

Parent/Guardian (Teacher) Inventory – Nomination Form

This form is used as the parent or teacher nomination form. It may also be used to gather additional information.

Please check the following statements to describe the child as you see him or her.

1 = Seldom or never observed, 2 = occasionally observed, 3 = observed most of the time, 4 = observed virtually all of the time

Student Name: _____ Date: _____ Grade: _____

Parent/Guardian: _____ Date of Follow-Up Discussion

Teacher initials who conducted follow-up: _____

Statement	1	2	3	4
1. Displays a good deal of intellectual playfulness, fantasizes, imagines, manipulates ideas.				
2. Has self-stimulated curiosity; shows independence in trying to learn more about something.				
3. Chooses difficult problems over simple ones.				
4. Is selected by peers for positions of leadership.				
5. Adapts readily to new situations; flexible in thought and action; not disturbed if the normal routine is changed.				
6. Organizes and brings structure to things, people, and situations.				
7. Uses unique and unusual ways to solve problems.				
8. Displays a great deal of curiosity about many things, often going beyond known or conventional limits.				
9. Possesses a large storehouse of information about a variety of topics beyond the usual interests of this age.				
10. Reasons things out, thinks clearly, comprehends meaning.				
11. Expresses interest in understanding self and others.				
12. Has interest of older children or of adults in games and reading.				
13. Is alert and keenly observant and responds quickly.				
14. Strives toward perfection, is self-critical, is not easily satisfied with own speed or products.				
15. Excels in coordination and agility.				
16. Can perform more difficult mental tasks than peers.				
17. Seems to sense what others want and helps accomplish it.				
18. Tends to direct others in activities.				
19. Sticks to a project or idea once it is started, not easily distracted or discouraged.				
20. Sees flaws in things, including own work, and can suggest better ways to do job or reach an objective.				
21. Has many different ways of solving problems.				
22. Challenges authority when sense of justice is offended, structures alternative approaches.				
23. Displays a keen sense of humor and sees humor in situations which may not appear to be humorous to others.				
24. Enjoys and responds to beauty.				
25. Has unusually advanced vocabulary for age level, uses terms in a meaningful way.				

Adapted from Joseph Renzulli (1997) in the WI DPI Resource Guide

Checklist of Characteristics for Areas of Giftedness (CCAG) Parent/Teacher Nomination Form

Please place a check in the box indicating which area of Gifted and Talented may apply to the student. Then check the boxes within EACH area indicating characteristics which usually or often describe the student.

Please use the area to the right to add any relevant comments. *This form may be used for parent or teacher nomination or to gather additional information.*

REFERRED STUDENT INFORMATION

Name: _____

Grade and School: _____

Date: _____

NAME OF PERSON COMPLETING THIS FORM:

GENERAL INTELLECTUAL ABILITY

Understands complex concepts	<input type="checkbox"/>
Draws inferences between content areas	<input type="checkbox"/>
Sees beyond the obvious	<input type="checkbox"/>
Thrives on new or complex ideas	<input type="checkbox"/>
Enjoys hypothesizing	<input type="checkbox"/>
Intuitively knows before taught	<input type="checkbox"/>
Uses an extensive vocabulary	<input type="checkbox"/>
Does in-depth investigations	<input type="checkbox"/>
Learns rapidly in comparison to peers	<input type="checkbox"/>
Only 1-2 repetitions for mastery	<input type="checkbox"/>
Easily manipulates information	<input type="checkbox"/>

SPECIFIC ACADEMIC ABILITY

Has strong memorization ability	<input type="checkbox"/>
Exhibits advanced comprehension	<input type="checkbox"/>
Intense interest in specific academic area	<input type="checkbox"/>
High academic capacity in specific area	<input type="checkbox"/>
Pursues special interests with enthusiasm	<input type="checkbox"/>
Higher level of abstraction than peers	<input type="checkbox"/>
Asks poignant questions	<input type="checkbox"/>

Discusses and elaborates in detail

CREATIVE THINKING

Independent and/or flexible thinker

Original thinking -oral/written expression

Generate many ideas to solve problems

Keen sense of humor

Creates and invents

Intrigued by creative tasks

Improvises/sees unique possibilities

Risk taker

Resists conformity

ARTISTIC

Personal vision in visual/performing arts

Unusual ability for aesthetic expression

Compelled to perform/produce

Exhibits creative expression

Desire to create original products

Keenly observant

Excels in demonstration of arts

Experimentation with preferred medium

LEADERSHIP

Active role in decision making

High expectations for self and others

Expresses self with confidence

Foresees consequences/implications

Follows through on plan

Well liked by peers

Expresses ideas accepted by others