

TLEC Gifted Pre-assessment Form

Referring Teacher fills out:

Part I

Summary

Autonomous Learner Checklist

Part II—School Psychologist, Gifted Facilitator,
Principal or other member of the team
may
complete this part.

Signatures for Part I—everyone involved in the
Pre-assessment +
Principal

Signatures for Part II—everyone who signed Part I
+
Superintendent

Observation—anyone on the team

*A Separate Parent Checklist should be given to
the parents by the School Psychologist at the
time Permission to Test is acquired.*

Rev. 7-10
For Office Use Only

Date _____

District _____

Date _____

BUILDING LEVEL TEAM REPORT---(high ability)

Part I---Needs, Records, and Intervention Plan--to be completed by teacher and principal

PART I

A

Student	DOB	Age	School	Grade
Parent / Guardian	Address	City	Zip	Phone

B. Needs Identification (LIST AND PRIORITIZE)

1. _____
2. _____
3. _____

C. Records Review

Kansas State Assessments: (previous 2 years if available)	Year	Score	Level of Proficiency
Reading			
Writing			
Math			
Science			
Social Studies			

School Attendance

- a. Number of schools attended to date: _____
- b. Average number of absences per year: _____
- c. Number of absences this year: _____

Is this student from a bilingual or non-English speaking home? _____

Has this student been previously referred or evaluated? _____

If so, what were the results and what recommendations were made?

D. Intervention Plan (1 or more strategies for each of the needs identified in Part I Section B)

It is not necessary to have a strategy for each of the following sections, just a minimum of 1 per need.

Need: _____

Most Students can. . . _____

This Student can. . . _____

Intervention: _____

Beginning Date: _____ Ending Date: _____

Effectiveness of strategy in meeting stated need (utilize specific data in your narrative)

Further plans for this intervention strategy, i.e. continuation, modification, etc.

Need: _____

Most Students can. . . _____

This Student can. . . _____

Intervention: _____

Beginning Date: _____ **Ending Date:** _____

Effectiveness of strategy in meeting stated need (utilize specific data in your narrative)

Further plans for this intervention strategy, i.e. continuation, modification, etc.

Need: _____

Most Students can. . . _____

This Student can. . . _____

Intervention: _____

Beginning Date: _____ **Ending Date:** _____

Effectiveness of strategy in meeting stated need (utilize specific data in your narrative)

Further plans for this intervention strategy, i.e. continuation, modification, etc.

Need: _____

Most Students can. . . _____

This Student can. . . _____

Intervention: _____

Beginning Date: _____ Ending Date: _____

Effectiveness of strategy in meeting stated need (utilize specific data in your narrative)

Further plans for this intervention strategy, i.e. continuation, modification, etc.

E. Staff member completing observation: _____
(see attached observation form)

F. Signatures of those involved in the design and implementation of the Intervention Plan

Name	Position	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	PRINCIPAL	_____

This page contains a list of possible interventions, many of which can be adapted to any curricular area. It is by no means a complete list. See a gifted facilitator for more ideas and suggestions.

- 1. Testing out of units (i.e. spelling, math, etc.)**
- 2. Work with above-grade level materials**
- 3. Acceleration through subject materials—compacting the curriculum**
- 4. Participation in accelerated classes and advanced placement classes**
- 5. Provide problem-solving activities (i.e. math, science, social studies, etc.)**
- 6. Independent studies and projects**
- 7. Learning contracts**
- 8. Special student presentations and performances**
- 9. Supplemental learning material at student’s reading / instructional level**
- 10. Learning centers or stations, task cards, and learning packets**
- 11. Optional units or assignments**
- 12. Opportunities to develop leadership characteristics**
- 13. Special activities in the arts (i.e. creative writing, art, music, etc.)**
- 14. Assign higher level questions: minimize recall questions and emphasize application, analysis, synthesis, and evaluation questions.**
- 15. Reading Response Journal with an emphasis on analytical and / or evaluative responses**
- 16. Provide extra credit / incentives for going beyond the required objectives / outcomes**
- 17. Allow student to accomplish some or all of curriculum objectives through a subject-integrated independent study**
- 18. Arrange for student to go to an advanced grade-level classroom for instruction**
- 19. Provide critical and / or creative thinking activities**
- 20. Pretest to determine mastery of specific skills within a unit of study**

II SUMMARY

To be completed by person initiating referral.

