

## Gifted and Talented Screening for Kindergarten Students

Dear Kindergarten Parent(s):

Katy ISD provides gifted program services to identified gifted and talented students in grades K-12. The kindergarten program begins the week of March 1 of each year, and provides 60 minutes of service each week in the Challenge (elementary gifted and talented) classroom. The kindergarten Challenge curriculum emphasizes the development of critical and creative thinking skills. Students who are identified for the program in kindergarten continue into elementary Challenge in first grade, when they will leave the regular classroom one full day per week for Challenge.

The Texas Education Agency requires school districts to collect multiple measures during the identification process. Katy ISD considers parent observations, classroom observations and standardized test scores in the identification process. The process begins in September with this letter informing parents of the opportunity to refer their children by completing the Parent Checklist.

Parents and educators must exercise great care in determining the appropriate placement for very young children. A bright child is not necessarily a gifted child. On the average, 3-5% of the population is considered to be gifted. That means that in a class of 25 students, an average of 1.2 students might be identified. As you decide whether or not to refer your child, please consider the attached chart, "High Achieving and Gifted Learners."

If you wish to refer your child for Gifted and Talented screening, return the Parent Checklist to your child's teacher by the date indicated on the form. Follow the directions carefully, and answer each question as fairly as you can based on your observations of your child. **Note that if you indicate a "3" or "4" for an item, you must provide an example.** If no example is provided, a score of "2" will be recorded for that item.

Students who are referred for screening will begin standardized testing in October. Students will be tested on the campus during the school day. The kindergarten screening process will take place in phases. In order to minimize the amount of standardized testing administered to these very young children, only those students who indicate a possible need for gifted services in the first phase of screening will proceed with further screening.

If you do not return the Parent Checklist by the deadline designated on the checklist, we will assume that you do *not* wish your child to be screened for the program this year. **Parent Checklists will not be accepted after the deadline.** The next opportunity for referring your child for screening will be in December of the first grade year for possible entry into the program in the fall of second grade.

Thank you for your help in determining the most appropriate service for your child based on his/her educational needs. Should you have any questions or concerns, contact the counselor at your child's school.

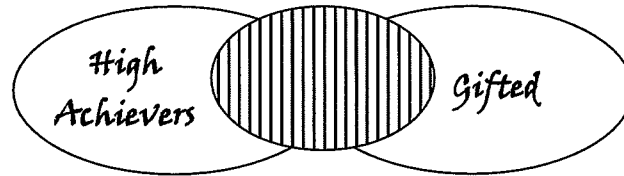
Sincerely,



Alene Lindley  
Director of Secondary Curriculum, Gifted/Talented and Advanced Academics

# High Achieving and Gifted Learners - Characteristics and Behaviors -

by J. Juntune, 1997 adapted from J. Szabos, Challenge Magazine, 1989



## High Achievers

- Knows the answer
- Is receptive to new ideas
- Is interested in Learning
- Copies accurately
- Is attentive in class
- Enjoys school
- "Loves the teacher"
- Absorbs information
- Has good ideas
- Is a technician of ideas
- Answers the questions
- Good memorizer
- Loves to memorize
- Completes assignments
- Enjoys a straightforward, sequential presentation
- Works hard
- Is alert
- A top group student
- Is pleased with his/her own learning
- Listens with interest
- Likes an authority to be in charge
- Loves rules
- Learns with ease
- Learns easily at the knowledge and comprehension level
- 6-8 repetitions for mastery
- Wants the "rules" of the assignment spelled out
- "What do I need to do to get an A?"
- Understands ideas
- Grasps the meaning
- Is focused on the destination or end product

## Gifted Learners

- Asks the questions
- Is intense about ideas
- Is highly curious
- Creates a new design or way of doing it
- Is mentally and physically involved
- Enjoys learning
- Loves ideas
- Manipulates information
- Has wild, silly ideas
- Is an inventor of ideas
- Discusses in detail, elaborates
- Good, informed guesser
- Loves to think and ponder
- Initiates projects
- Thrives on complexity
- Loves ambiguity
- Plays around, yet tests well
- Is keenly observant
- Is beyond the group
- Is highly self-critical
- Shows strong feelings and opinions
- Has own idea for how it should be done
- Wants only basic guidelines
- Already knows
- Sees relationships and combines ideas
- Sees the whole picture
- 1-2 repetitions for mastery
- "I want to do it my way."
- Has a better way to do it
- "What is the purpose of this assignment?"
- Constructs abstractions
- Prefers older students or adults
- Draws inferences
- Is focused on the "journey"

Katy Independent School District  
**Kindergarten GT Program**  
**PARENT CHECKLIST**

Student Name: Last		First		MI		Sex <b>M F</b>		Ethnicity	
Language Spoken at Home				Campus			School Year		
Parent Name			Primary Telephone #		Secondary Telephone #		Student Date of Birth		
Street Address:					E-mail address				
City		State <b>TX</b>	Zip	Student ID Number		Current Grade <b>K</b>	Teacher		

I give my permission for the district to collect additional information about my child. I also give permission for my child to be served in the GT program if he/she is identified for placement.

Parent/Guardian Signature	Date
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**IMPORTANT:**  
**Return by**  
**October 3, 2017**



**Directions:**

- Circle the number that best describes your child.  
 4 = My child demonstrates this trait most of the time.  
 3 = My child demonstrates this trait frequently.  
 2 = My child rarely demonstrates this trait.  
 1 = My child does not have this trait.

**If you circle a "3" or "4", please give an example to explain your response.**  
**Note: If no example is given, a "2" will automatically be given for that item.**

**My child . . .**

1.	Questions friends and family on many different subjects.	1	2	3	4
2.	Creates original stories.	1	2	3	4
3.	Enjoys hearing stories and looking at books.	1	2	3	4
4.	Sticks to a task once it is begun.	1	2	3	4
5.	Solves daily problems in many different ways.	1	2	3	4
6.	Shows active interest in the world around him/her.	1	2	3	4
7.	Has interests of older children or adults in games and/or reading.	1	2	3	4

8.	Questions "how?" and "why?"	1	2	3	4
9.	Shows awareness of problems others may not recognize.	1	2	3	4
10.	Cooperates with other children.	1	2	3	4
11.	Plans and/or organizes when playing with others.	1	2	3	4
12.	Is mature beyond his/her years either physically, mentally, or emotionally.	1	2	3	4
13.	Chooses to try challenging/complex problems or projects.	1	2	3	4
14.	Reads books independently. (Please list titles of books.)	1	2	3	4
15.	Enjoys discovering about numbers.	1	2	3	4

16. What are your child's favorite TV programs? \_\_\_\_\_

17. Did your child attend preschool? \_\_\_\_\_ If so, which one? \_\_\_\_\_  
 For how long? \_\_\_\_\_

18. What other information about your child or your family would you like us to know? You may want to tell about an interest, talent or ability, or to share a special concern.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**For office use only:**

1's                      2's                      3's                      4's

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_