

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 October 8, 2007**

## 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?**

- |                          |                          |                                  |
|--------------------------|--------------------------|----------------------------------|
| <b>READING</b>           | <b>MATH</b>              |                                  |
| <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.**