Student 1 3

Teacher Rating Scale for Student 1 4

Student 2 6

Teacher Rating Scale for Student 2 8

Student 3 10

Teacher Rating Scale for Student 3 12

Student 4 14

Teacher Rating Scale for Student 4 16

Student 5 18

Teacher Rating Scale for Student 5 19

Student 6 21

Teacher Rating Scale for Student 6 23

Student 7 25

Teacher Rating Scale for Student 7 26

Student 8 28

Teacher Rating Scale for Student 8 30

Student 9 32

Teacher Rating Scale for Student 9 34

Student 10 36

Teacher Rating Scale for Student 10 37

Student 11 39

Teacher Rating Scale for Student 11 40

Teacher Rating Scale for Student 11 42

Student 12 44

Teacher Rating Scale for Student 12 46

Teacher Rating Scale for Student 12 48

Student 13 50

Teacher Rating Scale for Student 13 51

Teacher Rating Scale for Student 13 53

Student 14 55

Teacher Rating Scale for Student 14 56

Student 15 58

Teacher Rating Scale for Student 15 59

Teacher Rating Scale for Student 15 61

Student 16 63

Teacher Rating Scale for Student 16 67

Student 17 70

Teacher Rating Scale for Student 17 71

Teacher Rating Scale for Student 17 73

Teacher Rating Scale for Student 17 75

# Student 1

Parent Rating Scale for Student 1:

Support: Please describe the student’s capabilities in the following areas

|  |
| --- |
| **In the space provided below, please explain why the student should be considered for Highly Capable Program services.**love of numbers, needs to be pushed with math projects |

|  |  |  |  |
| --- | --- | --- | --- |
| **Check the appropriate box for occasionally, frequently, consistently for each of the statements below.**Give an example for each (feel free to use an additional page if needed): | **Occasionally** | **Frequently** | **Consistently** |
| **My child surprises me with his/her knowledge.** talks about gravity, sees the big picture, loves numbers, does his 3rd grade sisters math | **3** |
| **My child comes up with imaginative and/or unusual ways of doing things.**always designing/creating machines or projects in new ways | **5** |
| **My child is intellectually curious and asks thoughtful questions.**lots of how questions, or big picture why | **5** |
| **My child finds humor in situations or events unusual for his/her age.** | **1** |
| **My child can focus on a particular topic for an unusually long period of time.**at age 6, wrote in very small numbers on a sheet of graph paper- wrote in order all the way up to 1200+, took several days, very focused | **5** |
| **Average Parent Rating** | **3.8** |

Does your child have a special need (such as learning disability) that you want to communicate to the committee? No

 Teacher Rating Scale for Student 1

Grade: **1**

Rating Submitted By: Lisa Hedlund

Amount of Time Spent Observing Student: I've been with Student 1 for 2 years.

**Average Score: 2.1**

**The student is an intense learner. This is demonstrated through:**

|  |  |
| --- | --- |
| determination to complete assignments and projects successfully | **5** |
| using advanced vocabulary, incorporating it into conversation or writing | **1** |
| possessing a large amount of factual knowledge used accurately, reading extensively | **1** |
| social awareness, concern for fairness, prejudice, and equity issues beyond age level | **1** |
| exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest | **1** |

**Example:** Student 1 has great focus and is always motivated to complete assignments. He is strong conversationally and has a great understanding of many things but not over the top unusual. His greatest strength lies in his math skills.

**The student is an analytical thinker.**

**Analytical thinking is demonstrated through:**

|  |  |
| --- | --- |
| an understanding of ideas and complex concepts | **3** |
| an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating | **3** |
| learning new skills and concepts quickly | **5** |
| an awareness of relationships, using metaphors or analogies, making mental connections | **1** |
| a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion | **3** |

**Example:** Student 1 conceptualizes numbers and problem solving with ease and confidence. Math concepts just come to him and he is often hungry for more. He hasn't had much experience with frustration yet. I'm not sure of his stamina for straining ideas but he is incredibly motivated and interested.

**The student is a creative producer. Creative, productive thinking is demonstrated through:**

|  |  |
| --- | --- |
| generating different ideas, adapting readily to new situations | **1** |
| originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products | **1** |
| creating detailed projects, turning the simple into complex, adding details, embellishing | **1** |
| questioning, asking complex questions not typical of age group | **1** |
| a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless | **3** |

**Example:**

**The student is highly motivated in areas of interest. Motivation is demonstrated through:**

|  |  |
| --- | --- |
| working well independently | **5** |
| exceeding expectations, doing more than what is required on assignments of interest | **1** |
| working cooperatively as a team member, receptive to the ideas of others | **3** |
| eagerness to complete assignments of interest on time or prior to due date | **5** |
| assuming leadership positions, leading the group | **3** |

**Example:** Great kid. Full of love for learning with incredible focus. Completion is often a source of motivation :)

**Additional comments or data to support nomination:**

Student 1 would be a good candidate for math enrichment. He is mature enough to handle the flexibility of being pulled from class, curious enough to ignite even more math excitement and interest, and focused enough to gain new knowledge fast!

# Student 2

Parent Rating Scale for Student 2:

Support: Please describe the student’s capabilities in the following areas

|  |
| --- |
| **In the space provided below, please explain why the student should be considered for Highly Capable Program services.**Student 2 has been ready to learn from an early age. She started reading at age 3 and now reads books well beyond her grade level. Student 2 loves to learn new concepts and is constantly asking questions. At times we supplement Student 2's education with "home" homework & she is always eager and willing to complete these. She insists on completing her weekly "school" homework in 1 sitting, which unfortunately requires us to supplement for the other days! Student 2 loves to write stories and she draws very detailed illustrations to accompany them. From an early age she started using speech bubbles for her characters and tries hard to show & tell the story she is creating. Student 2 loves to solve problems and is eager to learn new processes. Every time we introduce new math concepts she gets excited and wants to practice.We originally recommended Student 2 for the highly capable program because we believe she could benefit from additional structured content that is at her level. Although we enjoy challenging her at home, it is tricky to find the right material and to ensure we are building upon prior knowledge and not skipping critical steps. Student 2 is highly motivated in an academic setting and strives hard to achieve goals set out for her. She holds herself to a high standard & has a natural desire to help others and perform at her highest potential. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Check the appropriate box for occasionally, frequently, consistently for each of the statements below.**Give an example for each (feel free to use an additional page if needed): | **Occasionally** | **Frequently** | **Consistently** |
| **My child surprises me with his/her knowledge.** Student 2 is a reader, dancer, soccer player & basketball player! She constantly amazes me with how much she remembers. She shows me what she learns and I am amazed at how quick she masters new skills. She is very determined.  | **3** |
| **My child comes up with imaginative and/or unusual ways of doing things.**Student 2 is a very creative. She is constantly setting up "scenes" all over our house and acting out mini scenarios. She can entertain herself for hours like this, creating different dialogues and story lines. Student 2 also loves to sit for hours and draw pictures. She includes pictures and fully detailed plots in her creations. As far as imaginative ways of getting things done - Student 2 is very intuitive. She is good at assessing people and somehow manages to manipulate the world in her favor. She has an incredible memory and uses her "charm" very well :) | **5** |
| **My child is intellectually curious and asks thoughtful questions.**Student 2 loves to talk & loves to ask questions. She is very active & her mind is constantly going. She has an older sister who is also very inquisitive. Her sister asks questions that can lead to some pretty heavy topics (war, famine, human & social rights...) & Student 2 is usually involved by way of association (in the car). She participates appropriately and asks questions to further understand what we are discussing. She also appropriately tunes out, if the topic does not interest her or is beyond her. I believe this takes a certain amount of maturity. | **5** |
| **My child finds humor in situations or events unusual for his/her age.**Student 2 is funny. She is very witty & very sociable. She often approaches telling a joke in this way... " Mom, Hear this...." and then she proceeds to tell her funny joke. Student 2 is a happy girl and always has a cup 1/2 full. In the past I have heard many people describe Student 2 as "she's just so joyful - always" and it is true. She doesn't let anything bug her too much, she rolls with the punches well and if she doesn't like something she fixes it.Student 2 also has a natural ability to get along with all ages. She plays well with kids her own age, but can also hang with kids 3-4 years older. She is very adaptable socially.  | **5** |
| **My child can focus on a particular topic for an unusually long period of time.**As mentioned above she can self entertain for hours. She also reads non-stop & since she is reading chapter books she stay entertained for long periods of time. Student 2 is very well behaved and knows how to "focus" when necessary. | **5** |
| **Average Parent Rating** | **4.6** |

Does your child have a special need (such as learning disability) that you want to communicate to the committee? No

 Teacher Rating Scale for Student 2

Grade: **1**

Rating Submitted By: Sarah Bailey

Amount of Time Spent Observing Student: 1 1/2 yrs

**Average Score: 4.3**

**The student is an intense learner. This is demonstrated through:**

|  |  |
| --- | --- |
| determination to complete assignments and projects successfully | **3** |
| using advanced vocabulary, incorporating it into conversation or writing | **5** |
| possessing a large amount of factual knowledge used accurately, reading extensively | **5** |
| social awareness, concern for fairness, prejudice, and equity issues beyond age level | **5** |
| exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest | **3** |

**Example:** Student 2 is GREAT about using very descriptive words in her writing and uses plenty of detail. She is always aware of others and is quick to point out things that are fair/unfair. She is always sharing something new she has learned either in her time with 2nd grade or with an experience outside of school.

**The student is an analytical thinker.**

**Analytical thinking is demonstrated through:**

|  |  |
| --- | --- |
| an understanding of ideas and complex concepts | **5** |
| an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating | **5** |
| learning new skills and concepts quickly | **5** |
| an awareness of relationships, using metaphors or analogies, making mental connections | **5** |
| a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion | **3** |

**Example:** Student 2 catches onto new concepts very quickly and is always eager to try new things. She loves a challenge and will tell me when things are too easy for her. She is not shy about asking for more challenging tasks. Sometimes she makes careless mistakes with her work and acts like she is not sure how to do something that I know she can do. I feel she is seeking attention that other students receive when they don't know how to something. When she does complete a task that she deems to be a challenge she loves to share it with others.

**The student is a creative producer. Creative, productive thinking is demonstrated through:**

|  |  |
| --- | --- |
| generating different ideas, adapting readily to new situations | **3** |
| originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products | **5** |
| creating detailed projects, turning the simple into complex, adding details, embellishing | **3** |
| questioning, asking complex questions not typical of age group | **5** |
| a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless | **5** |

**Example:** Student 2 is a great addition to any classroom discussion. She asks many questions that others don't think to ask. She has a great sense of humor and often gets jokes that others to catch on to.

**The student is highly motivated in areas of interest. Motivation is demonstrated through:**

|  |  |
| --- | --- |
| working well independently | **5** |
| exceeding expectations, doing more than what is required on assignments of interest | **5** |
| working cooperatively as a team member, receptive to the ideas of others | **5** |
| eagerness to complete assignments of interest on time or prior to due date | **5** |
| assuming leadership positions, leading the group | **5** |

**Example:** Student 2 is always willing to be a helper to others and is a natural team leader. She brings thoughtful and innovative ideas to her groups and gets along well with others. She often asks if she can do more than the required amount on her assignments. Student 2 is currently spending an hour of her day with a 2nd grade class and thoroughly enjoys her time there. She is proud to show off the work she is doing and loves to tell me when she is doing more that the second graders in her class.

**Additional comments or data to support nomination:**

Student 2 is a GREAT reader...both with fluency and comprehension. She is a very bright girl who loves to be a helper to others. She loves a good challenge and will go the extra mile. She has a great sense of humor and loves to share her ideas and experiences with others.

