



Roaring Fork School District

NOMINATION FORM FOR GIFTED AND TALENTED PROGRAMMING

Date: _____ Student Name: _____
Date of Birth: _____ Grade: _____ School: _____
Email: _____ Phone #'s: _____ -
Parent/Guardian Name _____

***Gifted** children mean those whose abilities, talents, and potential for accomplishment are so outstanding that they require special provisions to meet their educational. Gifted students are capable of high performance in any or a combination of these areas:*

- *General intellectual abilities*
- *Specific academic aptitude*
- *Creative, productive thinking*
- *Leadership*
- *Visual Arts, Performing Arts, Musical, Dance or Psychomotor Abilities*

Directions:

- Be candid in your assessment
- Make sure your comments reflect the student's strengths **and** weaknesses
- Collaborate with teachers and specialists where appropriate
- Provide detailed written information/evidence below to support your nomination

THANK YOU FOR YOUR CONTRIBUTION!

NOTE: One test cannot accurately determine gifted status; therefore multiple tests are used to build a body of evidence that may or may not support formal identification. The information you provide will be added to the student's body of evidence. The body of evidence is considered at a meeting and will determine if it supports gifted testing/identification. You will also be notified of this child's status following evaluation and the PEAK teacher will contact you to write an ALP.

I recommend that this student be considered for the Roaring Fork School District Gifted and Talented Program, PEAK. If this is a parent nomination, by signing this form you give Roaring Fork School District permission to begin evaluation of this student.

Signature

Relationship to student

Please describe your observations of all behaviors and/or characteristics *that apply to this student*, to support his/her nomination:

1. In what capacity have you known the student? For how long have you known the student?

2. What characteristics of the student led you to recommend him/her into the program (motivation, intensity, interests, problem-solving, inquiry/curiosity).

Please rate the following students on the scale below:

1 = Seldom

2= Often

3= Consistent

Has a verbal behavior characterized by “richness” of expression, elaboration, and fluency.		Handles outside responsibilities while meeting school demands.		Appears to have more ability than performance indicates.	
Possesses a large storehouse of knowledge about a variety of topics beyond the usual interest of youngsters his or her age.		Displays maturity of judgment and reasoning beyond own age level.		Is a good guesser.	
Has rapid insight into cause and effect relationships; tries to discover the how and why of things; wants to know what makes things or people “tick.”		Demonstrates unusual retentiveness.		Exhibits hostility through humor.	
Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things		Has unusual capacity for processing information.		Prefers not to do something rather than risk failure.	
Is a keen and alert observer; usually sees more or gets more out of a story, film, etc. than others.		Has high level of verbal ability, even if using non standard English.		Challenges and questions frequently.	
Follows through with tasks that initially he or she was motivated to do.		Shows collaborative behavior with peers.		Has difficulty accepting limitations of time, space, or resources for activities.	
Is self-critical; strives toward perfection		Displays unusual sensitivity to feelings and expectations of others.		Tends to dominate discussions or activities.	
Is interested in many adult problems such as religion, politics, race etc. more than usual for his or her age level.		Performs extremely well in academic areas where student feels supported.		Responds with passive boredom to non-challenging curriculum that includes repetition, drill, or memory exercises.	
Has a tendency to organize people, things, or situations.		Can conceptualize solutions to social and environmental problems.		Performs extremely well in areas of personal interest that may be unrelated to current curriculum.	
Is concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.		Demonstrates emotional depth and intensity.		Wants to function in an environment with minimal limitations and structure.	

***PLEASE RETURN THIS FORM TO THE PEAK TEACHER IN YOUR BUILDING**