

Sandusky City Schools Gifted Services Referral Form

PLEASE PRINT

Student: _____ Student ID#: _____ Male/Female

Building: _____ Grade: _____ Birth Date: _____

Name of Person Initiating Referral: _____ Relationship to Student: _____

Signature of Person Initiating Referral: _____ Date: _____

Students may be identified in the areas of: cognitive thinking ability, reading, writing, math, social studies, science, creative thinking ability and/or visual/performing arts.

Please mark the area(s) that best apply to this student.

Superior Cognitive Ability

Children who are gifted in superior cognitive ability demonstrate or show potential to demonstrate high levels of ability in cognitive areas (i.e., problem solving, abstract thinking, reasoning, memory, or comprehension). These children acquire skills at a faster rate, with more depth and greater complexity, than other children of their age, experience, or environment.

Evidence/Data: _____

Specific Academic Ability

Children who are gifted in specific academic ability perform or show the potential to perform at high levels of achievement in one or more content areas. These children acquire skills in these academic fields at a faster rate, with more depth and greater complexity, than other children of their age, experience, or environment.

Mathematics Reading Writing Social Studies Science

Evidence/Data: _____

Creative Thinking Ability

Children who are gifted in creative thinking ability demonstrate advanced ability in creativity (i.e., elaboration, flexibility, originality).

Evidence/Data: _____

Visual or Performing Arts Ability

Children who are gifted in visual or performing arts ability perform, or show the potential to perform at high levels of achievement in one or more artistic areas. These children acquire skills in these fields at a faster rate, with more depth and greater complexity, than other children of their age, experience, or environment.

Drawing Painting Sculpting Music Dance Drama

Evidence/Data: _____

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Student _____

Rate this student as observed by person making the referral:

Motivation for Learning	Never	Sometimes	Always
Seems to enjoy learning for learning's sake			
Becomes absorbed and involved in activities of interest			
Enjoys work that is challenging			
Is self-critical; strives for perfection			
Shows interest in subjects beyond what is expected for his/her age			
Displays curiosity about many topics; asks many questions about several things			
Is bored with repetitive or routine tasks			

Aptitude for Learning	Never	Sometimes	Always
Has unusually advanced vocabulary for age or grade level			
Possesses a large storehouse of information about a variety of topics beyond his/her age			
Shows quick mastery and recall of factual information			
Is an alert observer; usually "gets more" out of stories, films, etc. than others			
Tries to discover the how and why of things			
Attempts to understand complicated materials by separating them into smaller parts			
Is bored with repetitive or routine tasks			

Check all factors that apply to this student to the best of your knowledge.



Has had limited developmental experiences or family is unable to afford enrichment materials and/or experiences	
During elementary school – changed schools 3 or more times or had irregular attendance	
Resides in a depressed economic area and/or has low family income at a subsistence level	
English is not spoken in home, limited opportunity to acquire fluency in English comprehension and use	
Home responsibilities interfere with learning activities	
Is suspected of or has an identified area of eligibility for special education services.	

Additional Comments: