



## BRANDYWINE SCHOOL DISTRICT

1311 Brandywine Boulevard  
Wilmington, DE 19809-2306

(302) 793-5000

[www.brandywineschools.org](http://www.brandywineschools.org)

MARK A. HOLODICK, Ed.D.  
Superintendent

RALPH ACKERMAN  
President, Board of Education

JOHN SKROBOT, III  
Vice President, Board of Education

December 1, 2019

Dear Teacher,

Brandywine School District is committed to helping all students reach their potential. Students currently in grades K-7 may be nominated for Brandywine School District gifted education services for grades 1-8 for the 2020-2021 school year. A team of administrators and teachers will evaluate observational data, achievement data, and student performance data. Students who meet the criteria for eligibility will be invited to attend the full-time gifted education program.

For the 2020-2021 school year, the Gifted Education Program will be located at the following sites:

Mount Pleasant Elementary School	grades K-3
Claymont Elementary School	grades 4-5
P.S. DuPont Middle School	grades 6-8

Bus transportation is provided for students across the District.

To assist the team in making an appropriate educational placement, please complete the enclosed forms. Please return these forms to me at the District Office on or before **February 28, 2020**. Here are examples of additional information that you might include:

- Journal writing or written responses to prompts or literature (please include prompt or question).
- Written responses to science or social studies activities.
- Responses to complex math problems (please include questions).
- Independent projects done in school (please include an explanation of the assignment).
- Samples of artwork that demonstrates creativity or mastery of a concept.
- Anecdotal notes from your experience with the student.

Please **do not** submit examples of penmanship, spelling tests, multiple choice tests, math fact quizzes and worksheets, homework or projects done with support from home.

If you have evidence that a student's academic needs cannot be met in a general educational setting you may nominate the student(s) for gifted education services. A chart, which highlights some of the classroom behaviors exhibited by many gifted learners, can be found on the reverse of this page. To begin the nomination process, please complete the attached pages and return them to me at the District Office by February 28, 2020.

School-based meetings about nominated students will be held in the spring.

If you have any questions, please feel free to contact me by email: [ann.fitzgerald@bsd.k12.de.us](mailto:ann.fitzgerald@bsd.k12.de.us) or phone: 302.793.5056.

Sincerely,

Ann Marie Fitzgerald

Supervisor of Gifted, Music, Art, and Enrichment Services

## **High Achiever, Gifted Learner, Creative Thinker**

**Bertie Kingore, Ph.D.**

<b>A High Achiever...</b>	<b>A Gifted Learner...</b>	<b>A Creative Thinker...</b>
Remembers to answers.	Poses unforeseen questions.	Sees exceptions.
Is Interested.	Is curious.	Wonders.
Is attentive.	Is selectively mentally engaged.	overflows with ideas, many of which will never be developed.
Works hard to achieve.	Knows without working hard.	Plays with ideas and concepts.
Answer the questions in detail.	Ponders with depth and multiple perspectives.	Injects new possibilities.
Performs at the top of the group.	Is beyond the group.	Is in own group.
Responds with interest and opinions.	Exhibits feelings and opinions form multiple perspectives.	Shares bizarre, sometimes conflicting opinions.
Learns with ease.	Already knows.	Questions: What if...
Needs 6 to 8 repetitions to master.	Needs 1 to 3 repetitions to master.	Questions the need for mastery.
Comprehends at a high level.	Comprehends in-depth, complex ideas.	Overflows with ideas-many of which will never be developed.
Enjoys the company of age peers.	Prefers the company of intellectual peers.	Prefers the company of creative peers but often works alone.
Understands complex, abstract humor.	Create complex, abstract humor.	Relishes wild, off-the-wall humor.
Grasps the meaning.	Infers and connects concepts.	Makes mental leaps: Aha!
Completes assignments on time.	Initiates projects and extensions of assignments.	Initiates more projects that will ever be completed.
Is receptive.	Is intense.	Is independent and unconventional.
Is accurate and complete.	Is original and continually developing.	Is original and continually developing.
Enjoys school often.	Enjoys self-directed learning.	Enjoys creating.
Absorbs information.	Manipulated information.	Improvises.
Is a technician with expertise in a field?	Is an expert who abstracts beyond the field?	Is an inventor and idea generator.
Memorizes well.	Guesses and infers well.	Creates and brainstorms well.
Is highly alert and observant.	Anticipates and relates observations.	Is intuitive.
Is pleased with own learning.	Is self-critical	Is never finished with possibilities
Gets A's	May not be motivated by grades.	May not be motivated by grades
Is able.	Is intellectual.	Is idiosyncratic.

