

## Earlham Extended Learning Program (EELP) Teacher Referral Packet

Student Name: _____	Circle: M or F
Current Grade: _____	Date: _____
Referring Teacher: _____	EELP Teacher: _____

Parent(s) Name(s): _____		
Address: _____		
City: _____	Zip: _____	Home Phone: _____

**I. ACHIEVEMENT TEST SCORES**

Please attach a copy of the most recent ITBS (or other) test scores.

**II. ABILITY TEST SCORES**

Please attach a copy of any available test scores.

**III. CLASSROOM PERFORMANCE/GRADES**

Please attach a copy of a most recent report card.

**IV.** This student is **ACCELERATED** (moving vertically in the subject matter; has been moved ahead grade-level-wise in content) in the following subject area(s):

**V.** This student is receiving **CLASSROOM ENRICHMENT** (horizontal enrichment; curriculum compacting; in-depth studies or special activities related to regular course content) in the following subject area(s):

## Extended Learning Program Teacher Checklist

Based on your observations of this student in your class, please respond to the following items:

<b>Abilities</b>	<b>Almost Always</b>	<b>Sometimes</b>	<b>Seldom</b>
Uses unusually advanced vocabulary for age or grade level			
Has quick mastery and recall of factual information about a variety of topics			
Exhibits a large storehouse of information about a variety of topics			
Understands and makes abstractions and generalizations quickly, enjoys analogies, puzzles, etc.			
Perceives interrelationships; is able to analyze similarities, differences, and cause/effect relationships readily or in-depth			
Exhibits the ability to make decisions and judgments based on criteria and standards set by self or others			
Demonstrates and accepts leadership			
Examples: Give an indication of how this student displays above average ability in your classroom:			

<b>Creativity</b>	<b>Almost Always</b>	<b>Sometimes</b>	<b>Seldom</b>
Displays questioning attitude, intellectual curiosity about many things; tries to discover the how and why of things			
Has lots of ideas; sees many solutions to problems or questions			
Sees things from different perspectives; generates varied ideas or solutions			
Often offers unusual, unique, clever responses			
Elaborates, giving detailed steps or modifications to make ideas more complex, complete, interesting			
Is able to see implications; shows judgment in evaluating things; makes decisions easily			
Is a risk-taker, makes educated guesses; is speculative or skeptical; feels free to offer differing opinions			
Displays a keen sense of humor and see humor in situations that may not appear humorous to others			
Observes and reacts to paradoxes, inconsistencies, and discrepancies			
Has a strong sense of social justice; likes to debate issues			
Examples: Give an indication of how this student displays above average creativity in your classroom			

<b>Task Commitment</b>	<b>Almost Always</b>	<b>Sometimes</b>	<b>Seldom</b>
Becomes intensely involved in certain topics or problems			
Sets own goals in interest areas			
Shows initiative			
Follows plan to completion			
Develops quality products			
Does not give up easily			
Needs little teacher direction			
Examples: Give an indication of how this student displays above average task commitment in your classroom:			

**What is this student's preferred learning style(s)?**

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**What concerns do you have about this student?**

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**Please choose and submit some samples of student work, compiled on the basis of the essentials below:**

- The examples should reflect evidence of giftedness
- These products differ in some ways from classroom portfolios; they should be based on the following:
  - √ Open-ended assignments as opposed to right/wrong answer assignments
  - √ Writing samples
  - √ Three-dimensional products, art (photographs should be submitted; materials will not be returned)
  - √ Work which differentiates/distinguishes this child's performance and ability from that of classmates
  - √ Anecdotal information (insight, creative and/or unusual comments, as well as objective teacher notes on student performance with regard to behaviors, processes, and products)

**BRIGHT CHILD**

**VS.**

**GIFTED LEARNER**

1. Knows the answers
2. Is interested
3. Is attentive
4. Has good ideas
5. Works hard
6. Answers the questions
7. Top group
8. Listens with interest
9. Learns with ease
10. 6-8 repetitions for mastery
11. Understand ideas
12. Enjoys peers
13. Grasps the meaning
14. Completes assignments
15. Is receptive
16. Copies accurately
17. Enjoys school
18. Absorbs information
19. Technician
20. Good Memorizer
21. Prefers straightforward tasks
22. Is alert
23. Is pleased with learning

1. Asks the questions
2. Is highly curious
3. Is mentally and physically involved
4. Has wild, silly ideas
5. Plays around, yet tests well
6. Discusses in detail; elaborates
7. Beyond the group
8. Shows strong feelings and opinions
9. Already knows
10. 1-2 repetitions for mastery
11. Constructs abstractions
12. Prefers adults
13. Draws inferences
14. Initiates projects
15. Is intense
16. Creates new designs
17. Enjoys learning
18. Manipulates Information
19. Inventor
20. Good guesser
21. Thrives on complexity
22. Is keenly observant
23. Is highly self critical

by: Janice Szabos

<b>More Traits of Gifted Students</b>	
<b>Cognitive</b>	<b>Affective</b>
<ul style="list-style-type: none"> <li>• Learn rapidly &amp; easily</li> <li>• Have an advanced vocabulary</li> <li>• Are verbally fluent</li> <li>• Display originality &amp; resourcefulness</li> <li>• Show intolerance for routine tasks</li> <li>• Possess a strong degree of task commitment</li> <li>• Comprehend complicated relationships</li> <li>• Have the ability to use higher order thinking skills</li> <li>• Have an unusually broad scope of interests or an intense, specific interest</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate emotional intensity, acute sensitivity, keen sense of justice</li> <li>• Possess strong need for authenticity (consistency between abstract values and personal actions)</li> <li>• Can relate well to older children &amp; adults</li> <li>• Have high expectations of self &amp; others which may lead to perfectionism</li> <li>• Love to organize things and people</li> <li>• Display a keen sense of humor</li> <li>• Possess feelings of being different</li> </ul>