



**Sumner School District**  
*...a great place to learn!*

# Teacher

Highly Capable Program  
Nomination Packet  
2012

## HIGHLY CAPABLE CHARACTERISTICS

Highly capable students have many diverse characteristics, which may be included in the following examples. This list is by no means meant to be inclusive of all typical behaviors, but rather is meant as a guide to assist you in observing and determining the selection of a student for nomination to a Highly Capable and talented program. No one characteristic alone will be sufficient for consideration. Consider clusters of several behaviors as possible indicators for nomination.

- Inventive, looks for ways to improve and modify systems, objectives; enjoys intellectual activity.
- Imaginative, fantasizes; gets more or sees more in a story; may be preoccupied with own inventive thought.
- Wants to know why, how, when; may be considered a "verbal pest."
- Keenly observant; notices details and sequences; reflective.
- Knowledgeable about varied topics; may be seen by peers as "brainy."
- Fascinated with cause-effect relationships and may have difficulty accepting seemingly illogical conclusions or assumption.
- Formulates principles and proceeds to test them out.
- Takes shortcuts to achieve an end, which may result in "sloppy" or hurried product.
- Makes critical judgments on issues good/bad and right/wrong; may seem biased, one-sided; un-accepting of alternatives.
- Assertive; individualistic, self-reliant; needs freedom.
- Sensitive to beauty, own impulses and the feelings of others, empathetic, understanding; concerned about criticism and rejection.
- Display of workmanship may be variable; high quality, detailed or sloppy and hurried.
- Possesses good sense of humor or wit; may be class clown, understands and creates puns or complex riddles; sarcastic.
- Uses an advanced vocabulary easily and accurately.
- Unusually self-expressive in speaking or writing. May not necessarily be strong in grammar, spelling or penmanship.
- Retains information well and resists rote drill.

**Ways they can be challenging:**

- Corrects teacher
- Honest and direct
- Inconsistent work habits
- Competitive and highly verbal

**What identifies a student as highly capable?**

According to state guidelines, the identification of students with superior intellectual ability is done by testing their cognitive abilities, academic abilities and academic achievement levels. Two qualifying areas are required for the Highly Capable Program:

**1st Qualifying Area**

Academic Achievement- Measurement of Academic Progress (MAP), students must achieve in Math **OR** Reading. If student's do not meet the score below, please advise the parent the student would not qualify to test. Refer to the RIT score below:

Math a RIT total score:	Reading a RIT total score:
2nd grade: 198 and above	2nd grade: 200 and above
3rd grade: 212 and above	3rd grade: 213 and above
4th grade: 224 and above	4th grade: 222 and above
5th grade: 235 and above	5th grade: 229 and above

**2<sup>nd</sup> Qualifying Area**

Cognitive Abilities Test - measures cognitive ability. Students must achieve a 90% or higher. Test will be taken Saturday, February 25.

## ***Highly Capable Program***

### ***Nomination Timeline***

#### **January 4 – February 10**

Nomination forms are available online (Sumner School District Web site) and also at all elementary schools front offices. Parents and teacher/staff members may nominate students for Highly Capable Services. All completed “parent” nominations need to be submitted to your nominating teacher no later than **February 8th, by 1:00 p.m.** This will allow time for staff members to complete the “teacher” nomination packet.

#### **January 9**

Parent Information Night

Monday, January 9

6:30-7:30 p.m.

Sumner School District Administration Building

“Board Room”

1202 Wood Ave. in Sumner

#### **February 10**

All completed “parent” AND “teacher” nominations submitted to your building secretary **by 1:00 p.m.**

#### **February 15**

Notification will be sent to families to confirm testing time.

#### **February 25**

Nominated students with parent permission will be tested on the Cognitive Abilities assessment, Saturday, **February 25**, at Daffodil Valley Elementary School, 1509 Valley Avenue in Sumner.

Parents will need to transport their child to and from the test site.

#### **April**

Test scores are reviewed by the District Selection Committee to determine eligibility. All families and nominating teachers will be provided the outcome regarding student placement.

