



St. Francis of Assisi School

2020 National Blue Ribbon School of Excellence in Education

Mr. Jeff Lynch, Principal
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Gifted Traits Observation Form for Parents

Dear Parent(s):

Teachers at St. Francis of Assisi School use multiple assessment measures to help determine the individual learning needs of students. Standardized measures like the Iowa Statewide Assessment of Student Progress (ISASP) and non-standardized measures like the attached parent checklist are used for screening and identification of gifted students. PLEASE NOTE: There is a big difference between a high achieving child and a gifted child. Typically 3-5% of a population can be considered gifted. This means in a class of 25 students, approximately one student would be identified.

Parental input can be an important component in identifying a child for gifted services. If you feel your child has exhibited behavior that could be indicative of giftedness, we invite you to complete a parent observation form of gifted traits. For your use, the form follows this letter.

To help you in filling out the form, please compare your child's behaviors to other children in your family at about the same age or to other children of about the same age that you have observed. Remember this is a subjective measure, and we are asking for your carefully considered observations based on your knowledge of your child. Please also refer to a list of high-achieving vs. gifted behaviors included with this letter as you consider your child's behaviors.

Once completed, please return the form to your child's classroom teacher in a sealed envelope addressed to me, Mrs. Stephanie Larson, the enrichment program teacher. We appreciate your contribution in determining the most appropriate service for your child based on his/her needs. Should you have any questions or concerns, please contact me via email or by calling the school.

Sincerely,

Stephanie Larson

Stephanie Larson
St. Francis of Assisi School Enrichment Program Teacher
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**High Achieving and Gifted Learners
-Characteristics and Behaviors-**

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

High Achievers	Gifted Learners
Knows the answer	Asks the questions
Is receptive to new ideas	Is intense about ideas
Is interested in learning	Is highly curious
Copies accurately	Creates a new design or way of doing it
Is attentive in class	Is mentally and physically involved
Enjoys school	Enjoys learning
“Loves the teacher”	Loves ideas
Absorbs information	Manipulates information
Has good ideas	Has wild, silly ideas
Is a technician of ideas	Is an inventor of ideas
Answers the questions	Discusses in detail, elaborates
Good memorizer	Good, informed guesser
Loves to memorize	Loves to think and ponder
Completes assignments	Initiates projects
Enjoys a straightforward, sequential presentation	Thrives on complexity, loves ambiguity
Works hard	Plays around, yet tests well
Is alert	Is keenly observant
A top group student	Is beyond the group
Is pleased with own learning	Is highly self-critical
Listens with interest	Shows strong feelings and opinions
Likes an authority to be in charge	Has own idea for how it should be done
Loves rules	Wants only basic guidelines
Learns with ease	Already knows
Learns easily at the knowledge and comprehension level	Sees relationships and combines ideas, sees the whole picture
6-8 repetitions for mastery	1-2 repetitions for mastery
Wants the “rules” of the assignment spelled out	“I want to do it my way”
What do I need to do to get an A?	What is the purpose of this assignment?
Understands ideas	Constructs abstractions
Grasps the meaning	Draws inferences
Is focused on the destination or end product	Is focused on the “journey”

**St. Francis of Assisi School
Enrichment Program
Parent Observation Form**

Name of Student: _____ Date: ___ / ___ / ___

Birthdate: ___ / ___ / ___ Grade Level: _____ Current Teacher: _____

Parents/Guardians Names: _____

Email Addresses: _____

In the following table, read the descriptors carefully. Determine to what extent you agree that your child had or has the descriptors and mark the chart accordingly. If you mark "always" for a descriptor, please provide an example.

Descriptors	Always	Sometimes	Never	If Always, provide an example
Unusual alertness, even in infancy				
Rapid learner; puts thoughts together quickly				
Excellent memory				
Unusually large vocabulary and complex sentence structure for age				
Advanced comprehension of word nuances, metaphors and abstract ideas				
Enjoys solving problems, especially with numbers and puzzles				

Descriptors	Always	Sometimes	Never	If Always, provide an example
Often self-taught reading and writing skills as preschooler				
Deep, intense feelings and reactions				
Highly sensitive				
Thinking is abstract, complex, logical, and insightful				
Idealism and sense of justice at early age				
Concern with social and political issues and injustices				
Longer attention span and intense concentration				
Preoccupied with own thoughts—daydreamer				
Learn basic skills quickly and with little practice				

Descriptors	Always	Sometimes	Never	If Always, provide an example
Asks probing questions				
Wide range of interests (or extreme focus in one area)				
Highly developed curiosity				
Interest in experimenting and doing things differently				
Puts idea or things together that are not typical				
Keen and/or unusual sense of humor				
Desire to organize people/things through games or complex schema				
Vivid imaginations (and imaginary playmates when in preschool)				

Resource found at National Association for Gifted Children, NAGC.

Reproduced by permission from: Webb, J., Gore, J., Amend, E., DeVries, A. (2007). *A parent's guide to gifted children*. Tuscon, AZ: Great Potential Press, www.greatpotentialpress.com.