



**Rockford Area Schools
District Office**

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Rockford MN 55373
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EXCEL Gifted and Talented Program
Samantha Heitke, Coordinator

Rockford Elementary
Arts Magnet School
7650 County Rd 50
Rockford MN 55373
763-477-5837
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Rockford Middle School
Center for Environmental
Studies
6051 Ash Street
Rockford MN 55373
763-477-5831
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**Rockford Elementary Arts Magnet
School (K-4)**

Brenda Petersmeyer, Principal
7650 County Rd 50
Rockford MN 55373
763-477-5837
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**Rockford Middle School Center for
Environmental Studies (5-8)**

Amy Denneson, Principal
6051 Ash Street
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Board of Education:

Ted Botten, Chair
Kris Abrahamson, Vice Chair
Chuck Tryon, Clerk
Todd Anderson, Treasurer
Kathy Smith, Director
Lisa Hall, Director

Dear Parent or Guardian:

As you know, the structure of the EXCEL Gifted and Talented Program allows us to serve a broad range of advanced learners through a variety of programming options. The most direct level of service addresses the needs of formally identified gifted and talented students in 4th-8th grade.

We are currently working through our formal gifted and talented identification process, which began with the CogAT screener for all students. This formalized and research-based committee process helps us determine the best way to meet student needs. We collect, organize, and analyze many different types of information to make these important educational decisions.

Although the work your child does in school gives us many opportunities to observe his or her strengths and interests, understanding the way your child pursues learning at home is an important piece of data as well. You have a unique opportunity to observe when/if your child shows advanced behaviors.

The attached questionnaire asks you to look at seven different areas of a child's development. It is an open-ended type of questionnaire. Rather than simply marking a checklist, the form will ask you to supply specific examples of the behaviors and traits if you observe them in your child at home. You will see examples are included. Please keep in mind that each example is included only to help clarify the meaning of the category.

Please look at the questionnaire and, if you feel your child shows some of the behaviors, fill it out and return it to school. Any information you share will be used to complement the test scores we also use in the identification process.

If you should have any questions, please do not hesitate to contact me. We very much appreciate your assistance in helping us to provide the best possible educational program for your child.

Sincerely,

Samantha Heitke
EXCEL Gifted and Talented Program Coordinator
heitkes@rockford.k12.mn.us
763-477-5837 x1700

A Tradition of Excellence, One Student at a Time

Serving the Communities of Corcoran, Greenfield, Rockford and Rockford Township

Parent Information Form

Grades K through 3

Derived from The Kingore Observation Inventory (KOI)

STUDENT _____ GRADE _____

PARENT _____ DATE _____

TEACHER _____ SCHOOL _____

Parents have unique opportunities to see their children at play, at work, and in family settings. Please, share your observations with us. This form and the similar KOI completed by the teacher will be included with other data to increase our understanding of your child's needs.

ADVANCED LANGUAGE

Uses words that seem advanced for the age-level expectations
Rewords own language for younger or less mature children
Explains how unrelated things are similar
Uses words for time concepts (clock and calendar) accurately
Uses similes, metaphors, or analogies; "A ___ is really like a ___ because ___"
Asks questions about words (in print or oral language)

Examples from above of things my child said: _____

ANALYTICAL THINKING

Demonstrates complex or abstract thinking
Analyzes household or school tasks
Notices a surprising depth of details about surroundings
Takes apart and reassembles things or ideas with skill
Expresses relationships between past and present experiences
Makes up songs, stories, or riddles about experiences
Organizes collections of things uniquely; likes to plan or arrange things

Examples from above of things my child said or did: _____

MEANING MOTIVATION
<p>Is philosophical Asks surprisingly intellectual questions Is curious; experiments Demonstrates an unexpected depth of knowledge in one or more areas Exhibits intense task commitment and energy when pursuing interests Remembers! Is independent</p>

Examples from above of things my child said or did: _____

PERSPECTIVE
<p>Explains another's point of view Shows dimension, angle, or perspective in art, writing, math solutions, or problem solving Creates complex shapes, patterns, or graphics Applies left and right without prompting Adds interesting details to enhance products</p>

Examples from above of things my child said or did: _____

SENSE OF HUMOR
<p>Says or does something indicating an unexpected, sophisticated humor Catches an adult's subtle humor Understands and uses puns and riddles "Plays" with language Develops humorous ideas to an extreme</p>

Examples from above of things my child said or did: _____

<i>SENSITIVITY</i>
Cares deeply; intense concern for human issues Tries to take action to help someone in need Expresses feelings through words or art Explains others' feelings Displays a strong sense of fairness Expresses high expectations of self and others Seems to overreact at times

Examples from above of things my child said or did: _____

<i>ACCELERATED LEARNING</i>
Learns new things quickly with minimum practice Uses multiple characteristics when discussing items Reads passages at an advanced, fluent reading level for the age-level expectations Explains the meaning of what has been read Demonstrates an unexpected mastery of math or science concepts Uses a dictionary, encyclopedia, map, atlas, or computer to gain advanced information Creates products which seem advanced for the age-level expectations

Examples from above of things my child said or did: _____

Other information I would like you to know about my child: _____

Please return this form to your child's teacher by: _____
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