

**PEAK
GT Center
Programming**

**APPLICATION
PACKET**

PEAK ♦ c/o Wheat Ridge High School ♦ 9505 W. 32nd Ave. ♦ Wheat Ridge, CO 80033

Phone: 303-982-8650, 303-982-4156, 303-982-7695 ♦ Fax: 303-982-7696

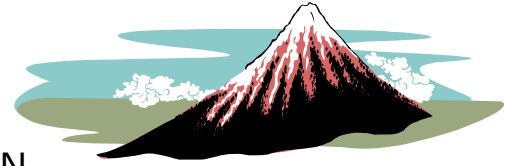
www.jeffcopublicschools.org/programs/gifted_talented/index.html

http://sc.jeffco.k12.co.us/WRHS_GT



Building Bright Futures

-- PEAK GT Center --



ADMISSION APPLICATION INFORMATION

Mission Statement:

The mission of the PEAK GT Center is to support the unique social and emotional needs of gifted, talented and creative learners by implementing the Autonomous Learner Model; to encourage exploration in areas of interest; to develop enhanced critical and creative thinking skill; to support intellectual development; to provide authentic learning experiences; and to foster a flexible, accepting climate for gifted and talented learners.

Academic rigor combined with individualized programming and mentoring in fields of interest will provide learners with differentiated opportunities to develop their potential and become self-directed, responsible citizens leading productive, fulfilling lives. PEAK GT programming will effectively employ research-based strategies designed to increase student achievement and nurture autonomous learners.

The individualized, advanced programming offered by Jefferson County Public Schools through the PEAK GT Center, located at Wheat Ridge High School, is designed to provide challenge and flexibility in a wide range of academic and elective areas, in addition to affective education honoring asynchronous development and the need for intellectual peers. Many gifted students' needs are met in their neighborhood high schools. We encourage parents and students to thoroughly investigate their options, including the Honors, AP, and extracurricular opportunities at their neighborhood high schools. If parents and students anticipate that these options may not meet the students' needs, we also encourage a thorough investigation of other alternatives, including those not funded and staffed by the Gifted and Talented Department, such as the North Area Option School (NAOS), PAH (Pomona), International Baccalaureate (IB), D'Evelyn, etc. Our goal is to offer programming which is qualitatively different and individualized beyond that which is already available at other Jeffco sites, to not replicate what other sites offer, and to offer programming and unique opportunities which will meet needs of the gifted which could go unmet otherwise.



First Round (fall): -- application materials due the week before Thanksgiving Break

(include a completed JeffCo Choice Enrollment form)

Second Round (spring): -- application due the last week of February

(include a completed JeffCo Choice Enrollment form)

Summer Round (March – August): (include a completed JeffCo Choice Enrollment form)

-- will be reviewed on a space available basis and/or wait list status

PEAK Application Requirements/Components:

The high school GT Center selection process takes into consideration all of the following: *Referral/Recommendation Forms and Rating Scales*; a *Student-Created Portfolio*; *Cognitive Ability Data*; and *Achievement Data*. If an Advanced Learning Plan (ALP) already exists, the areas of strength in the student's ALP will be taken into consideration, but it is not required that an applicant be identified as formally gifted or have an ALP prior to applying. A Jeffco Choice Enrollment Form should also be submitted.

The various ***Recommendation/Rating Forms*** include one from a parent/guardian, one (or more) from a teacher, and one completed by the applicant. It is optional to include any additional recommendations from other individuals of the student's choosing. All recommendation forms include some short answer responses in addition to a rating scale.

The ***Student-Created Portfolio*** provides the opportunity for consideration of demonstrated performance and student interest areas. Please see the suggestions and guidelines provided for compiling a student-created portfolio. In general, we would like to see samples of recent student work (from in-school efforts or out-of-school endeavors) which demonstrate above grade level mastery, exemplary performance, and/or student interest areas. Please consider including district, state, or national awards (such as published items, art show accolades, honor band/choir, national rankings or awards, etc.).

The ***Cognitive Ability Data*** submitted by most applicants will be CogAT and NNAT test results. These test scores should be no more than three years old (from 5th grade or more recent), and testing sessions will be offered free of charge at Wheat Ridge High School for those who need this data for their applications. (Please call 982-8650 or 982-4156 for more information on testing and to schedule a testing time.)