**Gifted learners prefer idea-mates rather than age-mates. They enjoy the company of peers when the peer group understands the shared ideas.**

# Brandywine School District Referral Form for Gifted Education Services For School Year 2020-2021

PLEASE PRINT INFORMATION IN BOXES

Student Last Name	First Name	Suffix	Parent/Guardian	
Date of Birth	Grade this year (2019-2020)		Street Address	
School Currently Attending			City/State/Zip	
School Address if not Brandywine School District school (include ZIP code)			Telephone Mother (home)	(work/cell)
Current Classroom Teacher			Telephone Father (home)	(work/cell)
Guidance Counselor	School Administrator		E-mail address(es) for parent/guardian	
Has the student been referred for Brandywine School District gifted services before this year? NO _____ YES _____ If so, when? _____			Resident Feeder School (Brandywine School District feeder schools may be searched online at <a href="http://www.brandywineschools.org">www.brandywineschools.org</a> )	
Has the student received gifted services before? NO _____ YES _____ If so, where? _____ If so, when? _____			Primary language spoken by family	Primary language spoken by student

Name of person referring student (please print) \_\_\_\_\_

Relationship to student: Teacher \_\_\_ Parent/Guardian \_\_\_ Principal \_\_\_ Counselor \_\_\_ Other \_\_\_\_\_

How long have you known the student? \_\_\_\_\_

Why are you referring this student for gifted services? What special characteristics does he/she exhibit?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I fully realize this referral alone does not mean this student will receive gifted services. This referral only indicates that I would like for the above-named student to be considered as a possible candidate.

\_\_\_\_\_ Date

\_\_\_\_\_ Signature of Person Making Referral

# Teacher Checklist

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_ Teacher \_\_\_\_\_

Please rate the student for each behavior or characteristic. No student is expected to exhibit all of these characteristics. When a rating of “Regularly” or “Almost Always” is given, please provide an example. Anecdotal comments are welcomed, as are examples from your classroom.

Behavior or Characteristic	Seldom or Never	Some of the time	Regularly	Almost Always	Examples/Comments
<b><u>Creativity:</u></b> the ability to generate unique, original products and/or ideas					
Sees many, varied, unusual ways to approach tasks					
Self-expresses in any number of ways, such as through art, music, written word, speaking, acting					
Elaborates and provides details					
<b><u>Problem Solving:</u></b> ability to analyze a situation and find a solution – NOT just math!					
Demonstrates ability to break down complex tasks into step-by-step processes					
Can define and solve everyday problems independently					
Asks the “right questions” to move toward a solution					
<b><u>Curiosity:</u></b> inquisitiveness					
Asks how and why questions					
Demonstrates a passion for learning in an area of interest					
Shows a fascination with the world					
Wants to know more					
<b><u>Communication:</u></b> ability to express self clearly in many ways					
Uses complex and/or vivid language					
Demonstrates sophisticated sense of humor					
Enjoys puns, riddles, jokes, wordplay					
Has command of an extensive vocabulary					

<b>Behavior or Characteristic</b>	<b>Seldom or Never</b>	<b>Some of the time</b>	<b>Regularly</b>	<b>Almost Always</b>	<b>Examples/Comments</b>
<u>Social Consciousness</u> : cares deeply about people and the world					
Openly expresses concern for the problems of others found in literature, current events, and/or the classroom					
Shows empathy and understanding towards others					
Has a strong sense of justice and idealism					
<u>Resourcefulness</u> : ability to use materials, time, people, and new ideas to achieve a goal					
Able to persuade others to perform tasks assigned to self					
Uses available materials in a new and unusual way					
Able to adapt to change					
<u>Leadership</u> : ability to motivate and influence others					
Organizes others; volunteers to present for the group or be the facilitator					
Volunteers to teach others how to do things					
<u>Persistence</u> : "stick-to-it-iveness"					
Shows desire to complete projects					
Demonstrates intense focus on one or more areas of interest					
Tries multiple approaches to solving problems rather than give up					
Sets high standards for self; is self-motivated					
<u>Artistic</u> : expresses self musically or through the arts					
Spends time creating artworks that are involved and appear to be advanced when compared to others of the same age					
Work contains creativity and detail that separates products from others					
Chooses to express thoughts and ideas through music and movement					

