



Olympia School District

111 Bethel Street NE | Olympia, WA 98506 | <http://osd.wednet.edu>

REFERRAL FORM FOR PARTICIPATION IN THE HIGHLY CAPABLE SCREENING PROCESS

Please return this document to the Highly Capable Program Coordinator: hcp@osd.wednet.edu

Or mail to:

Olympia School District, Highly Capable Coordinator
111 Bethel Street NE, Olympia, WA 98506

Student Name _____ Female Male
(Last) (First)

Date of Birth _____ Teacher's Name _____

Parent(s) Name(s) _____

Parent(s) Address _____
(Street Address)

(City) (State) (Zip)

Home Phone () _____ Day Phone () _____

Email _____

Current Grade _____ Student's Current School _____

Comments:

I request and give permission for my child to be evaluated for highly capable services.

Parent's Signature: _____ Date: _____

Name of Student	Age Yrs.	Mos.	Date		
Person Completing Form & Relationship to Student	Current Grade		School		
Directions: Please read the statements carefully and place an "X" in the appropriate column according to the following scale of values.					
Learning Characteristics		Rarely	Some- times	Often	Most of the Time
1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by richness of expression, elaboration, and fluency.					
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his/her age).					
3. Has quick mastery and recall of factual information.					
4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) "tick".					
5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people or things.					
6. Is a keen and alert observer; usually "sees more" or "gets more" out of the story, film, etc., than others.					
7. Reads a great deal on his/her own; usually prefers adult level books; does not avoid difficult material; may show a preference for biographies, autobiographies, encyclopedias, and atlases.					
8. Tries to understand complicated material by separating it into its respective parts; reasons things out for himself/herself; sees logical and common sense answers.					
Motivational Characteristics		Rarely	Some- times	Often	Most of the Time
1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him/her to move on to another topic.)					
2. Is easily bored with routine tasks.					
3. Does not need external motivation to follow through in work that initially excites him/her.					
4. Strives toward perfection; is self critical; is not easily satisfied with his/her own speed or products.					
5. Prefers to work independently and requires little direction from teachers.					
6. Is interested in many "adult" topics, such as religion, politics, sex, race, more than usual for age level.					
7. Often is self assertive (sometimes even aggressive); stubborn in his/her beliefs.					
8. Likes to organize and bring structure to things, people, or situations.					
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, or things.					