

Please complete both sides of this form and mail to: Advanced Learning, MS 32-936, PO Box 34165, 98124-1165
Please submit **no later than June 17, 2008**

Teacher/Educator Input for Advanced Learning Referral

Student Last Name _____ First & Middle Names _____ SPS ID # (Required) _____
Gender _____ Child's Grade (2007-2008) _____ Teacher's School _____
Teacher Name _____ Teacher Signature (Required) _____

Directions: Rate each skill as similar (S), advanced (A), or highly advanced (H) compared to same-aged peers by placing a letter in the appropriate box. Note: sub-skills may be manifested in positive ways and/or in *ways that present challenges*.

1. Student's verbal skills compared to same-aged peers:

- Demonstrates advanced vocabulary:**
* uses multi-syllable words in writing and speaking
* great depth/breadth of vocabulary
* seems pompous or conceited to peers
* asks questions about words
- Modifies language according to audience/situation:**
* adjusts language when helping less experienced peers
* communicates well with adults
* may use language to intimidate others
* uses specific language of the discipline
- Demonstrates advanced verbal reasoning skills:**
* uses similes, metaphors, analogies, rich imagery
* uses puns or figurative language for humorous effect
* catches an adult's subtle or sophisticated humor
* peers may not understand language used
* may imitate the styles of humor used by others
- Is highly verbal:**
* recalls and quotes statements accurately
* may ask "too many" questions
* seems to continuously talk
* may dominate conversations and/or have trouble listening

2. Student's complex thinking skills compared to same-aged peers:

- Exhibits strong creative ability:**
* is intellectually playful and imaginative
* enjoys tasks that incorporate creativity or inventiveness
* creates songs, stories, or riddles for fun
- Exhibits strong analytical thinking skills:**
* sees relationships and make analogies
* interprets another's point of view with insight
* makes connections with what is already known
- Exhibits strong executive functioning and problem solving skills:**
* readily summarizes information
* can come up with several solutions to a given problem
* formulates hypotheses and appropriate questions
- Exhibits strong critical thinking skills:**
* makes inferences
* has strong logical thinking; spots contradictions
* may be argumentative and impatient with others
* can be intolerant of arguments perceived to be flawed

3. Student's learning behaviors compared to same-aged peers:

- Requires minimum repetition for mastery:**
* can solve problems quickly/easily
* wants to move quickly to more challenging problems
* may be impatient when having to wait for the group
* may neglect/not finish regular assignments
- Displays unexpected depth of knowledge in one or more areas:**
* assimilates and retains information easily
* may be intrigued with reference materials at an early age; readily use technology to access information
* widely read in a special-interest area
* may correct others' facts perceived to be inaccurate and/or not complete
- Comprehends advanced ideas, concepts, or implications:**
* takes time to think before jumping in and/or is the first one with a solution or answer
- Creates advanced products** (work products have great complexity or concept density)

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4. Student's level of motivation compared to same-aged peers:

Student Name

- Demonstrates intense task commitment and energy when pursuing interests:**
 - * sustains concentration for long periods of time
 - * pursues interests to satisfy own curiosity; is intrinsically motivated
 - * sustains concentration for long periods of time
 - Pursues a wide range of interests and activities:**
 - * seems to have endless energy for tasks of personal interest; pursues special interests with enthusiasm
 - Demonstrates an intense need to understand:**
 - * asks unexpected and intellectual questions
 - Wants to do things independently:**
 - * needs minimal direction to start/complete a task
 - * wants to figure things out independently
- * may not attend to requests or tasks directed by others
 - * may have difficulty transitioning to activities considered to be less interesting
 - * may take on too many projects at once
 - * shows persistent intellectual curiosity
 - * may seem to always be asking "why" and/or "how" questions
 - * resists direction or interruption
 - * may not accept directions for how something is to be done; may have difficulty accepting help

5. Student's social/emotional development compared to same-aged peers:

- Sets high personal standards and goals:**
 - * may be a perfectionist
 - * is a self-starter
 - * can be intolerant of others mistakes
 - May experience difficulties forming friendships with same-aged peers:**
 - * may prefer to associate with older children or adults
 - * can base friendships on similarity of interests rather than age
 - Displays unusual concern for social justice:**
 - * is sensitive, empathetic, emotional; easily understands how others feel
 - * is concerned with fairness and problems of the world; looks out for the welfare of others
 - Seen as a leader by peers:**
 - * classmates want her/him on their problem-solving team
 - * student is seen as a "go to" resource for classmates
- * at times, sets unrealistically high goals
 - * can be self-critical/have difficulty dealing with criticism
 - * may fear failure and/or avoid risk-taking
 - * may be criticized by same-aged peers
 - * can become easily frustrated when interacting with same-aged peers
 - * can be easily hurt by others' negative actions
 - * may find it difficult to compromise views
 - * is intuitive
 - * student is viewed by peers as a fair mediator of disputes
 - * classmates see student as a respected leader

How would you rate this student's READING and MATH skills compared to grade-level expectations?

- | | | |
|--------------------------|--------------------------|----------------------------------|
| READING | MATH | |
| <input type="checkbox"/> | <input type="checkbox"/> | not yet at grade level |
| <input type="checkbox"/> | <input type="checkbox"/> | proficient at grade level |
| <input type="checkbox"/> | <input type="checkbox"/> | proficient beyond grade level |
| <input type="checkbox"/> | <input type="checkbox"/> | significantly beyond grade level |

- Submission of this form was initiated by the parent.
- Submission of this form was initiated by the teacher. If true, did you give a parent form to the parent? __yes __no

Other comments you think the Eligibility Review Committee may find helpful.