



September, 2008

Dear Parent or Guardian:

Every year all students are considered for identification as Talented and Gifted in Beaverton School District. These services are usually provided within the classroom by the teacher(s). In accordance with Oregon law, District policy defines gifted students as those who score at or above the 97th percentile on a standardized, nationally normed test of mental ability and/or academic achievement. Behavioral, learning, and/or performance information is also considered before a student is identified for TAG services.

In accordance with OAR 581-022-1310, our District is also committed to efforts in the identification of students from ethnic minorities, students with disabilities, and students who are culturally different or economically disadvantaged.

If you think your child might exhibit qualities that typically are used to describe giftedness, you may wish to complete the attached Parent Information Form. Because we believe that parents are excellent observers of their child's potential, we invite your input into this nomination process. This parent form is based on the Kingore Observation Inventory that is used by classroom teachers in the fall for a six-week period of time. Circle those characteristics that describe your child and provide supporting examples whenever possible. While completing this form does not guarantee that your child will be tested, it will give your school's TAG committee valuable additional information in the nomination process.

Upon receipt, your completed form becomes part of the school's identification process. Parents will be notified regarding testing eligibility, and the required permission form will be sent to parents prior to testing. Testing can begin as early as mid-November, and identification is usually completed within six weeks.

The attached Parent Information Form may be completed and returned to your school's TAG facilitator, or the school's office. Should you have questions regarding the identification process, you are invited to talk with your school's TAG facilitator.

Sincerely,

Beaverton School District
Talented and Gifted Services

District Goal for 2004-09:

Increase academic achievement district-wide with a special emphasis on literacy and mathematics gains for each student. The intent is to give every student the skills to succeed in challenging courses, meet academic standards, and graduate from high school and be fully prepared for a range of post- secondary education and vocational options

Parent Information Form

Grades K through 3

Derived from the Kingore Observation Inventory (KOI)

Student _____ Grade _____

Parent _____ Date _____

Teacher _____ School _____

Parents have unique opportunities to see their children at play, at work, and in family settings. Please share your observations with us. This form and the similar KOI completed by the teacher will be included with other data to increase our understanding of your child's needs.

Advanced Language

Uses words that seem advanced for the age-level expectations
Re-words own language for younger or less mature children
Explains how unrelated things are similar
Uses words for time concepts (clock and calendar) accurately
Uses similes, metaphors, or analogies; "A ___ is really like a ___ because ___"
Asks questions about words (in print or oral language)

Examples from above of things my child said: _____

Analytical Thinking

Demonstrates complex or abstract thinking
Analyzes household or school tasks
Notices a surprising depth of details about surroundings
Takes apart and reassembles things or ideas with skill
Expresses relationships between past and present experiences
Makes up songs, stories, or riddles about experiences
Organizes collections of things uniquely; likes to plan or arrange things

Examples from above of things my child said or did: _____

Meaning Motivation

- Is philosophical
- Asks surprisingly intellectual questions
- Is curious; experiments
- Demonstrates an unexpected depth of knowledge in one or more areas
- Exhibits intense task commitment and energy when pursuing interests
- Remembers!
- Is independent

Examples from above of things my child said or did: _____

Perspective

- Explains another's point of view
- Shows dimension, angle or perspective in art, writing, math solutions or problem solving
- Creates complex shapes, patterns or graphics
- Applies left and right without prompting
- Adds interesting details to enhance products

Examples from above of things my child said or did: _____

Sense of Humor

- Says or does something indicating an unexpected, sophisticated sense of humor
- Catches an adult's subtle humor
- Understands and uses puns and riddles
- "Plays" with language
- Develops humorous ideas to an extreme

Examples from above of things my child said or did: _____

Sensitivity

- Cares deeply; intense concern for human issues
- Tries to take action to help someone in need
- Expresses feelings through words or art
- Explains others' feelings
- Displays a strong sense of fairness
- Expresses high expectations of self and others
- Seems to overreact at times

Examples from above of things my child said or did: _____

Accelerated Learning

- Learns new things quickly with minimum practice
- Uses multiple characteristics when discussing items
- Reads passages at an advanced, fluent level for the age-level expectations
- Explains the meaning of what has been read
- Demonstrates an unexpected mastery of math or science concepts
- Uses a dictionary, encyclopedia, map, atlas or computer to gain advanced information
- Creates products which seem advanced for the age-level expectations

Examples from above of things my child said or did: _____

Other information I would like you to know about my child: _____

Please return this form to your school office