

**Johnston Community Schools**  
**Student Nomination Form for High School ELP**

(first & last)

**Name** \_\_\_\_\_ **grade** \_\_\_\_\_  
**date** \_\_\_\_\_

**This form is needed for ELP identification whether or not you take the class. If you need more room, or wish to type your responses, attach an additional sheet to this form. Please number your responses if you use another sheet. Return the form to Mrs. McConnell at ASAP for best opportunity to take the class. 1/2018**

- 1. Why do you want to participate in the Extended Learning program, and what do you want to get out of the program?**
  
- 2. What do you feel are your strongest areas or special talents?**
  
- 3. What three adjectives would you use to describe yourself?**
  
- 4. If you could learn from anyone, past or present, whom would you choose? Why?**
  
- 5. If you took an ELP class, what projects/activities might you like to develop?**
  
- 6. What do you do in your spare time/ What hobbies and special interests do you have?**
  
- 7. Describe a personal accomplishment that made you feel proud and capable.**
  
- 8. If available, list email contact for a teacher who would support your nomination for ELP. What classwork or attitudes did you display that they can discuss with us?**
  
- 9. What else should we know about you?**

## Parent Evaluation Form for Johnston ELP Program

Please return to Mrs. McConnell, JMS

Student name \_\_\_\_\_ Birthdate \_\_\_\_\_ Grade \_\_\_\_\_

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

*Below are characteristics frequently shown by students with high ability. Please read each statement carefully and indicate the degree to which you have observed the trait or skill in this student by placing an "X" in the appropriate column. Your input, though optional, provides us with more information.*

*Never/Sometimes/Always*

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Asks many and unusual questions which may be embarrassing, advanced or controversial; unaffected by peer criticism; high curiosity                  | 1 | 2 | 3 | 4 | 5 |
| 2. More creatively impulsive or academically enthusiastic than others  | 1 | 2 | 3 | 4 | 5 |
| 3. Displays a keen sense of humor and sees humor in situations others may not; a sense of the "absurd" (parody, cartooning)                            | 1 | 2 | 3 | 4 | 5 |
| 4. Prefers variety and novelty in design, ideas, music, food, color, clothing, methods of solving an old or new problem                                | 1 | 2 | 3 | 4 | 5 |
| 5. Is self-disciplined, able to produce idea or product in set time limit  | 1 | 2 | 3 | 4 | 5 |
| 6. Has many hobbies (some long duration, but others short-lived)   | 1 | 2 | 3 | 4 | 5 |
| 7. Invents solutions to established problems; creates mechanical/ technological solutions; creates problems for which there are no apparent solutions. | 1 | 2 | 3 | 4 | 5 |
| 8. Has broad knowledge background  | 1 | 2 | 3 | 4 | 5 |
| 9. Assembles or disassembles mechanical objects with little or no training   | 1 | 2 | 3 | 4 | 5 |
| 10. Shows greater tolerance for ambiguity and discomfort than others   | 1 | 2 | 3 | 4 | 5 |
| 11. Shows emotional sensitivity  | 1 | 2 | 3 | 4 | 5 |
| 12. Leaves out steps; proceeds from A to Z in one jump   | 1 | 2 | 3 | 4 | 5 |
| 13. Has an unusually advanced vocabulary; uses it appropriately  | 1 | 2 | 3 | 4 | 5 |
| 14. Has high aesthetic values and judgment   | 1 | 2 | 3 | 4 | 5 |
| 15. Appears forgetful, chaotic, and oblivious to time constraints when absorbed in an activity/problem of interest                                     | 1 | 2 | 3 | 4 | 5 |

16. Takes intellectual and/or creative risks	1	2	3	4	5
17. Is enthusiastic and suggests other ideas; is willing to overlook problems temporarily when confronted with a new solution	1	2	3	4	5
18. Sees hidden meanings or cause and effect relationships that are not obvious; sees patterns and connections between ideas/objects	1	2	3	4	5
19. Evidences awareness of classroom events and questions them	1	2	3	4	5