

Old Town School Department  
Talent Pool / Chapter 104 Gifted & Talented Services  
Teacher/Staff Recommendation Form  
(Modified Renzulli/Hartman Rating Scale)

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Grade Level \_\_\_\_\_ School \_\_\_\_\_

Staff Submitting Form \_\_\_\_\_ How long have you known this child? \_\_\_\_\_

*\*Submitting this form leads to Selection Committee consideration for identification as part of the "Talent Pool" or as "Gifted & Talented". Submission does not guarantee identification.*

- 1 - Characteristic is seldom or never observed
- 2 - Characteristic is occasionally observed
- 3 - Characteristic is frequently observed
- 4 - Characteristic is consistently observed

After each of the four main sections, please provide supporting statements relating to the particular set of statements. These statements provide evidence of the child's abilities and must be included with this recommendation.

1 2 3 4	1. Has unusually advanced vocabulary for age or grade level. Has verbal behavior characterized by "richness" of expression, elaboration and fluency.
1 2 3 4	2. Possesses a large storehouse of information about a variety of topics or knows a great amount of in-depth information about one subject area
1 2 3 4	3. Has quick mastery and recall of factual information.
1 2 3 4	4. Has rapid insight into cause/effect relationships. Tries to discover the how and why of things
1 2 3 4	5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things
1 2 3 4	6. Is a keen and alert observer; usually "sees more" and "gets more" out of a story, film, etc. than others.
1 2 3 4	7. Reads a great deal on own; usually prefers older/adult level books, may show a preference for biographies, autobiographies, encyclopedias, and atlases.

Specific Examples and Supporting Statements:

1 2 3 4	8. Tries to understand complex material by separating it into its respective parts; reasons things out
1 2 3 4	9. Becomes absorbed and truly involved in certain topics or problems.
1 2 3 4	10. Easily loses interest in repetitive tasks; often bored with routine tasks and computations
1 2 3 4	11. Needs little external motivation to follow through with self selected tasks.
1 2 3 4	12. Is self-critical; is not easily satisfied with own speed or products.
1 2 3 4	13. Prefers to work independently
1 2 3 4	14. Is interested in world problems or issues (politics, hunger, homelessness), and/ or is interested in statistics and data related to problems or issues
Specific Examples and Supporting Statements:	
1 2 3 4	15. Often is assertive (sometimes even aggressive); persistent in beliefs
1 2 3 4	16. Is able to organize and bring structure to things, people, and situations; is able to disregard irrelevant data
1 2 3 4	17. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things
1 2 3 4	18. Approaches matters critically; is unwilling to accept authoritarian pronouncements without critical examination
1 2 3 4	19. Displays a great deal of curiosity about many things, is constantly asking questions about anything and everything.
1 2 3 4	20. Generates a large number of ideas or solutions to problems and questions; often offers unusual ("way out"), unique, or clever responses
1 2 3 4	21. Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious
Specific Examples and Supporting Statements:	

1 2 3 4	22. Is a high risk taker; is adventurous and speculative
1 2 3 4	23. Displays a good deal of intellectual playfulness: fantasizes, imagines ("I wonder what would happen if?"), manipulates ideas
1 2 3 4	24. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.
1 2 3 4	25. Shows emotional sensitivity to situations
1 2 3 4	26. Shows an appreciation of beauty and patterns in nature, art, music, mathematics, et cetera
1 2 3 4	27. Nonconforming; can accept disorder; does not fear being different or solving problems in own way
1 2 3 4	28. Displays flexibility in thought and/or with materials.
Specific Examples and Supporting Statements:	

Please describe the child's outstanding ability(ies) and special interests.

In what area(s) does the child need additional challenge or support (this includes affective as well as academic help)?

If this child seems to possess high potential but does not produce in the classroom, please explain: