

## Appendix A: Emerging Potential for Gifted Checklist

*(Note: Complete this checklist only if there is reason to believe the student will have emerging potential for gifted during the identification process.)*

District personnel shall complete this checklist for any student referred for the gifted program that satisfies one or more of the descriptors for emerging potential for gifted, listed under the Student Identification Processes section of the Gifted Regulations. If some of these elements fit the student being considered, the student could be at a disadvantage when certain measures are used during the identification process. This information is only to be considered when selecting appropriate measures during the identification process.

**Student:** \_\_\_\_\_ **Grade:** \_\_\_\_ **Teacher:** \_\_\_\_\_

**District:** Leland School District

**School:** LES LMS **Date:** \_\_\_\_\_

**Questionnaire Completed By:** \_\_\_\_\_

**Relationship to Student:** \_\_\_\_\_

### Option I

A student who has been diagnosed with ADD/ADHD qualifies for use of the emerging potential for testing criteria as defined in the regulations.

Date of Diagnosis: \_\_\_\_\_ Person making diagnosis: \_\_\_\_\_

**(Attach a copy of diagnosis and recommendations.)**

### Option II

If the student satisfies five (5) or more of the following criteria, the student may be considered for emerging potential for testing criteria as defined in the regulations.

- The student has limited English proficiency or English is not the primary language in the home.
- Non-standard English interferes with learning activities.
- There is evidence of frequent moves from one school to another or one district to another.
- Few academic enrichment opportunities are available in the home or local neighborhood.
- Home or after-school responsibilities may interfere with the student's learning activities.
- Cultural values may be in conflict with dominant culture.
- There is a lack of access to cultural activities within the dominant culture.
- The student has poor reading skills.
- The student is frequently absent.
- The student demonstrates difficulty staying on task.