



# HARMONY SCHOOL OF EXCELLENCE-AUSTIN

2100 E St. Elmo Dr., Austin, TX 78744 ♦ Tel: 512-693-0000 ♦ Fax: 512-693-0008

## GIFTED/TALENTED PROGRAM PARENT NOMINATION FORM

Student's name: \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_  
(Last) (First) (Middle)

Date of birth: (mm/dd/yy) \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Gender:  Male  Female Grade/Section: \_\_\_\_\_ / \_\_\_\_\_

Ethnicity:  African American  Caucasian  Hispanic  Native American  Asian  Other

Home Language(s) Spoken by Child: \_\_\_\_\_

✚ Mark the box next to each item indicating your impression of the student relative to peers.

- NA: Not Observed
- 1 : Less than peers
- 2 : Same as peers
- 3 : More than peers
- 4 : Much more than peers

✚ For any items marked "More Than" or "Much More Than," you must provide an example

| Intellectual Ability   | NA | 1 | 2 | 3 | 4 | Brief Examples |
|--|----|---|---|---|---|----------------|
| Comprehends abstract ideas and concepts (i.e. "conflict" versus "World War I")         |    |   |   |   |   |                |
| Considers concepts, situations, or problems in which he/she has no personal experience |    |   |   |   |   |                |
| Makes quick and valid generalizations and uses them in new situations                  |    |   |   |   |   |                |
| Demonstrates skills in reasoning and evaluating Situations                             |    |   |   |   |   |                |
| Sees cause and effect  |    |   |   |   |   |                |
| Chooses and enjoys challenging tasks or Problems                                       |    |   |   |   |   |                |
| Generates sophisticated and creative ideas and Solutions                               |    |   |   |   |   |                |
| Demonstrates great curiosity; asks how, why, and what if                               |    |   |   |   |   |                |
| Chooses original methods and produces innovative products                              |    |   |   |   |   |                |
| Is keenly observant  |    |   |   |   |   |                |

Social/Emotional/Behavioral Brief Examples

NA 1 2 3 4

Brief Examples

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| Sense of Self<br>(i.e. understands who he/she is as an individual; can articulate personal values or principles; in primary, can differentiate between self and others, etc.) |  |  |  |  |  |  |
| Perfectionism   |  |  |  |  |  |  |
| Strong Ideas/Beliefs/Opinions<br>(i.e. feels strongly about topics he/she has studied in-depth; can persuasively articulate opinions, etc.; not necessarily argumentative)    |  |  |  |  |  |  |
| Questions Authority<br>(i.e. asks for reasons; assesses qualifications of authority figures, etc.; not necessarily argumentative or disrespectful)                            |  |  |  |  |  |  |
| Motivation for and Intense Focus on Tasks<br>(especially for tasks of own choosing)   |  |  |  |  |  |  |
| Prefers Adults<br>(i.e. enjoys the company and conversation "level" of adults, participates in parents' parties, etc.; not necessarily withdrawn from peers)                  |  |  |  |  |  |  |
| Subtle Sense of Humor/Original Jokes and Puns   |  |  |  |  |  |  |
| Boredom with Routine  |  |  |  |  |  |  |
| Sensitive to the Needs of Others  |  |  |  |  |  |  |
| Critical of Self and Others<br>(i.e. regularly looks for areas of self-improvement; comments on how things could be done "better"; can be constructive criticism)             |  |  |  |  |  |  |

| <b>Academic Skills: Verbal/Linguistic</b>   | <b>NA</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>Brief Examples</b> |
|---|-----------|----------|----------|----------|----------|-----------------------|
| Uses an extensive vocabulary precisely and appropriately  |           |          |          |          |          |                       |
| Is an avid reader of books beyond grade-level   |           |          |          |          |          |                       |
| Uses vivid expressions which make words "come alive"  |           |          |          |          |          |                       |
| Is motivated to write even when writing is not assigned (i.e. stories, poems, journal, diary, etc.) |           |          |          |          |          |                       |
| Recognizes authors' or speakers' points of view, moods, or intentions                               |           |          |          |          |          |                       |
| Enjoys the process of research and investigating for its own sake                                   |           |          |          |          |          |                       |
| Is skilled at defending or expanding on an idea with appropriate supporting detail                  |           |          |          |          |          |                       |
| Organizes ideas and sequences well in preparation for speaking and writing                          |           |          |          |          |          |                       |
| Is skilled in analyzing topics and finding the underlying problem                                   |           |          |          |          |          |                       |
| Spells words accurately that are advanced for age   |           |          |          |          |          |                       |

| <b>Academic Skills: Logical/Mathematical</b> | <b>NA</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>Brief Examples</b> |
|--|-----------|----------|----------|----------|----------|-----------------------|
| Asks many questions about how things work    |           |          |          |          |          |                       |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| Computes arithmetic problems in head quickly (or if at primary level, grasps advanced math concepts for age)   |  |  |  |  |  |  |
| Playing chess, checkers, or other strategy games   |  |  |  |  |  |  |
| Works on logic puzzles or brainteasers (or if at primary level, enjoys hearing logical nonsense such as in Alice's Adventures in Wonderland)                                     |  |  |  |  |  |  |
| Enjoys putting things in categories or hierarchies   |  |  |  |  |  |  |
| Able to formulate hypotheses through logical thought processes like the scientific method<br>Sometimes solves problems intuitively, then may not be able to explain the solution |  |  |  |  |  |  |
| Can effectively use a variety of strategies for solving mathematical problems  |  |  |  |  |  |  |
| Enjoys data analysis and is skilled at measurement   |  |  |  |  |  |  |
| Generalizes mathematical relationships and makes connections with other applications   |  |  |  |  |  |  |

Individual Completing the Form:

Name:

Relation to Child:

Phone:

Date:

Signature: