



**PARENT ACCELERATION REFERRAL  
PERMISSION for INDIVIDUAL ASSESSMENT**

Student \_\_\_\_\_ Grade \_\_\_\_\_ Building \_\_\_\_\_

Home Address \_\_\_\_\_ Date of Birth \_\_\_\_\_

Primary Contact Email \_\_\_\_\_

Primary Contact Phone Number \_\_\_\_\_

Father's Name \_\_\_\_\_ Father's Occupation \_\_\_\_\_

Mother's Name \_\_\_\_\_ Mother's Occupation \_\_\_\_\_

Current Grade \_\_\_\_\_ Proposed Grade \_\_\_\_\_

**Siblings**

Name	Gender	Age	School Grade	Name of School

**Prior Professional Evaluation Services**

Has the student received a formal professional evaluation (e.g. from a psychologist, social worker, or learning specialist) for disabilities or disorders?     Yes     No

If yes, please describe:

For the following items, please place a check mark next to the response that best describes the student.

#### Attendance at School

<input type="checkbox"/>	Student has a history of frequent absences and tardiness unrelated to illness or family issues.
<input type="checkbox"/>	Student has a history of frequent absences due to illness or family issues.
<input type="checkbox"/>	Absences and tardiness are average compared to same-age children.
<input type="checkbox"/>	Student has excellent attendance.

#### Motivation

<input type="checkbox"/>	Student does not complete work and appears disinterested in school work.
<input type="checkbox"/>	Student completes tasks that are of interest to him or her.
<input type="checkbox"/>	Student completes virtually all assignments on time and shows a positive attitude.
<input type="checkbox"/>	Student completes most assignments more quickly and more comprehensively than other age-mates.

#### Attitude toward Learning

<input type="checkbox"/>	Student is disinterested and/or frustrated when presented with new academic challenges.
<input type="checkbox"/>	Student completes work competently but inconsistently.
<input type="checkbox"/>	Student completes work but rarely seeks further challenges.
<input type="checkbox"/>	Student actively seeks and persists in new and rigorous academic challenges.

#### Participation in Community Sponsored Extracurricular Activities

<input type="checkbox"/>	Activities are available for the student's age level but student does not participate.
<input type="checkbox"/>	Student shows limited participate in available activities.
<input type="checkbox"/>	Student participates in two or more activities and does well but has not received special recognition.
<input type="checkbox"/>	Student has a leadership role or has received recognition in on or more activities.

#### Academic Self-Concept

<input type="checkbox"/>	Student's academic self-concept is weak (underestimates abilities).
<input type="checkbox"/>	Student's academic self-concept is inflated (overestimates abilities).
<input type="checkbox"/>	Student's academic self-concept is positive and realistic.

#### Emotional Development

<input type="checkbox"/>	Student exhibits a pattern of emotional disturbances (e.g., depression, inappropriate emotions and interactions, aggressive behavior, etc.)
<input type="checkbox"/>	Student reacts aggressively and/or defensively when criticized.
<input type="checkbox"/>	Student is very sensitive to criticism or demands.
<input type="checkbox"/>	Student thoughtfully considers feedback and criticism and modifies behavior appropriately.

#### Behavior

<input type="checkbox"/>	Student has a history of frequent discipline problems.
<input type="checkbox"/>	Student has occasional discipline problems.
<input type="checkbox"/>	Student has no history of discipline problems but is not exemplary.
<input type="checkbox"/>	Student's behavior is exceptionally positive and effective.

### Relationships with Peers

<input type="checkbox"/>	Student has extremely poor interpersonal skills and virtually no friends.
<input type="checkbox"/>	Student's interpersonal skills are not as well-developed as age-mates.
<input type="checkbox"/>	Student's interpersonal skills are appropriate for age.
<input type="checkbox"/>	Student demonstrates good interpersonal skills and prefers to be with older children and/or adults rather than age-mates.
<input type="checkbox"/>	Student has good interpersonal skills with age-mates, as well as with both older and younger students and with adults.

### Relationships with Teachers

<input type="checkbox"/>	Student has poor interpersonal relationships with all teachers.
<input type="checkbox"/>	Student has poor interpersonal relationships with most teachers.
<input type="checkbox"/>	Student has good interpersonal relationships with most teachers.
<input type="checkbox"/>	Student has excellent interpersonal relationships with virtually all teachers.

### Participation in Non-School Extracurricular Activities (e.g. sports, music, art, Scouts)

<input type="checkbox"/>	Student does not participate in any activities.
<input type="checkbox"/>	Student participates occasionally in activities.
<input type="checkbox"/>	Student participates in two or more activities and does well but has not received special recognition.
<input type="checkbox"/>	Student has a leadership role or has received recognition in one or more activities.

### Student's Attitude Regarding Acceleration

<input type="checkbox"/>	Student indicates that he/she does not want to accelerate.
<input type="checkbox"/>	Student is unsure about acceleration.
<input type="checkbox"/>	Student is mildly positive about acceleration.
<input type="checkbox"/>	Student is enthusiastic about acceleration.

Comments or Concerns:

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

Return to: Beth Sizemore  
Beavercreek City Schools  
3040 Kemp Road, Beavercreek, OH 45431