



Keller Independent School District Advanced Academics
Parent Observation Survey for Gifted & Talented Services
Kindergarten – Grade 4

Please visit <http://campus.kellerisd.net/gt> and access the KISD GT Parent Portal www.tinyurl.com/kisdparentportal before completing this survey.
Return this form to the campus GT Specialist/Liaison by April 7th, 2017.

Student Information

Student Name: _____ Birth Date: ____/____/____ Gender: Female Male

Current Grade: ____ Current School: _____ Homeroom Teacher: _____

School Attended Previous Year _____

Has your child been tested for GT previously? No Yes If Yes, when? _____

What language(s) does your child speak/understand fluently? _____

What language is spoken in your home *most of the time*? _____

Parent/Guardian Information

Parent/Guardian Name: _____

Address: _____ City: _____ State: ____ Zip: _____

Home Phone: _____ Work Phone: _____ Cell Phone: _____

Email Address(es) _____

Permission to Test & Serve

I give permission for _____ to be **tested** for KISD Gifted and Talented Services. I understand that I will be notified by the campus if my child qualifies or does not qualify for Gifted and Talented Services. If services are recommended by the Admission/Review/Exit (ARE) Committee, I give permission for my child to **receive services** deemed appropriate by the ARE Committee.

Parent Signature: _____ Date: _____

Directions: For each group of related questions below, select the choice that best describes your child. Give additional information as needed. When you have completed the form, please return it to your child’s teacher or the campus GT Specialist.

Characteristics		Never	Sometimes	Often
Language Arts	Your child uses a lot of “grown-up” words and is interested in definitions, relationships of words, sounds, and has a large vocabulary for his/her age.			
	Your child has a good sense of humor and uses jokes, puns, and multiple meanings in conversations or in writing.			
	Your child reads or listens to a wide variety of types of literature; may focus on one type for a period of time and then switch his/her focus to another.			
	Your child elaborates well when reading, speaking, or writing, uses vivid expressions, voices to make words “come alive”.			
	Your child is motivated to write in a variety of genres (stories, poems, songs, or plays); keeps a journal or diary.			
Mathematics	Your child sees patterns in real life in a variety of ways; can extend patterns to large numbers.			
	Your child applies numbers to real life situations; such as using numbers while playing, thinking, organizing, or planning.			
	Your child recognizes and describes problems; is good at guessing solutions to problems about numbers, money, or telling time.			
	Your child enjoys trying to solve challenging problems such as puzzles, logic problems, or games of strategy.			
	Your child can solve difficult problems naturally and easily, but may not always be able to explain his/her solution or strategy.			
Social Studies	Your child is interested and/or concerned with “grown-up” social issues or world problems such as world hunger, pollution, war, global warming, etc.			
	Your child asks deep, open-ended, or philosophical questions that are typically not asked by a child.			
	Your child enjoys studying and/or playing with maps, globes, almanacs, likes to make up stories about different locations (either real or make-believe).			
	Your child is interested in social themes, complex public issues, explanations, ethical and moral issues; fairness is extremely important to him/her.			
	Your child can understand multiple sides or explanations of a situation or problem and tries to persuade other people to join his/her side.			
Science	Your child exhibits interest in science outside of school activities (books, programs, science fiction, technology, collections, or hobbies).			
	Your child relates science to real world situations, makes interesting connections that sometimes surprise you or make you look at things differently than before.			
	Your child enjoys experimenting, likes open-ended discovery, inventing, finding multiple uses for things, experiments to satisfy curiosity.			
	Your child explores, questions, investigates, studies things in detail, and makes improvements to things used in daily life.			
	Your child is focused and persistent (continues investigation in spite of difficulties), demonstrates high level of intellectual energy.			

Directions: Please select one response (Never, Sometimes, Often) for each category that best represents the student.

Traits, Aptitudes, and Behaviors	Never	Sometimes	Often
<p>Motivation – Evidence of desire to learn. <i>Student may:</i> demonstrate persistence in pursuing/completing self-selected tasks, be an enthusiastic learner, be a self-starter, aspire to be somebody.</p>			
<p>Interests – Intense (sometimes unusual) interests. <i>Student may:</i> demonstrate unusual or advanced interests in a topic or activity, be beyond age group, pursue an activity unceasingly with high intensity.</p>			
<p>Communication Skills – Highly expressive and effective use of words, numbers, symbols. <i>Student may:</i> demonstrate unusual ability to communicate (verbally, physically, artistically, symbolically), and use particularly clever examples, illustrations, or elaborations.</p>			
<p>Problem Solving Ability – Effective, inventive, ways for recognizing and solving problems. <i>Student may:</i> demonstrate unusual ability to devise or adapt a systematic strategy for solving problems and to change the strategy if it is not working, create original designs, invent.</p>			
<p>Memory – Large storehouse of information on school or non-school topics. <i>Student may:</i> already know information or needs only 1-2 repetitions for mastery, have a wealth of information about different topics, pay attention to details, manipulate information.</p>			
<p>Inquiry – Questions, experiments, explores. <i>Student may:</i> ask unusual questions for age, demonstrate extensive exploratory behaviors directed toward eliciting information about materials, devices, situations, or topics.</p>			
<p>Insight – Quickly grasps new concepts and makes connections; senses deeper meaning. <i>Student may:</i> demonstrate exceptional ability to draw inferences, appear to be a good guesser, be keenly observant, possess high capacity for seeing unusual and diverse relationships.</p>			
<p>Reasoning – Logical approaches to figuring out solutions. <i>Student may:</i> make generalizations, use metaphors and analogies, think things through in a logical manner, think critically, think things through and come up with a plausible answer.</p>			
<p>Imagination/Creativity – Produces many ideas; highly original <i>Student may:</i> show exceptional ingenuity in using everyday materials, have wild, seemingly silly ideas, produce ideas fluently and flexibly, be highly curious, enjoy abstract thinking tasks.</p>			
<p>Humor – Conveys and picks up on humor. <i>Student may:</i> have keen sense of humor, see unusual relationships, demonstrate unusual emotional depth, demonstrate sensory awareness, enjoy puns, jokes, and idioms.</p>			

Modified from Frasier, M. (1996). Traits, Aptitudes, and Behaviors Scales. University of Georgia.

Directions: Provide a written response to the following questions.

Other than test scores and classroom grades, what are some current examples of your child's outstanding academic or creative abilities?

Describe **early** indications of your child's superior ability (speech, interest, physical ability).

Tell about a time when your child **surprised you** by his/her ability, understanding, and/or knowledge.

Please share **any other information** you think is important regarding your child.
