



# MCKINNEY INDEPENDENT SCHOOL DISTRICT ALPHA - GIFTED AND TALENTED PROGRAM

*McKinney ISD exists to provide an excellent education for all.*

## REFERRAL

Date of Referral \_\_\_\_\_

Student Name \_\_\_\_\_

Date of Birth \_\_\_\_\_

Person Making Referral: \_\_\_\_\_

Relation to Student: \_\_\_\_\_

The purpose of the MISD gifted and talented (ALPHA) program is to identify gifted students and nurture their special abilities, thereby assisting them in translating their gifts of potential into productive performances that are commensurate with their abilities. High school graduates who have participated in services for gifted students will have been offered the opportunity to develop products and performances of professional quality as part of their program services, which exceeds the MISD graduate profile.

Student's Grade \_\_\_\_\_ Campus \_\_\_\_\_

Student's Teacher \_\_\_\_\_ ID# \_\_\_\_\_

Parent(s) Name(s) \_\_\_\_\_ Home Phone \_\_\_\_\_

Address \_\_\_\_\_ City, State, Zip \_\_\_\_\_

**Reasons for Referral:** Please review the characteristics of gifted and talented students listed on the back of this form, and identify any of the characteristics you feel best describe the student and the reasons you are referring this student. You may attach another sheet if needed.

\_\_\_\_\_  
\_\_\_\_\_

**Does your child receive any special need accommodations or modifications?** Yes / No If yes, please explain.

**Identified Gifted Students New to District:** If transferring from another district, please attach (in a sealed envelope) a copy of the most recent standardized test reports. Complete and return this referral with the **Request for GT Records Form**.

Name of District \_\_\_\_\_ Name of School \_\_\_\_\_

School Address \_\_\_\_\_ Phone \_\_\_\_\_

G/T Teacher's Name \_\_\_\_\_ Teacher's Email \_\_\_\_\_

## Permission to Screen (Required):

In the event that the GT Campus Committee deems testing necessary, I give permission for my child to be tested for these services.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

## *Gifted or Honors: What's the Difference?*

J. Szabo. ( 1989) *Profiles of the Gifted*, Challenge Magazine

This list of characteristics may be helpful in distinguishing and understanding the differences between honors students and gifted students.

### **BRIGHT CHILD**

Knows the answers.  
Is interested.  
Is attentive.  
Has good ideas.  
Works hard.  
Answers the questions.  
Top group.  
Listens with interest.  
Learns with ease.  
6-8 repetitions for mastery.  
Understands ideas.  
Enjoys peers.  
Grasps the meaning.  
Completes assignments.  
Is receptive.  
Copies accurately.  
Enjoys school.  
Absorbs information.  
Technician.  
Good memorizer.  
Enjoys straight forward sequential presentation.  
Is alert.  
Is pleased with own learning.

### **GIFTED CHILD**

Asks the questions.  
Is highly curious.  
Is mentally and physically involved.  
Has wild, silly ideas.  
Play around, yet tests well.  
Discusses in detail, elaborates.  
Beyond the group.  
Shows strong feelings and opinions.  
Already knows.  
1-2 repetitions for mastery.  
Constructs abstractions.  
Prefers adults.  
Draws inferences.  
Initiates projects.  
Is intense.  
Creates a new design.  
Enjoys learning.  
Manipulates information.  
Inventor.  
Good guesser.  
Thrives on complexity.  
Is keenly observant.  
Is highly self-critical.

*McKinney ISD exists to provide an excellent education for all.*



## MCKINNEY ISD GIFTED AND TALENTED CHECKLIST FOR PARENTS

Carefully read each of the following descriptions. Each item is followed by a series of examples. Determine to what extent you agree that your child is like the description. Mark your agreement on the scale from strongly agree (SA) to strongly disagree (SD). **Circle one number for each item.** If you are unclear or haven't noticed how your child compares to a description, circle the **unsure or don't know** phrase. Then, tell us about a time your child did the things in the item. Try to recall specific incidents or examples about your child. Feel free to add extra pages of stories or examples to tell us more about your child.

Student's name \_\_\_\_\_ Birthday \_\_\_\_\_

Parent's name \_\_\_\_\_ ID Number \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

Special Ed or educational testing modifications required \_\_\_\_\_

My child:

1. Has quick recall of information.  
(e.g. immediately remembers facts, series of numbers, events, words from songs or movies, or parts of conversations heard earlier)

Strongly agree 10 9 8 7 6 5 4 3 2 1 Unsure or don't know

A personal example:

2. Knows a lot more about some topics than do other children that age.  
(e.g. recounts facts about dinosaurs, sports, electronics, math, books, animals, music, art, etc; finds out a lot about a particular subject on his or her own)

Strongly agree 10 9 8 7 6 5 4 3 2 1 Unsure or don't know

A personal example:

3. Use advanced vocabulary.  
(e.g. surprises older children and adults with the big words used; uses words unusual for a child, knows the correct terms, exact words or labels for things; acts and speaks like a grown-up when talking to adults; uses simpler words when talking to peers or younger children)

Strongly agree 10 9 8 7 6 5 4 3 2 1 Unsure or don't know

A personal example:

4. Began to read or write early.  
(e.g. said or could read individual words at a very young age; started to read before entering school; likes to write or tell stories; learned to read without being taught)

Strongly agree 10 9 8 7 6 5 4 3 2 1 Unsure or don't know

A personal example:

5. Shows unusually intense interest and enjoyment when learning about new things.  
(e.g. has lots of energy and interest when learning; frequently and persistently asks how and why questions; is not satisfied with simple answers; wants to know details; loves how-to-do-it and nonfiction books)

Strongly agree 10 9 8 7 6 5 4 3 2 1 Unsure or don't know

A personal example:

6. Understands things well enough to teach others.  
(e.g. teaches other children how to do things; explains things so that others can understand; explains areas of interest to adults)

Strongly agree 10 9 8 7 6 5 4 3 2 1 Unsure or don't know

A personal example:

7. Is comfortable around adults.  
(e.g. spends time with and talks to adults who visit the house; likes the company of adults; enjoys talking with adults; understands adult humor and creates funny sayings or jokes adults can appreciate)

Strongly agree 10 9 8 7 6 5 4 3 2 1 Unsure or don't know

A personal example:

8. Shows leadership ability.  
(e.g. other children ask my child for help; organizes games and activities for self or others; makes up the rules and directs group activities; may be bossy)

Strongly agree 10 9 8 7 6 5 4 3 2 1 Unsure or don't know

A personal example:

9. Is resourceful and improvises well.  
(e.g. puts together various household objects to make inventions or solve a problem; uses unusual objects for projects; uses objects in unusual ways; makes something out of nothing.)

Strongly agree 10 9 8 7 6 5 4 3 2 1 Unsure or don't know

A personal example:

10. Uses imaginative methods to accomplish tasks.  
(e.g. makes creative short cuts; doesn't always follow the rules; good at finding creative ways to get out of work)

Strongly agree 10 9 8 7 6 5 4 3 2 1 Unsure or don't know

A personal example:

11. Use this page to tell us anything you think is important about your child that we have not asked. Please feel free to add any information you think might be useful in giving us a clear picture of what your child has done. Be as specific as possible in describing your child's interests and accomplishments. If you can share some copies of your child's creative work, we would be delighted to have them.