

**The Office of
Advanced Academics and Innovation**
Duncanville Independent School District
(972) 708-2088

**Duncanville Independent School District Advanced Academics Parent
Observation Survey for Gifted and Talented Services**

The purpose of this form is for you to help the school district better understand your child so that he/she can be evaluated for eligibility in the Duncanville ISD Gifted and Talented Education Program. This scale is one measure used to determine eligibility. In addition to the parent and teacher rating scale, other measures may include academic assessments and assessments of creativity.

Student Information

Student Name: _____ Birth Date: ____/____/____

Female Male Current Grade: _____ School: _____

Homeroom Teacher: _____ ID Number: _____

Has your child been tested for GATE previously? Yes No If Yes, when? _____

What language(s) does your child speak/understand fluently? _____

What language is spoken in your home **most of the time**? _____

Parent/Guardian Information

Parent/Guardian Name: _____

Address: _____ City: _____ State: _____ Zip: _____

Phone: _____ Email Address(es): _____

Permission to Test & Serve

I give permission to be tested for DISD Gifted and Talented Services. I understand that I will be notified by the campus if my child qualifies or does not qualify for Gifted and Talented Services. If services are recommended by the Campus Screening and Selection Committee, I give permission for my child to receive services deemed appropriated by the screening committee.

Parent Signature: _____ Date: _____

The Office of Advanced Academics and Innovation

Duncanville Independent School District

(972) 708-2088

Directions: Please select one response (Never, Sometimes, Often) for each category that best represents the student.

Traits, Aptitudes, and Behaviors	Never	Sometimes	Often
<p>Motivation - Evidence of desire to learn. Student may demonstrate persistence in pursuing/completing self-selected tasks, be an enthusiastic learner, be a self-starter, aspire to be somebody.</p>			
<p>Interests - Intense (sometimes unusual) interests. Student may demonstrate unusual or advanced interests in a topic or activity, be beyond age group, pursue an activity unceasingly with high intensity.</p>			
<p>Communication Skills - Highly expressive and effective use of words, numbers, symbols. Student may demonstrate unusual ability to communicate (verbally, physically, artistically, symbolically), and use particularly clever examples, illustrations, or elaborations.</p>			
<p>Problem Solving Ability - Effective, inventive, ways for recognizing and solving problems. Student may demonstrate unusual ability to devise or adapt a systematic strategy for solving problems and to change the strategy if it is not working, create original designs, invent.</p>			
<p>Memory - Large storehouse of information on school or non-school topics. Student may already know information or needs only 1-2 repetitions for mastery, have a wealth of information about different topics, pay attention to details, and manipulate information.</p>			
<p>Inquiry - Questions, experiments, explores. Student may ask unusual questions for age, demonstrate extensive exploratory behaviors directed toward eliciting information about materials, devices, situations, or topics.</p>			
<p>Insight - Quickly grasps new concepts and makes connections; sense deeper meaning. Student may demonstrate exceptional ability to draw inferences, appear to be a good guesser, be keenly observant, possess high capacity for seeing unusual and diverse relationships.</p>			
<p>Reasoning - Logical approaches to figuring out solutions. Student may make generalizations, use metaphors and analogies, think things through in a logical manner, think critically, think things through and come up with a plausible answer.</p>			
<p>Imagination/Creativity - Produces many ideas; highly original. Student may show exceptional ingenuity in using everyday materials, have wild, seemingly silly ideas, produce ideas fluently and flexibly, be highly curious, enjoy abstract thinking tasks.</p>			

Modified from Frasier, M. (1996). Traits, Aptitudes, and Behaviors Scales. University of Georgia

(Updated 2022-2023)