

Student Name: _____ Grade _____

Teacher: _____ Date _____

Enrichment services student is being screened for (circle all that apply): Communications (ELA) Think Lab (Math)

NOTE: Communications & TL are pull out, so a formal nomination is required for screening; SS and Science enrichment needs are met with in-class differentiation based on individual conversations with teachers and students, so no formal nomination is needed

ENRICHMENT SCREENING NOMINATION FORM FOR TEACHERS
Characteristics Checklist for Individual Students

Directions: Check off the characteristics you see present in the student you're nominating in the table below. For each characteristic checked, please reference the portfolio work that exemplifies the characteristic AND/OR give a specific example in the space provided. **Please indicate which discipline each example or anecdote references by labeling it with a C or TL if you're nominating a student for screening in both ELA and Math.** If more space is required, please feel free to add additional pages. Please notice that there are two sides (or pages) to this form.

Please return the completed form to CHARLOTTE/MOLLY with work samples. THANK YOU!

✓	Characteristic	Specific Examples
	<p style="text-align: center;">SUPERIOR ABSTRACT THINKING</p> <p>+ Grasps concepts and complex problems easily, recognizes relationships, reasons well.</p> <p>- May resist rote learning, drill and practice; argues well. (too well)</p>	
	<p style="text-align: center;">SUPERIOR COMMUNICATION</p> <p>+ Large vocabulary precisely used; expresses thoughts and ideas well.</p> <p>- May dominate class discussions or not listen to others.</p>	
	<p style="text-align: center;">LEARNS MORE RAPIDLY</p> <p>+ Retains information well; needs minimal direct teaching; may be high achiever.</p> <p>- Not easily kept busy; may be annoyed/ frustrated with routine or repetition; may be disruptive.</p>	
	<p style="text-align: center;">HEIGHTENED CURIOSITY</p> <p>+ Willing and eager to learn new material; asks provocative questions</p> <p>- May persist in asking questions; not satisfied with simple explanations.</p>	
	<p style="text-align: center;">BROADER & DEEPER KNOWLEDGE & INTERESTS</p> <p>+ Interests may be unusual for age; often reads extensively.</p>	

	<ul style="list-style-type: none"> - May overextend self.; may be preoccupied with own choices. 	
	<p style="text-align: center;">LONG ATTENTION SPAN</p> <ul style="list-style-type: none"> + Sticks with task if interested. - May lose track of time, ignore deadlines or other work. 	
	<p style="text-align: center;">INDEPENDENT</p> <ul style="list-style-type: none"> + May show initiative, may enjoy working alone, not afraid to voice opinion. - May challenge authority or appear rebellious 	
	<p style="text-align: center;">HEIGHTENED SENSITIVITY</p> <ul style="list-style-type: none"> + Concern with social injustice and moral issues; aesthetic appreciation. - May be overly sensitive to peers; may be rigid about social issues. 	
	<p style="text-align: center;">CRITICAL OF SELF, IDEAS, OTHERS; PERFECTIONIST</p> <ul style="list-style-type: none"> + May do exceptional work; senses discrepancies, injustices. - May suffer from own perception of failure, may not complete tasks; may be skeptical or judgmental. 	
	<p style="text-align: center;">KEEN OBSERVER</p> <ul style="list-style-type: none"> + Alert and perceptive; sees unusual connections and details. - May point out discrepancies or other's mistakes. 	
	<p style="text-align: center;">IMAGINATIVE AND ORIGINAL</p> <ul style="list-style-type: none"> + Uses strategies to solve problems; generates ideas and solutions. - May reject usual methods. 	
	<p style="text-align: center;">KEEN SENSE OF HUMOR</p> <ul style="list-style-type: none"> + Intellectually playful; derives pleasure from many aspects of learning. - May distract or annoy others with jokes, puns, etc.; not always understood by peers; may be bizarre. 	