

George Elementary School HC Program Parent Input Form for 2010-2011

TASK COMMITMENT:

	Seldom	Sometimes	Often
1. The child is concerned with right and wrong, good and bad; often evaluates, ranks, or judges the worth of events, people’s actions, or things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The child likes to organize and bring structure to things, people and the situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The child prefers to work independently; requires little direction from adults. Is a self-starter; shows initiative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The child becomes absorbed and deeply involved in certain topics, projects, or problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The child is easily bored with routine tasks and drill. Often is self-assertive; stubborn in his/her beliefs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The child works cooperatively and seeks group agreement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CREATIVITY:

	Seldom	Sometimes	Often
1. The child has several ideas or answers instead of just one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The child exhibits a variety of ideas and explores many of them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The child thinks in uncommon ways, has unique, unusual ideas or approaches to problem solving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The child wants to “jazz-up” or embellish own ideas or the responses of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The child questions everything and everybody.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The child likes to pretend, daydream, or imagine new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The child is interested in intricate things and ideas. Chooses difficult problems over simple ones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The child sets high goals of accomplishment and is not afraid to try to achieve them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The child will defend ideas regardless of the reactions of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The child exhibits creativity in writing, music, art, or science work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INTELLECTUAL AND ACADEMIC ABILITY:

	Seldom	Sometimes	Often
1. The child works above grade level in a particular academic area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The child possesses a storehouse of information about a variety of topics (beyond the usual interests of youngsters his/her age).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The child learns quickly and easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The child understands abstract ideas readily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The child uses a large vocabulary with accuracy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The child is a keen observer; usually “sees more” or “gets more” out of a story, film, etc., than others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The child is fluent in more than one language (i.e., sign language, foreign languages, or non-standard English).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>