



Jurupa Unified School District: Gifted & Talented Education Parent Recommendation Form

Student: _____ Student ID: _____
Birth Date: _____ School: _____
Teacher: _____ Grade: _____ Date: _____
Address: _____
Phone number: Home: _____ Cell: _____

ELD: Language Proficiency _____ Home Language: _____ Years in EL Program: _____

Information about the Parent Recommendation

GATE students come in a variety of packages. Keep in mind there are various kinds of “intelligences” that GATE students may exhibit. Specific behavioral traits, student achievement/performance records, and talent manifestations may reliably predict a student’s need for educational intervention to maximize their potential learning. Please complete the following information to determine whether or not your child qualifies for placement in the gifted and talented program (GATE).

FACTOR 1: Academic Achievement: Your child’s progress as measured by school progress reports can indicate a strong performance record in their education. These assessments are based on a variety of ways, including but not limited to: teacher observation, class work, test scores, report card marks, and district assessments. Please check all that apply and attach supportive documentation.

Exceeds grade level standards in the following areas:

- Reading
- Writing
- Mathematics
- Science
- Social Studies
- Accelerated Second Language Acquisition

FACTOR 2: Talent Assessment: Imagination, originality, second language acquisition, creativity and leadership are characteristics of GATE students. Look over the lists and include all that you are aware of. Documentation must be provided, including information you may have learned from teachers, or the child.

- Creativity: (problem solving, special projects, imagination, technologically inclined, etc.)
- Leadership: (role model, looked to for help/advice, positively influences others, etc.)
- Visual/Performing Arts: (drawing, painting, drama, music, dance, etc.)
- Exceptional Progress in Second Language Acquisition: (CELDT, IPT, Aprenda, etc.)

FACTOR 3: Behavior Characteristics: Check all that apply:

Based on your observations, look over each listed behavior characteristic to determine whether or not you think the behavior is demonstrated. Please use the scale below to guide your responses.

Student demonstrates the following characteristics:						
Frequency Scale:	3= Consistently	2= Frequently	1= Occasionally	3*	2	1
1. Uses higher-level thinking skills to solve complex problems						
2. Demonstrates an unusual amount of expertise in a specific area or subject						
3. Exhibits creative thinking and imagination; thinks "outside the box"						
4. Has a sense of global community and an awareness of other cultures and languages						
5. Combines ideas/materials in unique or original ways						
6. Uses unusual words for his/her age in appropriate ways						
7. Eagerly interprets and translates for peers and adults						
8. Is an avid reader						
9. Shows self-motivation/self-direction						
10. Probes beyond "how and what" to the "why" in his/her questioning						
11. Creates products of unusual character or quality						
12. Makes connections across subject areas						
13. Demonstrates an insightful sense of humor						
14. Keen power of observation						
15. Unusual emotional depth, intense feelings and reactions, and highly sensitive						
16. Other: _____						

***Please write specific examples for any of the items checked above as a score of 3. Use an additional sheet if necessary.**

FACTOR 4: Performance Inhibitors: Certain factors can inhibit school performance. Not all children come from the same backgrounds and receive the same enrichment. These inhibitors come in a variety of forms. Please carefully list any factors you are aware of that might affect your child's performance in school. Ask your child questions, if you need to, to determine an appropriate response. Check all that apply, and specify issues that may affect learning.

Environment:

- 1. Transience in elementary school years (at least 3 moves)
- 2. Living with someone other than parent or homeless
- 3. Irregular attendance
- 4. Limited experiences in mainstream culture

Language:

- 1. Non-standard English constituting a barrier to learning
- 2. Limited academic support in English outside of the school setting
- 3. Limited English Proficiency

Economic: _____

Health: _____

Learning Disability: _____

Other: _____

Parent Signature: _____ Date: _____