

# Wishkah Valley School District

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## Highly Capable Program Referral Form

We value your input and will carefully review your recommendation. Students may be considered based on ability in any of the categories listed on this form. Please print clearly and fill out the entire form, even if the student does not display distinctive ability in every category. Fill out a separate form for each student.

Student's Legal Name: _____
Grade Level: _____ Teacher's Name: _____
Referrer's Name: _____
Signature: _____ Date: _____

*For each statement, circle the word that best describes the student. Please cite specific examples.*

### A. The student demonstrates cognitive ability:

- |    |               |       |        |   |  |
|----|---------------|-------|--------|---|--|
| 1. | Almost Always | Often | Seldom | > | Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency. |
| 2. | Almost Always | Often | Seldom | > | Is keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc., than others. Has insight into cause and effect relationships.                           |
| 3. | Almost Always | Often | Seldom | > | Reads a great deal on his/her own; usually prefers adult level books; does not avoid difficult material. Recalls information read.   |

4.	Almost Always	Often	Seldom	>	Tries to understand complicated material by separating it into its respective parts; reasons things out for himself/herself.
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5.	Almost Always	Often	Seldom	>	Determines what information or resources are necessary for accomplishing a task; grasps the relationship of individual steps to a whole process; organizes his or her work well.
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Examples: \_\_\_\_\_  
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\_\_\_\_\_

**B. The student demonstrates academic achievement:**

1.	Almost Always	Often	Seldom	>	Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion.
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2.	Almost Always	Often	Seldom	>	Is easily bored with routine tasks.
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3.	Almost Always	Often	Seldom	>	Needs little external motivation to follow through in work that initially excites him/her.
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4.	Almost Always	Often	Seldom	>	Strives toward perfection; is self-critical; is not easily satisfied with his/her own speed or products.
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5.	Almost Always	Often	Seldom	>	Prefers to work independently; requires little direction from teachers.
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Examples: \_\_\_\_\_

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**C. The student demonstrates exceptional creativity:**

1. Almost Always    Often    Seldom    >

Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.

2. Almost Always    Often    Seldom    >

Generates a large number of ideas or solutions to problems and questions; often offers unusual (“way out”), unique, clever responses.

3. Almost Always    Often    Seldom    >

Is uninhibited in expression of opinion; is sometimes radical and spirited in disagreement; is tenacious.

4. Almost Always    Often    Seldom    >

Is a high risk taker; is adventurous and speculative.

5. Almost Always    Often    Seldom    >

Displays a 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.

Examples: \_\_\_\_\_

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