The ***Achievement Data*** portion of the application includes both the student's grade point average (GPA) and CSAP or ITBS scores. Achievement data is the least heavily weighted category considered in the applicant's body of evidence. (GT staff will electronically access and submit the applicant's GPA and CSAP scores for 7th grade Reading, Writing, and Math, and 5th grade Science scores.)

[** Note: If your child does not currently attend a Jeffco school, please submit his/her most recent report card, and CSAP, ITBS, or comparable achievement test results.]

[After acceptance and enrollment, a GT Center School Learning Agreement will be signed, and the student's attendance, input into and commitment to his/her own progress, and discipline records will be monitored to determine the appropriateness of continued participation in PEAK GT programming.]

Please enclose the following with your application:

Three Recommendation / Referral / Rating Forms:

_____ **Parent/Guardian Referral / Rating and Supplement Form**

_____ **Student Self-Rating Form and Responses (or interview)**

_____ **Teacher Recommendation / Rating Form**

-- should reflect area(s) of interest/acceleration/advancement, may submit more than one

Optional Recommendation / Rating Form #2

(from another teacher, employer, administrator, counselor, coach, etc.)

Student-Created Portfolio: See the guidelines and suggestions provided on the next page and the student portfolio information form which follows.

-- should reflect the student's interest area(s) -- samples of recent above grade level work, exemplary work, district/state/national awards, summer pursuits, out-of-school products, etc.

Cognitive Ability Data -- [such as CogAT, WISC, NNAT, DAS, Stanford-Binet, or equivalent – taken within the last 3 years – must have been taken in or after 5th grade] *

-- **Testing sessions will be arranged in October & November, and also in the spring.**

-- Results other than the CogAT and NNAT will be accepted, but are not provided free of charge by PEAK personnel (as the CogAT & NNAT are.)

-- Please call 982-8650 or 982-4156 to enroll in a free testing session if you do not have cognitive ability test data which is less than three years old.

Jeffco Choice Enrollment Form – (not required if you live in the WRHS artic. area)

_____ **Achievement Data** – ** the lowest weighted item of all of the selection criteria

** If your child attends a Jeffco school, we will access the following data for you.

**** If your child DOES NOT attend a Jeffco school, please submit the following:**

_____ **Achievement/Ability Test Results** (such as CSAP, ITBS, Terra Nova, etc.)

-- CSAP scores should include 7th grade Reading, Writing, and Math scores, and 5th grade Science scores

or ITBS scores – provide the entire battery and most recent available

_____ **GPA** – Submit the most recent report card.

_____ **ALP (Advanced Learning Plan) Profile page** (if applicable, **NOT** a requirement)

** If your child attends a Jeffco school, we will access this form for you.

** If your child does not attend a Jeffco school, please submit any relevant information.

* = *We request photocopies of the above information (rather than the originals which you keep at home).*

**** All application materials due: ** Include a completed Jeffco Choice Enrollment Form ****

-- **Fall – Round One – due the week before Thanksgiving Break**

-- **Spring – Round Two – due the last week of February**

-- **Round Three** -- Applications received anytime from March through August will be reviewed and accepted on a space-available basis or for wait-list status.

Please hand deliver
or mail to:

**Ruth Rodgers, PEAK Program Coordinator
c/o Wheat Ridge High School
9505 W. 32nd Ave.
Wheat Ridge, CO 80033**

or fax to: **Ruth Rodgers, PEAK Program Coordinator, WRHS at 303-982-7696**

*** * Student-Created Portfolio * ***

Guidelines and Suggestions for Applicants

Please submit 2 or 3 samples of work in which you take pride and feel a unique sense of accomplishment. If you are interested in flexible and individualized programming in more than one area of strength/interest, please be sure to include samples which demonstrate your talents and interest in each of those areas. These samples of your work are intended to provide you with the opportunity to demonstrate your true abilities and interests separate from what your grades and test scores might indicate. We hope you enjoy this opportunity to explore and showcase your most intense interests, passions, and talents.

