

Burlington-Edison School District Highly Capable Program Referral Form



Student Name _____ **Date of Birth** _____
School _____ **Grade** _____ **Teacher** _____
Parent/Guardian _____ **Phone #** _____
Person referring _____ **Relationship** _____

The Burlington-Edison Highly Capable Program (HiCap) serves students K-12 who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments.

Please consider referring a student for HiCap if you believe they are performing or have the potential to perform significantly above grade level and may possess, but are not limited to, the following learning characteristics:

- (1) Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations;
- (2) Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their chronological peers;
- (3) Creative ability to make unusual connections among ideas and concepts;
- (4) Ability to learn quickly in their area(s) of intellectual strength; and
- (5) Capacity for intense concentration and/or focus.

Referral Process:

1. Complete the rating scale listed on the next few pages by carefully considering the learning, motivational, and creativity characteristics of the student. Circle the appropriate number for each statement using the range of - 1 = Never, 2 = Seldom, 3 = Occasionally, 4 = Often, 5 = Almost Always.
2. Complete the narrative box on the last page. This is your opportunity to tell the selection committee any information about the student that is not made evident in the rating scale or their academic test scores.
3. **OPTIONAL:** You may attach copies of up to 3 recent student work samples or student projects which demonstrate abilities that you observe. Do not attach originals, as items will not be returned.
4. Submit Referrals to HiCap, Burlington-Edison School District Office, 927 E. Fairhaven Ave., Burlington, WA 98233.

HiCap Referrals are on-going and there is no deadline.

District staff will review referral forms. If the student is deemed to be eligible for HiCap assessment, the Parent/Guardian will be contacted for consent and to arrange for testing during the next round of testing. There are 3 testing periods in the school year; in November, February, and April.

Signature of Person Referring

Date of Referral

This form may be completed or communicated in the primary home language by district staff through phone or direct contact.

Questions? Jenn Angelis ~ 360-757-3311 x1046 ~ jangelis@be.wednet.edu

Please consider carefully the characteristics listed below and circle the appropriate number for each statement. Individual differences can vary a great deal and each item should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic.

Low	High	<u>Learning Characteristics</u> 1 = Never, 2 = Seldom, 3 = Occasionally, 4 = Often, 5 = Almost Always
1	2 3 4 5	Has unusually advanced vocabulary for age/grade; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency.
1	2 3 4 5	Possesses a large storehouse of information; more extensive than others of same age/grade.
1	2 3 4 5	Has quick mastery and recall of factual information.
1	2 3 4 5	Displays significant intellectual curiosity; tries to discover the how and why of things; wants to know what makes things/people "tick."
1	2 3 4 5	Has ability to transfer learning from one situation to another.
1	2 3 4 5	Is a keen and insightful observer; aware of detail.
1	2 3 4 5	Reads a great deal on his/her own; reads advanced level books.
1	2 3 4 5	Is able to reason logically.
		Comments:
Low	High	<u>Motivational Characteristics</u> 1 = Never, 2 = Seldom, 3 = Occasionally, 4 = Often, 5 = Almost Always
1	2 3 4 5	Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him/her to move on to another topic.)
1	2 3 4 5	Ability to concentrate intently on project/assignment for long period of time.
1	2 3 4 5	Needs little external motivation to follow through on work that initially excited him/her.
1	2 3 4 5	Strives toward perfection; is self-critical; is not easily satisfied with own speed or product.

Please consider carefully the characteristics listed below and circle the appropriate number for each statement. Individual differences can vary a great deal and each item should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic.

1 2 3 4 5	Prefers to work independently; requires little direction from teachers.
1 2 3 4 5	Enjoys challenges and initiates learning opportunities.
1 2 3 4 5	Often is self-assertive; stubborn in his/her beliefs.
1 2 3 4 5	Is concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.
	Comments:
	<u>Creativity Characteristics</u> 1 = Never, 2 = Seldom, 3 = Occasionally, 4 = Often, 5 = Almost Always
Low High	
1 2 3 4 5	Displays a great deal of curiosity about many things.
1 2 3 4 5	Generates a large number of ideas or solutions to problems and questions; often offers unusual, unique, clever responses.
1 2 3 4 5	Is uninhibited in expression of opinion.
1 2 3 4 5	Willing to take risks; adventurous spirit.
1 2 3 4 5	Displays good deal of intellectual playfulness; fantasizes, imagines, ("I wonder what would happen if...") manipulates ideas (i.e., changes, elaborates upon them), is often concerned with adapting, improving, and modifying institutions, objects, and systems.
1 2 3 4 5	Displays keen sense of humor.
1 2 3 4 5	Can improvise with simple materials to build interesting objects.
1 2 3 4 5	Very much an individual and comfortable with being different.
	Comments:

