



Alene Lindley
DIRECTOR OF GIFTED/TALENTED
AND ADVANCED ACADEMIC STUDIES

Gifted and Talented Elementary Parent Checklist

Dear Parent(s) of Students in Grades 1 – 5:

Parental input is an important component of the identification process for the gifted program. A Parent Checklist for your use in referring your child for the gifted/talented program in Katy Independent School District is attached.

Please read the directions carefully. **Remember, if you indicate a “3” or “4”, you must give examples of specific behaviors; otherwise a “2” will be given.**

To help you in filling out the checklist, please compare your child’s behaviors to other children in your family at about the same age or to other children of about the same age that you have observed. Remember, this is a subjective measure, and we are asking for your carefully considered observations based on your knowledge of your child.

Katy ISD uses multiple measures in the identification process. Both standardized test measures like the Otis Lennon School Ability Test (objective data) and non-standardized measures like the Parent Checklist (subjective data) are used for screening and identification of gifted students.

NOTE: There is a big difference between a high achieving child and a gifted child. Please refer to the list on the back of this cover letter as you consider your child’s behaviors. Typically 3-5% of a population can be considered gifted. That means in a class of 25 students, approximately one student would be identified.

Thank you for your contribution in determining the most appropriate service for your child based on his/her needs. Should you have any questions or concerns about your elementary student, please call the counselor at your child’s school.

Failure to return the checklist by the due date will prevent your child from being screened for the program.

Sincerely,

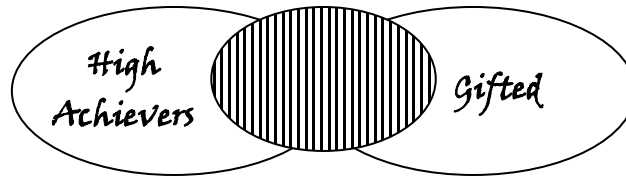
A handwritten signature in cursive script that reads 'Alene Lindley'.

Alene Lindley
Director of Gifted/Talented and Advanced Academic Studies

High Achieving and Gifted Learners

- Characteristics and Behaviors -

by J. Juntune, 1997 adapted from J. Szabos, Challenge Magazine, 1989



High Achievers

- Knows the answer
- Is receptive to new ideas
- Is interested in Learning
- Copies accurately
- Is attentive in class
- Enjoys school
- "Loves the teacher"
- Absorbs information
- Has good ideas
- Is a technician of ideas
- Answers the questions
- Good memorizer
- Loves to memorize
- Completes assignments
- Enjoys a straightforward, sequential presentation
- Works hard
- Is alert
- A top group student
- Is pleased with his/her own learning
- Listens with interest
- Likes an authority to be in charge
- Loves rules
- Learns with ease
- Learns easily at the knowledge and comprehension level
- 6-8 repetitions for mastery
- wants the "rules" of the assignment spelled out
- "What do I need to do to get an A?"
- Understands ideas
- Grasps the meaning
- Is focused on the destination or end product

Gifted Learners

- Asks the questions
- Is intense about ideas
- Is highly curious
- Creates a new design or way of doing it
- Is mentally and physically involved
- Enjoys learning
- Loves ideas
- Manipulates information
- Has wild, silly ideas
- Is an inventor of ideas
- Discusses in detail, elaborates
- Good, informed guesser
- Loves to think and ponder
- Initiates projects
- Thrives on complexity
- Loves ambiguity
- Plays around, yet tests well
- Is keenly observant
- Is beyond the group
- Is highly self-critical
- Shows strong feelings and opinions
- Has own idea for how it should be done
- wants only basic guidelines
- Already knows
- Sees relationships and combines ideas
- Sees the whole picture
- 1-2 repetitions for mastery
- "I want to do it my way."
- Has a better way to do it
- "What is the purpose of this assignment?"
- Constructs abstractions
- Prefers older students or adults
- Draws inferences
- Is focused on the "journey"

Katy Independent School District
Elementary Challenge Program
PARENT CHECKLIST

Student's Last Name:		First Name:		MI:	Sex: M F	Ethnicity:	
Language Spoken at Home:			Campus:		School Year:		
Parent Name:			Telephone #:		Work #:		Student's Birth Date:
Street Address:				Email Address:			
City:	State: TX	Zip:	Student ID Number:		Current Grade: 1 2 3 4 5		Teacher:

I give my permission for the district to collect additional information about my child. I also give permission for my child to be served in the GT program if he/she is identified for placement.

Parent/Guardian Signature	Date
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**IMPORTANT: Return
by published deadline.**



Directions:

Circle the number that best describes your child.

4 = My child demonstrates this trait most of the time.

3 = My child demonstrates this trait frequently.

2 = My child rarely demonstrates this trait.

1 = My child does not have this trait.

Note: If you circle a "3" or "4", please give an example to explain your response.

If no example is given, a "2" will automatically be given for that item.

My child . . .

1.	Has unusually advanced vocabulary for age or grade level.	1	2	3	4
2.	Is able to express ideas in a variety of ways.	1	2	3	4
3.	Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc., than others.	1	2	3	4
4.	Is interested in many adult problems such as politics, religion, philosophy – more than usual for age level.	1	2	3	4
5.	Uses analogies to make generalizations; looks for similarities and differences.	1	2	3	4
6.	Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	1	2	3	4

7.	Generates many ideas or solutions to problems; often unusual or clever responses.	1	2	3	4
8.	Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers.	1	2	3	4
9.	Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions.	1	2	3	4
10.	Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.	1	2	3	4
11.	Possesses a large storehouse of knowledge about a variety of topics.	1	2	3	4
12.	Has quick mastery and recall of factual information.	1	2	3	4
13.	Is persistent in task completion. (It may sometimes be difficult to get him/her to move to another topic.)	1	2	3	4
14.	Initiates independent learning.	1	2	3	4
15.	Accepts academic challenges with enthusiasm.	1	2	3	4
16.	Reads a great deal on his/her own; usually prefers above-level materials.	1	2	3	4
Has your child previously been screened for the Katy ISD GT program?		<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
If yes, at which campus? _____ School year _____					
Is your child currently served in any other special programs?		<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
If yes, identify program _____					
What other information would you like us to know about your child?					

For office use only:

1's		2's		3's		4's		=	_____
_____	+	_____	+	_____	+	_____	=	_____	