



SOUTHWEST LOCAL SCHOOL DISTRICT

230 South Elm Street Harrison, Ohio 45030 (513) 367-4139 Fax (513) 367-2287

John C. Hamstra
Superintendent

Brian S. Rabe
Treasurer

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Assistant Superintendent

PARENT LETTER for Gifted Identification Testing

Student's Name: _____

Date: _____

Current Grade: _____ Building: _____

Dear Parent/Caregiver:

You or your child's teacher has requested that your child be considered as a candidate for gifted identification testing. To determine whether you believe testing is appropriate for your child, please follow this brief procedure:

1. Read the enclosed information, "Differences Between the Bright Child and the Gifted Learner" and "Characteristics of Giftedness that Present Challenges."
2. Complete the enclosed "Parent Information Form: Gifted Education Services AND Gifted Ability Checklist." Your child's teacher will also be completing the "Gifted Ability Checklist." If you have questions about gifted education services, gifted testing, or about whether gifted testing is appropriate for your child, please contact me, the school principal, or the building's gifted coordinator.
3. After completing the form, if you wish to have your child take part in testing for gifted identification, please complete the enclosed "Permission to Test" form.
4. Return the "Permission to Test" form to the school guidance counselor on or before _____.

If you complete and return the "Permission to Test" form, you will be notified of the testing date.

All testing will take place during the school day. Students will be responsible for any missed assignments.

Thank you.

Corinne M. Hayes
Assistant Superintendent
Southwest Local School District
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Mission: "Academic and Social growth for all students, EVERY DAY!"

Motto: "Excellence through Relationships!"

Core Values: Trust, Respect, Ownership, and Leadership

Differences Between the Bright Child and the Gifted Learner

All descriptors represent a continuum of behaviors rather than extremes.

Bright Child	→	Gifted Learner
Knows the answers .....	→	..... Asks the questions
Is interested .....	→	..... Is highly curious
Is attentive .....	→	..... Is mentally and physically involved
Has good ideas .....	→	..... Has wild, silly ideas
Works hard .....	→	..... Plays around, yet tests well
Answers the questions .....	→	..... Discusses in detail, elaborates
Is in the top group .....	→	..... Goes beyond the group
Listens with interest .....	→	..... Shows strong feelings and opinions
Learns with ease .....	→	..... Already knows
Requires 6–8 repetitions for mastery ....	→	..... Requires 1–2 repetitions for mastery
Understands ideas .....	→	..... Constructs abstractions
Enjoys peers .....	→	..... Prefers adults
Grasps the meaning .....	→	..... Draws inferences
Completes assignments .....	→	..... Initiates projects
Is receptive .....	→	..... Is intense
Copies accurately .....	→	..... Creates a new design
Enjoys school .....	→	..... Enjoys learning
Absorbs information .....	→	..... Manipulates information
Is a technician .....	→	..... Is an inventor
Is a good memorizer .....	→	..... Is a good guesser
Enjoys straightforward sequential presentation .....	→	..... Thrives on complexity
Is alert.....	→	..... Is keenly observant
Is pleased with own learning .....	→	..... Is highly self-critical

Adapted with permission from "Differences Between the Bright Child and the Gifted Learner" by Janice Szabo Robbins.

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Characteristics of Giftedness That Present Challenges

Characteristics that may keep a student from being recognized as gifted

A gifted child exhibiting any of these traits may not be readily identified for gifted-education services:

- Is bored with routine tasks, refuses to do rote homework
- Has difficulty moving into another topic
- Is self-critical, impatient with failures
- Is critical of others, of the teachers
- Often disagrees vocally with others, with the teacher
- Makes jokes or puns at inappropriate times
- Shows intense emotional sensitivity—may overreact, get angry easily, or be quick to cry if things go wrong
- Is not interested in details; hands in messy work
- Refuses to accept authority; is nonconforming, stubborn
- Tends to dominate others

Characteristics of gifted students who are bored

A gifted child who is bored may exhibit any or all of these traits:

- Has a poor attention span
- Daydreams frequently
- Has a tendency to begin many activities but to see few through to completion
- Development of judgment lags behind intellectual growth level
- Has an intensity that may lead to power struggles with authorities
- Has a high activity level; may seem to need less sleep
- Has difficulty restraining desire to talk; may be disruptive
- Questions rules, customs, routines, and traditions
- Loses work, forgets or doesn't do homework, is disorganized
- Has apparent carelessness
- Has high sensitivity to criticism

Parent Information Form Gifted-Education Services

The purpose of this form is to help you determine whether it is appropriate for your child to take part in testing that identifies students for gifted-education services. It is for your information only, and should not be turned in to the school.