# Student 3

Parent Rating Scale for Student 3:

Support: Please describe the student’s capabilities in the following areas

|  |
| --- |
| **In the space provided below, please explain why the student should be considered for Highly Capable Program services.**Student 3 is a very creative and caring boy. He is well above his peers in all academic areas. He is also much more mature than his peers and others often assume he is older than his actual age. Student 3 understands new concepts at a very fast rate and has a great memory. Student 3 is in tune to other people's emotional needs and is observant and helpful to others including both peers and adults. Student 3 loves learning about everything, his interests are very broad and he doesn't impose any type of barriers on himself like limiting himself to suggested age ranges or participating in gender exclusiveness. Student 3 is a problem solver, he is very good at figuring things out. He is very capable in all areas of his life: school, play, home, sports, work (yes, he is "employed" on our farm and takes his responsibilities seriously). He attends to all tasks with importance and maturity. Student 3 needs to be challenged in his learning at school. He is far more capable than the required level of coursework in his grade, I would really like to see him reach his potential at school.  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Check the appropriate box for occasionally, frequently, consistently for each of the statements below.**Give an example for each (feel free to use an additional page if needed): | **Occasionally** | **Frequently** | **Consistently** |
| **My child surprises me with his/her knowledge.** I am actually not surprised by Student 3's knowledge. It is usual for all of my children to be knowledgable about a variety of topics. I do frequently feel that they are really not like typical kids their age. I often feel that Student 3 hasn't been given enough opportunities to share his knowledge.  | **5** |
| **My child comes up with imaginative and/or unusual ways of doing things.**When Student 3 can't find what he thinks he needs, he will design and assemble something to fill his idea. He has made a carrier out of paper and tape with pockets and compartments for all of his little items. He has made a cape for his doll to match his own super cape out of paper. He often constructs elaborate things out of cardboard boxes like a space helmet and pirate ship. Student 3 is very resourceful, he can easily figure out solutions for his problems.  | **5** |
| **My child is intellectually curious and asks thoughtful questions.**Student 3 wants to learn about many, many things. Recently, we had a family member pass away, so we visited a funeral home. The funeral director ended up spending a long amount of time with us, answering Student 3's questions. He asked a lot of questions that I actually hadn't ever wondered about. When we were finished it felt like we had completed our own private field trip. Whatever we are doing, wherever we go, Student 3 has many, many questions. He loves learning! | **5** |
| **My child finds humor in situations or events unusual for his/her age.**Student 3 and I have shared secret laughs for years about his younger sisters actions. Student 3 laughs and points out funny things that most people don't even notice about the world around him. Student 3 sometimes makes up his own unique jokes.  | **5** |
| **My child can focus on a particular topic for an unusually long period of time.**When we go to the zoo, aquarium or museum, Student 3 enjoys each display for an extended length of time. Other families have quickly moved on, where he and his siblings are still reading, observing and discussing. Student 3 is able to attend or participate in activities intended for older children. We frequently go to plays that are intended for older children and Student 3 always acts attentive and comprehends the story.  | **5** |
| **Average Parent Rating** | **5** |

Does your child have a special need (such as learning disability) that you want to communicate to the committee? No

Teacher Rating Scale for Student 3

Grade: **1**

Rating Submitted By: Sarah Bailey

Amount of Time Spent Observing Student: 1 1/2 yrs

**Average Score: 3.8**

**The student is an intense learner. This is demonstrated through:**

|  |  |
| --- | --- |
| determination to complete assignments and projects successfully | **5** |
| using advanced vocabulary, incorporating it into conversation or writing | **3** |
| possessing a large amount of factual knowledge used accurately, reading extensively | **5** |
| social awareness, concern for fairness, prejudice, and equity issues beyond age level | **3** |
| exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest | **3** |

**Example:**

**The student is an analytical thinker.**

**Analytical thinking is demonstrated through:**

|  |  |
| --- | --- |
| an understanding of ideas and complex concepts | **3** |
| an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating | **5** |
| learning new skills and concepts quickly | **5** |
| an awareness of relationships, using metaphors or analogies, making mental connections | **3** |
| a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion | **5** |

**Example:** Student 3 catches on to new concepts very quickly, He is not afraid to try new things and enjoys a challenge.

**The student is a creative producer. Creative, productive thinking is demonstrated through:**

|  |  |
| --- | --- |
| generating different ideas, adapting readily to new situations | **5** |
| originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products | **3** |
| creating detailed projects, turning the simple into complex, adding details, embellishing | **3** |
| questioning, asking complex questions not typical of age group | **3** |
| a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless | **3** |

**Example:** Student 3 is a strong writer and often uses more details in his writing than other students. He likes to go the "extra mile" is his writing and takes his time on art projects. He pays close attention to detail.

**The student is highly motivated in areas of interest. Motivation is demonstrated through:**

|  |  |
| --- | --- |
| working well independently | **5** |
| exceeding expectations, doing more than what is required on assignments of interest | **3** |
| working cooperatively as a team member, receptive to the ideas of others | **1** |
| eagerness to complete assignments of interest on time or prior to due date | **5** |
| assuming leadership positions, leading the group | **5** |

**Example:** Student 3 is often one of the first students to finish his work. He likes to be one of the first ones done. Sometimes he can be a little competitive. When working in a group he naturally takes a leadership position and has very constructive ideas for the group he is in.

**Additional comments or data to support nomination:**

Student 3 is always eager to try new things. He is a quick thinker and learns new concepts rapidly. He is also quick at his work and could probably work on slowing down a bit and not always be in a rush. He is very competitive with his peers which can either be a positive motivation for him or make him have careless mistakes with his work. He works well in a group and is a natural team leader.

# Student 4

Parent Rating Scale for Student 4:

Support: Please describe the student’s capabilities in the following areas

|  |
| --- |
| **In the space provided below, please explain why the student should be considered for Highly Capable Program services.**Student 4 enjoys challenging herself in many areas. Especially in the areas of Math and Science, she seeks out opportunities to explore and try new things. She is above grade-level in almost all subject areas and standards.This combination of curiosity, motivation and aptitude seem to make Student 4 a good candidate for the program. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Check the appropriate box for occasionally, frequently, consistently for each of the statements below.**Give an example for each (feel free to use an additional page if needed): | **Occasionally** | **Frequently** | **Consistently** |
| **My child surprises me with his/her knowledge.** She recently did some mental math that was fairly complex and came up with the correct answer.Student 4 is always sharing fun facts with us that catch us off guard due to the advanced nature of the information.Her vocabulary is surprisingly sophisticated for her age.While her brother was working on memorizing digits of pi, she surprised us with reciting about 70 digits accurately. | **5** |
| **My child comes up with imaginative and/or unusual ways of doing things.**She creates "contraptions" and "systems" with ropes and pulleys. She creates projects with arts and craft materials that are unique and imaginative. | **5** |
| **My child is intellectually curious and asks thoughtful questions.**She asks many questions, especially about science, that are thought-provoking and reveal a mature understanding of the world. | **5** |
| **My child finds humor in situations or events unusual for his/her age.**She has a great time teasing her brothers and making references from pop culture, songs and family jokes that seem like they should be beyond her grasp. | **3** |
| **My child can focus on a particular topic for an unusually long period of time.**Student 4 loves to sit and do science experiments. She spent her birthday and Christmas money on a science club that sends her materials to do experiments every month. When the kit comes, she puts on her lab coat and goggles and digs in for hours. | **3** |
| **Average Parent Rating** | **4.2** |

Does your child have a special need (such as learning disability) that you want to communicate to the committee? No

Teacher Rating Scale for Student 4

Grade: **2**

Rating Submitted By: Lisa Thomas

Amount of Time Spent Observing Student: Sept-current

**Average Score: 4.5**

Support: Please describe the student’s capabilities in the following areas

|  |
| --- |
| **In the space provided below, please explain why the student should be considered for Highly Capable Program services.**Student 4 has highly developed critical thinking skills and she is an incredibly motivated student. She is always willing to go the extra mile in her classwork and is willing to do research at home when a project really interests her. This ability to be self motivated at such a young age and her high academic ability is what leads me to believe that Student 4 would be a strong candidate for the highly capable program. |

**The student is an intense learner. This is demonstrated through:**

|  |  |
| --- | --- |
| determination to complete assignments and projects successfully | **5** |
| using advanced vocabulary, incorporating it into conversation or writing | **5** |
| possessing a large amount of factual knowledge used accurately, reading extensively | **5** |
| social awareness, concern for fairness, prejudice, and equity issues beyond age level | **3** |
| exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest | **5** |

**Example:** Student 4 is very interested in science. She will often conduct experiments at home and then bring them to school to share or discuss them with us the next day.

**The student is an analytical thinker.**

**Analytical thinking is demonstrated through:**

|  |  |
| --- | --- |
| an understanding of ideas and complex concepts | **5** |
| an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating | **5** |
| learning new skills and concepts quickly | **5** |
| an awareness of relationships, using metaphors or analogies, making mental connections | **5** |
| a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion | **3** |

**Example:** Student 4 loves to discuss topics that are out of the typical 2nd grade curriculum. She always has something to add and is willing to do extra work to find information.

**The student is a creative producer. Creative, productive thinking is demonstrated through:**

|  |  |
| --- | --- |
| generating different ideas, adapting readily to new situations | **5** |
| originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products | **3** |
| creating detailed projects, turning the simple into complex, adding details, embellishing | **5** |
| questioning, asking complex questions not typical of age group | **5** |
| a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless | **3** |

**Example:** Student 4 likes to take an extra step in an assignment to make in interesting to her. She likes to discuss complex topics, especially in science.

**The student is highly motivated in areas of interest. Motivation is demonstrated through:**

|  |  |
| --- | --- |
| working well independently | **5** |
| exceeding expectations, doing more than what is required on assignments of interest | **5** |
| working cooperatively as a team member, receptive to the ideas of others | **3** |
| eagerness to complete assignments of interest on time or prior to due date | **5** |
| assuming leadership positions, leading the group | **3** |

**Example:**

**Additional comments or data to support nomination:**

Student 4 is very conscientious in class. She is a hard worker and always willing to take an assignment further. She has excellent questions in everything we learn and she is always excited to share her knowledge or learning.

# Student 5

Parent Rating Scale for Student 5:

Support: Please describe the student’s capabilities in the following areas

|  |
| --- |
| **In the space provided below, please explain why the student should be considered for Highly Capable Program services.**need to retest- last time she took this test she had a score combination that warrants new data. conversations with Beth Clothier |

|  |  |  |  |
| --- | --- | --- | --- |
| **Check the appropriate box for occasionally, frequently, consistently for each of the statements below.**Give an example for each (feel free to use an additional page if needed): | **Occasionally** | **Frequently** | **Consistently** |
| **My child surprises me with his/her knowledge.** vocabulary, drawing conclusions | **3** |
| **My child comes up with imaginative and/or unusual ways of doing things.**projects, takes initiative and figures it out | **3** |
| **My child is intellectually curious and asks thoughtful questions.** | **5** |
| **My child finds humor in situations or events unusual for his/her age.** | **1** |
| **My child can focus on a particular topic for an unusually long period of time.** | **3** |
| **Average Parent Rating** | **3** |

Does your child have a special need (such as learning disability) that you want to communicate to the committee? No

If YES, please explain:

Teacher Rating Scale for Student 5

Grade: **3**

Rating Submitted By: Becky Swanson

Amount of Time Spent Observing Student: 2014-15 school year

**Average Score: 4.6**

**The student is an intense learner. This is demonstrated through:**

|  |  |
| --- | --- |
| determination to complete assignments and projects successfully | **5** |
| using advanced vocabulary, incorporating it into conversation or writing | **3** |
| possessing a large amount of factual knowledge used accurately, reading extensively | **5** |
| social awareness, concern for fairness, prejudice, and equity issues beyond age level | **5** |
| exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest | **5** |

**Example:** We are currently studying geology and Student 5 has provided us with examples of all the types of rocks. She has been teaching others about what the rocks look like and putting them into their proper category. Whenever we are reading about a particular rock, she shows students what it looks like. Her enthusiasm has been contagious and students are actively learning more because they are as excited as she is.

She is helping students build vocabulary and helping them make connections.

**The student is an analytical thinker.**

**Analytical thinking is demonstrated through:**

|  |  |
| --- | --- |
| an understanding of ideas and complex concepts | **5** |
| an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating | **5** |
| learning new skills and concepts quickly | **5** |
| an awareness of relationships, using metaphors or analogies, making mental connections | **3** |
| a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion | **5** |

**Example:** Student 5 is a quick learner. When something is confusing, Student 5 never gives up. She can accept her shortcomings with humor and recognizes where her thinking has gone astray and correct it. If she thinks I've made a mistake, she doesn't hesitate to correct or question it. If she doesn't understand or is confused, she is not embarrassed to ask for clarification.

**The student is a creative producer. Creative, productive thinking is demonstrated through:**

|  |  |
| --- | --- |
| generating different ideas, adapting readily to new situations | **5** |
| originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products | **3** |
| creating detailed projects, turning the simple into complex, adding details, embellishing | **5** |
| questioning, asking complex questions not typical of age group | **5** |
| a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless | **5** |

**Example:** She can find humor in situations without offending anyone. She is compassionate and is a natural at helping others learn.

**The student is highly motivated in areas of interest. Motivation is demonstrated through:**

|  |  |
| --- | --- |
| working well independently | **5** |
| exceeding expectations, doing more than what is required on assignments of interest | **5** |
| working cooperatively as a team member, receptive to the ideas of others | **5** |
| eagerness to complete assignments of interest on time or prior to due date | **5** |
| assuming leadership positions, leading the group | **5** |

**Example:** Student 5 loves to be involved. She has leadership qualities that her classmates admire and respect. She works well with others and is a willing and helpful partner no matter what the academic level of her partner happens to be.

**Additional comments or data to support nomination:**

Student 5 will excel in a challenge program. She has a thirst for knowledge and the intellect to keep up with the other high performing students in our school. Although I have had the pleasure of being Student 5's teacher this school year, I have also observed her over two plus years prior in a social setting. She has always demonstrated high academic and language skills beyond her years.

# Student 6

Parent Rating Scale for Student 6:

Support: Please describe the student’s capabilities in the following areas

|  |
| --- |
| **In the space provided below, please explain why the student should be considered for Highly Capable Program services.**Scored greater than 92% of students nationally in STAR math scoresExceeds grade level standards in all reading categoriesAdvanced spelling capabilitiesFeedback from classroom volunteers about readiness for this program |

|  |  |  |  |
| --- | --- | --- | --- |
| **Check the appropriate box for occasionally, frequently, consistently for each of the statements below.**Give an example for each (feel free to use an additional page if needed): | **Occasionally** | **Frequently** | **Consistently** |
| **My child surprises me with his/her knowledge.** In a adult discussion about Cuban baseball players Student 6 was able to think of one after we could not come up with any | **3** |
| **My child comes up with imaginative and/or unusual ways of doing things.**Designs imaginative and abstract machinery and buildings on a regular basis with his LEGOs and in drawings | **3** |
| **My child is intellectually curious and asks thoughtful questions.**Recently engaged us in a discussion about the United Kingdom and the nations included | **3** |
| **My child finds humor in situations or events unusual for his/her age.**Enjoys and understands subtle humor in television shows and movies I would consider advanced for his age | **3** |
| **My child can focus on a particular topic for an unusually long period of time.**Spends hours after school working on comic strips that reference events from his school day | **3** |
| **Average Parent Rating** | **3** |

Does your child have a special need (such as learning disability) that you want to communicate to the committee? No

Teacher Rating Scale for Student 6

Grade: **3**

Rating Submitted By: Becky Swanson

Amount of Time Spent Observing Student: 2014-15 school year

**Average Score: 4.9**

**The student is an intense learner. This is demonstrated through:**

|  |  |
| --- | --- |
| determination to complete assignments and projects successfully | **5** |
| using advanced vocabulary, incorporating it into conversation or writing | **5** |
| possessing a large amount of factual knowledge used accurately, reading extensively | **5** |
| social awareness, concern for fairness, prejudice, and equity issues beyond age level | **5** |
| exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest | **5** |

**Example:** Student 6 loves to learn and is quite serious about his education. He gets upset when others waste classroom learning time. He enjoys working in groups and sharing or passing on his knowledge to others. He likes to dig deep into topics that interest him. This is usually done at home. He works well in small groups with students who are serious about the task.

**The student is an analytical thinker.**

**Analytical thinking is demonstrated through:**

|  |  |
| --- | --- |
| an understanding of ideas and complex concepts | **5** |
| an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating | **5** |
| learning new skills and concepts quickly | **5** |
| an awareness of relationships, using metaphors or analogies, making mental connections | **5** |
| a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion | **5** |

**Example:** Student 6 often adds extended knowledge to the topic of discussion or presents another way of solving a math problem. His favorite sayings are "I know another way" and "I know something else!" Student 6 also does not hesitate to correct mistakes made by others, including the teacher!

**The student is a creative producer. Creative, productive thinking is demonstrated through:**

|  |  |
| --- | --- |
| generating different ideas, adapting readily to new situations | **5** |
| originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products | **3** |
| creating detailed projects, turning the simple into complex, adding details, embellishing | **5** |
| questioning, asking complex questions not typical of age group | **5** |
| a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless | **5** |

**Example:** Student 6 can see details and notices things others do not. He has a talent for drawing and including many details in his drawings. He spent time teaching some of his classmates how to illustrate their "Young Author" stories for the Young Author's conference.

**The student is highly motivated in areas of interest. Motivation is demonstrated through:**

|  |  |
| --- | --- |
| working well independently | **5** |
| exceeding expectations, doing more than what is required on assignments of interest | **3** |
| working cooperatively as a team member, receptive to the ideas of others | **5** |
| eagerness to complete assignments of interest on time or prior to due date | **5** |
| assuming leadership positions, leading the group | **5** |

**Example:** Student 6 loves to socialize, yet recognizes when he needs to seek a quiet place in which to learn and complete assignments. Sometimes when the noise level gets too loud for him to concentrate, he will always let me know so I can bring the noise level down or find him a quiet space.

**Additional comments or data to support nomination:**

Student 6 loves to learn. He is more outwardly social than his older sister in a school setting. He is very verbal and learns through talking best. He thrives when there is a discussion and then a hands on assignment. He enjoys the written assignments, especially when he can use his drawing skills to personalize his work.

# Student 7

Parent Rating Scale for Student 7:

Support: Please describe the student’s capabilities in the following areas

|  |
| --- |
| **In the space provided below, please explain why the student should be considered for Highly Capable Program services.**From our perspective, Student 7 reads at the same level as her brother who is in the same program. She represents strong motivation in that she voluntarily seeks out books to read from the library, finishes these books in a matter of days, and exhibits exceptional retention. One recent book she read was Divergent which was selected and read in four days over Spring break. She is a great communicator, participates well, and based on what we see from her brother’s experience, we see no reason why she will not excel in this program. Frankly, she easily meets and exceeds all the criteria for nomination as described above. Therefore we nominate Student 7 for the HCHM program. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Check the appropriate box for occasionally, frequently, consistently for each of the statements below.**Give an example for each (feel free to use an additional page if needed): | **Occasionally** | **Frequently** | **Consistently** |
| **My child surprises me with his/her knowledge.**  | **5** |
| **My child comes up with imaginative and/or unusual ways of doing things.** | **5** |
| **My child is intellectually curious and asks thoughtful questions.** | **5** |
| **My child finds humor in situations or events unusual for his/her age.** | **5** |
| **My child can focus on a particular topic for an unusually long period of time.** | **5** |
| **Average Parent Rating** | **5** |

Teacher Rating Scale for Student 7

Grade: **4**

Rating Submitted By: Cammy Alumbres

Amount of Time Spent Observing Student: this year

**Average Score: 4.9**

**The student is an intense learner. This is demonstrated through:**

|  |  |
| --- | --- |
| determination to complete assignments and projects successfully | **5** |
| using advanced vocabulary, incorporating it into conversation or writing | **5** |
| possessing a large amount of factual knowledge used accurately, reading extensively | **5** |
| social awareness, concern for fairness, prejudice, and equity issues beyond age level | **5** |
| exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest | **5** |

**Example:** Student 7 will ask questions to delve further into topics. Her free choice reading shows an advanced range. She's currently reading and understanding the Divergent Series.

**The student is an analytical thinker.**

**Analytical thinking is demonstrated through:**

|  |  |
| --- | --- |
| an understanding of ideas and complex concepts | **5** |
| an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating | **5** |
| learning new skills and concepts quickly | **5** |
| an awareness of relationships, using metaphors or analogies, making mental connections | **5** |
| a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion | **5** |

**Example:** She notices mistakes by others and with grace and poise to explain what she's noticed as well as the evidence for her line of thinking.

**The student is a creative producer. Creative, productive thinking is demonstrated through:**

|  |  |
| --- | --- |
| generating different ideas, adapting readily to new situations | **5** |
| originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products | **5** |
| creating detailed projects, turning the simple into complex, adding details, embellishing |  |
| questioning, asking complex questions not typical of age group | **5** |
| a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless | **3** |

**Example:** This comes through in her writing and during class discussion.

**The student is highly motivated in areas of interest. Motivation is demonstrated through:**

|  |  |
| --- | --- |
| working well independently | **5** |
| exceeding expectations, doing more than what is required on assignments of interest | **5** |
| working cooperatively as a team member, receptive to the ideas of others | **5** |
| eagerness to complete assignments of interest on time or prior to due date | **5** |
| assuming leadership positions, leading the group | **5** |

**Example:** She is able to work with everyone else in the class. Student 7 is able to listen to others and/or contribute.

**Additional comments or data to support nomination:**

Student 7 is able to reason through difficult challenges. Reading, writing, and speaking are her strengths. She had confidence in those areas.

In math, there's a "stretch your thinking" problem on homework. At the beginning of the year, she was reluctant to solve those problems. She now gives each one a try.

# Student 8

Parent Rating Scale for Student 8:

Support: Please describe the student’s capabilities in the following areas

|  |
| --- |
| **In the space provided below, please explain why the student should be considered for Highly Capable Program services.**Student 8 is highly motivated in all she does. She is an incredibly hard worker and gives 100% all the time. Student 8 does not give up when something is hard, this motivates her more to want to push through and do it. She loves a challenge and loves to be challenged and learn new things. Last summer she knew she was going to learn the recorder in 4th grades so she got a recorder and taught herself to play. Student 8 has a passion for learning and we are excited that she has this opportunity to be a part of the HICAP program! |

|  |  |  |  |
| --- | --- | --- | --- |
| **Check the appropriate box for occasionally, frequently, consistently for each of the statements below.**Give an example for each (feel free to use an additional page if needed): | **Occasionally** | **Frequently** | **Consistently** |
| **My child surprises me with his/her knowledge.** She has a passion for learning!! Her brother is in 5th grade and they just learned Pi for Pi day. Student 8 has started to learn Pi for 5th grade. She printed off a list and taped it on her wall so she could start memorizing! She motivates herself! | **5** |
| **My child comes up with imaginative and/or unusual ways of doing things.**Student 8 will teach herself new things all the time. We are always learning something from her. If there is something she wants to learn more about she will read, go online, or to the library to find the answers to her questions! She is a Taylor Swift fan and wanted to learn how to play one of her songs on her recorder. She printed off the music and leaned the song!! | **5** |
| **My child is intellectually curious and asks thoughtful questions.**Always wanting to know the answer to everything. She started her science fair project a month in advance and was so excited to share what she learned. She did her project on mold and wanted to know everything about mold. She had questions that we didn't have the answers to that she had to research. Love how she is so curious! | **5** |
| **My child finds humor in situations or events unusual for his/her age.**Student 8 gets things that others her age don't. She has a fun sense of humor and doesn't take herself too serious.  | **3** |
| **My child can focus on a particular topic for an unusually long period of time.**When she is working on a math problem, she will not give up until she get's it. When she answers the question she wants us to do the problem and make sure we got the same answer. She has no problem working through a problem!! | **5** |
| **Average Parent Rating** | **4.6** |

Does your child have a special need (such as learning disability) that you want to communicate to the committee? No

Teacher Rating Scale for Student 8

Grade: **4**

Rating Submitted By: peggy swapp

Amount of Time Spent Observing Student: All year

**Average Score: 5.0**

Support: Please describe the student’s capabilities in the following areas

|  |
| --- |
| **In the space provided below, please explain why the student should be considered for Highly Capable Program services.**1. Motivated at all times2. Desire to achieve3. Great Participation4. Testing is above grade level5. !00% work completion6. Leadership skills7. Desire to learn8. Dependable and respectful9. Thinks ahead |

**The student is an intense learner. This is demonstrated through:**

|  |  |
| --- | --- |
| determination to complete assignments and projects successfully | **5** |
| using advanced vocabulary, incorporating it into conversation or writing | **5** |
| possessing a large amount of factual knowledge used accurately, reading extensively | **5** |
| social awareness, concern for fairness, prejudice, and equity issues beyond age level | **5** |
| exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest | **5** |

**Example:** Student 8 has already started to memorize as many numbers of Pie as she can for next years challenge. She taught herself how to play the recorder before school started this year so she would be ready. She also made sure she had her multiplication facts memorized before school started.