Please do not submit the original of these notable creations. It is best to enclose photocopies, photographs, or duplicate recordings. With each submission, attach a brief explanation of the sense of accomplishment this piece gives you; the efforts you invested in its creation; the talent, passion area, and/or potential it reveals; how it relates to your interests and goals; and/or any other reflections you have or conclusions you draw from your accomplishment.

As you assemble your portfolio, consider consulting the following resource: <http://giftedkids.about.com/od/schoolissues/p/portfolio.htm> . While it focuses upon the work of younger children and is intended for an audience of parents, it may be helpful to you.

The PEAK Selection Committee will enjoy seeing how your submissions demonstrate strengths you have which may not be detectable through standardized testing: content which exhibits in-depth understanding; materials which are clever or resourcefully utilized; organization which is advanced, unusual, and purposeful; the divergence of unique or unexpected ideas; elaboration which is complex, detailed, and content-related; and results which are significantly beyond your age level and/or grade level. Include variety or concentrate upon your main strength area if you feel you have one foremost interest area. Your complex thinking may be evidenced by the reasoning, critiquing, problem solving, innovation, and/or analysis demonstrated in your products. Some of the unique aspects of your submissions may reveal your citizenship and commitment to community service. Consider items which show your skillfulness in one or more of the following: as a creative thinker, an imaginative individual, a self-directed learner, a knowledgeable person, an innovator, a complex thinker, an effective communicator, a skilled information processor, a collaborative and flexible worker, a planner for the future, a critical thinker, a fluent thinker, and/or an analytical thinker.

Remember that your submissions may be but do not have to be school assignments. It is very likely that many of our applicants invest a great deal of time and talent in their interests and endeavors outside of school. These examples of your abilities and task commitment are welcomed. As stated above, consider anything which makes you feel proud, any product which gave you great pleasure while creating it, talents and interests which you would like to more frequently integrate into your coursework . . . anything from winning an essay contest or getting a poem published to a painting you created for your grandmother, or any of the following: an art show or science fair award, selection for an honor band or honor choir, any state or national ranking or award, an outstanding essay or research paper, an exceptional science lab report, an athletic accomplishment, an invention, your well-maintained aquarium or garden, theatrical roles, a community service project you organized, songs you composed, historical fiction you have authored, architectural or fashion designs you have created, PTA Reflections contest submissions, a game or web page you created, etc. The possibilities are endless, and the portfolio will be as unique as you are!

You may package/submit your portfolio in the binder or folder of your choice. If preferred, you may submit it in an electronic format. Remember to keep all of your originals. Please complete and attach a Portfolio Reflection with each item explaining its significance.

WHAT???

* . . . * . . . * . . . * . . . * . . . * . . . * . . . * . . . * . . . * . . . * . . . * . . . * . . . *

WHY???

- to showcase your best work and your interests!!
- to celebrate your talents!!
- . . . whether from school or out of school



HOW???

- Think about what's fun for you!
- Think about what products you're proud of!
- Think about what you'd like to do more at school!

WHO???

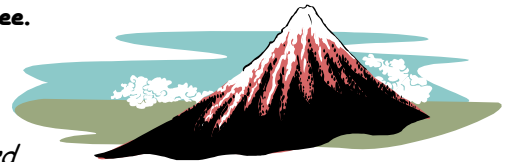
- You, the student, decide which items to include.
- This is not dictated to you by an adult.

HOW MUCH???

- Submit at least two items,
but no more than three.

Recommended items:

- | | |
|---|--|
| <i>an invention</i> | <i>an art show award</i> |
| <i>a game you created</i> | <i>a science fair award</i> |
| <i>songs you composed</i> | <i>web pages you created</i> |
| <i>winning an essay contest</i> | <i>a poem you got published</i> |
| <i>an athletic accomplishment</i> | <i>theatrical roles you mastered</i> |
| <i>a wonderful painting you created</i> | <i>fashion designs you have created</i> |
| <i>an exceptional science lab report</i> | <i>historical fiction you have authored</i> |
| <i>any state or national ranking or award</i> | <i>an outstanding essay or research paper</i> |
| <i>architectural designs you have created</i> | <i>your well-maintained aquarium or garden</i> |
| <i>selection for an honor band or honor choir</i> | <i>a community service project you organized</i> |



The possibilities are endless, and the portfolio will be as unique as you are!