Criteria	Not At All	Some-times	Often	Very Often
1. Does your child use a lot of sophisticated or adult words?				
2. Does your child want to know why things are the way they are? Does he/she want to know how things work or why people say or do certain things? Does your child want to know what makes things or people "tick"?				
3. Does your child notice likenesses and differences between people, events, or things?				
4. Is your child a keen and alert observer? (For example, does she/he seem to get more out of a TV show, game, or experience than other children of the same age?)				
5. Is your child interested in "adult" social problems such as world hunger, pollution, or war?				
6. Does your child explain things well and messages accurately?				
7. Does your child suggest a better way to do something if he/she isn't satisfied with the way it's being done?				
8. Is your child extremely curious? Does she/he ask many questions about all kinds of things?				
9. Does your child think through his/her decisions more than most children of the same age?				
10. Does your child imagine things to be different from the way they actually are? Do you hear her/him saying, "What if...?" or "I wonder what would happen if...?"				
11. Does your child feel comfortable with situations that may not have one "right" answer?				
12. Does your child stick to a job or problem until it is completed or solved to his/her satisfaction?				
13. Is your child sensitive to the needs and feelings of others?				
14. Does your child frequently have unusual ideas?				
15. Does your child seem to look for challenges?				

Adapted with permission from the Austin, Texas, Independent School District Gifted and Talented Program.

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Gifted Ability Checklist

Student _____ Grade _____

Teacher/Parent _____ Date _____

The purpose of this checklist is to assess the need for appropriate gifted education services. The characteristics listed below are often seen in highly capable children. A child may show these traits to a greater or lesser extent. Please attach a student work sample that will be indicative of this child's ability. This sample should be something that was completed at school.

- S I have seldom observed this characteristic.
 O I have observed this characteristic occasionally.
 F I have observed this characteristic frequently.
 A I have observed this characteristic almost always.

I. General Intellectual Ability

S O F A

Uses prior knowledge to solve problems.				
Processes information in complex ways.				
Enjoys hypothesizing and formulating abstractions.				
Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc., than others.				
Tries to understand complicated material by separating it into its respective parts; reasons things out independently; recognizes relationships; sees logical and common sense answers.				
Asks provocative questions, as distinct from informational or factual questions.				
Connects learning across content areas.				
Has well developed skills of analysis, synthesis and evaluation.				
Displays depth of thought beyond that of peers.				
Displays a great deal of curiosity about many things; asks probing questions about anything and everything, and <i>really</i> wants to know the answer.				
Is often assertive and/or tenacious in own beliefs.				

II. Language Arts Ability

S O F A

Communicates with a level of sophistication beyond his peers (use and understanding of vocabulary, complex sentence structure, etc...)				
Comprehends and pursues reading material significantly above grade level.				
Displays a keen sense of humor, recognizes figurative language; i.e. puns, satire, etc				
Displays depth of thought and understanding beyond that of peers.				

III. Mathematical Ability

S O F A

Recognizes and manipulates spatial relationships.				
Appropriately analyzes attributes, relationships and patterns.				
Uses problem solving techniques; e.g., deductive logic, reasoning from general to specific and specific to general.				
Displays depth of thought and understanding beyond that of peers.				

Please use this space and/or the back to add any comments, special strengths, skills and interests.
 If you have any questions or concerns, please contact your gifted intervention specialist.

Permission to Test

Student: _____

Date: _____

School: _____

Grade/Class: _____

Teacher: _____

____ I give permission for my child to be tested for school-based gifted-education services.

____ I DO NOT give permission for my child to be tested for school-based gifted-education services.

I understand I will receive written notification of my child's status following evaluation.

Signature of Parent/Guardian: _____

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