordinary ability to retain new information in long-term memory with little obvious effort, for example: _____
- Remarkable ability to focus on a task (concentration), for example _____
- Uses a craving for content that is new and different*, for example _____
- Is an avid reader*, preferring _____
- Is acquiring language at a rapid pace, as evidenced by _____
- Readily completes assignments with quality thinking, and then _____
- Uses advanced vocabulary* as evidenced in _____
- Often already knows about* _____ before being taught in class
- Is presently working significantly above grade level in _____
- Quickly comprehends _____ as shown by _____
- Learns easily with a minimum of practice, for example _____
- Explores beyond grade level content information* about _____
- Learns signs and symbols of new culture easily as evidence by _____
- Gets the answer/makes connections regarding _____ without necessarily being able to explain how
- Additional Comments _____

Exemplary	Proficient	Developing	Emergent
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*Can be demonstrated in other languages

Arlington Public Schools – Gifted Characteristics Observation & Commentary Form

2. EXCEPTIONAL APPLICATION OF KNOWLEDGE

- Able to focus on what the “real” or important crux of a situation is, understand how to sort relevant from irrelevant information in finding the real problem, for example _____

- Communicates effectively in English and (foreign language) _____

- Links new concepts with personal knowledge* of _____

- Products are completed with thought and effort for example _____

- Shows he/she has thought about a topic from class in much greater depth and detail as demonstrated by _____

- Research/interviewed _____
to find out more about _____
and then _____
- Utilized a variety of resources to _____

- Products display an in-depth knowledge in _____

- Recognizes the political/social/ethical implications of current issues such as _____
_____ for example _____
- Global thinker who easily makes connections between _____

- Uses effective analogies to emphasize a point/make a connection/clarify concept to others, for example _____

- Advanced application of computer skills as evidence by _____

- Interprets* _____ for other students
- Demonstrates different perspectives by _____

- Asks complex questions such as _____

- Additional Comments _____

Exemplary	Proficient	Developing	Emergent
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*Can be demonstrated in other languages

3. EXCEPTIONAL ANALYTICAL /CREATIVE/PRODUCTIVE THINKING

- Unusual sensitivity to feelings of others, for example _____

- Often asks questions about _____

- Shows a high level of curiosity in _____

- Uses a variety of strategies to _____
for example _____
- Challenges discrepancies in information/ideas such as _____

- Inventive/Innovative thinker as shown by _____

- Easily generates lists/new ideas/ new uses for _____

- Easily formulates a list of questions for a given answer, for example _____

- Ability to think of divergent ideas and solutions* for _____

- Combines commonplace ideas or material in unusual ways such as _____

- Embellishes written/oral communication by _____

- Easily sees/describes different points of view as shown by _____

- Finds humor in situations or events that are not obvious to peers. For example _____

- Displays a strong sense of color and design as evidenced by _____

- Creates own skits or plays, such as _____

- Communicates learning through visual arts for example _____

- Prepared a high quality multimedia presentation for _____

- Often enhances her/his work by _____

- Elaborates on ideas, for example _____

- While not producing advanced work, the child verbally displays advanced abilities/thinking such as _____

*Can be demonstrated in other languages

Arlington Public Schools – Gifted Characteristics Observation & Commentary Form

- Continually analyzes what he/she sees, as evidenced by intuitive and insightful of others’ needs, feelings, and body language, for example _____

- Concerned about injustice, moral questions at a young age, for example _____

- In discussions, considers different points of view/listens attentively to others’ views, then evaluates and _____

- Problem solver and analytical thinker in the area of _____

- Interprets another point of view with insight, for example _____

- Has strong empathy for others, for example _____

- Additional Comments _____

Exemplary	Proficient	Developing	Emergent
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*Can be demonstrated in other languages

Arlington Public Schools – Gifted Characteristics Observation & Commentary Form

4. EXCEPTIONAL MOTIVATION TO SUCCEED

- Has a great interest in _____
as demonstrated by _____
- Effectively instructed classmates/older students* to _____

- Learns skills without formal instruction, for example _____

- When asked about time spent outside of school, he/she is involved in classes and activities such as _____

- Works hard to complete projects and requests high quality feedback, for example _____

- Readily completes assignments with quality thinking, and then _____

- Is presently working successfully/significantly above grade level in _____

- Thrives on a challenge, seeks problems to solve. One example was when _____

- Motivation remains high in the face of adversity, for example _____

- While meeting personal challenges, he/she is able to _____

- Poised public speaker/mature extemporaneous speaker/effectively debates an issue such as _____

- Demonstrates strong leadership skills, for example _____

- Assumes adult role within family unit, for example _____

- Strong sense of loyalty and responsibility towards group (, for example _____

- Consistently rises to the role of leader even though he/she may not seek it, for example _____

- Has many responsibilities such as _____
outside of school yet maintains a balance with school responsibilities _____

- Risks criticism in support of her/his own or another's beliefs or ideas, for example _____

- Independently explores unknown aspects of _____
_____ (an idea/content area)
- Listens attentively and responds (to) _____

- Positively engaged in all learning activities, for example _____

- Displays curiosity about many things and independently searches for information, for example _____

*Can be demonstrated in other languages

Arlington Public Schools – Gifted Characteristics Observation & Commentary Form

- Effectively engages adults throughout the school in conversations about _____
_____ because he/she lacks an intellectual peer group
- Volunteers/is a risk-taker when others are reluctant, for example _____

- Other Information _____

Exemplary	Proficient	Developing	Emergent
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Working at advanced level:

Language Arts _____

Mathematics _____

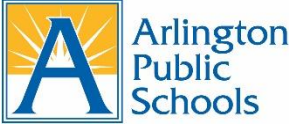
Reading _____

Science _____

Writing _____

Social Studies _____

*Can be demonstrated in other languages



Gifted Services Parent Information Form



Student Name:	School:	Grade:
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Parents know their child best and we would like to offer an opportunity to do the following for each behavior listed below:

- For each statement below, check the appropriate box to indicate how often you notice each behavior.
- Then, share an example of when you observed this behavior to help us learn about your child outside of the school setting.

<p>1. My child comes up with imaginative or unusual ways of doing things.</p> <p><input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes</p>
<p>2. My child likes challenging problems, assignments, issues, and/or materials.</p> <p><input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes</p>
<p>3. My child can focus on a topic for a long period of time to learn a lot about it.</p> <p><input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes</p>
<p>4. My child is intellectually curious, asks thoughtful questions, and seeks answers to problems and issues.</p> <p><input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes</p>
<p>5. My child surprises me with his or her knowledge or connections.</p> <p><input type="checkbox"/> Consistently <input type="checkbox"/> Often <input type="checkbox"/> Sometimes</p>
<p>6. Please list any of your child's intellectual hobbies or special interests:</p>
<p>Please offer anything else you would like us to know about your child.</p>
<p>Parent/Guardian Signature: _____ Date: _____</p>
<p>Return form to Resource Teacher for the Gifted by: _____</p>

GIFTED SERVICES IDENTIFICATION COMMITTEE DECISION

School Year _____

Student Name _____ Grade _____

Identification Committee Decision

Eligible for Services _____

Ineligible for Services _____

____ Mathematics

____ Mathematics

____ Science

____ Science

____ Language Arts

____ Language Arts

____ Social Studies

____ Social Studies

Identification Committee Discussion/Summary Notes:

Name	Position
	Resource Teacher for the Gifted
	Administrator
	Classroom Teacher
	Math Coach
	Reading Specialist
	Counselor
	Special Education Teacher
	ESOL/HILT Teacher
	Other
	Other

Principal's Signature _____

Date _____