



**Gifted/Talented Services Referral Form**

I, \_\_\_\_\_, as parent/guardian/teacher/community member  
(Please print) (Please circle one)

would like to refer \_\_\_\_\_ for the CBISD Gifted/Talented  
screening and assessment process. I believe this child has an extraordinarily high level of  
intellectual or academic ability and that his/her educational needs can best be met by  
Gifted/Talented Services. I understand the school district will make every effort to  
determine the best possible educational services based on the student's educational  
needs. This child is currently in grade \_\_\_\_\_ and attending \_\_\_\_\_.

\_\_\_\_\_

Signature of person making referral

\_\_\_\_\_  
Date

# *Columbia-Brazoria* INDEPENDENT SCHOOL DISTRICT

Dear Parent/Guardian,

Your child, \_\_\_\_\_, has been referred for testing to see if he/she would benefit from Gifted and Talented Services for CBISD. To receive proper services, your child will need to be assessed. The Gifted/Talented Committee will look at numerous pieces of information before eligibility before services can be established. After the student is tested and the Gifted/Talented Committee has evaluated all information by a blind process, the Committee will determine what is best for your child based on your child's assessment data. You will receive written notification of the decision made by the committee.

Please return this form to your child's teacher as soon as possible if you would like the school to assess your child. Thank you for your cooperation.

Sincerely,

\_\_\_\_\_  
Campus G/T Program Coordinator

Child's Name: \_\_\_\_\_

\_\_\_\_\_ Yes, I give my permission for you to assess my child for Gifted/Talented Services.

\_\_\_\_\_ No, I do not wish to have my child tested at this time.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Email \_\_\_\_\_ Telephone \_\_\_\_\_

# Columbia-Brazoria

## INDEPENDENT SCHOOL DISTRICT

### Parent Inventory for Finding Potential

Child _____ Age _____ Grade _____ Gender _____ Date _____ <b>Behavior or characteristic</b>	<b>Seldom or Never (1)</b>	<b>Sometim es (2)</b>	<b>Regula rly (3)</b>	<b>Almost Always (4)</b>
1. <i>Reflective</i> –when asked a complex question or given a new task, tends to take time to think before jumping in				
2. <i>Connective</i> - makes connections with what is already known or tries to apply new information to other contexts				
3. <i>Focused</i> - stays attentive and alert when new or complex information is being given; long attention span				
4. <i>Retentive</i> -remembers information in vast quantities easily				
5. <i>Enjoys School</i> -loves attending school and even “plays” school at home				
6. <i>Enthusiastic</i> - enters into most activities with eagerness				
7. <i>Sensitive to Problems</i> - ready to question or change situations, see inconsistencies, suggest improvements				
8. <i>Abstract Thinker</i> - makes generalizations and draws conclusions that summarize complex information easily				
9. <i>Persistent in Own Interests</i> - tries to follow through on self-initiated work				
10. <i>Curious</i> – pursues interests to satisfy own curiosity; wants to know why and how				
11. <i>Perceptive</i> – is alert, observant beyond years				
12. <i>Aesthetically Responsive</i> –responds to beauty in arts and nature				
13. <i>Independent Thinker</i> – follows own ideas, rather than others’				
14. <i>Sensitive to Others</i> - easily understands how others feel or think; easily hurt by others’ negative actions				
15. <i>Independence</i> – uses own set of values to dictate behavior; concerned with free expression of own ideas.				

16. <i>Sensitive to Ideas, Stories</i> – upset with sad, negative, hurtful events related through some form of communication				
17. <i>Independent in Action</i> – plans, organizes activities; evaluates results				
18. <i>Processing Speed</i> – learns new information easily; recalls rote information rapidly				
19. <i>Verbal</i> – learned to speak and read considerably earlier than age mates: uses extensive vocabulary				
20. <i>Fair</i> – looks out for welfare of others; compassionate; concerned with justice and fairness				

**Please indicate how often you observe the following behaviors in your child. Check the box that indicates your response.**

21. <i>Self-Critical</i> – mistrusts own ability; lower self-concept than age mates; is hard on self in self-evaluation				
22. <i>Achievement Need</i> – strong drive to be “the best,” be recognized as expert, master domain of knowledge or set of skills				
23. <i>Persistent in Assigned Tasks</i> –concerned with completion and follow through when given a task to do				
24. <i>Elaborative</i> – concerned with detail, complexity; involved with implications of situation				
25. <i>Dominant</i> – asserts self with influence in group situations				
26. <i>Uneven</i> –is not balanced in skills and abilities; very good in some things but not everything				
27. <i>Flexible</i> – approaches ideas from a number of perspectives; is adaptable				
28. <i>Structurer</i> – shapes the environment around self so comfortable; negotiates tasks to suit own needs, interests				
29. <i>Risk-Taker</i> – takes mental, emotional, and physical risks easily				
30. <i>Tolerant of Ambiguity</i> – comfortable in “messy” contexts and with ill-structured tasks which seem impossible to solve				
31. <i>Confident</i> – feels can produce at will; positive about own abilities				
32. <i>Inner Locus of Control</i> – attributes success and failure to own efforts and ability				
33. <i>Fluent</i> – produces large number of ideas easily				
34. <i>Original</i> – uses original methods; creates unusual, unique products				
35. <i>Imaginative</i> – freely responds to ideas, producing mental images, fanciful insights				
36. <i>Physically Expressive</i> – enjoys physical activities as a means for self-expression				
37. <i>Energy Level</i> –has available pep and vigor for carrying on most activities				

38. <i>Task Analytic –breaks down tasks into sequential steps through backwards planning</i>				
39. <i>Global Scanner –scans complex information quickly to pick out important items.</i>				
40. <i>Perceptual Perspective Taker – can orient self and figures in space easily</i>				
41. <i>Popular – others enjoy and want to be with this person</i>				
42. <i>Accepting of Others – relates to others with genuine interest, concern; seeks out others, is warm</i>				
43. <i>Physically Able – is coordinated, agile; participates well in organized games</i>				
44. <i>Socially Mature – able to work with others; can give and take; sensitive to others' wants</i>				
45. <i>Happy – cheerful; has satisfied look on face most of the time</i>				
46. <i>Emotionally Controlled- expresses and displays emotions appropriately</i>				
47. <i>Stable –can cope with normal frustrations of living; adjusts easily to change</i>				

48. <i>Associative – finds similarities, differences between cognitive, verbal, and visual pairs easily</i>				
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