



Parent Information Form

Parents have unique opportunities to see their children at play, at work, and in family settings. Research shows that parents are excellent observers of their children. You can help us expand our view of your child by completing this Parent Information Form. This information will help the appropriate school staff build a better understanding of the unique abilities and needs of your child.

To give an accurate picture of your child, please read the following suggestions before completing the Grade Acceleration Parent Information Form.

1. ***It is not necessary to respond to all seven listed categories.*** Some children may show behaviors in all seven but many do not. There is neither advantage nor disadvantage to completing any specific number of categories.

2. ***This is not a checklist.*** The behaviors listed are to help you understand the category. After you feel familiar with each category, think of your child. Try to recall one or two clear examples of the behaviors listed in each section. Write a brief description of how your child demonstrates these characteristics.

3. ***Please answer the open-ended questions on the last page as specifically as possible.*** This information will provide a more in-depth view of your child.

This is not an “enrollment form” for grade acceleration. By completing this form you have initiated or added to your child’s profile. School leaders work collaboratively with classroom teachers to make educational programming decisions for high-ability students.

Thank you for taking time to provide us with this information about your child. If you have questions, you should contact your building's principal or designated team member.

PLEASE RETURN TO: School Name

Student: _____	Grade: _____	Gender: F M
School: _____	Teacher: _____	Date: _____
Birthdate: _____	Language Spoken in Home: _____	Phone #: _____
Form Completed By: _____	Relation to Student: _____	
Address: _____	City, Zip: _____	
Email: _____		

PARENT INFORMATION FORM

Please limit your comments to the space provided. **DO NOT USE PENCIL!**

Advanced Language

Verbally proficient; has a large vocabulary for age
Uses rich imagery; unusually descriptive in conversations or writings
Uses similes, metaphors or analogies; "A _____ is really like a _____ because..."
Modifies language for less experienced listeners
Able to appropriately explain complex concepts to others
Uses verbal skills to handle conflicts or to influence others behavior
Explains how unrelated things are similar

Examples, from above, of things my child said: _____

Analytical Thinking

Enjoys analyzing and solving problems and puzzles
Takes apart and reassembles things and/or ideas with unusual skill
Thinks critically; categorizes or evaluates alternatives
Recognizes relationships between past/present experiences or ideas
Creatively expresses experiences (i.e. songs, stories, riddles, etc.)
Notices a surprising depth of details about surroundings
Enjoys planning, collecting, and organizing things

Examples, from above, of things my child does: _____

Meaning Motivated

Intellectually curious, imaginative and innovative; Keeps at an issue until it makes sense
Questioning attitude; asks intellectual questions which have unexpected depth
Generates multiple new ideas and solutions to problems
Demonstrates unexpected depth of knowledge in one or more areas
Has wide-ranging interests beyond age group
Remembers! May retell story or part of film almost verbatim
High levels of task commitment and energy when pursuing interests
Eager to do things own way; independent

Examples, from above, of things my child does: _____

Perspective

Explains another's point of view
Shows dimension, angle or perspective in art, writing, and math solutions
Creates interesting shapes or patterns; likes to create and invent
Approaches problems from unusual perspective; solves problems in new ways

Examples, from above, of things my child does: _____

Sense of Humor

Says or does something indicating a finely developed sense of humor
Uses humor to gain approval from others
Catches an adult's subtle humor
Displays intellectual playfulness; "plays" with language
Uses puns, riddles and figurative language for humorous effect

Examples, from above, of things my child does: _____

Sensitivity

Intuitive
Expresses awareness of other's needs and feelings
Cares deeply, but may mask sensitivity
Bases friendships on similarity of interest rather than age
Sensitive to the beauty and value of things
Strong sense of justice; demands fairness and consistency
High expectations of self and others; may be perfectionistic
Is nonconforming and/or individualistic; may be a risk taker

Examples, from above, of things my child does: _____

Accelerated Learning

Creates and invents beyond age-expected knowledge in a field
Unusual ability to comprehend symbols
Reads fluently, more like an adult; comprehends with advanced understanding
Understands and uses advanced ideas, concepts and implications
Learns easily and with a minimum of practice
Keen interest in reference resources: dictionary, atlas, encyclopedia, Guinness records, Internet, etc.

Examples, from above, of things my child does: _____

In which school subject(s) does your child seem to excel? What have you observed about your child's progress and attitude in this subject(s)? What seems to have worked (or what would you like to have seen) to provide challenge in this subject(s)? Has your child been tested in another school system or independently? (If so, please include a copy of the test report.)

How does your child feel about school? What is s/he most enthusiastic about? What seems to bring the greatest success and satisfaction? What are discouraging areas?

Discuss organized activities your child participates in outside of school. What seems to be most appealing to him/her about them? Are there intense interests or hobbies your child pursues independently of lessons or organized activities? How does this occur?

Describe special skills or talents you see your child display. To what extent do you see these as unusual in comparison to age peers? How old was your child when the skill first surfaced? Under what conditions? Is your child growing in this talent area?

Discuss your child's friendship patterns. Many friends, or one very good friend? Are most friends chosen from: the neighborhood; the same grade; older grades; or interest-based out-of-school activities? Does your child prefer to be alone or join others? More often a follower or a leader?

Please choose two words which best describe your child: _____ and _____
What else do you think we should know about your child to make appropriate educational plans?