



Make a (digital) COPY of this document

Return to Keni.Renner@leanderisd.org.

QUEST Gifted/Talented Referral Form

In QUEST, Leander's program for the Gifted/Talented, we seek creative thinkers who are also good problem solvers. *Ultimately, to qualify for the QUEST G/T program, students must score at the 95%ile on nationally age-normed tests of intellectual ability. This is an enrichment program for intellectually gifted learners.*

Referrals for G/T - QUEST services are accepted year-round. Elementary students referred for testing by March 1, 2025 will be screened to determine the need for additional GT Assessment and Identification. Those that qualify for additional screening will be assessed in the late spring. In order to proceed to the testing phase, students should be **scoring at +90%** on district assessments of reading or math. Before submitting this referral form, please see the websites below to learn more about the program.

- [River Ridge QUEST Website](#)
- [Qualifying for QUEST](#)
- [Leander ISD QUEST website](#)

Attach **all three sections** of this document to your email.

Section 1 of 3

Student's LAST name:

Student's first name:

Student's ID (If known):

Student's Date of Birth (MM/DD/YYYY format):

Student's Grade:

Student's Homeroom Teacher:

Today's Date:

Name of person referring the student for Gifted/Talented Services:

Your relationship to the student (eg parent /friend / educator / counselor / other):

Best Phone contact:

Email:

(This part of Section 1 is optional): In your own words, explain why you are referring your learner for GT screening and assessment. Use the [Gifted Traits and Characteristics](#) article to help guide your statement. Use as much space as needed; you may want to come back to this later after completing the Parent Referral Survey (Section 3 of 3) for any additional thoughts.

Section 2 of 3: General Intellectual Scale, adapted from Silverman, Chitwood, and Waters, 1986

Grade:	Student Name:	Campus: River Ridge Elementary
Date	Person Completing Survey:	Relationship to Student:

Put an "X" by the number that most describes your child/student, and return this form to the QUEST teacher as soon as possible. Thank you for your help.

		Seldom Occasionally Often				
	Compared to other students of his/her age, <i>this</i> student...	1	2	3	4	5
1	...has a longer attention span					
2	...displays an excellent memory					
3	...has keen powers of observation					
4	...displays ability with numbers					
5	...perseveres, when interested					
6	...is concerned with justice and fairness					
7	...shows high intensity in studies					
8	...has a wide range of interests					
9	...uses an extensive vocabulary					
10	...displays personal sensitivity					
11	...shows a high degree of creative thinking					
12	...tends to be a perfectionist					
13	...has a preference for older companions					
14	...is good at jigsaw puzzles, or making sense of patterns					
15	...has good problem solving and reasoning abilities					
16	...displays a vivid imagination					
17	...shows compassion for others					
18	...makes judgments that are mature for age					
19	...has a keen sense of humor					
20	...demonstrates unusual curiosity					
21	...has advanced abilities in one or more subjects					
22	...shows early or advanced reading ability					
23	...tends to question authority					
24	...tends to be an independent learner					
25	...appears to learn rapidly					

Section 3 of 3

QUEST PARENT REFERRAL SURVEY: Things My Child Likes to Do

(from Jim Delisle 1979) rev. 2009

Today's Date:

Name of Child:

Student's ID (If known):

Student's Date of Birth (MM/DD/YYYY format):

Teacher:

Grade:

Name of Person Completing Form:

Relationship to Child:

Cell:

Email:

*In order to make QUEST placement decisions concerning your child, we need your help in obtaining a complete profile of your child's creative and productive thinking behaviors and characteristics. Please consider each of the behaviors listed below as they might apply to your child's interest, activities, and behaviors, and **bold** the appropriate response for your child. To help clarify items, we have included examples for each one. You should rate your child based on the general item, not the example.*

***For those items you bold Quite Often or Almost Always, please include a description of a specific time your child demonstrated the behavior.** Please feel free to attach pictures you've taken of your child in those activities - it helps the screening committee get to know your child better.

1. My child will spend more time and energy than his/her age mates on a topic of his/her interest. (For example: Jenna wants to be a fashion designer and spends her free time designing new fashions and using her dolls as fitting models.)

Seldom or Never

Sometimes

Quite Often*

Almost Always*

Specific example demonstrated by your child:

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, Derek began to make his own guitar from materials he found around the garage.)

Seldom or Never

Sometimes

Quite Often*

Almost Always*

Specific example demonstrated by your child:

3. My child sets high personal goals and expects to see results from his/her work. (For example: Marissa insisted on building a robot from spare machine parts even though she knew nothing about engines or construction.)

Seldom or Never Sometimes Quite Often* Almost Always*

Specific example demonstrated by your child:

4. My child gets so involved with a project that he/she gives up other pleasures in order to work on it. (For example: Chris 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.)

Seldom or Never Sometimes Quite Often* Almost Always*

Specific example demonstrated by your child:

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, Allison continued to try to launch it, despite several failures and "crash landings.")

Seldom or Never Sometimes Quite Often* Almost Always*

Specific example demonstrated by your child:

6. My child knows what is done well and what needs to be improved when working on a project. (For example: After building a scale model of a lunar city, Obi realized that there weren't enough solar collectors to heat all the homes he had built.)

Seldom or Never Sometimes Quite Often* Almost Always*

Specific example demonstrated by your child:

7. My child is a "doer" who begins a project and shows finished products of his/her ideas. (For example: Kali began working on a puppet show four months ago and has since built a stage and puppets and a written script. Tomorrow she's presenting it to the PTA.)

Seldom or Never Sometimes Quite Often* Almost Always*

Specific example demonstrated by your child:

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.)

Seldom or Never Sometimes Quite Often* Almost Always*

Specific example demonstrated by your child:

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.")

Seldom or Never Sometimes Quite Often* Almost Always*

Specific example demonstrated by your child:

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 "Go Fish.")

Seldom or Never Sometimes Quite Often* Almost Always*

Specific example demonstrated by your child:

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.")

Seldom or Never Sometimes Quite Often* Almost Always*

Specific example demonstrated by your child:

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 and then went ahead and did it.")

Seldom or Never Sometimes Quite Often* Almost Always*

Specific example demonstrated by your child:

13. My child often finds humor in situations or events that are not obviously funny to most children their age. (For example: Travis thoroughly enjoys play on words and puns. He creates his own that he shares at school but usually only the teacher “gets” them.)

Seldom or Never Sometimes Quite Often* Almost Always*

Specific example demonstrated by your child:

14. My child prefers working or playing alone rather than doing something “just to go along with the group.” (For example: Zachary works on his science experiments that he designs himself rather than goes with his friends to hang out at the mall on weekends.)

Seldom or Never Sometimes Quite Often* Almost Always*

Specific example demonstrated by your child:

15. My child tends to be a leader in group situations. (For example: Angela organized her neighborhood friends into a drama club. She had them write scripts, make props, and put on performances for neighborhood audiences.)

Seldom or Never Sometimes Quite Often* Almost Always*

Specific example demonstrated by your child: