



**D49 Gifted Education Referral**  
**for**  
**General Intellectual Identification**  
**and/or**  
**Gifted Identification in a Specific Academic Aptitude**

Thank you for your interest in gifted education through D49. Complete the below guidance tasks to assist you in determining if a student should be considered for gifted identification.

Name of Student \_\_\_\_\_

Current School of Attendance \_\_\_\_\_

- 1) Review the below chart comparing a high achiever versus a gifted learner. Did the student have the majority of the characteristics in the *Gifted Learner* column – consider submitting the referral for identification.

**The differences between a high achiever and gifted learner**

<b>A High Achiever</b>	<b>A Gifted Learner</b>
Remembers the answers.	Poses unforeseen questions.
Is interested.	Is curious.
Is attentive.	Is selectively mentally engaged.
Generates advanced ideas.	Generates complex, abstract ideas.
Works hard to achieve.	Knows without working hard.
Answer the questions in detail.	Ponders with depth and multiple perspectives.
Performs at the top of the group.	Is beyond the group.
Responds with interest and opinions.	Exhibits feelings and opinions from multiple perspectives.
Learns with ease.	Already knows.
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.
Comprehends at a high level.	Comprehends in-depth, complex ideas.
Enjoys the company of age peers.	Prefers the company of intellectual peers.
Understands complex, abstract humor.	Creates complex, abstract humor.
Grasps the meaning.	Infers and connects concepts.
Completes assignments on time.	Initiates projects and extensions of assignments.
Is receptive.	Is intense.
Is accurate and complete.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.
Absorbs information.	Manipulates information.
Is a technician with expertise in a field.	Is an expert who abstracts beyond the field.
Memorizes well.	Guesses and infers well.
Is highly alert and observant.	Anticipates and relates observations.
Is pleased with own learning.	Is self-critical.
Gets A's.	May not be motivated by grades.



- 2) Did student score *Exceed* or *Advanced* or *Distinguished* on a state assessment?
  - a. Yes! Consider submitting referral for identification
  - b. No! Talk with teacher gathering information on the results
  - c. I don't know? Request scores from teacher/school
  
- 3) Have you communicated with the classroom teacher the need for differentiated instruction meeting the needs of the student? Has the teacher attempted to meet the needs?
  - a. Yes and Yes! Consider submitting referral for identification
  - b. Yes and I don't know? Talk with the classroom teacher regarding differentiated instruction.
  - c. No. Talk with the classroom teacher
  
- 4) Do you understand if a student is identified as gifted, s/he is gifted all day. S/he isn't gifted for the pull-out programming (if applicable) time?
  - a. Yes! Consider submitting referral for identification
  - b. No! Talk with school regarding programming options.

If wanting to referral a student for gifted identification and have completed the guidance tasks listed, complete the below:

\_\_\_\_\_

Print name of person referring student

\_\_\_\_\_

Relationship to student

\_\_\_\_\_

Signature of person referring

\_\_\_\_\_

Date

**Please visit the D49 Gifted Education Page on the D49 website (d49.org)  
for additional information on gifted education**