**The student is an analytical thinker.**

**Analytical thinking is demonstrated through:**

|  |  |
| --- | --- |
| an understanding of ideas and complex concepts | **5** |
| an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating | **5** |
| learning new skills and concepts quickly | **5** |
| an awareness of relationships, using metaphors or analogies, making mental connections | **5** |
| a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion | **5** |

**Example:** Student 8 is always thinking and is willing to answer anything that is posed to the group. She has a mind of her own and will work with the knowledge that she has good standards and knows right from wrong and how to use it!

**The student is a creative producer. Creative, productive thinking is demonstrated through:**

|  |  |
| --- | --- |
| generating different ideas, adapting readily to new situations | **5** |
| originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products | **5** |
| creating detailed projects, turning the simple into complex, adding details, embellishing | **5** |
| questioning, asking complex questions not typical of age group | **5** |
| a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless | **5** |

**Example:** Student 8 developed a very detailed and well thought our science fair projects on her own. She had unique ideas on how to present her project. She has a wonderful sense of humor and is always the one willing to move if there is a difficult student to sit by. She is able to do this because she listens.

**The student is highly motivated in areas of interest. Motivation is demonstrated through:**

|  |  |
| --- | --- |
| working well independently | **5** |
| exceeding expectations, doing more than what is required on assignments of interest | **5** |
| working cooperatively as a team member, receptive to the ideas of others | **5** |
| eagerness to complete assignments of interest on time or prior to due date | **5** |
| assuming leadership positions, leading the group | **5** |

**Example:** Student 8 is a calm and quiet leader. She is very mature and does not have in interest in getting her own way, therefore she makes a great leader because she keeps everyone's interests in mind.

**Additional comments or data to support nomination:**

The trait that stands out the most in my mind concerning Student 8 is perseverance. She tackles every assignment with gusto and appears to love to learn. She is very MOTIVATED and therefore motivates those around her. She is never a discipline problem and has many wonderful character traits.

# Student 9

Parent Rating Scale for Student 9:

Support: Please describe the student’s capabilities in the following areas

|  |
| --- |
| **In the space provided below, please explain why the student should be considered for Highly Capable Program services.**Student 9 spoke at an extremely young age with advanced vocabulary and compound sentences. People were constantly shocked with what he had to say. Student 9 showed signs of strong empathy at an unusually young age. Student 9 thinks abstractly. He loves to read and absorbs information like a sponge. He has a photographic memory and can remember the smallest details of something that happened long ago. He asks questions that show insight and won't stop asking until he knows the answer. He understands adult nuances and double meaning. He can spend long amounts of time focusing and working on his own projects. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Check the appropriate box for occasionally, frequently, consistently for each of the statements below.**Give an example for each (feel free to use an additional page if needed): | **Occasionally** | **Frequently** | **Consistently** |
| **My child surprises me with his/her knowledge.** Student 9 is full of facts that he has absorbed over the years. He frequently tells me things that I never knew. I think this can cause social issues for him because many times he wants to talk with other kids in detail about things they have no interest in. | **5** |
| **My child comes up with imaginative and/or unusual ways of doing things.**Student 9 loves science experiments! He is always in the kitchen trying to create different things that he has either read about or is just curious about on his own. | **5** |
| **My child is intellectually curious and asks thoughtful questions.**Student 9 is very curious about how the world works and how his body works. He is always wanting to understand why things happen the way they do. This can cause him to worry about complex issues that most kids would never think about. | **5** |
| **My child finds humor in situations or events unusual for his/her age.**I can't think of a specific example, but Student 9 enjoys spending time with adults and usually understands the humor when it comes up. If he doesn't, he usually asks about it. He understands adult nuances and double meanings, so we have to be careful about what we say around him. | **5** |
| **My child can focus on a particular topic for an unusually long period of time.**Student 9 can spend long periods of time working on projects that interest him or learning about topics that interest him. Student 9 loves the snap circuit electrical set, and he likes to create his own circuits that do different things. An example of him wanting to learn about a topic that interests him is that just the other night, he was in his room being very quiet for close to an hour. I asked him what he was doing, and he said he was reading about insects. He then later told me all about it. | **5** |
| **Average Parent Rating** | **5** |

Does your child have a special need (such as learning disability) that you want to communicate to the committee? No

Teacher Rating Scale for Student 9

Grade: **4**

Rating Submitted By: peggy swapp

Amount of Time Spent Observing Student: all year

**Average Score: 3.3**

**The student is an intense learner. This is demonstrated through:**

|  |  |
| --- | --- |
| determination to complete assignments and projects successfully | **1** |
| using advanced vocabulary, incorporating it into conversation or writing | **5** |
| possessing a large amount of factual knowledge used accurately, reading extensively | **5** |
| social awareness, concern for fairness, prejudice, and equity issues beyond age level | **1** |
| exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest | **5** |

**Example:** Student 9 tends to get involved only with ideas that interest him.

**The student is an analytical thinker.**

**Analytical thinking is demonstrated through:**

|  |  |
| --- | --- |
| an understanding of ideas and complex concepts | **5** |
| an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating | **1** |
| learning new skills and concepts quickly | **3** |
| an awareness of relationships, using metaphors or analogies, making mental connections | **3** |
| a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion | **5** |

**Example:** Student 9 is a great thinker and it is often difficult to keep him on task as he is more interested in pursuing only what he wants to do.

**The student is a creative producer. Creative, productive thinking is demonstrated through:**

|  |  |
| --- | --- |
| generating different ideas, adapting readily to new situations | **3** |
| originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products | **5** |
| creating detailed projects, turning the simple into complex, adding details, embellishing | **1** |
| questioning, asking complex questions not typical of age group | **3** |
| a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless | **3** |

**Example:** Student 9 is creative in a way that he likes to get his ideas down in as few of words as possible.

**The student is highly motivated in areas of interest. Motivation is demonstrated through:**

|  |  |
| --- | --- |
| working well independently | **3** |
| exceeding expectations, doing more than what is required on assignments of interest | **1** |
| working cooperatively as a team member, receptive to the ideas of others | **1** |
| eagerness to complete assignments of interest on time or prior to due date | **1** |
| assuming leadership positions, leading the group | **1** |

**Example:** Student 9 tends to think only about his solutions and not listen to the group.

**Additional comments or data to support nomination:**

# Student 10

Parent Rating Scale for Student 10:

Support: Please describe the student’s capabilities in the following areas

|  |
| --- |
| **In the space provided below, please explain why the student should be considered for Highly Capable Program services.**Student 10 is a creative person with strong problem solving skills.  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Check the appropriate box for occasionally, frequently, consistently for each of the statements below.**Give an example for each (feel free to use an additional page if needed): | **Occasionally** | **Frequently** | **Consistently** |
| **My child surprises me with his/her knowledge.** Student 10 has an amazing memory and can recall things that often other family members have forgotten. She doesn't just remember things that are familiar but she remembers details. For example she might recall what unusual animal she saw at the zoo years ago but she will also recall specific details about that animal and its habitat. | **5** |
| **My child comes up with imaginative and/or unusual ways of doing things.**She loves to create things and particularly enjoys finding new ways to do things.  | **5** |
| **My child is intellectually curious and asks thoughtful questions.** | **3** |
| **My child finds humor in situations or events unusual for his/her age.** | **1** |
| **My child can focus on a particular topic for an unusually long period of time.**If she is interested in a topic it can occupy her for a long time.  | **3** |
| **Average Parent Rating** | **3.4** |

Does your child have a special need (such as learning disability) that you want to communicate to the committee? No

Teacher Rating Scale for Student 10

Grade: **5**

Rating Submitted By: Keith Hunter

Amount of Time Spent Observing Student: all year

**Average Score: 4.4**

**The student is an intense learner. This is demonstrated through:**

|  |  |
| --- | --- |
| determination to complete assignments and projects successfully | **5** |
| using advanced vocabulary, incorporating it into conversation or writing | **5** |
| possessing a large amount of factual knowledge used accurately, reading extensively | **5** |
| social awareness, concern for fairness, prejudice, and equity issues beyond age level | **5** |
| exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest | **5** |

**Example:** Student 10 is a dynamic person. She has a broad base of knowledge, which she accesses and utilizes on a regular basis. She knows a great deal about the world around her and she is sensitive to issues and people around her.

**The student is an analytical thinker.**

**Analytical thinking is demonstrated through:**

|  |  |
| --- | --- |
| an understanding of ideas and complex concepts | **3** |
| an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating | **3** |
| learning new skills and concepts quickly | **3** |
| an awareness of relationships, using metaphors or analogies, making mental connections | **5** |
| a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion | **5** |

**Example:** Student 10 is an independent person and a creative thinker. She often has a unique opinion on topics we discuss in class.

**The student is a creative producer. Creative, productive thinking is demonstrated through:**

|  |  |
| --- | --- |
| generating different ideas, adapting readily to new situations | **5** |
| originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products | **5** |
| creating detailed projects, turning the simple into complex, adding details, embellishing | **3** |
| questioning, asking complex questions not typical of age group |  |
| a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless | **5** |

**Example:** Student 10's writing shows great creativity and outstanding personal voice and word choice. She is an inventive story teller, both written and verbal.

**The student is highly motivated in areas of interest. Motivation is demonstrated through:**

|  |  |
| --- | --- |
| working well independently | **5** |
| exceeding expectations, doing more than what is required on assignments of interest | **3** |
| working cooperatively as a team member, receptive to the ideas of others | **5** |
| eagerness to complete assignments of interest on time or prior to due date | **3** |
| assuming leadership positions, leading the group | **5** |

**Example:** During our many group and partner projects in 5th grade, Student 10 consistently take on a leadership role. She has the maturity to recognize when she needs to take the lead on a project and when she can take on support role, yet she is still guiding from the side. In other words, she is not one with a a great need to be in charge.

**Additional comments or data to support nomination:**

I believe that Student 10's strengths lie in her ability to communicate with others, through her writing and story telling, and general social dynamics.

