

**Highly Capable Services
Things My Child Likes to Do**

Date: _____

To the Parent/Guardian of _____

One of the major goals of our overall school program is to provide each student with an opportunity to develop his or her individual strengths and creative thinking abilities. We also would like to provide your child with an opportunity to do some work in an area of study that is of personal interest to him or her. In other words, we would like to supplement our basic curriculum with experiences that are interesting, challenging, and enjoyable to individual children.

Although the work your child does in school gives us many opportunities to observe his or her strengths and interests, the activities your child pursues at home can also help us to find ways of enriching his or her school program. For this reason, we are asking you to complete the attached questionnaire and return it to us at your earliest convenience.

The attachment contains 14 items. Each item deals with a general type of interest or activity that you may or may not have seen in your child. The interests or activities might be the result of school assignments, extracurricular, club activities (Boy or Girl Scouts, 4-H projects, etc.) or other activities in which your child has developed an interest. To help clarify the 14 items, we have also included an example. Please keep in mind that each example is included only to help clarify the meaning of the item. In other words, you should remember that you are rating your child on each of the fourteen general items rather than the specific example. It will also be helpful if you can jot down specific examples of your child's interests or activities in the last column of the questionnaire.

Should you have any questions about the questionnaire, please contact the person whose name and telephone number are listed below. We sincerely appreciate your assistance in helping us to provide the best possible educational program for your child.

Your Name _____

Your Child's Name _____

Child's Age _____

Child's School _____

Today's Date _____

	Seldom or Never	Sometimes	Quite Often *	Almost Always *	Examples From Your Own Child's Life
1. My child will spend more time and energy than his/her age mates on a topic of his/her interest. (For example: Joe is learning to knit and spends every free minute designing new patterns and trying to knit them himself.)					
2. My child is a "self-starter" who works well alone, needing few directions and little supervision. (For example: After watching a film about musical instruments, Gary began to make his own guitar from materials he found around the garage.)					
3. My child sets high personal goals and expects to see results from his/her work. (For example: Marcy insisted on building a robot from spare machine parts even though she knew nothing about engines or construction.)					
4. My child gets so involved with a project that he/she gives up other pleasures in order to work on it. (For example: Don is writing a book about his town's history and spends each night examining historical records and documents – even when he knows he's missing his favorite TV show.)					
5. My child continues to work on a project even when faced with temporary defeats and slow results. (For example: After building a model rocket, Sally continued to try to launch it, despite several failures and "crash landings.")					
6. While working on a project (and when it's finished) my child knows which parts are good and which parts need improvement. (For example: After building a scale model of a lunar city, Kenny realized that there weren't enough solar collectors to heat all the homes he had built.)					
7. My child is a "doer" who begins a project and shows finished products of his/her work. (For example: Mary began working on a puppet show four months ago, and has since built a stage and puppets and has written a script. Tomorrow she's presenting her play to the PTA!)					

* If your child scores in either of these two columns, it would be helpful if you would write a specific example in the last column, using the reverse side of this page if necessary.

Seldom or Never	Sometimes	Quite Often *	Almost Always *	Examples From Your Own Child's Life
8. My child suggests imaginative ways of doing things, even if the suggestions are sometimes impractical. (For example: "If you really want to clean the refrigerator, why don't we move it outside and I'll hose it down - that will defrost it, too.")				
9. When my child tells about something that is very unusual, he/she expresses him/herself by elaborate gestures, pictures, or words. (For example: "The only way I can show you how the ballet dancer spun around is if I stand on my tiptoes on the record player and put the speed up to 78.")				
10. My child uses common materials in ways not typically expected. (For example: "I'll bring a deck of cards when we go camping. If it rains, we can use them to start a fire and if it's dry, we can play <i>Go Fish</i> around the campfire.")				
11. My child avoids typical ways of doing things, choosing instead to find new ways to approach a problem or topic. (For example: "I had trouble moving this box to the other side of the garage so I used these four broom handles as rollers and just pushed it along.")				
12. My child likes to "play with ideas," often making up situations which probably will not occur. (For example: "I wonder what would happen if a scientist found a way to kill all insects, then went ahead and did it.")				
13. My child often finds humor in situations or events that are not obviously funny to most children his/her age. (For example: "It was really funny that after our coach showed us a movie on playground safety, he sprained his ankle while lining us up to go back to class.")				
14. My child prefers working or playing alone rather than doing something "just to go along with the gang." (For example: "I always misspell the first word in a spelling bee; then I get to sit down and do something I like.")				

* If your child scores in either of these two columns, it would be helpful if you would write a specific example in the last column, using the reverse side of this page if necessary.

**Highly Capable Services
K-2 Educator Observational Screening Form
for the Purpose of Nominating Primary Students**

Teacher _____ Grade _____

School _____ Date _____

DIRECTIONS: Please use this form to identify students who would benefit from the district's Highly Capable Program services. For each descriptor (i.e. characteristic of highly capable learners), write the first and last names of up to three students who consistently demonstrate each trait. The same student may be listed multiple times. You need not fill in every space. Please complete a Teacher Rating Scale for those students whose names **appear repeatedly** and whom you believe "perform or show potential for performing at **significantly advanced academic levels** when compared with others of their age, experience or environments." WAC 392-170-035

- ★ Teacher Rating Scales are available through the Department of Teaching & Learning
- ★ Please return this completed form and Teacher Rating Scales to the Department of Teaching & Learning

1. **Use of Language:** Has a large vocabulary and demonstrates precision in word usage and sentence complexity.

Names of students that come to mind: _____

2. **Level of Questioning:** Goes beyond simple questions of who, what, where, and when—to questions which show depth of understanding or an unusual level of complexity.

Names of students that come to mind: _____

3. **Problem-Solving Strategies:** Persists when trying to solve difficult or novel problems. The child seems to have a system or strategy for solving the problem and can change her thinking if his strategy is not working.

Names of students that come to mind: _____

4. **Depth of Information:** Is a profound expert in an area. This can indicate a high level of curiosity, resourcefulness, and understanding. It also points to perseverance and an excellent memory.

Names of students that come to mind: _____

5. **Breadth of Information:** This child is interested in everything, has a variety of interests, an excellent long-term memory, and intense curiosity and motivation.

Names of students that come to mind: _____

6. **Creativity:** The child demonstrates originality when making products or in story telling/writing. The child elaborates on simple details and there are instances in which you see creative or expressive movement, art, dramatization, or music-making. But being creative can also cause havoc, and going against the grain.

Names of students that come to mind: _____

7. **Profound Interest in BIG IDEAS** (Existential and Spiritual Questions): These children express deep concern for others and the world; they have burning desires and ask questions in order to see patterns, make connections, and understand the themes of life.

Names of students that come to mind: _____

8. **Preference for Complexity or Novelty:** The child prefers to work at tasks that are difficult or challenging, rather than on simple ones. Given the choice, the child would choose an unusual or complicated game instead of an easy one.

Names of students that come to mind: _____

9. **Ability to Synthesize, Interpret, and Imagine:** In oral discussion or story-telling, these children express vivid imagination, integration of factual knowledge, use of contextual clues, and elaborative vocabulary.

Names of students that come to mind: _____

10. **Self-Evaluation:** The child appears to have an inner set of standards that he sets for himself, may be self-critical or impatient with his abilities from time to time. May be sensitive, cry, etc.

Names of students that come to mind: _____