WHAT ELSE???

- ☺ the sense of accomplishment this piece gives you
- ✋ the efforts you invested in its creation
- 👉 the talent, passion area, potential it reveals
- 📖 how it relates to your interests and goals
- 🗉 any other reflections you have or conclusions you draw from your accomplishment

WHEN???

-- Consult the Jeffco GT web site and/or the WRHS web site for application deadlines. All application materials should arrive at Wheat Ridge High School in late November (for the fall first round), in late February (for the second round in the spring), or March through August for the summer round.
[Rounds 2 & 3 may only result in wait-list status.]

**** PEAK ADMISSION APPLICATION ****
PARENT/GUARDIAN – APPLICATION FORM & RATING SCALE

The selection of applicants for admission to the PEAK GT Center is based on information from the student, parents/guardians, the school, and other sources. Your responses to the following questions will assist us in determining whether the programming opportunities at PEAK are suited for the applicant's needs and academic goals. Please use additional sheets if necessary. All information provided here is confidential and will be reviewed by the Selection Committee and Program Coordinator.

-- Please print or type all information requested. --

Applicant's Legal Name: _____

DOB: ____ / ____ / ____ Gender: F / M Home phone: _____

Current school: _____ Neighborhood school: _____

Individual completing this form: _____

Relationship to applicant: _____

Is this student considered Twice Exceptional (both gifted and on an IEP or 504 plan)? Yes No

Is a language other than English spoken in the home? (circle one) Yes No

 If yes, which language? _____

Would this student be considered a second language learner, an English language learner (ELL), or bilingual? Yes No

Is this student already on an Advanced Learning Plan (ALP)? Yes No Not sure

PARENT/GUARDIAN INFORMATION --

Name: _____ Name: _____

Address: _____ Address: _____

City/State/Zip: _____ City/State/Zip: _____

Email: _____ Email: _____

Home Phone: _____ Home Phone: _____

Occupation: _____ Occupation: _____

Work Phone: _____ Work Phone: _____

Cell Phone: _____ Cell Phone: _____

If not with both parents, with whom does the applicant make his/her home? _____

SIBLINGS: Name Grade Age School

**** All application materials due: Please see GT web site and/or WRHS web site**
Fall / Round 1 – due the week before Thanksgiving Break -- with Jeffco Choice Enrollment form
Spring / Round 2 –due the last week of February -- with Jeffco Choice Enrollment form
Summer round – applications will continue to be considered March through August on a space available basis or for wait list status

Send or deliver to: Ruth Rodgers, Program Coordinator, PEAK GT Center
 9505 W. 32nd Ave., Wheat Ridge, CO 80033
 Fax number: 303-982-7696

The selection of applicants for admission to the PEAK GT Center is based on information from the student, parents/guardians, the school, and other sources. Your responses to the following questions will assist us in determining whether the programming opportunities at PEAK are suited for the applicant's needs and academic goals. Please use additional sheets if necessary. All information provided is confidential and will be reviewed by the Selection Committee and Program Coordinator.

Please choose 3 or more of the following to complete regarding the applicant.

Please choose those which you feel will be most relevant in your case.

This will provide information which will assist us in getting to know your child, in determining a "fit" regarding the student's needs and PEAK's design, and in making thoughtful programming decisions.

- 1) Describe the academic, personal, and/or social experiences that have had a particularly strong influence on the applicant's development.**
- 2) Please share and describe your insights and experiences related to the applicant's academic potential and readiness to engage in serious study in the PEAK GT Center.**
- 3) Describe this applicant's strongest passion areas and/or greatest areas of interest.**
- 4) Why do you feel this placement/setting will provide a positive change for this applicant [over experiences in the past and/or other current options such as one's neighborhood school's options, or other advanced options in Jeffco or elsewhere]?**
- 5) When and how was this student identified initially as "gifted"?
(If not already formally identified, when did you first observe gifted traits/behaviors or suspect above-average potential in this individual?)**
- 6) What else would you like us to know about this applicant (his/her abilities, potential, goals, academic needs, social and emotional needs, challenges, successes, learning styles, aspirations, growth, talents, interests, and/or obstacles this student has had to overcome in pursuing his/her goals, etc.)?**

