

Teacher Referral Form and Checklist

Grades K-3

Student _____ Grade _____

Teacher _____ School _____

Teachers have opportunities to observe children in learning situations, which provide a specific perspective on a child's academic potential. This form provides a means of defining and refining your observations of the student's level of development and allows you to identify classroom behaviors that characterize high achievers and students with gifted potentials.

NOTE: By completing this form, you are referring the above named student for the *DCPS Gifted Education Program*. 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.

Advanced Language

☐ Average ☐ Above Average ☐ Superior ☐ Exceptional

- 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: _____

Analytical Thinking

☐ Average ☐ Above Average ☐ Superior ☐ Exceptional

- 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: _____

Meaning Motivation
☐Average ☐Above Average ☐Superior ☐Exceptional

- 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 _____

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

Perspective
☐Average ☐Above Average ☐Superior ☐Exceptional

- Interprets another's point of view insightfully _____
- Shows dimension, angle or perspective 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: _____

Sense of Humor
☐Average ☐Above Average ☐Superior ☐Exceptional

- Says or does something indicating a sense of humor beyond age expectation _____
- Catches an adult's subtle humor _____
- Understands and uses puns and riddles _____
- "Plays" with language, uses puns and figurative 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: _____

Sensitivity
☐ Average ☐ Above Average ☐ Superior ☐ Exceptional

- 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: _____

Accelerated Learning
☐ Average ☐ Above Average ☐ Superior ☐ Exceptional

- 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: _____

Recommended for

☐ General Intellectual Ability

Recommended for

☐ Specific Academic Aptitude in the area(s) of
☐ English/Language Arts ☐ Mathematics

☐ Not recommended for gifted education at this time.

Teacher Signature

Date

Checklist based on Kingore, B. (2001). The Kingore Observation Inventory (KOI), 2nd ed. Austin: Professional Associates Publishing.