# Student 11

Parent Rating Scale for Student 11:

Support: Please describe the student’s capabilities in the following areas

|  |
| --- |
| **In the space provided below, please explain why the student should be considered for Highly Capable Program services.**Teacher nomination for math HI CAP programparticipation in previous years literacy HI CAP programcontinued growth in creative writing abilities at home |

|  |  |  |  |
| --- | --- | --- | --- |
| **Check the appropriate box for occasionally, frequently, consistently for each of the statements below.**Give an example for each (feel free to use an additional page if needed): | **Occasionally** | **Frequently** | **Consistently** |
| **My child surprises me with his/her knowledge.** Interested in Greek mythology and was listing some facts about it to us recently | **3** |
| **My child comes up with imaginative and/or unusual ways of doing things.**Has a list of creative writing rules posted in her room that she developed on her own | **3** |
| **My child is intellectually curious and asks thoughtful questions.**Spends much time doing independent research on numerous topics at home | **3** |
| **My child finds humor in situations or events unusual for his/her age.**Is entertained and gets subtle humor in movies and tv shows I would consider advanced for her age | **3** |
| **My child can focus on a particular topic for an unusually long period of time.**Numerous short stories that she spends weeks writing | **3** |
| **Average Parent Rating** | **3** |

Does your child have a special need (such as learning disability) that you want to communicate to the committee? No

Teacher Rating Scale for Student 11

Grade: **5**

Rating Submitted By: Christi Malcomson

Amount of Time Spent Observing Student: all year

**Average Score: 4.2**

**The student is an intense learner. This is demonstrated through:**

|  |  |
| --- | --- |
| determination to complete assignments and projects successfully | **5** |
| using advanced vocabulary, incorporating it into conversation or writing | **3** |
| possessing a large amount of factual knowledge used accurately, reading extensively | **5** |
| social awareness, concern for fairness, prejudice, and equity issues beyond age level | **5** |
| exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest | **1** |

**Example:** I have not seen intense interest in a particular subject but that doesn't mean there isn't one. It may not manifest itself at school.

**The student is an analytical thinker.**

**Analytical thinking is demonstrated through:**

|  |  |
| --- | --- |
| an understanding of ideas and complex concepts | **5** |
| an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating | **5** |
| learning new skills and concepts quickly | **3** |
| an awareness of relationships, using metaphors or analogies, making mental connections | **5** |
| a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion | **3** |

**Example:** Student 11 has been working on being more assertive with her contributions to class discussions and project work. She has come a long way and is really putting her own stamp on things.

**The student is a creative producer. Creative, productive thinking is demonstrated through:**

|  |  |
| --- | --- |
| generating different ideas, adapting readily to new situations | **5** |
| originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products | **5** |
| creating detailed projects, turning the simple into complex, adding details, embellishing | **5** |
| questioning, asking complex questions not typical of age group | **3** |
| a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless | **5** |

**Example:** Student 11 is supremely creative. She is an artist and sees the world through glasses with a unique prescription! She is always smiling and laughing and has a unique take on life and its events.

**The student is highly motivated in areas of interest. Motivation is demonstrated through:**

|  |  |
| --- | --- |
| working well independently | **5** |
| exceeding expectations, doing more than what is required on assignments of interest | **5** |
| working cooperatively as a team member, receptive to the ideas of others | **5** |
| eagerness to complete assignments of interest on time or prior to due date | **3** |
| assuming leadership positions, leading the group | **1** |

**Example:** She always wants to do her best work. Occasionally needs to be prodded to stay focused when working in a group.

**Additional comments or data to support nomination:**

The world would miss out on a lot without Student 11's unique perspective. She is a creative, life-affirming, caring individual.

Teacher Rating Scale for Student 11

Grade: **5**

Rating Submitted By: Keith Hunter

Amount of Time Spent Observing Student: daily leveled math and occasional reading class

**Average Score: 4.3**

**The student is an intense learner. This is demonstrated through:**

|  |  |
| --- | --- |
| determination to complete assignments and projects successfully | **5** |
| using advanced vocabulary, incorporating it into conversation or writing | **5** |
| possessing a large amount of factual knowledge used accurately, reading extensively | **5** |
| social awareness, concern for fairness, prejudice, and equity issues beyond age level | **3** |
| exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest | **3** |

**Example:**

**The student is an analytical thinker.**

**Analytical thinking is demonstrated through:**

|  |  |
| --- | --- |
| an understanding of ideas and complex concepts | **5** |
| an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating | **5** |
| learning new skills and concepts quickly | **5** |
| an awareness of relationships, using metaphors or analogies, making mental connections | **5** |
| a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion | **3** |

**Example:**

**The student is a creative producer. Creative, productive thinking is demonstrated through:**

|  |  |
| --- | --- |
| generating different ideas, adapting readily to new situations | **5** |
| originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products | **3** |
| creating detailed projects, turning the simple into complex, adding details, embellishing | **3** |
| questioning, asking complex questions not typical of age group | **5** |
| a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless | **5** |

**Example:**

**The student is highly motivated in areas of interest. Motivation is demonstrated through:**

|  |  |
| --- | --- |
| working well independently | **5** |
| exceeding expectations, doing more than what is required on assignments of interest | **5** |
| working cooperatively as a team member, receptive to the ideas of others | **5** |
| eagerness to complete assignments of interest on time or prior to due date | **5** |
| assuming leadership positions, leading the group | **3** |

**Example:**

**Additional comments or data to support nomination:**

I realize that Student 11 is already being served for ELA. I find her to be an equally adept mathematician. I think she is somewhat of a "sleeper" in math. Her skill set and ability are not as equally recognized as those in her HiCap peers who are already being served for math. She is not overly gregarious. She has scored 100% on several tests and quizzes, often out performing many of the HiCap math students.

The bullet points I addressed above were submitted in a mathematical context, though they are not specific to mathematics... if that make sense.

# Student 12

Parent Rating Scale for Student 12:

Support: Please describe the student’s capabilities in the following areas

|  |
| --- |
| **In the space provided below, please explain why the student should be considered for Highly Capable Program services.**He shows he can come to mathematical conclusions beyond what he is learning just by drawing from prior knowledge. His reading skills seem to be advanced also. He is highly motivated. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Check the appropriate box for occasionally, frequently, consistently for each of the statements below.**Give an example for each (feel free to use an additional page if needed): | **Occasionally** | **Frequently** | **Consistently** |
| **My child surprises me with his/her knowledge.** When working with math he usually goes further in his thinking and discussion with me then the problem requires and has good ideas to apply to other things. | **5** |
| **My child comes up with imaginative and/or unusual ways of doing things.**When working on something he sticks with it and looks at things from all angles and is always trying to think of a better way to do things. | **3** |
| **My child is intellectually curious and asks thoughtful questions.**It is hard to think of specific incidents where he is doing all these things because I am terribly busy with 8 kids but I am always amazed at his ideas and the deep questions he asks. | **5** |
| **My child finds humor in situations or events unusual for his/her age.**Student 12 usually prefers the company of adult and is very quick witted in conversations with them. He keeps up very well with the humorous banter | **5** |
| **My child can focus on a particular topic for an unusually long period of time.**When sitting down to study any given topic, Student 12 very much likes to know the details. he will sit and contemplate the things he has learned and then likes to discuss things with me. | **5** |
| **Average Parent Rating** | **4.6** |

Does your child have a special need (such as learning disability) that you want to communicate to the committee? No

Teacher Rating Scale for Student 12

Grade: **7**

Rating Submitted By: Aly

Amount of Time Spent Observing Student: All year

**Average Score: 3.9**

**The student is an intense learner. This is demonstrated through:**

|  |  |
| --- | --- |
| determination to complete assignments and projects successfully | **1** |
| using advanced vocabulary, incorporating it into conversation or writing | **5** |
| possessing a large amount of factual knowledge used accurately, reading extensively | **5** |
| social awareness, concern for fairness, prejudice, and equity issues beyond age level | **5** |
| exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest |  |

**Example:** Student 12 uses advanced vocabulary to express his thoughts and contributions to class discussion. Often times, he seems disengaged, but performs at a high level when engaged. His determination to complete school work is low, but I feel like that is due to effort. For example, he is an avid reader, but he has not completed 2 of the 4 plot diagrams that have been assigned this semester and is not because he hasn't done the reading.

**The student is an analytical thinker.**

**Analytical thinking is demonstrated through:**

|  |  |
| --- | --- |
| an understanding of ideas and complex concepts | **5** |
| an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating | **5** |
| learning new skills and concepts quickly | **5** |
| an awareness of relationships, using metaphors or analogies, making mental connections | **3** |
| a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion | **1** |

**Example:**

**The student is a creative producer. Creative, productive thinking is demonstrated through:**

|  |  |
| --- | --- |
| generating different ideas, adapting readily to new situations | **5** |
| originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products | **5** |
| creating detailed projects, turning the simple into complex, adding details, embellishing | **1** |
| questioning, asking complex questions not typical of age group | **5** |
| a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless | **3** |

**Example:**

**The student is highly motivated in areas of interest. Motivation is demonstrated through:**

|  |  |
| --- | --- |
| working well independently | **5** |
| exceeding expectations, doing more than what is required on assignments of interest | **1** |
| working cooperatively as a team member, receptive to the ideas of others | **3** |
| eagerness to complete assignments of interest on time or prior to due date | **1** |
| assuming leadership positions, leading the group | **3** |

**Example:**

**Additional comments or data to support nomination:**

Teacher Rating Scale for Student 12

Grade: **7**

Rating Submitted By: Loran James

Amount of Time Spent Observing Student: all year

**Average Score: 3.9**

**The student is an intense learner. This is demonstrated through:**

|  |  |
| --- | --- |
| determination to complete assignments and projects successfully | **5** |
| using advanced vocabulary, incorporating it into conversation or writing | **3** |
| possessing a large amount of factual knowledge used accurately, reading extensively | **5** |
| social awareness, concern for fairness, prejudice, and equity issues beyond age level | **5** |
| exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest | **3** |

**Example:**

**The student is an analytical thinker.**

**Analytical thinking is demonstrated through:**

|  |  |
| --- | --- |
| an understanding of ideas and complex concepts | **5** |
| an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating | **5** |
| learning new skills and concepts quickly | **5** |
| an awareness of relationships, using metaphors or analogies, making mental connections | **5** |
| a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion | **3** |

**Example:**

**The student is a creative producer. Creative, productive thinking is demonstrated through:**

|  |  |
| --- | --- |
| generating different ideas, adapting readily to new situations |  |
| originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products | **5** |
| creating detailed projects, turning the simple into complex, adding details, embellishing | **1** |
| questioning, asking complex questions not typical of age group | **1** |
| a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless | **3** |

**Example:**

**The student is highly motivated in areas of interest. Motivation is demonstrated through:**

|  |  |
| --- | --- |
| working well independently | **5** |
| exceeding expectations, doing more than what is required on assignments of interest | **3** |
| working cooperatively as a team member, receptive to the ideas of others | **3** |
| eagerness to complete assignments of interest on time or prior to due date | **5** |
| assuming leadership positions, leading the group | **3** |

**Example:**

**Additional comments or data to support nomination:**

# Student 13

Parent Rating Scale for Student 13:

Support: Please describe the student’s capabilities in the following areas

|  |
| --- |
| **In the space provided below, please explain why the student should be considered for Highly Capable Program services.**Student 13 is curious about many things. He has a vivid and creative imagination. He wants to solve problems and seeks a high level of understanding and most importantly, he is empathetic and compassionate. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Check the appropriate box for occasionally, frequently, consistently for each of the statements below.**Give an example for each (feel free to use an additional page if needed): | **Occasionally** | **Frequently** | **Consistently** |
| **My child surprises me with his/her knowledge.** We are often in a conversation where I think Student 13 is rambling on about some theory or fact. I am often suprised when I find out later that he was accurate and knowledgable about the topic he was talking about. I grew up with a mother who was like a walking encyclopedia; I could ask her about most anything and she would know how to answer. Student 13 reminds me of that | **3** |
| **My child comes up with imaginative and/or unusual ways of doing things.** | **5** |
| **My child is intellectually curious and asks thoughtful questions.** | **5** |
| **My child finds humor in situations or events unusual for his/her age.** | **3** |
| **My child can focus on a particular topic for an unusually long period of time.**chores - nocrazy construction project - hours | **5** |
| **Average Parent Rating** | **4.2** |

Does your child have a special need (such as learning disability) that you want to communicate to the committee? No

Teacher Rating Scale for Student 13

Grade: **8**

Rating Submitted By: Suzann Keith

Amount of Time Spent Observing Student: All year in a block language arts class.