## Teacher/Secretary Checklist

- Nominating Teacher-** collect the completed Parent Nomination Packet from the parent (pages: P1, P2, P3, P4)
- Nominating Teacher-** paperclip the completed Teacher Nomination packet (pages: T1, T2, T3) **AND** the Parent Nomination Packets together
- Nominating Teacher-** submit packets to the building secretary or guidance office **on or before February 10 by 1:00p.**
- Building secretary-** submit all completed packets:  
- match Teacher and Parent nominations by student name and Paperclip together)
- Building secretary** - district mail to Special Services attention: Tari Littlefield **on or before February 10 by 3:00p**

Note: Please do not hold on to the packets. We would like for you to send them as soon as you receive them.

**SUMNER SCHOOL DISTRICT**  
**Highly Capable Program**  
**2011-2012**

PLEASE RETURN COMPLETED FORMS BY

February 10 , 2012

STUDENT NAME \_\_\_\_\_ SEX  M  F GRADE \_\_\_\_\_

SCHOOL \_\_\_\_\_ BIRTHDATE \_\_\_\_\_

NAME OF PERSON COMPLETING THIS FORM (please PRINT) \_\_\_\_\_

PERSON COMPLETING FORM  Teacher  Other \_\_\_\_\_

WHO INITIATED NOMINATION :  Teacher/Staff  Parent/Guardian

INDICATE IF THIS STUDENT IS CURRENTLY SERVED BY:

Special Services, IEP  A 504 Plan  Behavior Plan  Health Care Plan

ACADEMIC ACHIEVEMENT:

Teacher, please indicate student's RIT score in Math or Reading below.

**Math RIT Score:**

Fall  Winter  Spring \_\_\_\_\_ 2nd grade: **198 and above**  
3rd grade: **212 and above**  
4th grade: **224 and above**  
5th grade: **235 and above**

**Reading RIT Score:**

Fall  Winter  Spring \_\_\_\_\_ 2nd grade: **200 and above**  
3rd grade: **213 and above**  
4th grade: **222 and above**  
5th grade: **229 and above**

# Teacher Inventory of Learning Strengths

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Please circle the number that describes how often you observe the following behaviors in your student.

Behavior or characteristic	Seldom or Never	Sometimes	Regularly	Almost Always
1. Reflective	1	2	3	4
2. Makes connections readily	1	2	3	4
3. Concentrates well	1	2	3	4
4. Memorizes easily	1	2	3	4
6. Enthusiastic	1	2	3	4
7. Sensitive to problems	1	2	3	4
8. Abstract thinker	1	2	3	4
9. Persistent in own interests	1	2	3	4
10. Curious	1	2	3	4
11. Perceptive	1	2	3	4
12. Aesthetically responsive	1	2	3	4
13. Independent thinker	1	2	3	4
14. Sensitive to others	1	2	3	4
15. Independent	1	2	3	4
16. Sensitive to ideas, stories	1	2	3	4
17. Independent in action	1	2	3	4
18. Quick processing speed	1	2	3	4
19. Highly verbal	1	2	3	4
20. Concerned about fairness	1	2	3	4
21. Sense of humor	1	2	3	4
22. Self-accepting	1	2	3	4
23. Intense	1	2	3	4
24. Self-critical	1	2	3	4
25. Strong need to achieve	1	2	3	4
26. Persistent in assigned tasks	1	2	3	4
27. Elaborates with details	1	2	3	4
28. Self-assertive	1	2	3	4
29. Uneven set of abilities	1	2	3	4
30. Flexible	1	2	3	4
31. Structures tasks, environment	1	2	3	4
32. Risk-taking	1	2	3	4
33. Tolerant of ambiguity	1	2	3	4
34. Confident	1	2	3	4
35. Inner locus of control	1	2	3	4

Behavior or characteristic	Seldom or Never	Sometimes	Regularly	Almost Always
36. Fluent	1	2	3	4
37. Original	1	2	3	4
38. Imaginative	1	2	3	4
39. Physically expressive	1	2	3	4
40. High energy level	1	2	3	4
41. Task analytic	1	2	3	4
42. Scans information holistically	1	2	3	4
43. Spatial thinker	1	2	3	4
44. Popular	1	2	3	4
45. Accepting of others	1	2	3	4
46. Physically able	1	2	3	4
47. Socially mature	1	2	3	4
48. Happy	1	2	3	4
49. Emotionally controlled	1	2	3	4
50. Stable	1	2	3	4
51. Sees differences easily	1	2	3	4

**Comments:**

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**Please review check list on the front of this packet for instructions on submitting packets.**