

# Weld Re-5J School District Gifted and Talented



## English Language Learner Investigation Form

**Investigation form:** Teachers, parents, and students can specifically refer ELL students for gifted identification consideration. This is the first step in the process of investigating an ELL student for gifted indicators. Please complete the following investigation form in its entirety and submit to your building level GT Coach at the school the student attends.

Demographic Information:

<b>Student Name</b>	<b>Student ID</b>
<b>Birth Date</b>	<b>School/Grade</b>
<b>Name of Person Referring</b>	<b>Relationship to Student</b>
<b>Date Submitted</b>	<b>Building Level GT Coach</b>

How may we contact you?

<b>Email</b>	
<b>Phone</b>	

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### Parent/Teacher Checklist

Please complete the following checklist by providing *examples* of how these characteristics are demonstrated by the nominated student. It is not necessary to complete all of the traits but please complete as much as possible. Feel free to attach examples to this form.

*The following characteristics stem from work called Project GOTCHA (Galaxies of Thinking and Creative Heights of Achievement), a Title VII, Academic Excellence program, under the Office of Bilingual Education and Language Minority Affairs, U.S. Department of Education. The program identifies and serves gifted, creative, and talented limited English proficient (LEP) students in grades 1–8. According to Project GOTCHA, gifted and talented English language learners tend to demonstrate at least some of the following characteristics:*

Traits	Examples
Language Based: Demonstrates language proficiency levels above other ELLs (Please provide WIDA and ACCESS scores.)	
Language Based: Shows ability to code switch, is willing to translate for others, or learns multiple languages at an accelerated pace	
Language Based: Wants to teach others from his/her heritage language and/or has superior knowledge of phrases and heritage dialects along with the ability to translate them to English	
Language Based: Conveys and picks up on humor, or has a grasp on jokes related to cultural differences	
Culture Based: Balances behaviors expected in both the heritage and new culture; demonstrates a global sense of community and respect for cultural differences	
Culture Based: Shares his/her heritage culture; shows pride in his/her culture and ethnic background	
School Based: Reads in native language two grades above	
School Based: Shows high ability in mathematics	
School Based: Demonstrates advanced aptitude in creative domains, or is a leader in multiple settings	