Signature of teacher completing form

Date

**Brandywine School District Gifted Services  
Gifted Behaviors Checklist**

**Language Arts and Reading**

DATA BOX: DIBELS NWF: _____ DIBELS ORF: _____ DCAS READING SCORE: _____
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**Student Name** \_\_\_\_\_ **Grade** \_\_\_\_\_  
**School** \_\_\_\_\_ **Teacher** \_\_\_\_\_

Does the student receive enrichment/acceleration/differentiated instruction in either Reading, Writing, or Communication?    Yes    No      If so, please elaborate on the back of this page.

**Directions:** Check the column that best describes the behaviors listed.

Behaviors		Seldom or Never	Sometimes	Regularly	Almost Always
<b>Reading</b>	<b>Range of Knowledge:</b> Reads and comprehends material that is advanced for the student's age.				
	<b>Interest:</b> Is an avid reader in one or more topics of interest. Chooses to read for pleasure.				
	<b>Skills:</b> Makes connections. Uses inference. Draws conclusions.				
<b>Writing</b>	<b>Range of Knowledge:</b> Writes creative material that is advanced for the student's age.				
	<b>Interest:</b> Enjoys writing; chooses to write for pleasure. May experiment with different forms of writing.				
	<b>Skills:</b> Writes, or attempts to write, in complex sentences. Uses elaboration and detail. Uses figurative language in writing even though he/she may not be able to identify the concepts.				
<b>Communication</b>	<b>Range of Knowledge:</b> Uses vocabulary or vivid language that is advanced for the student's age.				
	<b>Interest:</b> Enjoys wordplay and puns. Is fascinated by words. Loves brainteasers and riddles.				
	<b>Skills:</b> Is very verbal. Expresses ideas clearly and in great detail when speaking. In an effort to "practice" newly learned vocabulary, the words may be used incorrectly.				

**NOTE:** If most check marks are in the areas of "Regularly" and "Almost Always", please submit supporting evidence that reflects exceptional achievement or performance. Examples include products, anecdotal records, observations, photos, or other documentation of products.

Signature of teacher completing form \_\_\_\_\_

Date \_\_\_\_\_

**Brandywine School District Gifted Services  
Gifted Behaviors Checklist**

<p align="center">DATA BOX: DCAS MATH SCORE: _____</p>
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**Mathematics**

**Student Name** \_\_\_\_\_ **Grade** \_\_\_\_\_  
**School** \_\_\_\_\_ **Teacher** \_\_\_\_\_

Does the student currently receive enrichment/acceleration/differentiated instruction in Mathematics?    Yes    No      If so, please elaborate on the back of this page.

**Directions:** Check the column that best describes the behaviors listed.

<b>Behaviors</b>	<b>Seldom or Never</b>	<b>Sometimes</b>	<b>Regularly</b>	<b>Almost Always</b>
<b>Range of Knowledge:</b> Shows ability that is advanced for the student's age in:				
a. number sense				
b. ability to recognize patterns such as geometric, numeric, rhythmic				
c. spatial sense and geometric concepts				
d. ability to readily move from concrete to abstract concepts				
<b>Interest:</b> Shows great interest and enthusiasm in the area of math and/or is drawn to math-related activities.				
<b>Skills and Processes:</b> Learns math skills and processes rapidly and easily, and applies them appropriately.				
<b>Math Reasoning/Problem Solving:</b> Is persistent in finding solutions by breaking tasks down and/or choosing alternate strategies. Finds unusual or creative ways to solve problems.				
<b>Memory:</b> Shows exceptional memory with basic facts. <i>(Please note perceived level of knowledge.)</i>				

**NOTE:** If most check marks are in the areas of "Regularly" and "Almost Always", please submit supporting evidence that reflects exceptional achievement or performance. Examples include products, anecdotal records, observations, photos, or other documentation of products.

Signature of teacher completing form \_\_\_\_\_ Date \_\_\_\_\_

**Brandywine School District Gifted Services  
Gifted Behaviors Checklist**

**Science**

**Student Name** \_\_\_\_\_ **Grade** \_\_\_\_\_

**School** \_\_\_\_\_ **Teacher** \_\_\_\_\_

Does the student currently receive enrichment/acceleration/differentiated instruction in Science? \_\_Yes \_\_No  
If so, please elaborate on the back of this page.

