



NEWMAN INTERNATIONAL ACADEMY

Gifted and Talented Education Program PARENT CONSENT FORM

Dear Parent/Guardian of _____:

If you have observed evidence that your child or youth “performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment in English, Math, Science, Social Studies, Arts (Music, Art, Drama, Dance), Leadership and Creativity,” you may choose to nominate him or her as a potential candidate for the Newman Gifted & Talented Program. Newman students must qualify in three of the four following assessed areas:

1. Teacher Nomination and Rating Scale
2. Parent Nomination and Rating Scale
3. Student Portfolio (Parents and Teachers are encouraged to submit portfolio samples of student gifts).
4. Testing- A Battery of Cognitive & Creative Ability Assessments

If you would like your child to participate in this phase of the assessment process, please fill out information below and complete the attached parent rating scale. Your signature indicates your permission to test, and verifies receipt of information regarding the opportunity to nominate students.

Student Date of Birth _____ Student Age in **Years and Months** _____

Parent/Guardian Name(s) _____

Parent Phone Number(s) _____ Parent Email Address _____

(Parent Signature)

(Date)

Return this completed form as soon as possible.

For Office Use Only:

- Teacher/Parent Recommendation Parent Rating Scale Teacher Rating Scale
 Completed Portfolio Reading Level STAAR Scores



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Student Name: _____ Date: _____

Parent Rating Scale

Please read each of the following items. Each item is followed by a series of examples; the examples are included as suggestions only. Children exhibit gifted characteristics in many different ways. Your child may not exhibit all the samples. Fill in one square for each item.

Please recall a specific incident or example of when your child showed the characteristic described in each statement. Write the example below the item.

Rate each item on the following scale: SA=Strongly Agree SD=Strongly Disagree

My Child:

- Has quick recall of information (e.g.: immediately remembers facts, works from songs or movies, or parts of conversations heard earlier.)
A personal example:

1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SD						SA

- Knows a lot more about some topics than do other children that age (e.g.: recounts facts about dinosaurs, electronics, math, books, animals, music, art, etc.: sorts and categorizes, seeks knowledge about a particular subject independently, knows a lot about how to survive in everyday life).
A personal example:

1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SD						SA

- Uses advanced vocabulary in any language (e.g.: surprises older children and adults with the big words used; uses words unusual for a child, knows the correct terms, exact words, or labels for things; acts and speaks like a grown-up when talking to adults; uses simpler words when talking to peers or younger children or speaks more than one language).
A personal example:

1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SD						SA

4. Began to read or write early using home language (e.g.: recognized individual words at a very young age, started to read before entering school, likes to write or tell stories, learned to read without being taught). A personal example and age of child at time:

1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SD						SA

5. Shows unusually intense interest and engagement when learning about new things. (e.g.: has lots of energy and interest when learning; frequently shows concentration and persistence in seeking knowledge; is not satisfied with simple answers, wants to know details, loves how-to-do it and nonfiction books).
A personal example:

1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SD						SA

6. Understands things well enough to teach others. (e.g.: teaches other children how to do things, explains things so that others can understand, explains areas of interest to adults, or translates from one language to another for children or adults).
A personal example:

1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SD						SA

7. Is comfortable around adults, (e.g.: spends time with and talks to adults who visit; likes the company of adults; enjoys talking with adults; understands adult humor and creates funny sayings or jokes adult can appreciate; is respectful of and interested in adult conversation).
A personal example:

1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SD						SA

8. Shows leadership abilities. (e.g.: other children ask my child for help; organizes games and activities for self or others; directs group activities; assumes responsibility for family or younger siblings).
A personal example:

1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SD						SA

Is resourceful and improvises well. (e.g.: puts together various household objects to make inventions or solve a problem, uses unusual objects for projects, uses objects in unusual ways, makes “something out of nothing” figures out ways to help the group/team succeed).

A personal example:

1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SD						SA

10. Uses imaginative methods to accomplish tasks. (e.g.: makes creative shortcuts, figures out ways to finish required work so he/she has time for personal interests).

A personal example:

1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SD						SA

11. Uses advanced mathematical thinking. (e.g.: surprises older children and adults with math skills, knows the correct terms for math processes, is able to explain math problems to younger children; recognizes and uses designs and/or patterns).

A personal example:

1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SD						SA

12. The child enjoys exploring mechanical things. (e.g.: builds with blocks, Legos, etc., takes apart toys, machines, etc., and likes to see how machines work).

A personal example:

1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SD						SA

Please circle each area of gifted and talented strengths observed in your child:

English, Math, Science, Social Studies, Arts (Music, Art, Drama, Dance), Leadership and Creativity.

Please add any additional comments to validate the reasons you believe your child