



**Vacaville Unified School District**  
**Elementary GATE Identification and Teacher Referral Form**



Student Name \_\_\_\_\_ Sex \_\_\_\_\_ Date of Birth \_\_\_\_\_

School Year \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_ Teacher \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

**Briefly explain the qualities of giftedness you see demonstrated by the student in the classroom.**

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**Briefly describe any concerns you have regarding this student.**

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**Please evaluate this student's class work in the following areas.**

	<u>Excellent</u>	<u>Good</u>	<u>Average</u>
Reading Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science/Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

AR Reading Level (ZPD range) \_\_\_\_\_

District Writing Proficiency (circle most recent total score): 4 5 6 7 8 9 10

**Gifted students may or may not demonstrate their academic strengths through class assignments. It is often important to review the abilities of potentially gifted students outside of regular class work. Please evaluate this student's academic strengths in the following areas based on ability not grades.**

**Please check all that apply.**

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| <input type="checkbox"/> <b>Reading</b>  | <input type="checkbox"/> <b>Math Computation</b>       |
| <input type="checkbox"/> <b>Writing</b>  | <input type="checkbox"/> <b>Science/Social studies</b> |
| <input type="checkbox"/> <b>Speaking</b> | <input type="checkbox"/> <b>Problem Solving</b>        |

**Check all of the following circumstances that pertain to this student.**

- ADD/ADHD
  - Other significant illness or condition that may affect school performance \_\_\_\_\_
  - Retained – what grade? \_\_\_\_\_
  - Special education: \_\_\_\_\_ RSP \_\_\_\_\_ Speech \_\_\_\_\_ SDC \_\_\_\_\_ OT/PT \_\_\_\_\_ 504 Plan
  - English learner
  - Bilingual – Language \_\_\_\_\_
  - Gets stressed in testing situations
  - Social/emotional concerns
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- Home or family issues that may affect academic performance
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- Other factors to consider \_\_\_\_\_

**Please evaluate the following classroom behaviors.**

	Usually	Sometimes	Never
Is attentive in class and completes class work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prefers variety and novelty to drill and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates initiative and self-motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Turns in high quality work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a zany sense of humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a large vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has creative ideas and pursues own interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a strong sense of right and wrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is a perfectionist or sets high standards for self and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enjoys puzzles and problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frequently asks “why” or “how”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking is more mature than peer group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seems to grasp concepts easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sees hidden meanings or cause and effect relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possesses a wealth of knowledge on a variety of subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GATE Office use only**

Test scores: CST ELA \_\_\_\_\_ NNAT score  CogAT Verbal score   
 Date \_\_\_\_\_ CST Math \_\_\_\_\_

- High Achievement = 2 CST’s at 430 or above
- Ability/Academic Achievement = 1 CST at 450 or above and NNAT or CogAT at 90<sup>th</sup> % or higher
- Intellectual Ability = NNAT or CogAT Verbal at 97<sup>th</sup> % or above

GATE Committee Notes:

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- Qualified
- Did not qualify

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GATE Coordinator                      date