SUMMARY

In the form of a narrative, please record a summary of observations which indicate that this child has above average ability. Of particular importance are any observed incidences of problem-solving, higher level thinking skills and subject area skills, that go beyond those of age / grade peers. To assist in this, teachers may want to refer to the Teacher Recommendation checklist and include some elaboration on 3 or 4 of the characteristics they checked.

OBSERVATION FORM

Student Name: _____ **Observer:** _____

Date of Observation: _____ **Total time:** _____

Activities:

1. _____
2. _____
3. _____

Frequency Counts:

volunteering answers _____ **responding when called upon** _____ **assisting others** _____

evidence of leadership _____ **group participation** _____

Narrative:

The Autonomous Learner Model: Optimizing Ability

Autonomous Learner Model

Teacher Recommendation

Learner's Name: _____

Person Completing Form: _____

I. Students nominated for the Autonomous Learner Program will exhibit some or all of the following characteristics. Those noted in italics may be alternative manifestations of giftedness. Please check those which apply:

- _____ 1. Has vocabulary or knowledge in a specific area that is unusually advanced for age or grade.
- _____ 2. Has knowledge about things which other students his/her age are unaware.
- _____ 3. Grasps concepts quickly, easily, without much repetition. *Bored with routine tasks and may refuse to do rote homework.*
- _____ 4. Recognizes relationships and comprehends meanings. *May make jokes or puns at inappropriate times.*
- _____ 5. Has unusual insight into values and relationships. *May perceive injustices and assertively oppose them.*
- _____ 6. Asks more provocative questions about the causes and reasons for things. *May refuse to accept authority and be non-conforming.*
- _____ 7. Evaluates facts, arguments, and persons critically. *May be impatient or critical of self and others, including the teacher.*
- _____ 8. Enthusiastically generates ideas or solutions to problems and questions. *May be difficult to get involved in topics in which he/she is not interested in.*
- _____ 9. Has intense, often diverse self-directed interests. *May be difficult to get involved in topics which he/she is interested.*
- _____ 10. Prefers to work independently. *May be highly individualistic and seem stubborn.*
- _____ 11. Produces many and varied solutions to problems.
- _____ 12. Is flexible. *Has high tolerance of disorder or ambiguity. May be impatient with details or restrictions.*
- _____ 13. Is highly original, playful, imaginative. *Capable of fantasy that is often sustained.*
- _____ 14. Has capacity for task commitment in areas of passion. *May resist working on projects in which he/she is not interested. Bored with routine or repetitive tasks.*
- _____ 15. Uses imagination and fantasy in solving personal and universal problems (i.e., imaginary situations, inventing cures for disease, poverty, solving energy crisis, etc.). *May be considered wild or silly by peers or teachers.*
- _____ 16. Has a keen sense of humor and often perceives humor in situations others are unaware of. *May make jokes at inappropriate times.*
- _____ 17. Takes intellectual and emotional risks in expressing or trying out original ideas. Does not fear being different. *May be viewed as unrealistic, "crazy" or too aggressive.*
- _____ 18. Has intense feelings and opinions that he/she may be uninhibited in expressing.
- _____ 19. Is intensely curious about many things. *May interrupt or ignore class activities to pursue interests.*
- _____ 20. Shows emotional and aesthetic sensitivity.

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PARENT INVENTORY OF GIFTED CHARACTERISTICS

Name: _____

Please check the skills and characteristics you see in your child.

- _____ 1. Has the ability to multi-task—can appear to not be paying attention yet accomplishes task
- _____ 2. Possesses advanced vocabulary /language skills

- _____ 3. Exhibits good memory skills
- _____ 4. Met developmental milestones earlier than average
- _____ 5. Demonstrates advanced math/problem-solving skills
- _____ 6. Displays a finely developed sense of humor
- _____ 7. Learns easily and grasps concepts quickly
- _____ 8. Has an awareness of world events
- _____ 9. Hates to lose or be wrong—would rather not take part than risk failure
- _____ 10. Shows perception and sensitivity
- _____ 11. Displays creative imagination
- _____ 12. Shows strong task commitment and self-direction/ Displays intense interests
- _____ 13. Questions everything/the master of awkward questions
- _____ 14. Exhibits leadership skills/likes to be in control
- _____ 15. Sees unusual connections /relationships

Parent
Signature _____ Date _____

Parent
Signature _____ Date _____

Please choose 2 of the above characteristics for elaboration. You may use the back of this page, if needed.