



Westside School District  
Nomination Form for Gifted and Talented Services

1800 Hwy, 91 West  
Jonesboro, AR 72404  
870-972-5622

The Westside Public Schools believe that each student should be offered educational experiences which provide opportunities for the development of the student's full potential. Recognizing the potential rewards for the individual and society, the Westside Public Schools believe the abilities of the gifted student must be cultivated, nurtured, and developed. The design of our program is to develop within the student a desire for excellence and a sense of productive responsibility to self, school, community and to our changing society.

Name of Nominated Student \_\_\_\_\_ Grade \_\_\_\_\_

Parent/ Guardian Name \_\_\_\_\_

Student Nominated by \_\_\_\_\_  
(Teacher, Parent, Self, Peer, Standardized Tests, Community Members)

Reasons for Nomination: (Please include academic, intellectual strengths, special characteristics, etc.)

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\_\_\_\_\_  
Signature of Person Nominating Student

\_\_\_\_\_  
Date

Identification of gifted students is clouded when high achievement is misinterpreted as giftedness. High achievers are valuable participants whose high-level modeling is welcomed in classes, but they learn differently from gifted learners. In situations where gifted students are respected and encouraged, their thinking is more complex with abstract inferences and more diverse perceptions than is typical of high achievers.

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

# Westside School District Parent Rating Scale

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Directions for completing this form:

These scales are designed to obtain estimates of a student's characteristics in the areas of learning, task commitment and creativity. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual differences can be found within this population, and therefore, the profiles are likely to vary a great deal.

As you consider your child, please remember each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Just put a check under how often you have noted the characteristic. For every rating of considerably or almost always, please give an example you have observed for that characteristic.

(Renzulli- Hartman Scale for Rating Behavioral Characteristics)

Academic Ability Characteristics	Seldom	Occasionally	Considerably	Almost Always	Examples (For every rating of <i>considerably</i> or <i>almost always</i> , please give an example you have observed for that characteristic from your child's life.)
Uses advanced language as compared to peers					
Pays close attention to details					
Learns basic skills quickly without much practice					
Sees cause and effect relationships					
Has a depth of knowledge in one or more areas					
Learned to read early					
Reads widely, quickly, and can explain what was read					
Prefers books and magazines written for older persons					
Is extremely curious					

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Task Commitment Characteristics	Seldom	Occasionally	Considerably	Almost Always	Examples (For every rating of <i>considerably</i> or <i>almost always</i> , please give an example you have observed for that characteristic.)
Not easily distracted					
Asks questions about words (print or oral)					
Is capable of long periods of concentration					
Keeps at a problem until it makes sense					
Follows through on long-term projects					
Completes tasks in a reasonable time					
Has high expectations of self and others					
Shows a self-motivation to learn					
Works well independently					

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Creativity Characteristics	Seldom	Occasionally	Considerably	Almost Always	Examples (For every rating of <i>considerably</i> or <i>almost always</i> , please give an example you have observed for that characteristic.)
Has original ideas which are unusual and different					
Creates interesting shapes or patterns					
Has many different ways of solving problems					
Has a well-developed sense of humor					
Has a vivid imagination					
Creates humorous, playful products					
Elaborates, adding interesting details					
Likes complexity					
Produces good ideas					

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Please check below which area(s) may apply to your child, and give specific examples of behaviors that support this area of nomination.

General Intellectual Ability

Specific Academic Ability

Shows unusual/ advanced ability in: \_\_\_\_\_ Reading \_\_\_\_\_ Math

Creative Ability

Leadership Ability

Briefly describe your child's major interests, hobbies, and other creative endeavors.

Please return this completed form to your child's teacher. Testing cannot begin until this packet is filled out. If you have any questions, please feel free to contact the school.

