

**CMS Gifted & Talented Educational Program
Teacher/Parent Student Placement Nomination Form
Student Information**

Name student _____ **Grade** _____ **Teacher** _____

(Adapted from the Kingore Observation Inventory, Kingore, B. 2011)

Parents/Teachers have unique opportunities to see their child/students at play, at work, and in the home/classroom settings.

Please share your observations of your child/student with us.

Directions: Please read the statements listed below. If you feel that the statement is true about your student **circle “YES,”** and give an example.

If you do not feel the statement is true about your student **circle “NO.”** Please give examples of how your student has demonstrated these qualities whenever possible. Examples help us make decisions about the students’ needs.

ADVANCED LANGUAGE: (How the student/child uses language.)

The student uses words that other children his/her age do not use.
They seem to be more like words older children and adults use. **YES NO**

EXAMPLE _____

The student uses simpler words when he/she talks to young children.
He/she can word a sentence in a different way to help other children understand something. **YES NO**

EXAMPLE _____

The student is able to tell how two things that are different are also the same in some ways. **YES NO**

EXAMPLE _____

The student uses sentences that compare things to other things so that people will understand his/her meaning, such as “A _____ is really like _____ because _____.” **YES NO**

EXAMPLE “A _____ is really like _____ because _____.”

The student asks questions about words he/she sees or hears. **YES NO**

Examples from above of things the student said:

ANALYTICAL THINKING: (How the student/child uses math and logic.)

The student understands things that are very complicated, the problem has many parts and/or are things you understand in your mind but cannot see. **YES NO**

EXAMPLE _____

The student is able to take a school job and break it into meaningful parts for it to be understood and completed. **YES NO**

EXAMPLE _____

When the student is looking around his/her world, I am surprised at the details the student notices. **YES NO**

EXAMPLE _____

The student finds it very easy to take things apart and put them back together. **YES NO**

EXAMPLE _____

The student talks about things that have happened in the past and things that have happened recently and how they are alike and different. **YES NO**

Examples of analytical thinking the student said or did:

MOTIVATION TO UNDERSTAND AND ORGANIZE INFORMATION:
(How the student/child makes sense of the world.)

The student really enjoys talking about why the world is the way it is and why people do what they do. **YES NO**

EXAMPLE _____

The student asks surprisingly smart questions. **YES NO**

EXAMPLE _____

The student is very curious and likes to do experiments. **YES NO**

EXAMPLE _____

The student has an unusual amount of knowledge about specific topics that interest him/her. **YES NO**

EXAMPLE _____

The student is interested in something he/she works hard on it without stopping and will put a lot of energy into it. **YES NO**

EXAMPLE _____

The student remembers things easily. **YES NO**

EXAMPLE _____

The student organizes things in new and unusual ways. **YES NO**

EXAMPLE _____

He/she enjoys planning and arranging things. **YES NO**

EXAMPLE _____

The student is independent and able to do things on his/her own. **YES NO**

Examples from above of things the student said or did:

PERSPECTIVE: (How the student/child sees the world.)

The student can explain another person's point of view. **YES NO**

EXAMPLE _____

The student shows dimension, angle or perspective in art, math solutions, or problem solving. **YES NO**

EXAMPLE _____

The student creates unusual and difficult shapes, patterns or pictures **YES NO**

EXAMPLE _____

When the student creates something, he/she adds interesting details to make the product better or more appealing. **YES NO**

Examples from above of things the student said or did:

SENSE OF HUMOR: (How the student/child can create and understand funny ideas.)

The student often does or says something that is unexpectedly funny. **YES NO**

EXAMPLE _____

His/her humor comes at time when most people would not see the humor in the situation. **YES NO**

EXAMPLE _____

The student understands jokes and comments that other students don't understand. They are jokes that would usually make adults laugh. **YES NO**

EXAMPLE _____

The student understands puns and riddles. He/she creates his/her own. **YES NO**

EXAMPLE _____

The student "plays" with language. He/she will try to use different words and phrases. He/she will create rhymes and funny stories. **YES NO**

EXAMPLE _____

The student uses humorous words and ideas beyond his/her age. **YES NO**

Examples from above of things the student said or did:

SENSITIVITY: (How the student/child understands the feelings of others.)

The student cares deeply; he/she is concerned about human problems in the world. **YES NO**

EXAMPLE _____

The student will take action to help someone in need, even someone he/she might not know very well. **YES NO**

EXAMPLE _____

The student expresses feelings through words and art. **YES NO**

EXAMPLE _____

The student is able to explain another person's feelings. **YES NO**

EXAMPLE _____

The student shows a strong sense of fairness. **YES NO**

EXAMPLE _____

The student talks about having high expectations or big goals for his/herself and others. **YES NO**

EXAMPLE _____

The student seems to overreact to situations that do not upset other children. **YES NO**

Examples from above of things the student said or did:

ACCELERATED LEARNING: (How quickly the student/child learns.)

The student learns new things quickly with little practice. **YES NO**

EXAMPLE _____

The student is able to talk about things and talks about an item's many different qualities. **YES NO**

EXAMPLE _____

The student is an avid reader. **YES NO**

EXAMPLE _____

The student is able to tell the meaning of what he/she has read or has read to him/her. **YES NO**

EXAMPLE _____

The student understands math and science at a level that is way above what is expected at his/her age.
YES NO

EXAMPLE _____

The student creates products which seem advanced for him/her. **YES NO**

Examples from above of things the student said or did:

Other information I would like you to know about the student: (Additional information may be written on the back.) _____