Frasier, M. M., Hunsaker, S. L., Lee, J., Finley, V. S., García, J. H., Martin, D., & Frank, E. (1995). *An exploratory study of the effectiveness of the staff development model and the research-based assessment plan in improving the identification of gifted economically disadvantaged students* (RM95224). University of Connecticut, The National Research Center on the Gifted and Talented. https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm95224.pdf

Panning for Gold

Student Referral Form

Name of Student: _____ Gender: M F

School: _____ Grade: _____ Birth date: _____

Name of Person Referring:

Relation to Student:

Racial/Ethnic Identification (please be as specific as possible: e.g., Lebanese, African-American, Cuban-American, etc.)

Length of residency in the U.S.:

Primary language spoken at home:

Language proficiency scores, if available: First language

_____ English

Directions: Please rate the student being referred for assessment on each TAB. Also provide specific example(s) or comment(s) for each of the TABs. The **Panning for Gold** *TABs Observation Sheet* may assist you in completing this form.

Communication

- unusual ability to communicate (verbally, nonverbally, physically, artistically, symbolically)
- uses particularly apt examples, illustrations, or elaborations

In this area, the student is:	Strong		Average		Weak
_____	5	4	3	2	1

Specific example(s)

Motivation

- persistent in pursuing/completing self-selected tasks (may be culturally influenced); evident in school or non-school type activities
- enthusiastic learner
- has aspirations to be somebody, do something

In this area, the student is:	Strong		Average		Weak
_____	5	4	3	2	1

Specific example(s)

Frasier, M. M., Hunsaker, S. L., Lee, J., Finley, V. S., García, J. H., Martin, D., & Frank, E. (1995). *An exploratory study of the effectiveness of the staff development model and the research-based assessment plan in improving the identification of gifted economically disadvantaged students* (RM95224). University of Connecticut, The National Research Center on the Gifted and Talented. https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm95224.pdf

Humor

- keen sense of humor that may be gentle or hostile
- large accumulation about emotions
- heightened capacity for seeing unusual relationships
- unusual emotional depth
- openness to experiences
- heightened sensory awareness

In this area, the student is: _____	Strong		Average		Weak
	5	4	3	2	1

Specific example(s)

Inquiry

- asks unusual questions for age
- plays around with ideas
- extensive exploratory behaviors directed toward eliciting information about materials, devices or situations

In this area, the student is: _____	Strong		Average		Weak
	5	4	3	2	1

Specific example(s)

Insight

- has exceptional ability to draw inferences
- appears to be a good guesser
- is keenly observant
- integrates ideas and disciplines

In this area, the student is: _____	Strong		Average		Weak
	5	4	3	2	1

Specific example(s)

Frasier, M. M., Hunsaker, S. L., Lee, J., Finley, V. S., García, J. H., Martin, D., & Frank, E. (1995). *An exploratory study of the effectiveness of the staff development model and the research-based assessment plan in improving the identification of gifted economically disadvantaged students* (RM95224). University of Connecticut, The National Research Center on the Gifted and Talented. https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm95224.pdf

Interests

- unusual or advanced interests in a topic or activity
- self-starter
- pursues an activity unceasingly
- beyond the group

In this area, the student is:	Strong		Average		Weak
_____	5	4	3	2	1

Specific example(s)

Problem Solving Ability

- unusual ability to devise or adapt a systematic strategy for solving problems and to change the strategy if it is not working
- creates new designs
- inventor/innovator

In this area, the student is:	Strong		Average		Weak
_____	5	4	3	2	1

Specific example(s)

Memory

- already knows
- 1-2 repetitions for mastery
- has a wealth of information about school or non-school topics
- pays attention to details
- manipulates information

In this area, the student is:	Strong		Average		Weak
_____	5	4	3	2	1

Specific example(s)

Frasier, M. M., Hunsaker, S. L., Lee, J., Finley, V. S., García, J. H., Martin, D., & Frank, E. (1995). *An exploratory study of the effectiveness of the staff development model and the research-based assessment plan in improving the identification of gifted economically disadvantaged students* (RM95224). University of Connecticut, The National Research Center on the Gifted and Talented. https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm95224.pdf

Reasoning

- ability to make generalizations
- ability to use metaphors and analogies
- can think things through in a logical manner
- critical thinker
- ability to think things through and come up with a plausible answer

In this area, the student is:	Strong		Average		Weak
_____	5	4	3	2	1

Specific example(s)

Imagination/Creativity

- shows exceptional ingenuity in using everyday materials
- is keenly observant
- has wild, seemingly silly ideas
- fluent and flexible producer of ideas
- is highly curious

In this area, the student is:	Strong		Average		Weak
_____	5	4	3	2	1

Specific example(s)

Any other significant observations of abilities:

Format adapted from: Portland Public Schools, Portland, Oregon
The National Research Center on the Gifted and Talented
The University of Georgia
Revised 7/92