



HIGHLY CAPABLE PROGRAM REFERRAL FORM

STUDENT INFORMATION

Student's Last Name		Middle	First	
Current School	School Year 2019-2020	Current Grade Level	<input type="checkbox"/> Male <input type="checkbox"/> Female	Date of Birth
Name of Person Completing Form		Language Other than English?	How long have you known this child? <div style="text-align: center;"> Years Months </div>	

Directions:

These scales are designed to obtain estimates of a student's characteristics in the area of learning, motivation, creativity, and leadership. The items are derived from the research literature dealing with the characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual difference can be found within this population and therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic.

Please read the statements carefully and place an X in the appropriate place according to the following scales of values.

1. If you have **seldom or never** observed this characteristic
2. If you have **occasionally** observed this characteristic
3. If you have **often** observed this characteristic
4. If you have observed this characteristic **almost all of the time**

PART I: LEARNING CHARACTERISTICS

	1	2	3	4
1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness of expression, elaboration and fluency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of students his/her age).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Has quick mastery and recall of factual information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions; wants to know what makes things (or people) "tick".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	1	2	3	4
5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people or things; looks for similarities and differences in events, people and things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is a keen and alert observer; usually “sees more” or “gets more” out of a story, film, etc. than others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Reads a great deal on his/her own; usually prefers adult level books or books significantly above current grade level; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Tries to understand complicated material by separating it into its respective parts; reasons things out for himself/herself; sees logical and common sense answers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Has a sophisticated sense of humor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Initiates projects with ideas and action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part II: MOTIVATIONAL CHARACTERISTICS

	1	2	3	4
1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him/her to move on to another topic.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is easily bored with routine tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Needs little external motivation to follow through in work that initially excites him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Strives toward perfection; is self-critical; is not <u>easily</u> satisfied with his/her own speed or products.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Prefers to work independently; requires little direction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is interested in many “adult” issues such as religion, politics, and/or ethical issues – more than usual for age level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Often is self assertive (sometimes even aggressive); stubborn in his/her beliefs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Likes to organize and bring structure to things, people and situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people and things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Part III: CREATIVITY CHARACTERISTICS

	1	2	3	4
1. Is curious about many things; is constantly asking questions about anything and everything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Can think of many ideas or solutions to problems and questions; predicts from present information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is uninhibited in expression of opinion; is sometimes radical and spirited in disagreement; tenacious.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is a high-risk taker; in adventurous and speculative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Displays a good deal of intellectual playfulness; fantasizes, imagines (“I wonder what would happen if...”); manipulates ideas and improvises with commonplace materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Has a keen sense of humor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Responds emotionally to stories, events, and the needs of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Demonstrates artistic appreciation and understanding; has unusual ability in fine arts such as painting, drama, and/or music.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is individualistic and is not afraid to be different.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Criticizes constructively; is unwilling to accept rules without reasons or critical examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part IV: LEADERSHIP CHARACTERISTICS

	1	2	3	4
1. Carries responsibility well; can be counted on to do what he/she has promised.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is self-confident with children his/her own age as well as adults; seems comfortable when asked to show his/her work to the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Seems to be well-liked by his/her classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Can express him/herself well; has good verbal facility and is usually well-understood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	1	2	3	4
6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Seems to enjoy being around other people; is sociable and prefers not to be alone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Tends to dominate others when they are around; generally directs the activity in which he/she is involved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Participates in most social activities connected with the school; can be counted on to be there if anyone is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Excels in athletic activities; is well-coordinated and enjoys all sorts of athletic games.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please list some of this student's strengths:

Please list some of this student's challenges:

Other comments:

***Note:** The contents of this document will be reviewed by the Highly Capable Multi-Disciplinary Team and parents/guardians upon request.*

Signature: _____ **Date:** _____

Please return this completed form to:
 Hood Canal School District
 Nikki Cannon
 111 N. State Route 106 – Shelton, WA 98584
 (360) 877-5463
www.hoodcanal.wednet.edu

For Office Use Only:	
Date Received	_____
CogAT Administered	_____
Parent Form Received	_____

Please return this completed form to the school office by October 25, 2019