**Directions:** Check the column that best describes the behaviors listed.

<b>Behaviors</b>	<b>Seldom or Never</b>	<b>Sometimes</b>	<b>Regularly</b>	<b>Almost Always</b>
<b>Range of Knowledge:</b> Knows information about science, either in an area of personal interest, or about science in general, that is advanced for the student's age				
<b>Interest:</b> Is an avid reader in the area of science and/or is drawn to science-related activities.				
<b>Skills and Processes:</b> Is careful and precise in the application of scientific skills in data collection, record keeping, use of equipment, performance of experiments.				
<b>Scientific Reasoning/Problem Solving:</b> See relationships, interprets data accurately, makes generalizations, and applies previously learned knowledge to new situations.				
<b>Curiosity:</b> Asks thoughtful, highly sophisticated questions about science.				

**NOTE:** If most check marks are in the areas of "Regularly" and "Almost Always", please submit supporting evidence that reflects exceptional achievement or performance. Examples include products, anecdotal records, observations, photos, or other documentation of products.

\_\_\_\_\_  
Signature of teacher completing form

\_\_\_\_\_  
Date



# Brandywine School District Gifted Services Gifted Behaviors Checklist

## Social Studies

**Student Name** \_\_\_\_\_ **Grade** \_\_\_\_\_

**School** \_\_\_\_\_ **Teacher** \_\_\_\_\_

Does the student currently receive enrichment/acceleration/differentiated instruction in Social Studies?  Yes  No      If so, please elaborate on the back of this page.

**Directions:** Check the column that best describes the behaviors listed.

Behaviors	Seldom or Never	Sometimes	Regularly	Almost Always
<b>Range of Knowledge:</b> Knows information about history, economics, geography, civics, and/or current events that is advanced for the student's age.				
<b>Interest/Curiosity:</b> Asks thoughtful, highly sophisticated questions when presented with new material, artifacts, or primary source documents.				
<b>Skills and Processes:</b> Makes generalizations. Draws conclusions on a topic of personal interest. Extends learning through independent research.				
<b>Social Awareness:</b> Takes a personal interest in social issues and plays an active role in seeking solutions.				
<b>Research:</b> Extracts information from a variety of resources and presents newly acquired knowledge in novel and unique products.				
<b>Civic-Mindedness:</b> Plays an active role in cooperative learning groups. Shows a sense of responsibility to self, school and community. Demonstrates leadership potential.				

**NOTE:** If most check marks are in the areas of "Regularly" and "Almost Always", please submit supporting evidence that reflects exceptional achievement or performance. Examples include products, anecdotal records, observations, photos, or other documentation of products.

\_\_\_\_\_  
Signature of teacher completing form

\_\_\_\_\_  
Date

**Brandywine School District Gifted Services  
Gifted Behaviors Checklist**

**Visual and Performing Arts**

**Student Name** \_\_\_\_\_ **Grade** \_\_\_\_\_  
**School** \_\_\_\_\_ **Homeroom Teacher** \_\_\_\_\_

Does the student currently receive enrichment/acceleration in either the visual or performing arts? \_\_Yes \_\_No  
 If so, please elaborate on the back of this page.

**Directions:** Check the column that best describes the behaviors listed.

	<b>Seldom or Never</b>	<b>Sometimes</b>	<b>Regularly</b>	<b>Almost Always</b>
<b>Range of Knowledge:</b> Knows information about the arts, either in an area of personal interest, or in general, that is advanced for the student's age.				
<b>Interest:</b> Finds satisfaction in and/or is drawn to activities related to music and art. May doodle, draw, paint, or sculpt in free time. May exhibit spontaneous response to rhythm and melody or compose original tunes.				
<b>Skills and Processes:</b> Manipulates art media to produce a pleasing effect. Sings or plays instrument in a manner that exhibits functional correctness and freedom of expression.				
<b>Creativity:</b> Expresses feelings or experiences through art and/or music.				
<b>Problem Solving:</b> Uses available resources to produce art or musical compositions. Communicates through art or music.				

**NOTE:** If most check marks are in the areas of "Regularly" and "Almost Always", please submit supporting evidence that reflects exceptional achievement or performance. Examples include products, anecdotal records, observations, photos, or other documentation of products.

Signature of teacher completing form

Date