**Average Score: 3.9**

**The student is an intense learner. This is demonstrated through:**

|  |  |
| --- | --- |
| determination to complete assignments and projects successfully | **3** |
| using advanced vocabulary, incorporating it into conversation or writing | **5** |
| possessing a large amount of factual knowledge used accurately, reading extensively | **5** |
| social awareness, concern for fairness, prejudice, and equity issues beyond age level | **5** |
| exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest |  |

**Example:** I can't really give an answer on the last question about exploring topics of personal interest...I haven't observed this but it may be true...it would be helpful to have a "not observed" or "no basis to rate" or option.

Student 13 is a socially aware student who is beyond his years in terms of knowledge of global issues. He reads quite a bit and uses advanced vocab in both speaking and writing.

**The student is an analytical thinker.**

**Analytical thinking is demonstrated through:**

|  |  |
| --- | --- |
| an understanding of ideas and complex concepts | **5** |
| an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating | **3** |
| learning new skills and concepts quickly | **3** |
| an awareness of relationships, using metaphors or analogies, making mental connections | **5** |
| a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion | **5** |

**Example:** Student 13 has much self confidence and is not afraid to be the lone voice on a position or topic.

**The student is a creative producer. Creative, productive thinking is demonstrated through:**

|  |  |
| --- | --- |
| generating different ideas, adapting readily to new situations | **3** |
| originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products | **5** |
| creating detailed projects, turning the simple into complex, adding details, embellishing | **1** |
| questioning, asking complex questions not typical of age group | **3** |
| a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless | **3** |

**Example:** Student 13 is not detail oriented. He is a "big picture" person. Details are his academic weakness. For example, he is a strong writer with a natural voice, but he does not take the time to edit for conventions.

**The student is highly motivated in areas of interest. Motivation is demonstrated through:**

|  |  |
| --- | --- |
| working well independently | **3** |
| exceeding expectations, doing more than what is required on assignments of interest | **1** |
| working cooperatively as a team member, receptive to the ideas of others | **3** |
| eagerness to complete assignments of interest on time or prior to due date | **1** |
| assuming leadership positions, leading the group | **5** |

**Example:** Student 13 is a natural leader who often speaks for the group. However, he is a somewhat lazy student who does not do more than what is expected. In fact, he sometimes does the minimum to get by. He does not go back and revise and accepts a first draft as acceptable to turn in as finished work.

**Additional comments or data to support nomination:**

Student 13 is very creative, well spoken and a good leader. He is very capable. However, he is not a very hard worker in class and relies on his natural talent to "carry him" rather than exerting much effort. He does what you ask, but doesn't seem interested in really honing his skills or pushing himself to excel.

Teacher Rating Scale for Student 13

Grade: **8**

Rating Submitted By: Bob Plank

Amount of Time Spent Observing Student: all year in two classes each day

**Average Score: 4.2**

**The student is an intense learner. This is demonstrated through:**

|  |  |
| --- | --- |
| determination to complete assignments and projects successfully | **3** |
| using advanced vocabulary, incorporating it into conversation or writing | **3** |
| possessing a large amount of factual knowledge used accurately, reading extensively | **5** |
| social awareness, concern for fairness, prejudice, and equity issues beyond age level | **5** |
| exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest | **5** |

**Example:** Student 13 actively engages in debate about topics not always directly relevant to him. He is more than willing to offer his opinion on any topics he is familiar with or that interest him.

**The student is an analytical thinker.**

**Analytical thinking is demonstrated through:**

|  |  |
| --- | --- |
| an understanding of ideas and complex concepts | **5** |
| an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating | **3** |
| learning new skills and concepts quickly | **5** |
| an awareness of relationships, using metaphors or analogies, making mental connections | **5** |
| a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion | **5** |

**Example:** Student 13 is a natural leader, both physically and mentally. As such, he is often willing to take on topics of debate he may not even agree with but is very comfortable with strongly supporting whichever side of the argument he is on at that time

**The student is a creative producer. Creative, productive thinking is demonstrated through:**

|  |  |
| --- | --- |
| generating different ideas, adapting readily to new situations | **3** |
| originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products | **3** |
| creating detailed projects, turning the simple into complex, adding details, embellishing | **5** |
| questioning, asking complex questions not typical of age group | **3** |
| a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless | **5** |

**Example:**

**The student is highly motivated in areas of interest. Motivation is demonstrated through:**

|  |  |
| --- | --- |
| working well independently | **5** |
| exceeding expectations, doing more than what is required on assignments of interest | **3** |
| working cooperatively as a team member, receptive to the ideas of others | **5** |
| eagerness to complete assignments of interest on time or prior to due date | **5** |
| assuming leadership positions, leading the group | **5** |

**Example:**

**Additional comments or data to support nomination:**

Student 13 is a very strong and dominant personality. He, at times, can intimidate and/or move other's opinion to his own.

# Student 14

Parent Rating Scale for Student 14:

Support: Please describe the student’s capabilities in the following areas

|  |
| --- |
| **In the space provided below, please explain why the student should be considered for Highly Capable Program services.**Student 14 should be considered for the Highly Capable program for several reasons. First, he has achieved a nearly 4.0 GPA each semester since 4th grade. Second, he has consistently performed in the highest percentile on state tests including the FCAT (Florida), Alaska Standardized Test, and ITBS (Iowa Test). Finally, Student 14 is an intelligent student that needs challenge.* Top 10% in reading/math FCAT tests
* Top 10% in reading/math ITBS tests
* Scored into gifted program in FL, based on IQ scores
* Proficient problem solver and numerical thinker
* Able to think scientifically and mathematically to perform specific tasks
 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Check the appropriate box for occasionally, frequently, consistently for each of the statements below.**Give an example for each (feel free to use an additional page if needed): | **Occasionally** | **Frequently** | **Consistently** |
| **My child surprises me with his/her knowledge.** Student 14 is a thinker. He will discuss world religions, mathematical principles, biology/ecology, and other topics whenever given the opportunity. | **5** |
| **My child comes up with imaginative and/or unusual ways of doing things.**Student 14 has the ability in math to see different (and efficient) ways of solving problems. | **3** |
| **My child is intellectually curious and asks thoughtful questions.**In the first box I provided an example of Student 14 pondering a variety of subjects. In the course of these discussions he will ask questions. These are usually multilayered questions with several answers. | **5** |
| **My child finds humor in situations or events unusual for his/her age.** | **1** |
| **My child can focus on a particular topic for an unusually long period of time.** | **1** |
| **Average Parent Rating** | **3** |

Does your child have a special need (such as learning disability) that you want to communicate to the committee? No

Teacher Rating Scale for Student 14

Grade: **8**

Rating Submitted By: Linda Reichlin

Amount of Time Spent Observing Student: 1 school year

**Average Score: 4.2**

**The student is an intense learner. This is demonstrated through:**

|  |  |
| --- | --- |
| determination to complete assignments and projects successfully | **5** |
| using advanced vocabulary, incorporating it into conversation or writing | **5** |
| possessing a large amount of factual knowledge used accurately, reading extensively | **5** |
| social awareness, concern for fairness, prejudice, and equity issues beyond age level | **5** |
| exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest | **3** |

**Example:** Student 14 had to complete a book report applying the Nine Building blocks of fiction to a modern classic. He read The Cay. He did an excellent job citing text evidence from the novel to support his ideas and observations. He was able to recognize tone, mood, perspective and describe with good detail the plot of the story.

**The student is an analytical thinker.**

**Analytical thinking is demonstrated through:**

|  |  |
| --- | --- |
| an understanding of ideas and complex concepts | **5** |
| an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating | **5** |
| learning new skills and concepts quickly | **5** |
| an awareness of relationships, using metaphors or analogies, making mental connections | **3** |
| a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion | **3** |

**Example:** Our 8th grade students just completed a research paper on "How the United States has handled conflict." He researched 3 major events; the Oklahoma City Bombing, Plessy versus Ferguson case, and the Waco siege. He successfully researched and described each conflict and was able to address the bigger question of how the United States handled conflict. He clearly stated his ideas, connected and supported his thoughts with excellent writing skills.

**The student is a creative producer. Creative, productive thinking is demonstrated through:**

|  |  |
| --- | --- |
| generating different ideas, adapting readily to new situations | **3** |
| originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products | **5** |
| creating detailed projects, turning the simple into complex, adding details, embellishing | **5** |
| questioning, asking complex questions not typical of age group | **1** |
| a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless | **5** |

**Example:** Student 14 was our Student Council president. He planned many activities throughout the year that required presenting ideas, planning step by step how the tasks were to be completed. Delegating various jobs to other members and overseeing projects. Last week the Student Council spearheaded Wellness Week. Student 14 coordinated daily health trivia, created a variety of fitness activities for recess, and organized a jog-a-thon in which the entire school participated.

**The student is highly motivated in areas of interest. Motivation is demonstrated through:**

|  |  |
| --- | --- |
| working well independently | **5** |
| exceeding expectations, doing more than what is required on assignments of interest | **3** |
| working cooperatively as a team member, receptive to the ideas of others | **3** |
| eagerness to complete assignments of interest on time or prior to due date | **5** |
| assuming leadership positions, leading the group | **5** |

**Example:** Again, this speaks to Student 14 as Student Council president. The Student Council organized and implemented several activities. Student 14 organized Halloween door decorating contest, a school-wide sympathy card for Marysville-Pilchuck students, fundraiser for Heifer International, bake sale fundraiser for a former student who is struggling with cancer, Wellness Week, activities for Catholic Schools' Week, and a variety of other events and activities. Student 14 communicated well, and was able to create a vision for fellow students.

**Additional comments or data to support nomination:**

Student 14 loves to be challenged. He seems to thrive in an environment that allows him to express his opinion and support his ideas. Student 14 is a concrete thinker. He likes things black and white. He pushes himself to be his best in whatever the situation calls for. He can set goals for himself and works hard to achieve them. Student 14 responds to those who are honest and fair.

