

GATE PROGRAM PLACEMENT CONSIDERATION for 2012 – 2013

SCHOOL FORM

For reference, please review the document linked under GATE Placement on our website
http://www.cbe.ab.ca/programs/spec_ed/pdfs/GATEInformationDocument.pdf

A. STUDENT IDENTIFICATION INFORMATION

Student Legal Name: _____ Current Grade: _____ Age: _____
 Alberta Education Code(s): _____ Does the student have ESL needs? YES: ESL Benchmark - _____ NO
 Current School: _____ Area: _____ School Phone: _____
 School Learning Team Contact Person, Position and E-mail:
 _____ School Fax: _____
 Has this placement consideration been discussed by the School Learning Team? YES NO

B. CLASSROOM/ACHIEVEMENT ASSESSMENT DATA:

Include results from teacher/school administered individual or group tests of academic achievement and skill development from the current school year only.

DATE OF TEST	NAME OF TEST	PERCENTILE SCORE

C. SIGNIFICANT PROGRAM MODIFICATIONS (refer to the definition of “modifications” in the *Standards for Special Education, Amended June 2004*)

GRADE	MODIFICATION

Has this student been:

- ✓ **accelerated (moved ahead) a grade?** YES NO Explain: _____
- ✓ **moved ahead a grade level or more within a subject area?** YES NO Explain: _____
- ✓ **started in school at an early age?** YES NO

D. Please attach a copy of the following documents, each of which is explained in more detail in the GATE General Information document:

- Valid psychological assessment report, current within three years
- Results of standardized achievement assessment, current within one year
- Current IPP, including updated evaluation of goals and objectives, or IPP is in process
- GATE Parent Form
- Student Response (see section F below)
- Student Strength Sample (see section G below)
- Most recent report card
- Alberta Provincial Achievement Test results, if applicable
- Most current ESL (English as a Second Language) Benchmarks, if applicable.

GATE PROGRAM PLACEMENT CONSIDERATION for 2012 – 2013

E. SCHOOL/TEACHER CHECKLIST		
Student Name: _____ Person Completing Form: _____ Relationship to Student: _____	Please check off the behaviours listed below that the student CONSISTENTLY demonstrates.	
General Behaviour Characteristics		
1)	Reads widely, quickly, and intensely and has a large vocabulary	
2)	Exhibits an intrinsic motivation to learn, find out, or explore and is often very persistent	
3)	Likes to learn new things, and is willing to examine the unusual, and is highly inquisitive	
4)	Tackles tasks and problems in an organized, goal-directed, and efficient manner	
5)	Difficulty meeting deadlines due to a preoccupation with the assignment details	
6)	Problems adjusting to change	
7)	Able to construct and handle abstract ideas	
8)	Can pick up and interpret non-verbal cues and can draw inferences that other children need to have spelled out for them	
9)	Takes less for granted, seeks the "hows" and "whys" and asks probing questions	
10)	Skeptical, critical, and evaluative, quick to spot inconsistencies	
11)	Strong non-verbal reasoning skills (e.g., visual interpretation and communication)	
12)	Can work independently	
13)	Can concentrate for longer periods relative to same age peers on task that is of interest	
14)	Interests are both wildly eclectic and intensely focused	
15)	Has seemingly boundless energy and can be impulsive	
16)	Usually responds and relates well to parents, teachers, and other adults	
17)	Prefers the company of older children and adults to that of their peers	
18)	"I'd rather do it myself" is a common attitude	
19)	Well-developed sense of humour, finds subtle humour, paradox or discrepancies	
20)	Concerned about fairness and justice	
21)	Interested in philosophical and social issues	
22)	Strong social problem solving	
23)	Often perfectionistic and/or anxious, needs <u>full details</u> to consider <u>all</u> implications to be able to proceed	
24)	Sensitive to criticism and takes anger personally	
25)	Demonstrates extremes of emotion	
26)	Competitive	
27)	Intellectual, physical, social and emotional development not necessarily developed to the same degree	
28)	Compulsive behaviours (e.g., talking, organizing, throat clearing, humming, etc.)	
Learning Characteristics		
1)	Advanced reading skills, with better comprehension of the nuances of language	
2)	Acquires basic skills more quickly, and with less practice	
3)	Keen powers of observation and a sense of the significant; has an eye for important details	
4)	Reads a great deal on their own, preferring books and magazines written for children older	
5)	Takes great pleasure in intellectual activity	
6)	Strong abstract verbal reasoning	

