





# Talented and Gifted Student Nomination Form



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

1 = seldom/never	2 = occasionally	3 = frequently	4 = almost always
------------------	------------------	----------------	-------------------

The scale below is designed to provide information about key attributes/characteristics of the nominated student. Indicate how frequently you see the student demonstrate the following behaviors. Any one aspect in each item could result in a high rating.

	<i>Perception of Attributes</i>	<i>Parent Rating</i>	<i>Teacher Rating</i>
1.	Curious, inquisitive	1 2 3 4	1 2 3 4
2.	Learns more quickly than peers, eager to do work	1 2 3 4	1 2 3 4
3.	Unique sense of humor, understands subtlety of primary language	1 2 3 4	1 2 3 4
4.	Sticks to task, doesn't give up easily, gets the job done	1 2 3 4	1 2 3 4
5.	Thirsts for knowledge, seeks answers, motivated to complete research in order to find answers	1 2 3 4	1 2 3 4
6.	Focused, goal-oriented, strives to meet high standards	1 2 3 4	1 2 3 4
7.	Able and willing to solve problems - does not need specific directions, sets own goals	1 2 3 4	1 2 3 4
8.	Interested in many things, loves to learn new things	1 2 3 4	1 2 3 4
9.	Self-starter, has self control, needs little supervision	1 2 3 4	1 2 3 4
10.	Concern for social issues, highly developed social conscience	1 2 3 4	1 2 3 4
11.	Excellent facility with language, can elaborate and describe	1 2 3 4	1 2 3 4
12.	Able to comprehend complex ideas, thoughts and content	1 2 3 4	1 2 3 4
13.	Sees patterns/big picture, supports generalizations with facts/details	1 2 3 4	1 2 3 4
14.	Makes connections, sees relationships between diverse ideas/events	1 2 3 4	1 2 3 4
15.	Offers unique or unusual responses, generates a large number of ideas, can be "silly" or clever in nature	1 2 3 4	1 2 3 4

Centennial School District Portland, OR

Adapted from Reynolds School District, Portland Public School District, and David Douglas School District, Revised 10/11/2019

Also from: (Baldwin, 1973; Clark 1997; Payne and Slocumb, 2000, Torrance, 1969) Adapted by Kingore, 2004 from Kingore, B. (2001)The Kingore Observation Inventory (KOI). 2nd ed. Austin: Professional Associates Publishing



# Talented and Gifted Student Nomination Form



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

1 = seldom/never	2 = occasionally	3 = frequently	4 = almost always
------------------	------------------	----------------	-------------------

16.	Likes to doodle or draw, appreciates colors, sensitive to beauty/aesthetic characteristics	1 2 3 4	1 2 3 4
17.	Uninhibited in expression of opinions, sometimes radical and spirited in disagreement	1 2 3 4	1 2 3 4
18.	Risk taker (inside or outside of academics), breaks rules and challenges others	1 2 3 4	1 2 3 4
19.	Criticizes (constructively or openly with regard to authoritarian rules), critically examines or openly condemns authoritarian pronouncements	1 2 3 4	1 2 3 4
20.	Highly creative, perceived as 'weird' by peers, difficult focusing	1 2 3 4	1 2 3 4
21.	Unwilling to learn facts to support generalizations, can be great talker but is unable to produce work	1 2 3 4	1 2 3 4
22.	Unwilling or unable to abide by basic rules/requirements, questions authority	1 2 3 4	1 2 3 4
23.	Has trouble listening, interrupts, talks without filter/at inappropriate times	1 2 3 4	1 2 3 4
24.	Hypersensitive to despair in the world/ community, may see themselves as part of a marginalized group	1 2 3 4	1 2 3 4
25.	Perfectionist, nothing is ever good enough, may display low self-image about academic performance	1 2 3 4	1 2 3 4
26.	May appear random - hopping from one thing to another without closure, unable to make decisions	1 2 3 4	1 2 3 4
27.	Highly creative and inventive, loves ambiguity and dislikes specific directions, unable to be specific	1 2 3 4	1 2 3 4
28.	Unaware of deadlines, has trouble completing tasks, focused and committed to his/her own priorities	1 2 3 4	1 2 3 4
29.	Wants to pursue only what sparks his/her interest, shows little interest or engagement in what is to be learned	1 2 3 4	1 2 3 4

Centennial School District Portland, OR

Adapted from Reynolds School District, Portland Public School District, and David Douglas School District, Revised 10/11/2019

Also from: (Baldwin, 1973; Clark 1997; Payne and Slocumb, 2000, Torrance, 1969) Adapted by Kingore, 2004 from Kingore, B. (2001)The Kingore Observation Inventory (KOI). 2nd ed. Austin: Professional Associates Publishing



# Talented and Gifted Student Nomination Form



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

1 = seldom/never	2 = occasionally	3 = frequently	4 = almost always
------------------	------------------	----------------	-------------------

30.	Quick witted, acts like class clown, creative use of language	1 2 3 4	1 2 3 4
31.	Hard to wait for others, does not attend to detail, reluctant to work because already “knows” material	1 2 3 4	1 2 3 4
32.	Attends to his/her priority, challenging to switch tasks, can be stubborn	1 2 3 4	1 2 3 4
33.	Is able to memorize large amounts of information quickly, pays attention to detail, may be “manipulative”	1 2 3 4	1 2 3 4
34.	“Intense” interest in a topic or activity, can be unceasing in pursuit of interests, strong sense of justice and ethics	1 2 3 4	1 2 3 4

<b>Totals</b>	<i>Parent:</i>	<i>Teacher:</i>
---------------	----------------	-----------------

Parents/Guardians,

The student named above has been recommended for consideration for Talented and Gifted Services in Centennial School District. In order to make a decision concerning this student’s eligibility, it may be necessary to administer certain tests. The specific tests to be administered will be determined by the District TAG Team.

- I DO give permission for the recommended assessments.
- I DO NOT give permission for the recommended assessments.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Centennial School District Portland, OR

Adapted from Reynolds School District, Portland Public School District, and David Douglas School District, Revised 10/11/2019  
Also from: (Baldwin, 1973; Clark 1997; Payne and Slocumb, 2000, Torrance, 1969) Adapted by Kingore, 2004 from Kingore, B. (2001)The Kingore Observation Inventory (KOI).  
2nd ed. Austin: Professional Associates Publishing