



Teacher Rating Scale for Highly Capable Program Referral/Nomination

Student Last Name		Student First Name
Gender	Student's Current Grade	Teacher Name
Teacher Signature (required)		

Directions: Rate each skill as **SIMILAR (S)**, **ADVANCED (A)**, or **HIGHLY ADVANCED (H)** compared to same-aged peers and circle the appropriate letter.

1. Student's verbal skills compared to same-aged peers:

S	A	H
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Demonstrated advanced vocabulary:

- * uses multi-syllable words in writing and speaking
- * great depth of vocabulary

- * seems "conceited" to peers
- * asks questions about words

S	A	H
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Modifies language according to audience/situation:

- *adjusts language when helping less experienced peers
- *communicates well with adults

- *may use language to intimidate others
- *uses specific language of the discipline

S	A	H
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Demonstrates advanced verbal reasoning skills:

- * uses similes, metaphors, analogies, rich imagery
- *uses puns or figurative language for humorous effect
- *catches an adult's subtle or sophisticated humor

- * peers may not understand language used
- *may imitate the styles of humor used by others

S	A	H
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Is highly verbal:

- *recalls and quotes statements accurately
- *may ask "too many" questions

- *seems to continuously talk
- *may dominate conversations and/or have trouble listening

2. Student's complex thinking skills compared to same-aged peers

S	A	H
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Exhibits strong creative ability:

- *is intellectually playful and imaginative
- *enjoys tasks that incorporate creativity or inventiveness

- *creates songs, stories, or riddles for fun
- *makes connections with what is already known

S	A	H
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Exhibits strong analytical thinking skills:

- *sees relationships and makes analogies
- *interprets another's point of view with insight

- *makes connections with what is already known

S	A	H
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Exhibits strong executive functioning and problem solving skills:

- *readily summarizes information
- *can come up with several solutions to a given problem

- *formulates hypotheses with what is already known

S	A	H
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Exhibits strong critical thinking skills:

- *makes inferences
- *has strong logical thinking; spots contradictions

- *may be argumentative and impatient with others
- *can be intolerant of arguments perceived to be flawed.

3. Student's learning behaviors compared to same-aged peers

S	A	H
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Requires minimum repetition for mastery:

- *can solve problems quickly/easily
- *wants to move quickly to more challenging problems

- *may be impatient when having to wait for the group
- *may neglect/not finish regular assignments

S	A	H
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Displays unexpected depth of knowledge in one or more areas:

- *assimilates and retains information easily
- *may be intrigued with reference materials at an early age: readily use technology to access information

- *widely read in a special-interest area
- *may correct others' facts perceived to be inaccurate and/or not complete

S	A	H
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Comprehends advanced ideas, concepts, or implications:

- *takes time to think before jumping in and/or is the first one with a solution or answer

S	A	H
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Creates advanced products

- * work products have great complexity or concept density

4. Student's level of motivation compared to same-aged peers

S	A	H
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Demonstrates intense task commitment and energy when pursuing interests:

- * sustains concentration for long periods of time
- *pursues interests to satisfy own curiosity; is intrinsically motivated

- *may not attend to requests or tasks directed by others
- *may have difficulty transitioning to activities considered to be less interesting

S	A	H
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Pursues a wide range of interests and activities:

- *seems to have endless energy for tasks of personal interest; pursues special interests with enthusiasm

- *may take on too many projects at once and shows persistent intellectual curiosity

S	A	H
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Demonstrates an intense need to understand:

- *asks unexpected and intellectual questions

- *may seem to always ask "why" and/or "how" questions

S	A	H
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Wants to do things independently:

- *needs minimal direction to start/complete a task
- *wants to figure things out independently
- *may have difficulty accepting help

- *resists directions or interruptions
- *may not accept directions for how to do something

5. Student's social/emotional development compared to same-aged peers:

S	A	H
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Sets high personal standards and goals:

- *may be a perfectionist
- *is a self-starter
- *can be intolerant of other mistakes

- *at times, sets unrealistically high goals
- *can be self-critical/have difficulty dealing with criticism
- *may fear failure and/or avoid risk-taking

S	A	H
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May experience difficulties forming friendships with same-aged peers:

- *may prefer to associate with older children or adults
- *can base friendships on similarity of interests rather than age

- *may be criticized by same-aged peers
- *can become easily frustrated when interacting with same-aged peers

S	A	H
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Displays unusual concern for social justice:

- *is sensitive, empathetic, emotional; easily understand how others feel
- *is concerned with fairness and problems of the world; looks out for the welfare of others

- *can be easily hurt by others' negative actions

S	A	H
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Seen as a leader by peers:

- *wanted by classmates on their problem-solving team
- *viewed by classmates as a "go to" resource

- *viewed by peers as a fair mediator of disputes
- *viewed by classmates as a respected leader

Totals:

S	
A	
H	

x 0

x 1

x 2

Total Score:

For HCP Team

How would you rate this students **READING** and **MATH** skills compared to grade-level expectations?

<u>Reading</u>	<u>Math</u>	
		not yet at grade level
		proficient at grade level
		proficient beyond grade level
		significantly beyond grade level

This is a teacher initiated referral

This is a parent initiated referral

Teacher Input Forms must be signed to be considered valid

Other comments you think the Highly Capable Program Team may find helpful.