



TEACHER/EDUCATION PROFESSIONAL PERCEPTION FORM

Student Name _____

School _____

Current Grade level _____

Name of person completing this form _____

Contact Information (if not a BHM teacher):

Phone: _____ Email: _____

Teachers: Please return this perception form to Tess Teichert - Department of Teaching and Learning, Discovery Center, Fax 763-682-8748 or E-mail:tteicher@bhmschools.org

Comparing this student with other academically adept students, check the box which best describes the child. Cite examples whenever possible.

This student demonstrates intense learning through:

ALMOST ALWAYS	OFTEN	OCCASIONALLY	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 _____

This student demonstrates analytical thinking through:

ALMOST ALWAYS	OFTEN	OCCASIONALLY	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 _____

This student demonstrates creative production through:

<i>ALMOST ALWAYS</i>	OFTEN	OCCASIONALLY	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 _____

This student demonstrates strong motivation through:

<i>ALMOST ALWAYS</i>	OFTEN	OCCASIONALLY	RARELY	
				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 _____

<i>ALMOST ALWAYS</i>	OFTEN	OCCASIONALLY	RARELY	
				This student needs curriculum and challenges beyond what is provided in a general education classroom.
				This student is able to work independently on non-preferred tasks?
				This student is able to work independently without teacher redirection?
				This student responds positively to academic challenge?
				This student needs curriculum and challenges beyond what is provided in a general education classroom.

Independently	With minimal adult support	With moderate adult support	With extensive adult support	
				How does this student respond to stress?
				How does this student respond to academic challenges?
Approximately _____ times per _____				How often is adult support typically needed in regards to the items above?

Student Data and Interventions

Please include any applicable student data below:

Guided Reading Level: _____ Date of Assessment _____ Other relevant student data:

Oral Reading Fluency: _____ Date of Assessment _____

Describe any enrichment or accommodations you have needed to make for this student:

Is there anything else that you want to share about this student? (Please add an extra sheet if needed)

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