



NEW BRAUNFELS INDEPENDENT SCHOOL DISTRICT

Referral for Gifted/Talented Services (K-2)

Last Name	First Name	Student ID	Birthdate
Campus	Homeroom Teacher		Grade
Language spoken at home (circle predominant only):	English	Spanish	Other
Referred by:	Relation to student:		
Has this student been previously tested for a gifted/talented services? (circle answer)	Yes	No	
If Yes, where?	When?		

Personal Contact Information:

Student's Address	Home Phone	
Father's Name	Father's work/cell phone	Father's e-mail
Mothers's Name	Mother's work/cell phone	Mother's e-mail

In addition to completing the above and signing below, please complete the attached *Parent Information Form* providing specific information about this student. Return all pages to your campus by the designated deadline.

I fully realize that completing these two referral documents alone does not mean this student will qualify for services. My signature below indicates that I would like for the above-named student to be considered for Gifted and Talented services and that I give NBISD permission to administer assessments of academic ability and cognitive ability for the purposes of determining a service need.

Signature _____ Date _____

Return all pages to the school office no later than the close of the school day on _____ . No Exceptions!





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Differences Between High Achieving, Creative, and Gifted Learners

This table will help you understand some of the different traits of High-Achieving, Creative, and Gifted Learners. Take time to reflect on which traits are demonstrated by your student. They may lean heavily toward one column, be balanced in two columns, or demonstrate traits equally in all three columns. Feel free to circle any that apply - this has no bearing on identification, but may provide you with some clarity regarding your child's needs.

A High Achiever...	A Creative Learner...	A Gifted Learner...
Remembers the answers.	Sees exceptions.	Poses unforeseen questions.
Is interested.	Wonders.	Is curious.
Is attentive.	Daydreams; may seem off task.	Is selectively mentally engaged.
Generates advanced ideas.	Overflows with ideas, many of which will never be developed.	Generates complex, abstract ideas.
Works hard to achieve.	Plays with ideas and concepts.	Knows without working hard.
Answer the questions in detail.	Injects new possibilities.	Ponders with depth and multiple perspectives.
Performs at the top of the group.	Is in own group.	Is beyond the group.
Responds with interest and opinions.	Shares bizarre, sometimes conflicting opinions.	Exhibits feelings and opinions from multiple perspectives.
Learns with ease.	Questions: What if...	Already knows.
Needs 6 to 8 repetitions to master.	Questions the need for mastery.	Needs 1 to 3 repetitions to master.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Comprehends in-depth, complex ideas.
Enjoys the company of age peers.	Prefers the company of creative peers but often works alone.	Prefers the company of intellectual peers.
Understands complex, abstract humor.	Relishes wild, off-the-wall humor.	Creates complex, abstract humor.
Grasps the meaning.	Makes mental leaps: Aha!	Infers and connects concepts.
Completes assignments on time.	Initiates more projects that will ever be completed.	Initiates projects and extensions of assignments.
Is receptive.	Is independent and unconventional.	Is intense.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys creating.	Enjoys self-directed learning.
Absorbs information.	Improvises.	Manipulates information.
Is a technician with expertise in a field.	Is an inventor and idea generator.	Is an expert who abstracts beyond the field.
Works hard to memorize.	Creates and brainstorms well.	Remembers if interested. Guesses & infers well.
Is highly alert and observant.	Is intuitive.	Anticipates and relates observations.
Is pleased with own learning.	Is never finished with possibilities.	Is self-critical.
Gets A's.	May not be motivated by grades.	May not be motivated by grades.
Is able.	Is idiosyncratic.	Is intellectual.





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NBISD Gifted/Talented Parent Information Form - Grades K through 2

Student: _____ Grade: _____

Parent: _____ Date: _____

Parents have unique opportunities to see their children at play, at work, and in family settings. Please share your observations with us. My student is strongest in the following areas (select the top **two**):

Math

Science

Social Studies

Language

Other: _____

For each trait below, please place a check next to the characteristics that best describe your child. Please remember to describe a personal experience that supports the characteristics you checked. Examples give us a better understanding of the traits you are seeing in your child. This adds weight to your referral as a qualitative measure. If additional space is needed, please feel free to use a blank sheet of paper.

ADVANCED LANGUAGE

- ☐ Uses words that seem advanced for the age-level expectations
- ☐ Rewords own language for younger or less mature children
- ☐ Explains how unrelated things are similar
- ☐ Uses words for time concepts (clock and calendar) accurately
- ☐ Uses similes, metaphors, or analogies; "A ____ is really like a ____ because ____"
- ☐ Asks questions about words (in print or oral language)

Examples from above of things my child said/did: _____

ANALYTICAL THINKING

- ☐ Demonstrates complex or abstract thinking
- ☐ Analyzes household or school tasks
- ☐ Notices a surprising depth of details about surroundings
- ☐ Takes apart and reassembles things or ideas with skill
- ☐ Expresses relationships between past and present experiences
- ☐ Makes up songs, stories, or riddles about experiences
- ☐ Organizes collections of things uniquely; likes to plan or arrange things

Examples from above of things my child said/did: _____

MEANING MOTIVATION

- ☐ Is philosophical
- ☐ Asks surprisingly intellectual questions
- ☐ Is curious; experiments
- ☐ Demonstrates an unexpected depth of knowledge in one or more areas
- ☐ Exhibits intense task commitment and energy when pursuing interests
- ☐ Remembers!
- ☐ Is independent

Examples from above of things my child said/did: _____





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PERSPECTIVE

- ☐ Explains another's point of view
- ☐ Shows dimension, angle, or perspective in art, writing, math solutions, or problem solving
- ☐ Creates complex shapes, patterns, or graphics
- ☐ Applies left and right without prompting
- ☐ Adds interesting details to enhance products

Examples from above of things my child said/did: _____

SENSE OF HUMOR

- ☐ Says or does something indicating an expected, sophisticated humor
- ☐ Catches an adult's subtle humor
- ☐ Understands and uses puns and riddles
- ☐ "Plays" with language
- ☐ Develop humorous ideas to an extreme

Examples from above of things my child said/did: _____

SENSITIVITY

- ☐ Cares deeply; intense concern for human issues
- ☐ Tries to take action to help someone in need
- ☐ Expresses feelings through words or art
- ☐ Explains others' feelings
- ☐ Displays a strong sense of fairness
- ☐ Expresses high expectations of self and others
- ☐ Seems to overreact at times

Examples from above of things my child said/did: _____

ACCELERATED LEARNING

- ☐ Learns new things quickly with minimum practice
- ☐ Uses multiple characteristics when discussing items
- ☐ Reads passages at an advanced, fluent reading level for the age-level expectations
- ☐ Explains the meaning of what has been read
- ☐ Demonstrates an unexpected mastery of math or science concepts
- ☐ Uses a dictionary, encyclopedia, map, atlas, or computer to gain advanced information
- ☐ Creates products which seem advanced for the age-level expectations

Examples from above of things my child said/did: _____

Other information I would like you to know about my child: _____

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