



**Nomination/Permission Form for Placement into the
Talented and Gifted Education Program
2016-2017**

Due Nov. 17th, 2016

Student Name:			Student ID Number:		
School Attending:		Teacher:		Current Grade Level:	
Date of Birth:	Gender:	Race:		Special Ed: <input type="checkbox"/> YES <input type="checkbox"/> NO	
Assessment Request: <input type="checkbox"/> Intellectual <input type="checkbox"/> Math (Circle Only One Based on Student Strength: English OR Spanish) <input type="checkbox"/> Reading (Circle Only One Based on Student Strength: English OR Spanish) Student Native Language _____ ESL: <input type="checkbox"/> YES <input type="checkbox"/> NO ELPA Level: Circle 1 2 3 4 5 Is Interpretation Needed (for directions only)? <input type="checkbox"/> YES <input type="checkbox"/> NO					
Previously Identified: <input type="checkbox"/> Intellectual <input type="checkbox"/> Math <input type="checkbox"/> Reading					
Testing Accommodations from IEP/504 (found in Synergy):					
Parent/Guardian Permission:					

Characteristics Common to Intellectually Gifted Students											
Does the student demonstrate any of the following common characteristics and patterns of achievement or performance? Check all that apply. P=Parent, T=Teacher											
	P	T		P	T		P	T		P	T
Complex Vocabulary			Many Interests and Hobbies			Asks a Lot of Probing Questions			Comprehends Ideas Very Quickly		
Very Quick Recall of Facts			Can Grasp Underlying Principles and Make Generalizations			Curious and Investigative			Easily Bored and Inattentive		
Prefers to Work Independently			Stubborn in Own Belief			Alert and Eager			Highly Creative		
Prefers Complex Unconventional Ideas			Sees Familiar Things in an Unusual Way			Produces Original Products			Keen Sense of Humor		
Leadership Qualities			Non-Conformist			Seeks Company of Older Peers/Adults			Multilingualism		

Characteristics Common to Underachieving Gifted Students

Does the student demonstrate any of the following common characteristics and patterns of underachievement or underperformance? Check all that apply. P=Parent, T=Teacher

	P	T		P	T		P	T		P	T
High IQ			Poor Work Habits			Inability to Concentrate			Lack of Effort		
Intense Interest			Unfinished Work			Low Self-Esteem			Easily Bored and Inattentive		
Prefers to Work Independently			Frustrated Easily			Negative Attitude			Failure to Respond to Motivation		
Refusal to Comply			Class Clown/Attention Seeking			Disruption of Others			Asks "Why" Often		
Lack of Communication			Non-Conformist			Withdrawn			Absence of Self-Direction		

Possible Areas of Evidence – School Completes All That Apply (including scores if applicable)

Intellectual Assessments	CogAT7:	Other:	Other:
Math Assessments	IOWA:	SBAC:	Other:
Reading Assessments	IOWA:	SBAC:	Other:
Grades			
Observations			
Oral Response			
Sample of Student Work (May include native language)	Type:	Type:	Type:
	Score:	Score:	Score:
1 – Early Beginner 2 – Beginner 3 - Proficient			
Portfolios			
Other Notes			

Final Placement Decision – School Completes – Mark All That Apply

YES	Intellectual	Math	Reading
POTENTIAL	Intellectual	Math	Reading
NO	Intellectual	Math	Reading
Team Signatures			
Principal			Date:
TAG Facilitator			Date:
Teacher			Date:
Other			Date: