



LCISD Gifted & Talented

Referral Form

To give permission for your student to be considered for the LCISD Gifted and Talented Program, please complete this form and return it to your student's school. Thank you.

Student Name: _____ Student ID#: _____

Student Date of Birth: _____ Current Grade Level: _____

School: _____ Teacher: _____

Parent/Guardian Name: _____

Mailing Address: _____

City, State, Zip: _____

Phone Numbers: Home _____ Work _____

E-mail: _____

Is your student new to LCISD? YES NO

Has your student been previously identified as GT? YES NO

If yes, what school/district? _____

Permission for Testing and Placement

I give Lamar CISD permission to test my child, _____, for the Gifted and Talented Program. After testing, if my child is identified as needing Gifted and Talented services by the selection committee, I give Lamar CISD permission to place my child in the Gifted and Talented Program. Date: _____

Parent/Guardian Signature: _____

For GT Facilitator Use ONLY

Date Distributed: _____ Date Received: _____

Referred by: _____





Parent/Guardian Perception Inventory



Dear Parent/Guardian,

The scale attached is designed for you to note your observations of your student's characteristics as potentially gifted and talented. This is NOT a recommendation form. Instead, it is an opportunity for you to consider your perceptions of your student.

The items on the inventory derive from research dealing with the characteristics of gifted people. A considerable number of individual differences can be found within any student population; therefore, the profiles are likely to vary a great deal. There is no right answer to any questions.

To answer the questions, you should consider the characteristic and determine how often your student displays that characteristic. You are to circle only ONE score in each row.

Your answer choices will be tabulated by the Department of Advanced Academics, so please do not add anything below the shaded line.

When you have finished your perception inventory, you may give a physical copy or send it electronically to your campus GT Facilitator.

Thank you in advance for taking the time to observe your student and complete this form. If you have any questions, please feel free to contact me.

Lindsey Troutman

Executive Director of College Readiness & Advanced Academics
Lamar Consolidated ISD





Parent/Guardian Perception Inventory



Campus Name _____

Student Name _____

Student ID# _____

Teacher Name _____

Grade Level _____

Perception of Attributes

Read the characteristics and circle the description that applies most to the child.
ONLY 1 CIRCLE PER ROW.

Question #	Characteristic	Almost Always (Constantly)	Frequently/Often (Daily)	Occasionally (Weekly)	Never
1	Curious about information; inquisitive; doesn't accept information at first glance; questions and pushes for more information	4	3	2	1
2	Likes to "stump" people with hard questions; enjoys questions with "shock value"; questions authority; unwilling to follow rules	4	3	2	1
3	Stubborn; avoids tending to other things that need to be done just because he/she is not through with his/her priority.	4	3	2	1
4	Sticks to task; gets job done' doesn't give up easily even when things are difficult.	4	3	2	1
5	Understands subtleties of language in his/her primary language; uses language in powerful ways; displays unique sense of humor; able to use language to build personal relationships	4	3	2	1
6	"Sassy", master at put-downs of others; uses humor in destructive manner; unable to relate to peers because his/her sense of humor isn't as sophisticated; class clown	4	3	2	1
7	Thirsts for knowledge; seeks answers to questions; motivated to do research to find answers to questions; likes rhetorical questions; curious about ideas	4	3	2	1
8	Shows little interest in what is to be learned; wants to pursue only those things that spark his/her curiosity; is more curious about people than events.	4	3	2	1
9	Has difficulty completing tasks; unaware of deadlines; oblivious to those around him/her; very focused on and committed to his/her priorities	4	3	2	1
10	Deeply interested in many things; is good at many things; loves to learn new things	4	3	2	1
11	Unable to make decisions – or makes decisions quickly without regard for consequences; may hop from one thing to another without experiencing closure in anything; appears random	4	3	2	1
12	Develops high standards and expectations of self; self-starter who needs little supervision; has self-control	4	3	2	1
13	Perfectionist; nothing is ever good enough; can't finish something because it still isn't correct; may display low self-image about academic performance	4	3	2	1



Parent/Guardian Perception Inventory



Question #	Characteristic	Almost Always (Constantly)	Frequently/Often (Daily)	Occasionally (Weekly)	Never
14	Highly developed social conscience; concern for social issues and problems; awareness of global issues; has internal locus of control	4	3	2	1
15	Overconcern for social problems and issues to extent that depression results; doomsday view of life; overwhelmed with despair in world/community; sees self as victim	4	3	2	1
16	Sees patterns in things; can transfer learning to new situations; sees big picture; discovers new information; supports generalizations with facts/details	4	3	2	1
17	Able to comprehend complex ideas and thoughts; able to learn advanced and more complex content	4	3	2	1
18	Out of touch with reality, day-to-day routines; bored by simpler things in life; unwilling or unable to abide by basic requirements and /or rules	4	3	2	1
19	Makes connections; sees relationships between/among diverse ideas and events	4	3	2	1
20	Difficult to stay focused because of random thoughts/ideas; highly creative but perceived as "weird" by peers	4	3	2	1
21	Loves ambiguity and dislikes being given specific directions and/or parameters; unable to be specific with other people who need specific direction; comes across as highly creative/inventive	4	3	2	1
22	Shows clever, unique responses to questions and problems; often responds with humor or offers "silly" response to questions	4	3	2	1
23	Appreciates color; likes to doodle and draw; has affinity for graffiti	4	3	2	1
24	Uninhibited in expressions of opinion; sometimes appears radical and disagreeable; may show anger when disagreeing with others	4	3	2	1
25	High risk-taker in academic endeavors; is adventurous and speculative in his/her thinking	4	3	2	1

For Advanced Academics Office use ONLY	
Do NOT fill out below this line!	
Student Score	
Student Points	

Modified for LCISD