

**PRINCE WILLIAM COUNTY PUBLIC SCHOOLS  
GIFTED EDUCATION PROGRAM**

**PROFESSIONAL REPORT  
KINDERGARTEN THROUGH GRADE FIVE**

(Please Print or Type)

Name of Student \_\_\_\_\_ Grade 3 Birthdate \_\_\_\_\_

School \_\_\_\_\_ Graduation Year \_\_\_\_\_

Name of Professional \_\_\_\_\_ Position \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

**GRADES AND GRADE LEVELS**

Before the first quarter report card is completed, please record an average of grades to date.  
After the first quarter report card, please record an average of quarterly report card grades to date.  
Please indicate if student is below grade level (BGL), on grade level (OGL).  
If a student is above grade level, please indicate one to two years (1-2), or more than two (+2+) years above grade level,  
in reading, mathematics, science, and social studies.

Reading	Grade	Level	Science	Grade	Level
Language	Grade		Social Studies	Grade	Level
Mathematics	Grade	Level	Work Habits	Grade	

For a response of more than two (+2+) years above grade level, documentation must be provided.

DOCUMENTATION    Reading  \_\_\_\_\_    Mathematics  \_\_\_\_\_    Science  \_\_\_\_\_    Social Studies  \_\_\_\_\_

**STUDENT WORK SAMPLES**

- Two work samples in language should be provided to support the process for determination of eligibility in language.
- The mathematics packet with observation should be provided to support the process for determination of eligibility in mathematics.
- Two work samples in science should be submitted to support the process for determination of eligibility in science.
- Two work samples in social studies should be submitted to support the process for determination of eligibility in social studies.
- A description of a self-initiated idea or project may be submitted for any student.

**PLEASE COMPLETE THE ATTACHED FORM**

- Please respond to each question by circling the appropriate descriptor.
- If you circle, underline, or otherwise designate *Below Age Peers* or *Equals Age Peers*, no additional information is required.
- If you circle, underline, or otherwise designate *Exceeds Age Peers*, please include a brief specific example. A long explanation is not required.
- If you circle, underline, or otherwise designate *Far Exceeds Age Peers*, please support your specific examples with documentation from test results or work samples.

Your responses are a critical and integral part of the identification process. We appreciate the time you spend to complete your responses. Thank you for your time and for your help.

**Please return this report to the resource teacher assigned to your building.**

Date Sent by Resource Teacher \_\_\_\_\_    Date Returned to Resource Teacher \_\_\_\_\_

## APTITUDE IN LANGUAGE

### Comprehension

Reads extensively; Uses expressive and advanced vocabulary;  
Understands and can explain the main ideas or concepts in what he or she reads

Below Age Peers     Consistent with Age Peers     Exceeds Age Peers     Far Exceeds Age Peers

### Literary Insight

Expresses an understanding of abstract or complex concepts in reading selections;  
Understands relationships and deeper meanings in what is read

Below Age Peers     Consistent with Age Peers     Exceeds Age Peers     Far Exceeds Age Peers

### Verbal Reasoning

Develops logical and sequential responses; Compares and contrasts; Makes connections;  
Creates metaphors and analogies to describe ideas or thoughts

Below Age Peers     Consistent with Age Peers     Exceeds Age Peers     Far Exceeds Age Peers

### Verbal Creativity

Invents oral and/or written stories, poems, or music;  
Creates original or unusual oral and/or written ideas or products

Below Age Peers     Consistent with Age Peers     Exceeds Age Peers     Far Exceeds Age Peers

### Communication Skills

Gives excellent responses, speeches or reports;  
Has an exceptional sense of timing in words and gestures; Has an exceptional sense of the structure of language

Below Age Peers     Consistent with Age Peers     Exceeds Age Peers     Far Exceeds Age Peers

*Based upon your responses above, please provide one or more specific examples that illustrate this student's strengths and/or weaknesses in language.*

\_\_\_\_\_

## APTITUDE IN SOCIAL STUDIES

### Comprehension

Reads extensively in social studies; Uses expressive and advanced social studies vocabulary;  
Understands and can explain the main concepts or themes in what he or she reads

Below Age Peers     Consistent with Age Peers     Exceeds Age Peers     Far Exceeds Age Peers

### Insight

Expresses an understanding of abstract or complex concepts in social studies source material;  
Understands relationships and deeper meanings in what is read

Below Age Peers     Consistent with Age Peers     Exceeds Age Peers     Far Exceeds Age Peers

### Reasoning in Social Studies

Compares, contrasts, and makes connections in social studies; Understands concepts of time and space;  
Distinguishes among primary and/or secondary source materials

Below Age Peers     Consistent with Age Peers     Exceeds Age Peers     Far Exceeds Age Peers

### Explanation in Social Studies

Develops logical and sequential oral or written responses in social studies;  
Uses information gathered from research to document responses

Below Age Peers     Consistent with Age Peers     Exceeds Age Peers     Far Exceeds Age Peers

### Communication Skills

Gives excellent responses, speeches or written reports supporting a central theme;  
Uses particularly apt examples or illustrations from primary and secondary source materials

Below Age Peers     Consistent with Age Peers     Exceeds Age Peers     Far Exceeds Age Peers

*Based upon your responses above, please provide one or more specific examples that illustrate this student's strengths and/or weaknesses in social studies.*

\_\_\_\_\_

## APTITUDE IN MATHEMATICS

### Mathematical Understanding

Quickly grasps new mathematics concepts;  
Requires little or no practice for mastery of concepts