**** All fall (round one) application materials, including a completed Jeffco Choice Enrollment form, are due the last week before Thanksgiving Break.
See the GT web site and/or the WRHS web site for more information and spring deadlines.**

**** Applications received after November will be reviewed upon their arrival, and will result in a letter addressing acceptance status within 2 - 3 weeks. Additional students will be accepted after the fall/November deadline on a space-available basis and may be placed on a waiting list.**

Send or deliver to: Ruth Rodgers, Program Coordinator, PEAK GT Center
9505 W. 32nd Ave., Wheat Ridge, CO 80033
Fax number: 303-982-7696

This student exhibits this characteristic/behavior:

PARENT -- DIRECTIONS FOR COMPLETION:				N / A
<ul style="list-style-type: none"> • The following characteristics may be observed in English or in the student's home language or native language. • May be observed currently or in the past 	Consistently	Occasionally	Seldom	Never <small>Not Applicable</small>
1 Has acquired a large amount of information				
2 Is continually questioning and wondering -- why things happen, how things happen, what will happen next, how things work, etc.				
3 Catches on quickly and retains information well				
4 Easily learns standard English (even though another language or ethnic dialect may be used in the home; may translate accurately from one language to another)				
5 Uses advanced and/or creatively invented vocabulary, incorporating it into conversation and/or writing				
6 Is a keen and alert observer and/or listener				
7 Is highly concerned with justice, fairness, prejudice				
8 Persists in completing tasks in areas of high interest, exploring topics of personal interest, becoming absorbed				
9 Avoids challenges and tasks which are not routine -- prefers drill and repetition				
10 Is motivated by and enthusiastic about art, music, drama, and/or sports				
11 Displays intellectual playfulness -- imagines, elaborates, and/or modifies ideas adding interest or fun				
12 Is an adventurous risk taker -- often willing to deviate from standard procedures, answers, and/or behaviors				
13 Displays a keen sense of humor, appreciating the unusual and/or unexpected				
14 Becomes deeply involved in stories/films, identifying personally with characters/plots, creating own stories/plays				
15 Approaches challenges from many perspectives, readily tackling/confronting difficult problems				
16 Makes connections and demonstrates an awareness of relationships, using metaphors and/or analogies				
17 Creates detailed, complex projects				
18 Creates/invents/improvises original, unusual products				
19 Flexible; resourceful; learns through experience				
20 Transfers learning from one situation to another, applying what is learned to everyday situations				
21 Works well independently; self-motivated				
22 Is a cooperative, effective team member				
23 Assumes leadership roles; effectively leads				
24 Exceeds expectations on assignments of personal interest, doing more than what is required/expected				
25 Eager to complete assignments of interest on time or prior to due date				
26 Generates multiple ideas and solutions to problems and questions -- generates a large quantity of possibilities, consequences, or related ideas				

Please complete the chart below, indicating the degree to which you agree or disagree with each statement related to your student’s experiences, interests, and needs.

(Your input on this chart is especially helpful in determining your student’s needs and a degree of “fit” for this student regarding PEAK programming and the opportunities it provides.)

Please place an “X” in the appropriate column/box for each item:

	Strongly Agree	Agree	Unsure or no opinion	Disagree	Strongly Disagree
1) My son/daughter’s interests and abilities differ significantly from those of others in his/her age group.					
2) My student has many talents which are nurtured in the majority of his/her classes and are already incorporated into most assignments.					
3) My son/daughter learns best when allowed to work at his/her own pace.					
4) My son/daughter often feels bored in classes due to the fact that s/he grasps the material more quickly than his/her classmates and/or due to topics which have already been learned about outside of class.					
5) My son/daughter experiences frustration due to a lack of rigor and/or unchallenging curriculum.					
6) My child has a vivid imagination and/or a unique sense of humor.					
7) My son/daughter likes finding out everything s/he can about an interesting topic, sometimes becoming totally absorbed in it, sometimes becoming unwilling to change tasks/topics.					
8) I believe my child would benefit greatly from assistance with his/her time management, organization, and/or personal responsibility.					
9) I believe my child would benefit greatly from flexibility and guidance related to advocating for his/her own educational needs and designing relevant, independent, in-depth studies.					
10) I believe my child would benefit greatly from opportunities to discuss and better understand one’s own intelligence, talent, creativity, and giftedness; the development of potential; and also what s/he is learning and how s/he learns best.					
11) My son/daughter is very interested in having a job shadowing experience as an upperclassman where s/he would work with a professional in an interesting field and research that career in detail.					

