

***Brinnon Highly Capable Program***  
**Academically Gifted, Accelerated & Talented Education**

**PARENT NOMINATION FORM**

If you would like to nominate your child for the program, please complete both sides of this form. In most cases, it would be beneficial to inform your child's teacher so they can complete a teacher nomination form as well. Send the completed form to the Quilcene School District's office, attention of Highly Capable Coordinator.

Student Name \_\_\_\_\_ Birth Date \_\_\_\_\_

Teacher Name \_\_\_\_\_ Current Grade \_\_\_\_\_

Name of Nominator \_\_\_\_\_ Relationship to Student \_\_\_\_\_

**Parental Consent Section**

I give consent for my child to be given additional aptitude or achievement tests, **if needed**, to determine his/her appropriateness for placement in the Highly Capable Program. I will be given prior notice if such tests are needed.

\_\_\_\_\_  
Print Parent Name Signature Date

\_\_\_\_\_  
Mailing Address City State Zip

\_\_\_\_\_  
Home Phone Work Phone Cell Phone Email

Students who would benefit from a highly academic, accelerated program, or from enrichment / extension opportunities may be nominated through teacher and/or parent nomination forms. The Quilcene School District serves identified highly capable students through Student Learning Plans (SLPs) that are developed based on individual student needs by the classroom teacher, highly-capable advisor, administration, and school counselor.

**Selected Measures may include data from the following sources but not limited to:**

**Classroom Data:** Teacher observations, grade-trends, and formative and summative assessments are used to inform teacher recommendations.

**Cognitive Abilities Scores:** The Cognitive Abilities Test (CogAT) is an aptitude test that looks at Cognitive reasoning in three areas: Verbal, which deals with language reasoning, Quantitative, which deals with mathematical reasoning, Non-verbal, which deals with symbolic reasoning. WaKIDS may be used in place of the CogAT for Kindergarten students.

To what extent are the following characteristics typical of the Student being nominated?

**Circle appropriate number beside each phrase.**

	Almost Never	Seldom	Sometimes	Often	Almost Always
1. Has a "need to know" or "desire to excel".....	1	2	3	4	5
2. Tends to dominate; likes to lead rather than follow.....	1	2	3	4	5
3. Exhibits unusual ideas or approaches to problem solving.....	1	2	3	4	5
4. Learns easily and quickly.....	1	2	3	4	5
5. Is critical of self.....	1	2	3	4	5
6. Performs mental tasks of a high degree of complexity.....	1	2	3	4	5
7. Can select options or set goals for learning.....	1	2	3	4	5
8. Can be blunt in appraisals; doesn't "beat around the bush".....	1	2	3	4	5
9. Is willing to try new ideas or experiences.....	1	2	3	4	5
10. Displays a keen sense of humor.....	1	2	3	4	5
11. Unusual capacity of self-directed learning.....	1	2	3	4	5
12. Wants a reason for requirements, limits, undesired events.....	1	2	3	4	5
13. Has difficulty conforming to group goals.....	1	2	3	4	5
14. Can anticipate outcomes/results of experiments or stories.....	1	2	3	4	5
15. Works well independently.....	1	2	3	4	5
16. Tends to be impatient.....	1	2	3	4	5
17. Enjoys fantasy, manipulating or elaborating ideas.....	1	2	3	4	5
18. Uses unusually advanced vocabulary.....	1	2	3	4	5
19. Moves easily from simple to complex, concrete to abstract.....	1	2	3	4	5
20. Appears to focus on people and their activities rather than objects...	1	2	3	4	5
21. Shows interest and curiosity about a variety of topics.....	1	2	3	4	5
22. Finds opportunities to initiate and create.....	1	2	3	4	5
23. Enjoys/has wild and silly ideas.....	1	2	3	4	5
24. Aware of detail; keen observer.....	1	2	3	4	5
25. Draws on internal knowledge to solve problems.....	1	2	3	4	5
26. Unusually persistent in his/her interest of a topic.....	1	2	3	4	5
27. Imaginative in writing, music, art, science.....	1	2	3	4	5
28. Remembers facts and knowledge learned earlier.....	1	2	3	4	5
29. Exhibits a strong sense of justice and quickly perceives injustice....	1	2	3	4	5
30. Recognizes relationships and makes logical associations.....	1	2	3	4	5

## Characteristics of Highly Capable and Gifted Students

<b>High Achieving</b>	<b>Intellectually Gifted/Highly Capable</b>	<b>Creative Thinker</b>
Is interested	Is curious	Wonders
Is attentive	Is selectively mentally engaged	Daydreams; may seem off task
Is highly alert and observant	Anticipates and relates observations	Is intuitive
Remembers the answers	Poses unforeseen questions	Sees exceptions
Learns with ease	Already knows	Questions: What if...
Needs 6 to 8 repetitions to master	Needs 1 to 3 repetitions to master.	Questions the need to master
Absorbs information	Manipulates information	Improvises
Memorizes well	Guesses and infers well	Creates and brainstorms well
Comprehends at a high level	Comprehends in-depth complex ideas	Overflows with ideas-many of which will never be developed
Grasps the meaning	Infers and connects concepts	Makes mental leaps. Aha!
Generates advanced ideas	Generates complex, abstract ideas	Overflows with ideas, many of which will never be developed.
Responds with interest and opinions	Exhibits feelings and opinions from multiple perspectives	Shares bizarre, sometimes conflicting opinions
Answers questions in detail	Ponders with depth and multiple perspectives	Injects new possibilities
Performs at the top of the group	Is beyond the group	Is in own group
Gets A's	May not be motivated by grades	May not be motivated by grades.
Is accurate and complete	Is original and continually developing	Is original and continually developing
Is a technician with expertise in the field	Is an expert who abstracts beyond the field	Is an inventor and idea generator
Completes assignments on time	Initiates projects and extensions of assignments	Initiates more projects than will ever be completed
Is receptive	Is intense	Is independent and unconventional
Is able	Is intellectual	Is idiosyncratic
Understands complex, abstract humor	Creates complex, abstract humor	Relishes wild, off-the-wall humor
Enjoys the company of age peers	Prefers the company of intellectual peers	Prefers the company of creative peers but often works alone
Often enjoys school	Enjoys self-directed learning	Enjoys creating
Is pleased with own learning	Is self-critical	Is never finished with possibilities.

There are certain characteristics or behaviors that are indicators of highly capable or giftedness. It is important to note that ALL children may exhibit these traits, but the main difference is that highly capable and gifted children possess these characteristics to a much greater extent and in a more consistent manner. It is also important to note that not all highly capable/gifted children will exhibit every characteristic and some may not always exhibit these traits in a positive way.