Below Age Peers     Consistent with Age Peers     Exceeds Age Peers     Far Exceeds Age Peers

### Mathematical Insight

Is keenly observant and makes reasoned guesses; Enjoys logical and mathematical puzzles;  
Sees unusual relationships in mathematics

Below Age Peers     Consistent with Age Peers     Exceeds Age Peers     Far Exceeds Age Peers

### Mathematical Reasoning

Displays analytical and logical approaches to figuring out solutions to problems;  
Takes apart and reassembles ideas and/or materials with a systematic approach

Below Age Peers     Consistent with Age Peers     Exceeds Age Peers     Far Exceeds Age Peers

### Problem-Solving Aptitude

Uses effective, often inventive, strategies for recognizing and solving mathematical problems;  
May offer several solutions to one problem

Below Age Peers     Consistent with Age Peers     Exceeds Age Peers     Far Exceeds Age Peers

### Mathematical Explanation

Explains mathematical processes, concepts, and solutions in multiple ways;  
Illustrates processes, concepts, and solutions with charts, graphs, diagrams, and words

Below Age Peers     Consistent with Age Peers     Exceeds Age Peers     Far Exceeds Age Peers

*Based upon your responses above, please provide one or more specific examples that illustrate this student's strengths and/or weaknesses in mathematics.*

\_\_\_\_\_

## APTITUDE IN SCIENCE

### Scientific Understanding

Quickly grasps new scientific concepts;  
Requires little or no practice for mastery of concepts

Below Age Peers     Consistent with Age Peers     Exceeds Age Peers     Far Exceeds Age Peers

### Scientific Insight

Is keenly observant and offers reasoned hypotheses; Enjoys scientific experimentation;  
Sees unusual relationships in science

Below Age Peers     Consistent with Age Peers     Exceeds Age Peers     Far Exceeds Age Peers

### Scientific Reasoning

Displays analytical and logical approaches in applying the scientific method;  
Takes apart and reassembles ideas and/or materials with a systematic approach

Below Age Peers     Consistent with Age Peers     Exceeds Age Peers     Far Exceeds Age Peers

### Experimental Design

Uses effective, often inventive, strategies for recognizing and solving experimental problems;  
May offer several solutions to one problem

Below Age Peers     Consistent with Age Peers     Exceeds Age Peers     Far Exceeds Age Peers

### Scientific Documentation

Develops logical and sequential written reports in science;  
Documents reports with information gathered from experimentation and from research

Below Age Peers     Consistent with Age Peers     Exceeds Age Peers     Far Exceeds Age Peers

*Based upon your responses above, please provide one or more specific examples that illustrate this student's strengths and/or weaknesses in science.*

\_\_\_\_\_

## GENERAL INTELLECTUAL APTITUDE - SPECIFIC ACADEMIC APTITUDE

*Please circle or designate the academic aptitude or aptitudes in which this student Exceeds or Far Exceeds Age Peers.  
Please circle or designate Exceeds or Far Exceeds for the selected aptitude or aptitudes.*

### **Inquiry**

Is a keen observer; Is curious; Has a questioning attitude;  
Constructs "what if" or "if then" questions

Language	Social Studies	Mathematics	Science	Other:

### **Connections**

Transfers learning to new situations;  
Makes a mental connection between past experiences and present situations

Language	Social Studies	Mathematics	Science	Other:

### **Humor**

Picks up on subtle or sophisticated humor; can communicate ideas in a humorous manner;  
May use gentle or hostile humor

Language	Social Studies	Mathematics	Science	Other:

### **Fairness**

Is concerned with right and wrong, good and bad, and the concept of fairness;  
Evaluates and passes judgment on events, people, and things

Language	Social Studies	Mathematics	Science	Other:

### **Communication**

Demonstrates an unusual ability to communicate symbolically, artistically, or physically;  
Uses particularly apt examples or illustrations

Language	Social Studies	Mathematics	Science	Other:

*Based upon your responses above, please provide one or more specific examples that illustrate this student's strengths.*

\_\_\_\_\_

## GENERAL INTELLECTUAL APTITUDE - SPECIFIC ACADEMIC APTITUDE

*Please circle or designate the academic aptitude or aptitudes in which this student Exceeds or Far Exceeds Age Peers.  
Please circle or designate Exceeds or Far Exceeds for the selected aptitude or aptitudes.*

### Memory

Has a large storehouse of information on school or non-school topics;  
Has an exceptional ability to retain and retrieve this information

Language	Social Studies	Mathematics	Science	Other:

### Interests

Has intense (sometimes unusual or advanced) interests;  
Is persistent in following through in work that interests him or her

Language	Social Studies	Mathematics	Science	Other:

### Motivation

Demonstrates persistence in completing **self-selected** tasks;  
Is enthusiastic about learning new things and new ways of doing things

Language	Social Studies	Mathematics	Science	Other:

### Self Initiated Project

**Language**       **Social Studies**       **Mathematics**       **Science**       **Other:** \_\_\_\_\_

*If you are aware of any self-initiated ideas or projects this student has initiated based upon his or her memory, interests, and/or motivation, please describe the idea and/or project. Although a self-initiated idea or project may have been based on an idea learned in a school setting, the idea and/or project should not be a required school assignment and might not relate to school at all. The project could be a collection or an idea rather than a completed project.*

\_\_\_\_\_

*Please include any additional information you believe would be important to the Identification/Placement Committee.*

\_\_\_\_\_