# Student 15

Parent Rating Scale for Student 15:

Support: Please describe the student’s capabilities in the following areas

|  |
| --- |
| **In the space provided below, please explain why the student should be considered for Highly Capable Program services.**Student 15 excels in grammer, and writing in general. His reading tastes are french philosophy, strategy, and political histories. I would love to see him continue to grow and be challenged.  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Check the appropriate box for occasionally, frequently, consistently for each of the statements below.**Give an example for each (feel free to use an additional page if needed): | **Occasionally** | **Frequently** | **Consistently** |
| **My child surprises me with his/her knowledge.** His essays are amazing to read, if he is interested, he will slay you with knowledge.  | **5** |
| **My child comes up with imaginative and/or unusual ways of doing things.**He is fearless.  | **3** |
| **My child is intellectually curious and asks thoughtful questions.**From a very young age he has been a people watcher, a listener. Loves researching and sharing what he finds.  | **5** |
| **My child finds humor in situations or events unusual for his/her age.**Strong wit. His friends cannot keep up with his though process. Adults enjoy his company.  | **5** |
| **My child can focus on a particular topic for an unusually long period of time.**written communication is his favorite activity. writes political papers, speech type, and requests for entertainment.  | **3** |
| **Average Parent Rating** | **4.2** |

Does your child have a special need (such as learning disability) that you want to communicate to the committee? No

Teacher Rating Scale for Student 15

Grade: **10**

Rating Submitted By: Jan Auman

Amount of Time Spent Observing Student: all year

**Average Score: 1.3**

Support: Please describe the student’s capabilities in the following areas

|  |
| --- |
| **In the space provided below, please explain why the student should be considered for Highly Capable Program services.**Language:STRENGTHS:• High interest in varied genres/topics • Exceptional vocabulary and expression both written and spoken• Creative and unique perspectives• Desire to think for himself and come to his own conclusionsWEAKNESSES:• Organization (of physical work)• Completion (I think he has a hard time closing up one idea and beginning a new one) He gets stuck on a topic, and isn't ready to move on because he digs so deep.• Some anxiety, but it is getting better |

**The student is an intense learner. This is demonstrated through:**

|  |  |
| --- | --- |
| determination to complete assignments and projects successfully | **1** |
| using advanced vocabulary, incorporating it into conversation or writing | **1** |
| possessing a large amount of factual knowledge used accurately, reading extensively | **1** |
| social awareness, concern for fairness, prejudice, and equity issues beyond age level | **1** |
| exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest | **1** |

**Example:**

**The student is an analytical thinker.**

**Analytical thinking is demonstrated through:**

|  |  |
| --- | --- |
| an understanding of ideas and complex concepts | **1** |
| an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating | **1** |
| learning new skills and concepts quickly | **1** |
| an awareness of relationships, using metaphors or analogies, making mental connections | **1** |
| a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion | **1** |

**Example:**

**The student is a creative producer. Creative, productive thinking is demonstrated through:**

|  |  |
| --- | --- |
| generating different ideas, adapting readily to new situations | **3** |
| originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products | **3** |
| creating detailed projects, turning the simple into complex, adding details, embellishing | **1** |
| questioning, asking complex questions not typical of age group | **1** |
| a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless | **1** |

**Example:**

**The student is highly motivated in areas of interest. Motivation is demonstrated through:**

|  |  |
| --- | --- |
| working well independently | **1** |
| exceeding expectations, doing more than what is required on assignments of interest | **1** |
| working cooperatively as a team member, receptive to the ideas of others | **1** |
| eagerness to complete assignments of interest on time or prior to due date | **1** |
| assuming leadership positions, leading the group | **1** |

**Example:**

**Additional comments or data to support nomination:**

Student 15 struggles in geometry. He seldom completes assignments and shows minimal motivation.

Teacher Rating Scale for Student 15

Grade: **10**

Rating Submitted By: Sara Harlan

Amount of Time Spent Observing Student: all year

**Average Score: 3.7**

**The student is an intense learner. This is demonstrated through:**

|  |  |
| --- | --- |
| determination to complete assignments and projects successfully | **1** |
| using advanced vocabulary, incorporating it into conversation or writing | **5** |
| possessing a large amount of factual knowledge used accurately, reading extensively | **5** |
| social awareness, concern for fairness, prejudice, and equity issues beyond age level | **3** |
| exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest | **5** |

**Example:** Student 15 is a great conversationalist. He has varied interests, and pursues them outside of class. His self-chosen reading is often about something obscure or beyond the interests of his peers (the writings of Voltaire, for example). He consistently neglects to complete and turn in assignments for class.

**The student is an analytical thinker.**

**Analytical thinking is demonstrated through:**

|  |  |
| --- | --- |
| an understanding of ideas and complex concepts | **5** |
| an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating | **5** |
| learning new skills and concepts quickly | **1** |
| an awareness of relationships, using metaphors or analogies, making mental connections | **5** |
| a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion | **3** |

**Example:** Through discussion, it is clear that Student 15 is a thinker. Because he completes so few assignments, it is difficult to ascertain how quickly he learns new skill as we study them in class. He will sometimes take the risk of speaking in class, but his peer group is not supportive of "being smart" so it is truly a RISK, and doesn't happen consistently.

**The student is a creative producer. Creative, productive thinking is demonstrated through:**

|  |  |
| --- | --- |
| generating different ideas, adapting readily to new situations | **5** |
| originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products | **1** |
| creating detailed projects, turning the simple into complex, adding details, embellishing | **1** |
| questioning, asking complex questions not typical of age group | **5** |
| a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless | **5** |

**Example:** Student 15 is an idea-person; he questions, thinks deeply, and generates interesting and new ideas. He is not a creator. He lacks action in expressing his ideas in any way beyond talk. He is a great writer, but does not finish and/or turn in assignments. He does not complete projects, though his ideas for them are interesting.

**The student is highly motivated in areas of interest. Motivation is demonstrated through:**

|  |  |
| --- | --- |
| working well independently | **1** |
| exceeding expectations, doing more than what is required on assignments of interest | **1** |
| working cooperatively as a team member, receptive to the ideas of others | **3** |
| eagerness to complete assignments of interest on time or prior to due date | **1** |
| assuming leadership positions, leading the group | **3** |

**Example:** Student 15 displays motivation by reading more and discussing more (with the teacher). Left to his own devices, Student 15 is often distracted to the point of non-production; he bounces from one idea to the next (one computer screen to the next), does not finish daily tasks, and sometimes loses track of what he is supposed to be (or said he wanted to be) doing. I think that with a more suitable peer group, Student 15 would be an excellent cooperative team member, and a leader of thinkers. However, his current peer group in English is uncooperative in general, threatened by any show of intelligence, and deprecative of academic efforts. It has been an unfortunate placement for Student 15.

**Additional comments or data to support nomination:**

I thought that Student 15 was already identified...?

# Student 16

Parent Rating Scale for Student 16:

Support: Please describe the student’s capabilities in the following areas

|  |
| --- |
| **In the space provided below, please explain why the student should be considered for Highly Capable Program services.**Student 16 is very intelligent. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Check the appropriate box for occasionally, frequently, consistently for each of the statements below.**Give an example for each (feel free to use an additional page if needed): | **Occasionally** | **Frequently** | **Consistently** |
| **My child surprises me with his/her knowledge.** Student 16 surprises me in the way she views the world with a kind of insight that is exceptional. | **5** |
| **My child comes up with imaginative and/or unusual ways of doing things.**When challenged to stop using certain words such as "like, bored, etc" Student 16 immediately provided alternate words that held the same meaning. | **5** |
| **My child is intellectually curious and asks thoughtful questions.**Student 16 always surprises me with thoughtful and curious questions. | **5** |
| **My child finds humor in situations or events unusual for his/her age.**Student 16 frequently grasps meaning in politics and even finds humor in the political cartoons. | **5** |
| **My child can focus on a particular topic for an unusually long period of time.**If Student 16 is interested, she will immerse herself in facts and studies until she is satisfied. | **3** |
| **Average Parent Rating** | **4.6** |

Does your child have a special need (such as learning disability) that you want to communicate to the committee? No

**Teacher Rating Scale for Student 16**

Grade: **10**

Rating Submitted By: Gail Waters

Amount of Time Spent Observing Student: all year

**Average Score: 2.2**

Support: Please describe the student’s capabilities in the following areas

|  |
| --- |
| **In the space provided below, please explain why the student should be considered for Highly Capable Program services.**Student 16 is a very deep thinker, and applies multiple layers of thinking to her writing assignments. She is very skilled at asking questions that require careful thought and consideration both in formulating them and answering them. She has a mind that is adept at creating abstract analogous connections. She is able to see multiple perspectives, and is great at oral and written argument. She has an ease with words and language that belies her age. |

**The student is an intense learner. This is demonstrated through:**

|  |  |
| --- | --- |
| determination to complete assignments and projects successfully | **1** |
| using advanced vocabulary, incorporating it into conversation or writing | **3** |
| possessing a large amount of factual knowledge used accurately, reading extensively | **1** |
| social awareness, concern for fairness, prejudice, and equity issues beyond age level | **1** |
| exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest | **3** |

**Example:** Student 16 is interesting in "things" but that doesn't usually translate to classroom activities/what we are learning.

**The student is an analytical thinker.**

**Analytical thinking is demonstrated through:**

|  |  |
| --- | --- |
| an understanding of ideas and complex concepts | **3** |
| an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating | **3** |
| learning new skills and concepts quickly | **5** |
| an awareness of relationships, using metaphors or analogies, making mental connections | **3** |
| a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion | **1** |

**Example:** When Student 16 puts in a minimum of time or effort she does learn quickly. However, if a topic is not really laid out neatly/easily for her, she doesn't usually show much of an interest in figuring it out.

**The student is a creative producer. Creative, productive thinking is demonstrated through:**

|  |  |
| --- | --- |
| generating different ideas, adapting readily to new situations | **3** |
| originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products | **1** |
| creating detailed projects, turning the simple into complex, adding details, embellishing | **1** |
| questioning, asking complex questions not typical of age group | **1** |
| a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless | **3** |

**Example:**

**The student is highly motivated in areas of interest. Motivation is demonstrated through:**

|  |  |
| --- | --- |
| working well independently |  |
| exceeding expectations, doing more than what is required on assignments of interest |  |
| working cooperatively as a team member, receptive to the ideas of others |  |
| eagerness to complete assignments of interest on time or prior to due date |  |
| assuming leadership positions, leading the group |  |

**Example:** I do not see Student 16 as motivated in the area of math.

**Additional comments or data to support nomination:**

Student 16 picks up information quickly but does not seem naturally curious or motivated.

Teacher Rating Scale for Student 16

Grade: **10**

Rating Submitted By: Sara Harlan

Amount of Time Spent Observing Student: all

**Average Score: 5.0**

**The student is an intense learner. This is demonstrated through:**

|  |  |
| --- | --- |
| determination to complete assignments and projects successfully | **5** |
| using advanced vocabulary, incorporating it into conversation or writing | **5** |
| possessing a large amount of factual knowledge used accurately, reading extensively | **5** |
| social awareness, concern for fairness, prejudice, and equity issues beyond age level | **5** |
| exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest | **5** |

**Example:** Student 16 is more concerned with the quality of her assignments than whether they are finished on time. Her vocabulary is vast and evident. She is not shy about using the words she knows in order to be precise and accurate, both in speaking and writing. She is an excellent reader, and is keen to read across genres. She has specific interests, but is open to reading something different, to experiment with new ideas, and to learn new information. Student 16 has a lot of friends and has an appropriate awareness of fairness. She is not shy of speaking her mind of issues of equity and prejudice. Student 16 has a strong interest in pursuing medicine, but she is not fixated. She has a curious mind and is open to opportunities for learning new things.

**The student is an analytical thinker.**

**Analytical thinking is demonstrated through:**

|  |  |
| --- | --- |
| an understanding of ideas and complex concepts | **5** |
| an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating | **5** |
| learning new skills and concepts quickly | **5** |
| an awareness of relationships, using metaphors or analogies, making mental connections | **5** |
| a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion | **5** |

**Example:** Student 16 gets excited about challenge. She smiles when the tasks are difficult, and enjoys the process of puzzling out problems. She learns quickly, and files away information in a way that allows her to retrieve it later at unexpected, yet appropriate times, to make connections between old learning and new learning. She enjoys making abstract connections, approaches those tasks like a game, and comes up with interesting and unique ideas. She takes risks by consistently offering to speak up in class, and in some cases, will argue an opposing side to what she really thinks because nobody else will! She is flexible and adaptable in her thinking.

**The student is a creative producer. Creative, productive thinking is demonstrated through:**

|  |  |
| --- | --- |
| generating different ideas, adapting readily to new situations | **5** |
| originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products | **5** |
| creating detailed projects, turning the simple into complex, adding details, embellishing | **5** |
| questioning, asking complex questions not typical of age group | **5** |
| a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless | **5** |

**Example:** Student 16's questioning skills are beyond her age. I am consistently blown away by the depth of her thinking. The physical and/or visual aspects of her work may not be detailed or complex, but are amazing in depth-of-thought. She also has an advanced sense of humor, and finds fun in word-play that many of her classmates either miss or don't understand.

**The student is highly motivated in areas of interest. Motivation is demonstrated through:**

|  |  |
| --- | --- |
| working well independently | **3** |
| exceeding expectations, doing more than what is required on assignments of interest | **1** |
| working cooperatively as a team member, receptive to the ideas of others | **5** |
| eagerness to complete assignments of interest on time or prior to due date | **1** |
| assuming leadership positions, leading the group | **5** |

**Example:** Student 16 is a social creature above all else. It is important to her to do well, but not at the expense of friendship. The classroom is a venue for socializing and Student 16 takes advantage of that. She is a great leader, is able to extract ideas and thinking from others, and has a movable mindset so that she able to embrace the ideas of others as well as her own. Due dates are not very important to Student 16, but when she turns something in, it is always of very high caliber.

**Additional comments or data to support nomination:**

I nominated Student 16 because I see something "beyond" in her. She is an excellent reader, but has not pigeonholed herself into a single genre or two. She is curious, and finds the process of learning fun. It is not important to her to be the top student or stand out as a smarty-pants, but her genuine interest in filling her mind is hard to miss. She enjoys talking-out problems, analyzing complex text, picking sides to argue, and asking multiple-level, open-ended questions that are indicative of an impressive depth of thought. She smiles at the "hard stuff."

# Student 17

Parent Rating Scale for Student 17:

Support: Please describe the student’s capabilities in the following areas

|  |
| --- |
| **In the space provided below, please explain why the student should be considered for Highly Capable Program services.**Student 17 needs to begin a more challenging course of study than the core curriculum at LCHS provides. He plans to study veterinary medicine. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Check the appropriate box for occasionally, frequently, consistently for each of the statements below.**Give an example for each (feel free to use an additional page if needed): | **Occasionally** | **Frequently** | **Consistently** |
| **My child surprises me with his/her knowledge.** When we shop, Student 17 frequently calculates the bill in his head, even when there are several items. | **5** |
| **My child comes up with imaginative and/or unusual ways of doing things.** | **3** |
| **My child is intellectually curious and asks thoughtful questions.**His mother will be having surgery this summer; his questions about this have been thoughtful and detailed. | **5** |
| **My child finds humor in situations or events unusual for his/her age.**Student 17 sees a lot of humorous irony in everyday life. He's pretty quiet, but his asides are pretty funny.  | **5** |
| **My child can focus on a particular topic for an unusually long period of time.**He's god at staying on task until something is finished. This applies to everything he's involved with - violin, homework, whatever we ask him to do around the house. | **5** |
| **Average Parent Rating** | **4.6** |

Does your child have a special need (such as learning disability) that you want to communicate to the committee? No

If YES, please explain:

Teacher Rating Scale for Student 17

Grade: **10**

Rating Submitted By: Steve DeLeon

Amount of Time Spent Observing Student: Freshman and Sophomore years

**Average Score: 4.6**

Support: Please describe the student’s capabilities in the following areas

|  |
| --- |
| **In the space provided below, please explain why the student should be considered for Highly Capable Program services.**Student 17 is an excellent student. He comprehends thing very quickly and is frequently finished with assignments well before any of his classmates. He is also very inquisitive and very often asks me questions that demonstrate deep understanding of concepts that we may have only briefly covered in class. I worry that Student 17 is getting bored with the current level of demands from his various classes.Student 17 needs a challenge.  |

**The student is an intense learner. This is demonstrated through:**

|  |  |
| --- | --- |
| determination to complete assignments and projects successfully | **5** |
| using advanced vocabulary, incorporating it into conversation or writing | **5** |
| possessing a large amount of factual knowledge used accurately, reading extensively | **5** |
| social awareness, concern for fairness, prejudice, and equity issues beyond age level | **3** |
| exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest | **5** |

**Example:** Student 17 absorbs and processes things so quickly that he often alienates his peers. They think that he is showing off or being an over achiever. Student 17 doesn't have the best social skills and part of it may be this dynamic.

**The student is an analytical thinker.**

**Analytical thinking is demonstrated through:**

|  |  |
| --- | --- |
| an understanding of ideas and complex concepts | **5** |
| an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating | **5** |
| learning new skills and concepts quickly | **5** |
| an awareness of relationships, using metaphors or analogies, making mental connections | **5** |
| a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion | **5** |

**Example:**

**The student is a creative producer. Creative, productive thinking is demonstrated through:**

|  |  |
| --- | --- |
| generating different ideas, adapting readily to new situations | **5** |
| originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products | **3** |
| creating detailed projects, turning the simple into complex, adding details, embellishing | **3** |
| questioning, asking complex questions not typical of age group | **5** |
| a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless | **5** |

**Example:**

**The student is highly motivated in areas of interest. Motivation is demonstrated through:**

|  |  |
| --- | --- |
| working well independently | **5** |
| exceeding expectations, doing more than what is required on assignments of interest | **5** |
| working cooperatively as a team member, receptive to the ideas of others | **1** |
| eagerness to complete assignments of interest on time or prior to due date | **5** |
| assuming leadership positions, leading the group | **3** |

**Example:** Student 17 avoids working in group settings. He is often worried that others in his group will make him do all of the work. I am sure that he would well in a conducive setting.

**Additional comments or data to support nomination:**

I think that Student 17 is not working to his full potential at school. He needs the challenge and competition that the HiCap program might provide.

Teacher Rating Scale for Student 17

Grade: **10**

Rating Submitted By: Gail Waters

Amount of Time Spent Observing Student: this year

**Average Score: 3.8**

**The student is an intense learner. This is demonstrated through:**

|  |  |
| --- | --- |
| determination to complete assignments and projects successfully | **5** |
| using advanced vocabulary, incorporating it into conversation or writing | **3** |
| possessing a large amount of factual knowledge used accurately, reading extensively | **5** |
| social awareness, concern for fairness, prejudice, and equity issues beyond age level |  |
| exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest | **3** |

**Example:** Student 17 would rather read than do just about anything!

**The student is an analytical thinker.**

**Analytical thinking is demonstrated through:**

|  |  |
| --- | --- |
| an understanding of ideas and complex concepts |  |
| an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating | **3** |
| learning new skills and concepts quickly | **3** |
| an awareness of relationships, using metaphors or analogies, making mental connections | **5** |
| a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion | **1** |

**Example:** Student 17 definitely thinks and speaks differently than his peers. He is analytical and rather "left brained" in his approach to learning, conversations, and in most of what I see.

**The student is a creative producer. Creative, productive thinking is demonstrated through:**

|  |  |
| --- | --- |
| generating different ideas, adapting readily to new situations |  |
| originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products |  |
| creating detailed projects, turning the simple into complex, adding details, embellishing |  |
| questioning, asking complex questions not typical of age group | **5** |
| a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless | **5** |

**Example:** I don't know much about his creativity, but Student 17 has a rather advanced sense of humor - one not often seen in high school students.

**The student is highly motivated in areas of interest. Motivation is demonstrated through:**

|  |  |
| --- | --- |
| working well independently | **3** |
| exceeding expectations, doing more than what is required on assignments of interest | **1** |
| working cooperatively as a team member, receptive to the ideas of others | **1** |
| eagerness to complete assignments of interest on time or prior to due date | **1** |
| assuming leadership positions, leading the group | **1** |

**Example:** Student 17 usually gets things done to be done - not really to create a perfect product or go above and beyond. He wants to finish so he can read. He doesn't need much prompting to work, but he does need prompting to do complete, quality work.

**Additional comments or data to support nomination:**

Teacher Rating Scale for Student 17

Grade: **10**

Rating Submitted By: Sara Harlan

Amount of Time Spent Observing Student: all year

**Average Score: 2.9**

**The student is an intense learner. This is demonstrated through:**

|  |  |
| --- | --- |
| determination to complete assignments and projects successfully | **3** |
| using advanced vocabulary, incorporating it into conversation or writing | **3** |
| possessing a large amount of factual knowledge used accurately, reading extensively | **5** |
| social awareness, concern for fairness, prejudice, and equity issues beyond age level | **1** |
| exploring topics of personal interest beyond age level, becoming totally absorbed in an area of particular interest | **5** |

**Example:** Student 17 has little to no social awareness. Students ask to sit away from him because he is not only unhelpful, he tends to treat them rudely. He is consistently absorbed in his own activity of choice, and it is rarely something class-related. (Usually a video game or a book). While he completes his assignments, he does not employ a "best-effort" attitude; he has skills that go untapped because his motivation is to finish in order to have more time playing his video game or reading his book. He gets frustrated when he is asked to fix problems in an assignment or write legibly. He has an advanced vocabulary that he uses with ease in writing and speaking. He possess a bank of factual knowledge that is impressive, but it is specific to interest in fantasy genre books and war-oriented video games. He is completely absorbed in those areas and has no interest in expanding beyond them.

**The student is an analytical thinker.**

**Analytical thinking is demonstrated through:**

|  |  |
| --- | --- |
| an understanding of ideas and complex concepts | **3** |
| an interest in challenging situations, approaching problems from different perspectives, tackling difficult problems and issues which others may find frustrating | **3** |
| learning new skills and concepts quickly | **5** |
| an awareness of relationships, using metaphors or analogies, making mental connections | **5** |
| a willingness to take risks, showing confidence in answers and willing to support a different idea or opinion | **3** |

**Example:** My gut tells me he has these skills, but I just don't get to see him exercise them often. He can create relational comparisons using metaphors, and learns new subjects/topics/skills in the time we spend in class, but he is resistant to show his best ability. His work ethic is lazy so he takes the easiest and quickest route possible to finish his work so he can return to reading or playing his video game. He may be highly capable, and I think he probably is, but his lack of interest in the subject area makes it difficult to ascertain.

**The student is a creative producer. Creative, productive thinking is demonstrated through:**

|  |  |
| --- | --- |
| generating different ideas, adapting readily to new situations | **1** |
| originality, expressing familiar ideas in unusual ways, offering unique solutions to problems or questions, creating original products | **1** |
| creating detailed projects, turning the simple into complex, adding details, embellishing | **1** |
| questioning, asking complex questions not typical of age group | **1** |
| a sense of humor reflecting advanced understanding, seeing humor in situations others find humorless | **3** |

**Example:** Student 17 is not much of a producer. He may have ideas that are interesting and unique, but does not successfully communicate them. His work is consistently simple so as to finish quickly. He most definitely and consistently meets a standard of success in showing understanding, but he does not go beyond the expectation. Again, I think he could, but it is his own interests that are pulling him away from focussing on classwork.

**The student is highly motivated in areas of interest. Motivation is demonstrated through:**

|  |  |
| --- | --- |
| working well independently | **3** |
| exceeding expectations, doing more than what is required on assignments of interest | **1** |
| working cooperatively as a team member, receptive to the ideas of others | **1** |
| eagerness to complete assignments of interest on time or prior to due date | **5** |
| assuming leadership positions, leading the group | **1** |

**Example:** Student 17 does not work well in groups. He prefers to work alone, and is standoffish with peers when he is asked to work with them. He is not receptive to the ideas of others. He is frustrated when asked to take a leadership role because he already understands, and doesn't want to teach; he just wants to do the assignment as quickly as possible. He is always eager to complete assignments whether they interest him or not because he wants to get it over with. His work never exceeds expectations, and he often reads the directions incorrectly, or does not pay attention to oral instructions.

**Additional comments or data to support nomination:**

Student 17 is an excellent reader and a good writer. He may be highly capable in these areas, but as his teacher, it has been difficult notice greatness because he appears to be so disinterested. He is definitely hyper-focused on areas of his own selection, and I have not succeeded in getting him to choose an independent reading book this year that is not fantasy. He always has his earbuds in (only one when I'm instructing), and can't wait to play shooting games on his computer. He is socially dysfunctional and rude to most students, and sometimes me. Being highly capable, and bored by the subject matter may account for his lack of interest and effort.