



Mabank Independent School District  
 Gifted and Talented Program: Teacher Recommendation Form

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_  
 Campus: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

A gifted child is one who possesses demonstrated or potential ability in intellectual, academic achievement, creativity, or leadership areas. Identification for giftedness is based on a variety of criteria and your referral of potential candidates. Please check all indicators that seem appropriate.

INTELLECTUAL	
<input type="checkbox"/>	Is flexible and fluent in written communication.
<input type="checkbox"/>	Efficient and verbal in oral communication
<input type="checkbox"/>	Learns quickly and retains information well.
<input type="checkbox"/>	Maintains long periods of concentration.
<input type="checkbox"/>	Loves to read independently.
<input type="checkbox"/>	Is highly interested in at least one subject.
<input type="checkbox"/>	Is proficient in more than one language.
<input type="checkbox"/>	Asks questions that show depth of understanding.
<input type="checkbox"/>	Answers questions with reasonable, but sometimes divergent, thinking.

ACHIEVEMENT	
<input type="checkbox"/>	Scores high on proficiency tests.
<input type="checkbox"/>	Consistently achieves good grades in at least one area.
<input type="checkbox"/>	Likes to be the best.
<input type="checkbox"/>	Turns in work on time.
<input type="checkbox"/>	Listens and responds positively to criticism.
<input type="checkbox"/>	Maintains high expectations for self.
<input type="checkbox"/>	Enjoys doing "extra" work.
<input type="checkbox"/>	Works slowly but meticulously.

CREATIVITY	
<input type="checkbox"/>	Displays curiosity.
<input type="checkbox"/>	Is high risk-taker (adventuresome, speculative).
<input type="checkbox"/>	Has a sense of humor.
<input type="checkbox"/>	Is individualistic; does not fear being different.
<input type="checkbox"/>	Has imaginative insight, awareness, perception.
<input type="checkbox"/>	Displays intellectual playfulness (fantasizes, imagines).
<input type="checkbox"/>	Shows strengths in creative areas (art, music, performing arts, or projects outside of school).

LEADERSHIP	
<input type="checkbox"/>	Carries responsibility well.
<input type="checkbox"/>	Is self-confident.
<input type="checkbox"/>	Expresses self well and clearly.
<input type="checkbox"/>	Is well liked.
<input type="checkbox"/>	Organizes others and directs activities.
<input type="checkbox"/>	Peer choice as a leader.
<input type="checkbox"/>	Has a well-developed sense of justice.

**OTHER CONSIDERATIONS**

POSSIBLE IMPACT FACTORS	CIRCLE ONE	
	NO	YES
Do you believe that economic factors may limit this student's opportunities?	<input type="checkbox"/>	<input type="checkbox"/>
Do you believe that a learning disability or language barrier may limit this student's performance?	<input type="checkbox"/>	<input type="checkbox"/>
Do you believe that psychological or social/emotional issues may limit this student's performance?	<input type="checkbox"/>	<input type="checkbox"/>

Please use the following space to elaborate on the areas where you perceive the student to possess the greatest strengths and further explain any of the indications you made above:

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