

**EVERGREEN SCHOOL DISTRICT**  
**Programs for the Highly Capable**  
**Teacher Pre-referral**

**Directions: Think about the students in your classroom as you read each of the following sections. For each section, list the student(s) who come to mind.**

**ADVANCED LANGUAGE** (Unassumingly and appropriately displays an advanced vocabulary and an ability to use more complex language effectively in a variety of situations.) **Some possible behaviors may include:** unassumingly uses multi-syllable words; uses similes, metaphors, or analogies; modifies language for less mature children; uses language to teach other children; uses verbal skills to handle conflicts or to influence behavior of others; expresses similarities and differences between unrelated objects; uses time concepts.

Names of students who come to mind are: \_\_\_\_\_

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**ANALYTICAL THINKING:** (Demonstrates an ability to discern components of a whole. The student may not be “organized”, yet enjoys organizing and planning events and procedures.) **Some possible behaviors may include:** analyzes classroom tasks; is unusually attentive to details in environment; sees cause and effect relationships; takes apart and reassembles things and/or ideas with unusual skill; expresses relationships between past/present experiences; makes up or expands songs, stories, and riddles about learning experiences; organizes collections of things.

Names of students who come to mind are: \_\_\_\_\_

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**MEANING MOTIVATED:** (Shows curiosity and an inner drive for thorough, independent understanding.) **Some possible behaviors may include:** keeps at an issue until it makes sense; asks penetrating questions; is curious, asks *how*, *why* and *what if*; displays unexpected depth of knowledge in one or more areas; asks questions about words (in print or oral language); remembers; has accelerated task commitment and energy when learning; wants to do things on own; independent.

Names of students who come to mind are: \_\_\_\_\_

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**PERSPECTIVE:** (Displays an ability to understand and incorporate unexpected or unusual points of view through oral language, writing, manipulative, and/or art.) **Some possible behaviors may include:** see another’s point of view; unexpectedly demonstrates dimension, angle, or perspective in art; creates interesting shapes or patterns; sees the “big picture” in a variety of situations.

Names of students who come to mind are: \_\_\_\_\_

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**SENSE OF HUMOR:** (Demonstrates understanding of higher levels of humor and application of a finely developed sense of humor.) **Some possible behaviors may include:** says or does something indicating a finely developed sense of humor; catches an adult’s subtle humor, uses figurative language for humorous effect; understand and uses puns and riddles; “plays” with language.

Names of students who come to mind are: \_\_\_\_\_  
\_\_\_\_\_

**SENSITIVITY:** (Intensely sensitive to the needs and motivation of others.) **Some possible behaviors may include:** spontaneously takes action to help someone in need; uses empathic statements; has a strong sense of justice; has high expectations of self and others.

Names of students who come to mind are: \_\_\_\_\_  
\_\_\_\_\_

**ACCELERATED LEARNING:** (Demonstrates mastery and an ability to learn and understand material and concepts beyond the facts and knowledge typical and expected for that age group.) **Some possible behaviors may include:** rapidly accelerates learning after onset; categorizes by more than one attribute; has unusual ability to comprehend symbols (musical, numeral, alphabet, maps); reads consecutive passages at an advanced reading level and explains meaning of what is read; has unexpected mastery of numbers; has unexpected understanding of mathematical concepts; understands relationships of coin denominations.

Names of students who come to mind are: \_\_\_\_\_  
\_\_\_\_\_

**Look over the names of the students you have listed, if any, above. Is there a name which appears in more than one category? Consider if this might be a student(s) who is highly capable and should be referred for testing. Next, review the “Bright Child/Gifted Learner” and the “What We Like/What we May Find Irritating” page attached. Again, think about those students who come to mind and consider referring those students. Finally, see your building’s HCP Liaison for Referral Packets for those students you feel may be gifted and may benefit from participation in one of the Highly Capable Programs.**