

**GREENBRIER SCHOOL DISTRICT**  
**GIFTED AND TALENTED EDUCATION**  
**Referral Form**

**General Information**

Student \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Parents or Guardians \_\_\_\_\_

Address \_\_\_\_\_

E-mail Address \_\_\_\_\_

Telephone \_\_\_\_\_ Birth Date \_\_\_\_\_

School \_\_\_\_\_ Person completing this form \_\_\_\_\_

Homeroom teacher \_\_\_\_\_ Referred by \_\_\_\_\_

**Cumulative Folder Information**

Achievement Test Scores:

MAP RIT Scores (all grades)			ACT Aspire NPR (4th & 5th grade only)				
Test Date:			Test Date:				
Reading	Math	Language	Reading	English	Writing	Math	Science

- ☐ Please attach samples of the student's creativity and/or academic achievement. Include each of the following:
- ☐ Piece of writing
  - ☐ Math open response
  - ☐ An example of the student's deeper thinking (could be CER, project, presentation, project reflection, etc.)

## Questionnaire

\_\_\_\_\_ On a scale of 1 to 5 what is this student's needs for the gifted program (1) indicating the program is NOT needed and (5) indicates the MOST NEED for the program.

Reason for referral (give specific examples) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What special creative, intellectual, or behavioral strengths suggest that this child be screened for the gifted program? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Many children could benefit from the specialized instruction offered in the gifted program. However, not every child needs such programming. Keeping this in mind, what seems to be the specific educational needs (strengths) that this child has? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Behavior Rating Scale

Student \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

Directions: Place an X in the space beside each statement which BEST describes the student.

<u>Intellectual and/or Academic Characteristics</u>	<u>Seldom</u>	<u>Occasionally</u>	<u>Almost Always</u>
1. Has verbal behavior characterized by "richness" of expression, elaboration, and fluency	_____	_____	_____
2. Possesses a large storehouse of information about a variety of topics beyond the usual interests of youngsters his/her age	_____	_____	_____
3. Has rapid insight to cause-effect relationships; tries to discover how and why of things; asks many provocative questions; wants to know what makes things or people "tick"	_____	_____	_____
4. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others	_____	_____	_____
5. Read a great deal on his own: does not avoid difficult material	_____	_____	_____
<u>Task Commitment and/or Motivational Characteristics</u>			
1. Follows through with tasks that initially is motivated to do so	_____	_____	_____
2. Is easily bored with routine tasks	_____	_____	_____
3. Is self-critical; strives toward perfection	_____	_____	_____
4. Needs minimal directions from teachers	_____	_____	_____
5. Has tendency to organize people, things, and situations	_____	_____	_____
6. Carries responsibility well	_____	_____	_____
7. Is self-confident with children his/her age, as well as adults; seems comfortable when asked to show his/her work to class	_____	_____	_____
<u>Creativity Characteristics</u>			
1. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything	_____	_____	_____
2. Generates a large number of ideas or solutions to problems and questions; often offers unusual, unique, clever responses	_____	_____	_____
3. Is uninhibited in expressing of opinion, is somewhat radical and spirited is disagreement; is tenacious	_____	_____	_____
4. Is a high risk taker; is adventurous and speculative	_____	_____	_____

Intellectual and/or Academic Characteristics

Seldom

Occasionally

Almost Always

5. Displays a good deal of intellectual playfulness; fantasizes; images ("I wonder what would happen if..."); manipulates ideas (i.e. changes, elaborates upon them); is often concerned with adapting, improving, and modifying institutions, objects, and systems

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Is unusually aware of his impulses and more open to the irrational in himself (freer expression of feminine interest for boys, greater than usual amount of independence for girls); shows emotional sensitivity

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Is sensitive to beauty; attends to aesthetic characteristics of things

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. Is nonconforming; accepts disorder; is not interested in details; in individualistic; does not fear being different

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_