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   **Demonstrated advanced vocabulary:**
* uses multi-syllable words in writing and speaking   * seems "conceited" to peers
* great depth of vocabulary   * asks questions about words

S   A   H   **Modifies language according to audience/situation:**
*adjusts language when helping less experienced peers   *may use language to intimidate others
*communicates well with adults   *uses specific language of the discipline

S   A   H   **Demonstrates advanced verbal reasoning skills:**
* uses similes, metaphors, analogies, rich imagery   * peers may not understand language used
*uses puns or figurative language for humorous effect   *may imitate the styles of humor used by others
*catches an adult's subtle or sophisticated humor

S   A   H   **Is highly verbal:**
*recalls and quotes statements accurately   *seems to continuously talk
*may ask "too many" questions   *may dominate conversations and/or have trouble listening

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

S   A   H   **Exhibits strong creative ability:**
*is intellectually playful and imaginative   *creates songs, stories, or riddles for fun
*enjoys tasks that incorporate creativity or inventiveness   *makes connections with what is already known

S   A   H   **Exhibits strong analytical thinking skills:**
*sees relationships and makes analogies   *makes connections with what is already known
*interprets another's point of view with insight

S   A   H   **Exhibits strong executive functioning and problem solving skills:**
*readily summarizes information   *formulates hypotheses with what is already known
*can come up with several solutions to a given problem

S   A   H   **Exhibits strong critical thinking skills:**
*makes inferences   *may be argumentative and impatient with others
*has strong logical thinking; spots contradictions   *can be intolerant of arguments perceived to be flawed.

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

S   A   H   **Requires minimum repetition for mastery:**
*can solve problems quickly/easily   *may be impatient when having to wait for the group
*wants to move quickly to more challenging problems   *may neglect/not finish regular assignments

S   A   H   **Displays unexpected depth of knowledge in one or more areas:**
*assimilates and retains information easily   *widely read in a special-interest area
*may be intrigued with reference materials at an early age: readily use technology to access information   *may correct others' facts perceived to be inaccurate and/or not complete

S   A   H   **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   **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	

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	

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	

Demonstrates an intense need to understand:

*asks unexpected and intellectual questions

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

S	A	H	

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	

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	

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	

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

*may find it difficult to compromise views

*is intuitive

S	A	H	

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:

		For HCP Team
S		x 0
A		x 1
H		x 2

Total Score: _____

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

Reading	Math	
		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.