

**Primary Grades Observational Pre-Screening Form**  
For the purpose of Nominating Primary students for  
Highly Capable Program Services

Teacher \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

DIRECTIONS: Please use this form to identify students who would benefit from for services of the district's Highly Capable Program. 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  
Rating scales are available..... Please return to .....

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

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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**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.

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*For further assistance, please contact Hi-Cap Coordinator, J'Aime Graf*