**** PEAK GT CENTER ADMISSION APPLICATION ****
STUDENT SELF-RATING FORM and RESPONSES

The selection of applicants for admission to the PEAK GT Center is based on information from the student, parents/guardians, the school, and other sources. Your responses below will assist us in determining whether the programming opportunities at PEAK are suited to your needs and academic goals. Please use additional sheets if necessary. All information provided is confidential and will be reviewed by the selection committee and program coordinator.

Applicant's Legal Name: _____

Name you go by / what you prefer to be called: _____ Date of birth: ___ / ___ / ___

School you are currently attending: _____

Please complete the chart below, indicating the degree to which you agree or disagree With each statement related to your experiences and interests. Please place an "X" in the appropriate column/box:

	Strongly Agree	Agree	Unsure or no opinion	Disagree	Strongly Disagree
1) My interests and abilities differ significantly from those of others my age.					
2) I have many talents which are nurtured in the majority of my classes and are already incorporated into most assignments.					
3) I learn best when I am allowed to work at my own pace.					
4) I often feel bored in my classes due to the fact that I grasped the material more quickly than my classmates and/or due to topics which I have already learned about outside of class.					
5) I experience frustration due to a lack of rigor and/or unchallenging curriculum.					
6) I have a vivid imagination and/or a unique sense of humor.					
7) I like finding out everything I can about an interesting topic, sometimes becoming totally absorbed in it, sometimes not wanting to change tasks/topics					
8) I believe I would benefit greatly from assistance with my time management, my organization, and personal responsibility.					
9) I believe I would benefit greatly from flexibility and guidance related to advocating for my own educational needs and designing relevant, independent, in-depth studies.					
10) I believe I would benefit greatly from opportunities to discuss and better understand my own intelligence, talent, creativity, and giftedness; the development of potential; and also what I'm learning and how I learn best.					
11) I am very interested in having a job shadowing experience as an upperclassman where I would work with a professional in an interesting field and research that career in detail.					

Student Short Answer Responses --

-- Please respond to each of the following items and attach your responses to this sheet.

[Note: You may schedule an appointment to address the items on this Student Self-Rating Form in an interview.
Call 982-4156 in order to schedule this interview.]

- 1. *In three to five sentences, discuss an adjective that best describes you.***
- 2. *Describe any special circumstances, background information, or other factors (positive or negative) that have affected your performance in school.***
- 3. *Explain the reasons why the PEAK GT Center at WRHS would be an appropriate educational opportunity for you. Why would this be a positive change for you? Include a brief description of your interests.***

*** Please attach your responses to this sheet. ***

**** Student-Created Portfolio Reminder:**

Please remember to attach a brief written description of the significance of each of the items you choose to include in your portfolio.

Feel free to address any of the following: why you enjoyed completing that particular project, why or how you'd like to include such work in your future studies, what it reveals about you as a learner, the strengths/passions it reveals, the sense of accomplishment this item gives you, or anything else you care to share about these meaningful items.

**** All application materials due:**

-- the week before Thanksgiving Break (fall / Round 1)

with JeffCo Choice Enrollment form

-- the last week of February (spring / Round 2)

with JeffCo Choice Enrollment form

-- March through August (summer round)

with JeffCo Choice Enrollment form

Please hand deliver
or mail to:

Ruth Rodgers, PEAK Program Coordinator
c/o Wheat Ridge High School
9505 W. 32nd Ave.
Wheat Ridge, CO 80033

or fax to:

Ruth Rodgers, PEAK Program Coordinator, WRHS, at 303-982-7696

**** PEAK GT CENTER ADMISSION APPLICATION ****
TEACHER RECOMMENDATION / RATING FORM

The selection of applicants for admission to the PEAK GT Center is based on information from the student, parents/guardians, the school, and other sources. Your responses will assist us in determining whether the programming opportunities at PEAK are suited for the applicant's needs and academic goals. Please use additional sheets if necessary. All information provided is confidential and will be reviewed by the selection committee and program coordinator.

