



Referral Packet for Gifted Assessment

2020-2021

Parent:

- Review and sign the Referral for Assessment Form
- Complete the parent checklist
- Return the packet to the Gifted Intervention Specialist in your child's building
- The district tester will be in touch with you for more details regarding the assessment

Teacher:

- Complete student information on Referral for Assessment Form
- Send packet home for parent completion
- When packet is returned, **complete the teacher checklist** on the last page
- Place in your building's Gifted Intervention Specialist's mailbox (they will forward the form to the district tester)

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Parent/Guardian Referral for Assessment

- Please be aware that assessments for reading and math are scheduled by the school for grades 3-12. In most cases, no additional testing for reading and math is needed unless the student is in grades K-2.
- A student who qualifies for gifted identification will score at the 95th percentile, or greater, in Reading or Math on the Measure of Academic Progress (M.A.P.) tests.
- Identification in Creative Thinking requires an ability score (cognitive) of 110 (K-6) or 111(7-12) on the NNAT, or a score of 112 on the Terra Nova **and** a qualifying score on the Creative Thinking Checklist or Torrance Tests of Creative Thinking.
- An ability (cognitive) score of 95% on the NNAT3 or the Raven’s 2 Progressive Matrix identifies a student in Superior Cognitive Ability.
- Completing the attached checklists aids in determining which assessment is a better match for the student.
- No test will be administered without a signed Referral for Assessment.
- No test will be administered without first notifying the teacher and family of the testing date.
- Testing will be conducted within 90 days of the Board of Education receiving the signed Referral for Assessment. If you have questions please contact **Toia Robinson-Snowden, Coordinator of Gifted and Fine Arts at 216-320-2182.**

Student’s Name: _____ **Date of Birth:** _____

Address: _____ **Zip:** _____

Parent/Guardian: _____

Phone: (Home) _____ **(Work)** _____ **(Cell)** _____

School: _____ **Grade:** _____

Teacher: _____ **Date:** _____

I understand that by signing this document my child will receive assessment(s) by designated school personnel, and that information may be shared with teachers, principals, and other appropriate school personnel. I understand that Cleveland Heights—University Heights City Schools follows the State of Ohio criteria for identification, and I will receive notification by mail whether or not my child is identified and in which area.

Permission is given to conduct the assessment(s)

Permission is denied.

Area of assessment being requested: _____ **(Cognitive is default)**

(Parent/Guardian Signature)

(Relationship to Child)

(Date)

For Office Use Only:

Contacts: Parents _____

School _____ Scheduling _____ SV _____

Student Observation Checklist - Parent

Mark each description that applies to your child.

- Student requires more repetitions or hands-on learning when new material/experience is introduced
- May refuse to do work (viewed as immature)
- Delay in acquiring reading skills
- Shows inconsistent achievement
- Attention span is long, persistence is noticeable
- Struggles to learn basic skills, may develop compensatory behaviors
- Strong observer, but recall can be difficult
- Confrontational or challenging style of questioning
- Diagnosed or suspected cognitive difficulty related to reading
- Significant difficulty in written language
- May use language in inappropriate ways and at inappropriate times
- Frequently have reading difficulties
- Attention difficulties, but may sustain intense focus in an area of high interest
- May appear disrespectful when questioning information, facts, etc. presented by teacher
- Unusual imagination
- Has bizarre, unusual ideas
- Sometimes appear immature since they may use anger, crying, withdrawal, etc. to express feelings and to deal with difficulties
- Lack of opportunities and access to school-readiness materials may delay acquisition of basic skills
- Strong observational skills
- Excel in brainstorming and solving “real-world” problems
- Lack of access to reading materials may delay acquisition of reading skills
- Questioning attitude which may at times be demonstrated in confronting or challenging way
- Take risks often without consideration of consequences
- May use humor to become “class clown,” to deal with stressful situations, and to avoid trouble
- May appear to daydream while thinking
- Takes on battles of loved ones, peers
- Will confront real or perceived injustices
- Strong storytelling ability
- Humor used to divert attention from scholastic difficulties
- Talkative; code switches
- May not complete homework
- Shows high interest in many topics with little follow-through
- Richness of imagery in ideas, art, music, language other than that dominant at school
- Often appear to be extremely stubborn and inflexible
- Highly critical of self and others including teachers
- May be perceived as loners since they do not fit the typical model for either a gifted or learning disabled student
- Sometimes have difficulty being accepted by peers due to poor social skills
- The disability may interfere with ability to exercise leadership skills
- Very focused interests, i.e., a passion about a certain topic to the exclusion of others
- Emotional response out of sync with what is typical
- Falls apart under pressure
- Confused by social protocol
- Often mature earlier than age peers since they must accept responsibilities in the home which are normally reserved for older children or even adults
- Inexperience may make them appear socially immature
- May be critical of self and others including teachers
- May be isolated from peers
- May be leaders among the more non-traditional students
- Very focused interests, i.e., a passion about a certain topic to the exclusion of others — usually not related to school subjects
- Flexibility in approaches to problem solving
- Mature sense of humor