

Sample Gifted Education Referral Form, Student Profile Overview, and Teacher Observation and Interventions Form

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Missoula County Public Schools Gifted Education Referral Form

Directions: 1) Teacher/Counselor: Fill out the student information below.

2) Teacher/Counselor: Fill out the "Student Profile" on the opposite side of this form with the exception of areas highlighted in gray.

3) Teacher: Fill out the "Teacher Observation and Interventions" Form and include it with this referral (tally the points and record them on the "Student Profile").

4) Teacher/Counselor/Principal: Review all information and determine if further testing is recommended.

Student Information:

Date _____ Name of Student _____

Gender ☐ M ☐ F Grade _____ Age _____ Birthdate _____

Teacher _____ School _____

Referred by ☐ Parent ☐ Teacher ☐ Other _____

Parent(s)/Guardian _____

Home Telephone _____ Cell Phone _____

Additional Home Telephone _____ Additional Cell Phone _____

E-mail Address _____

Building Review

After reviewing and discussing the Teacher Observation and Interventions Form and the assessment data listed on the back of this form, we recommend that this student will:

☐ be referred for further testing.*

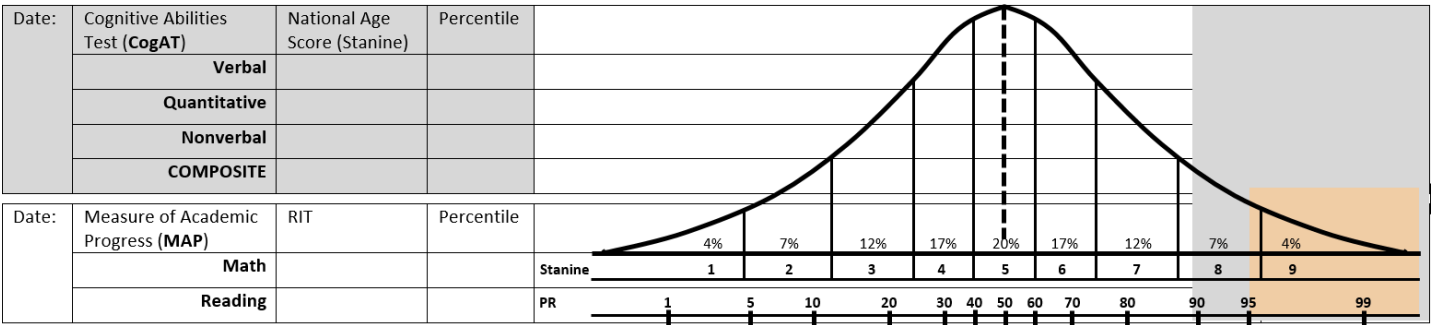
☐ not be tested at this time.** Date _____

Teacher _____ Principal: _____ Counselor _____

* For further testing, parents will need to complete the "Parent Packet" that is available from school counselors. Testing will be scheduled when all forms have been completed and returned to Shirley Lindburg, Gifted Education Service, MCPS Administration Building (extension -1057).

** Please return all referral forms and information to Gifted Education Services.

Determining Information: Please include a copy of the most recent MAP Student Progress Report.



Supportive Information:

Date	Smarter Balanced	Score	Novice	Nearing Proficiency	Proficiency	Advanced
	Reading					
	Math					
	Science					

DIBELS: K-5	Attach the Individual Student Performance Profile
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Observation Forms	Points out of 60	Comments
Teacher		
Parent		

Additional Information

Most recent reporting period/date	Math	Reading	Science	Social St.	Health/PE	Exploratory 1	Exploratory 2	Other
Teacher								
Parent								

Determinations

Date	Signature	Position
		Gifted Coordinator
☐ This student does not qualify as gifted.		Principal
☐ This student qualifies as gifted.		Classroom Teacher
☐ This student qualifies as highly gifted.		Parent

Missoula County Public Schools Gifted Education Referral—Teacher Observation and Interventions

Date _____ Name of Student _____

Teacher _____ School _____

Gender ☐ M ☐ F Grade _____

Please indicate the degree to which you have observed the following characteristics in the student being referred. Mark all items using the point scale below.

TRAIT	DESCRIPTION	Never	POINTS	Sometimes	POINTS	Often
1. Motivation: desire to learn, internal drive.	Demonstrates persistence; is an independent, enthusiastic learner.	1	2	3	4	5
2. Interests/Passions: intense, even unusual interests.	Advanced interests; pursues an activity beyond the group.	1	2	3	4	5
3. Communication Skills: highly expressive.	Communicates verbally, nonverbally, physically, artistically, or symbolically; shows elaboration.	1	2	3	4	5
4. Problem-Solving Ability: effective or inventive strategies for recognizing and solving problems.	Unusual ability to devise or adopt a systematic strategy; creates new designs; inventor.	1	2	3	4	5
5. Memory: large storehouse of information.	Already knows; needs only 1-2 repetitions for mastery; attention to detail.	1	2	3	4	5
6. Inquiry/Curiosity: questions, experiments, explores.	Asks unusual questions; plays with ideas; extensive exploratory behaviors.	1	2	3	4	5
7. Insight: sees connections, senses deeper meaning.	Exceptional ability to draw inferences; good guesser; keenly observant; heightened capacity for seeing relationships.	1	2	3	4	5
8. Imagination/Creativity: produces highly original ideas.	Exceptional ingenuity in using everyday materials; has wild, seemingly silly, ideas.	1	2	3	4	5
9. Humor: conveys and picks up humor.	Keen sense of humor that may be gentle or hostile.	1	2	3	4	5
10. Intensity/Sensitivity/ "Overexcitabilities": strong reactions, behaviors.	Compassion, justice, intense fantasy life; repetitive movements; existential worrying; often overly self-critical; desire for new experiences.	1	2	3	4	5
11. Reasoning: logical approaches.	Ability to generalize, "think through" things, think critically, metaphorically.	1	2	3	4	5
12. Accelerated Learning: grasps new concepts quickly.	Bored with routine; consistently works at high level in at least one academic area, such as math or reading, with unexpected mastery.	1	2	3	4	5

Add up total number of points and transfer to "Student Profile" form. On the reverse, describe any interventions you have used or are currently using to challenge this student.