



## HIGHLY CAPABLE SERVICES Parent/Guardian Form

Parent/guardian permission to test and/or review student information for eligibility in La Center School District Highly Capable Program:

Student Name \_\_\_\_\_

School \_\_\_\_\_ M/F \_\_\_\_\_ Birth Date \_\_\_\_\_ Grade \_\_\_\_\_

Home Address \_\_\_\_\_

City, State \_\_\_\_\_ Zip Code \_\_\_\_\_

Phone (Home) \_\_\_\_\_ (Work) \_\_\_\_\_

Fax \_\_\_\_\_ Email \_\_\_\_\_

Check this box if you **do not** want your child tested or do not want your child's data reviewed for highly capable program placement. (This option is for parents whose student was nominated for placement in the program by their teacher, but do not wish to pursue placement.)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

After completing the following checklist, please:

- ▶ Total the points
- ▶ Record them here
- ▶ Return this entire form to your school office

<b>Total Score:</b>
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Please return this form along with the Teacher Checklist of Creative and Cognitive Characteristics to your school office by Friday, March 12, 2021.

**HIGHLY CAPABLE SERVICES**  
**PARENT CHECKLIST OF CREATIVE AND COGNITIVE CHARACTERISTICS**

The following characteristics are typical of gifted students. Few students demonstrate all the qualities on a consistent basis.

**PLEASE:**

- ▶ Carefully consider your child in light of this list.
- ▶ Feel free to draw a line through any characteristic that you have never observed in your child.
- ▶ Write comments/examples when you can.

Read the list of descriptions in each category and then circle the appropriate number.

**OBSERVATION Some possible behaviors may include:**

- Able to perceive relationships between people, objects, and ideas
- Is alert, keenly observant, responds quickly
- Keen sense of justice and equity; quickly perceives injustice (e.g., prejudice)
- Tends to be aware of people and their activities

	<u>Almost Always</u>	<u>Usually</u>	<u>Frequently</u>	<u>Occasionally</u>	<u>Rarely</u>
Circle the appropriate number:	5	4	3	2	1
Comments/Examples					

**VERBAL PROFICIENCY Some possible behaviors may include:**

- Highly proficient in native language
- Large vocabulary
- Expresses Ideas clearly
- Verbal expressions and figures of speech
- Is able to play a number of different roles in role playing and storytelling
- Richness of imagery in daily language
- May talk non-stop or interrupt to share important ideas

	<u>Almost Always</u>	<u>Usually</u>	<u>Frequently</u>	<u>Occasionally</u>	<u>Rarely</u>
Circle the appropriate number:	5	4	3	2	1
Comments/Examples					

**PROBLEM SOLVING Some possible behaviors may include:**

- Ability to reason things out; recognizes and comprehends patterns and relationships
- Asks insightful questions
- Inquisitive
- Questions the how and why of things
- Wants to know the how and why of things
- Uses unusual means to solve problems
- Tends to view problems in entirety, not in isolated parts
- Can show relationships between apparently unrelated ideas
- Can see a variety of possible solutions and choose one that will be successful

	<u>Almost Always</u>	<u>Usually</u>	<u>Frequently</u>	<u>Occasionally</u>	<u>Rarely</u>
Circle the appropriate number:	5	4	3	2	1
Comments/Examples					

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**CONCENTRATION (Ability to remain focused for a long period of time.) Some possible behaviors may include:**

- Long attention span; and/or
- Easily bored with routine tasks, prefers more difficult tasks
- May express displeasure at having to stop an activity
- Has tendency to lose track of time when absorbed in an activity
- May choose a subject and try to learn everything about it over a long period of time

Circle the appropriate number:                      Almost Always                      Usually                      Frequently                      Occasionally                      Rarely

5                      4                      3                      2                      1

Comments/Examples \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**DIVERSE INTERESTS (Interested in many different areas.) Some possible behaviors may include:**

- Knows a wide variety of information which most children of this age are unaware
- Has a "need to know," interested in a wide range of things
- May be intensely interested in non-school subjects
- May show excitement in voice about discoveries
- Eager to tell others about discoveries
- Often attempts to do more than one thing at a time
- May read widely and extensively

Circle the appropriate number:                      Almost Always                      Usually                      Frequently                      Occasionally                      Rarely

5                      4                      3                      2                      1

Comments/Examples \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ACADEMIC (Ability to acquire school knowledge.) Some possible behaviors may include:**

- Learns rapidly, easily, and retains the material
- Does some academic work above grade level
- Enjoys the challenge of difficult problems and activities
- Independent worker, completes assignments with attention to quality

Circle the appropriate number:                      Almost Always                      Usually                      Frequently                      Occasionally                      Rarely

5                      4                      3                      2                      1

Comments/Examples \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**LEADERSHIP (Ability to help others work together productively.) Some possible behaviors may include:**

- Tends to be a leader, generally directs the activity in which they are involved
- Adjusts to change with a minimum of difficulty, seems able to take risks

Circle the appropriate number:                      Almost Always                      Usually                      Frequently                      Occasionally                      Rarely

5                      4                      3                      2                      1

Comments/Examples \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**INDEPENDENCE Some possible behaviors may include:**

- Individualistic - likes to work by self; and/or
- May resist authority, be non-conforming, stubborn/or be self-directed and motivated toward own goals
- May disagree vocally (and often) with others including teachers

Circle the appropriate number:                                    Almost Always                                    Usually                                    Frequently                                    Occasionally                                    Rarely  
5                                    4                                    3                                    2                                    1

*Comments/Examples* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**MOTIVATION: Some possible behaviors may include:**

- Sets high standards for self; can be a perfectionist; may become frustrated when work does not meet own standards
- Demonstrates persistence in tasks
- Great desire to excel
- Self-motivated
- Initiates and applies ideas to own projects
- May get excited about a subject and learn everything possible about it

Circle the appropriate number:                                    Almost Always                                    Usually                                    Frequently                                    Occasionally                                    Rarely  
5                                    4                                    3                                    2                                    1

*Comments/Examples* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_