Applicant: Please complete this section before giving this form to your teacher. Ask the individual completing this recommendation to either mail it to the address at the bottom of this form or to return it to you in a sealed envelope.

Applicant's Full Legal Name: _____

Current School Attending: _____

Teacher who will be completing this recommendation form: _____

Referring Teacher: Thank you for completing and signing this form. Please mail or fax it to Wheat Ridge High School (see below) or return it to the student in a sealed envelope with your signature across the flap.

Please print your name: _____

School: _____ Title: _____

Subject(s) Taught: _____ Grade Level(s) Taught: _____

E-mail: _____ Phone: _____

Signature: _____ Date: _____

1) How long and in what capacity have you known this applicant?

2) Please describe this applicant's advanced abilities and/or potential.

3) Please give examples of this student going beyond given tasks or assignments and/or exploring areas of interest.

4) What unique programming, flexible options, and/or differentiation do you believe would cause this student to thrive and assist him/her in reaching his/her potential?

After completing these short responses and the rating scale on the back of this form, please consider attaching any additional information which you feel should be considered when evaluating this student's application. Please be as specific as possible in commenting on any characteristics, abilities, and/or aptitudes of this student (including but not limited to: general intelligence, motivation, independence, leadership, creativity, study habits, responsibility, organization, citizenship, potential, and/or maturity) which you feel should be brought to the attention of the selection committee.

**** All application materials are due the week before Thanksgiving Break (Round 1/fall). ****

-- Round 2: the last week of February -- Round 3: March through August --

Send or deliver to: Ruth Rodgers, Program Coordinator,
PEAK GT Center, 9505 W. 32nd Ave., Wheat Ridge, CO 80033 / Fax number: 303-982-7696

This student exhibits this characteristic/behavior:

TEACHER -- DIRECTIONS FOR COMPLETION:					N / A
<ul style="list-style-type: none"> • The following characteristics may be observed in English or in the student's home language or native language. • May be observed currently or in the past 	Consistently	Occasionally	Seldom	Never	<small>Not Applicable</small>
1 Has acquired a large amount of information					
2 Is continually questioning and wondering -- why things happen, how things happen, what will happen next, how things work, etc.					
3 Catches on quickly and retains information well					
4 Easily learns standard English (even though another language or ethnic dialect may be used in the home; may translate accurately from one language to another)					
5 Uses advanced and/or creatively invented vocabulary, incorporating it into conversation and/or writing					
6 Is a keen and alert observer and/or listener					
7 Is highly concerned with justice, fairness, prejudice					
8 Persists in completing tasks in areas of high interest, exploring topics of personal interest, becoming absorbed					
9 Avoids challenges and tasks which are not routine -- prefers drill and repetition					
10 Is motivated by and enthusiastic about art, music, drama, and/or sports					
11 Displays intellectual playfulness -- imagines, elaborates, and/or modifies ideas adding interest or fun					
12 Is an adventurous risk taker -- often willing to deviate from standard procedures, answers, and/or behaviors					
13 Displays a keen sense of humor, appreciating the unusual and/or unexpected					
14 Becomes deeply involved in stories/films, identifying personally with characters/plots, creating own stories/plays					
15 Approaches challenges from many perspectives, readily tackling/confronting difficult problems					
16 Makes connections and demonstrates an awareness of relationships, using metaphors and/or analogies					
17 Creates detailed, complex projects					
18 Creates/invents/improvises original, unusual products					
19 Flexible; resourceful; learns through experience					
20 Transfers learning from one situation to another, applying what is learned to everyday situations					
21 Works well independently; self-motivated					
22 Is a cooperative, effective team member					
23 Assumes leadership roles; effectively leads					
24 Exceeds expectations on assignments of personal interest, doing more than what is required/expected					
25 Eager to complete assignments of interest on time or prior to due date					
26 Generates multiple ideas and solutions to problems and questions -- generates a large quantity of possibilities, consequences, or related ideas					