



Quest Program

Request for assessment form



Please word process or print very clearly

Student's full name _____

Applying for entrance in what school year? _____

Birth date _____ Male _____ Female _____

Current school _____

Current Grade _____ Teacher _____

Parent/guardian name _____

Parent/guardian signature _____

Signature on this application gives consent to further assess the applicant for admission.

Address _____

City/state/zip code _____

Telephone number _____

Email contact _____

Secondary Address (if applicable) _____

Secondary City/state/zip code (if applicable) _____

Secondary Email contact (if applicable) _____

1st – 4th Grade students only

If this student is recommended for the Quest program, does your family have an interest in transferring siblings to Parkside elementary to make this your family's elementary school?

Yes _____ Not Interested _____ No siblings entering K-5 _____

Include the following with this assessment request:

- A completed parent/guardian perception form.
- Any additional assessment information available on the applicant, such as IQ measures or other testing done by another school district or an independent assessor, such as a psychologist.
- A copy of the student's IEP and most recent special education assessment evaluation, if applicable.
- **Students who do not currently attend a BHM school should also submit:**
 - A copy of the student's most recent report card
 - Most recent grade and standardized test scores available
 - A completed teacher perception form(s)

*Return this request for assessment with the other materials for consideration to:
Department of Teaching and Learning, 214 1st Avenue NE, Buffalo, MN 55313.
Fax 763-682-8748, E-mail: tteicher@bhmschools.org*



PARENT PERCEPTION FORM

Student Name _____

School _____ Current Grade level _____

Name of person completing this form _____

Check the one word that best describes your child. Cite examples whenever possible.

A. My child demonstrates intense learning through:

<i>ALMOST ALWAYS</i>	OFTEN	SELDOM	
			Determination to complete assignments effectively and efficiently
			Using advanced vocabulary, incorporating it into writing or conversation
			Reading for information beyond the facts
			Acquiring new skills and concepts quickly; grasping underlying principles and making valid generalizations
			Exploring topics of personal interest beyond age level; becoming totally absorbed in an area of particular interest

Examples _____

B. My child demonstrates analytical thinking through:

<i>ALMOST ALWAYS</i>	OFTEN	SELDOM	
			An understanding of abstract or complex concepts
			An interest in challenging situations; approaching problems from varied perspectives; tackling difficult problems and issues which others may find frustrating
			A sense of humor reflecting advanced understanding; seeing humor in situations others find humorless
			An awareness of relationships; using metaphors or analogies; making mental connections
			A willingness to take risks; showing confidence in answers and unafraid to substantiate an opinion different from others

Examples _____

C. My child demonstrates creative production through:

<i>ALMOST ALWAYS</i>	OFTEN	SELDOM	
			Fluency and Flexibility; generating ideas, adapting to new situations
			Originality; expressing the familiar in unusual ways, offering unique solutions to problems or questions; creating original products
			Elaboration; creating detailed projects; turning the simple into complex, adding details
			Questioning; asking complex questions; utilizing a high level of inquiry and reflection
			Social consciousness; concern for injustice; social issues, and moral questions beyond age level

Examples _____

D. My child demonstrates strong motivation through:

<i>ALMOST ALWAYS</i>	OFTEN	SELDOM	
			Working well independently or is able to focus when given directions
			Exceeding expectations; doing more than what is required
			Working cooperatively as a team member; receptive to the ideas of others
			Enthusiasm for assignments; completing assignments on time or prior to due date
			Assuming leadership positions; directing others

Examples _____

Include any other information about your child's abilities, aptitudes or characteristics that may assist the placement committee in determining if the Quest program is a needed accommodation.

Is there anything else you would like to share about your child?

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