GATE PROGRAM PLACEMENT CONSIDERATION for 2012 – 2013

7)	Can readily see cause-effect relationships	
8)	Displays a questioning attitude and seeks information for its own sake as much as for its usefulness	
9)	Has a large storehouse of information about a variety of topics, which they can recall quickly	
10)	Readily grasps underlying principles and can often make valid generalizations about events, people, or objects	
11)	Perceives similarities, differences, and anomalies	
12)	Strong ability to analyze and synthesize visual images	
13)	Attacks complicated material by separating it into components and analyzing it systematically	
14)	Finds time management challenging	
15)	Excellent memory	

Creative Characteristics

1)	Unusual and/or vivid imagination	
2)	Fluent thinker, able to generate possibilities, consequences, or related ideas	
3)	Flexible thinker, able to use many different alternatives and approaches to problem solving	
4)	Original thinker, seeking new, unusual, or unconventional associations and combinations among items of information	
5)	Can see relationships among seemingly unrelated objects, ideas, or facts	
6)	Elaborate thinker, producing new steps, ideas, responses, or other embellishments to a basic idea, situation, or problems	
7)	Can entertain complexity and thrives on being challenged	
8)	Can readily construct hypotheses or "what if" questions	
9)	Shows emotional sensitivity	
10)	Extremely curious about objects, ideas, situations, or events	
11)	Displays intellectual playfulness and likes to fantasize and imagine	
12)	Less inhibited than peers in expressing opinions and ideas, and often disagrees spiritedly with others	
13)	Is sensitive to beauty and attracted to aesthetic values	

F. STUDENT RESPONSE (to be completed independently, at school, preferably typed)

1. Describe yourself as a learner:
 - What are your strengths?
 - What are your challenges?
 - How do you like to learn about new things that are challenging?
 - How do you prefer to demonstrate what you have learned?
2. If you could change one thing about the world, what would it be and how would you make it happen?
3. What do you know about the GATE Program and why do you want to be in it?

G. STUDENT STRENGTH SAMPLE (may be completed at home or school)

In collaboration with the teacher, the student should submit a "piece" that exemplifies the student's strength, such as artwork, music, writing, a speech, a multi-media presentation, etc. Whatever format is provided, it must be universally accessible for the placement committee. Please note the sample provided will not be returned, but will become the property of the CBE according to Admin Regulation #6024.

GATE PROGRAM PLACEMENT CONSIDERATION for 2012 – 2013

H. SCHOOL/TEACHER RESPONSE

GATE offers a challenging curriculum that provides:

- Opportunities to explore substantial global questions, to integrate several academic areas, and extends beyond the Program of Studies.
- Provides opportunities to apply higher-level thinking skills and diverse problem-solving strategies to real world issues.
- Opportunity to learn at the level and pace that is consistent with the student's capabilities.
- Opportunities to explore areas of particular interest through independent research.
- Access to experts and mentors, when possible.
- Enhanced resources.

How do you see the GATE Program best meeting this student's individual learning, social, and emotional needs?

This form, together with all other required GATE documentation, is to be submitted as per the instructions in the GATE Placement Process 2012 for 2013 document available at:

http://www.cbe.ab.ca/programs/spec_ed/pdfs/GATEPlacementProcess2012for2013.pdf

If you have questions about this form please speak with your
Principal or contact:

Sara Peden
Specialist/Psychologist, Giftedness and Learning Disabilities
Phone: 403-817-7630
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Thank you for your assistance!