



Dear Families,

Attached is the *Home Observation Inventory*. This inventory is adapted from the Kingore Observation Inventory Second Edition (2001). The *Home Observation Inventory* is used as part of the appeal process for identifying students for gifted programming in ISD 194. Gifted identification is based on multiple criteria. A district selection committee reviews each candidate's referral profile and determines placement. The *Home Observation Inventory* allows for anecdotal information to be considered in the process. After reviewing the *Home Observation Inventory*, the district selection committee may determine that a student would benefit from an individual testing environment.

There are two primary purposes for the *Home Observation Inventory* during the gifted identification process.

**Purpose 1: Identification for Discover**

Students are invited to participate in Discover based on the *Teacher Observation Inventory* and/or standardized testing. A district selection committee reviews each candidate based on district-wide criteria in ability and achievement. A family may appeal identification for Discover using the *Home Observation Inventory*. The *Home Observation Inventory* allows for anecdotal evidence of giftedness that may not present itself through standardized testing. When you have completed the inventory, please return it to the gifted education specialist at your child's school. An emailed electronic copy is preferred.

**Purpose 2: Identification for Ignite!**

Ignite! is a full-time program for highly-gifted learners. Admission into Ignite is based on district-wide ability and achievement criteria at the 98<sup>th</sup> percentile or higher. Families are notified of a student's eligibility for Ignite! prior to the Ignite! application deadline. A family may appeal identification for Ignite! using the *Home Observation Inventory*. The *Home Observation Inventory* allows for anecdotal evidence of giftedness that may not present itself through standardized testing. Submit the completed inventory with your child's Ignite! application. **Please submit the inventory by the Ignite! application deadline.**

Use the *Home Observation Inventory* to highlight your child's areas of strength. A child does not need to have examples in all of the categories to be considered for individual testing or identified for gifted services. When filling out the inventory, provide specific examples of instances where your child exhibited the type of behavior described.

In addition to the *Home Observation Inventory*, families are requested to submit a formal request to the District Selection Committee for this appeal. Space is provided at the end of this inventory to make this request.

Please fill out the inventory electronically if possible. If you have any questions, contact the building gifted education specialist or me.

Sincerely,

*Molly Hammel - Lakeville Area Public Schools Elementary Gifted Education Coordinator*

**Please use this format to save the form electronically.**

HOI\_lastname\_firstname Shorten the name as needed. (Example:HOI\_Doe\_John)

- For Discover appeal please email or send to your building Gifted Education Specialist
- For Ignite! appeal please email to Molly Hammel [molly.hammel@isd194.org](mailto:molly.hammel@isd194.org)

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If an electronic copy is not available please send to:  
**Ignite!** Attention: Molly Hammel  
8640 165<sup>th</sup> Street West, Lakeville, Minnesota 55044  
952-232-2558

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Student Name: \_\_\_\_\_

Name of person filling out this form: \_\_\_\_\_ Relationship to the child \_\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Purpose for filling out this form:  Discover Appeal  Ignite! Appeal

**Parents/guardians have unique opportunities to see their children at play, work, and in family settings. Please share your observations with us. Use specific examples. This form will be included with other data to increase our understanding of your child’s educational needs.**

**Please focus on the categories that you see as your child’s strengths. Examples in all areas are not required.**

Responses should provide specific examples of the categories listed.

<p><b>Advanced Language:</b></p> <ul style="list-style-type: none"> <li>● Uses words that seem advanced for the age-level expectations</li> <li>● Rewords own language for less mature children</li> <li>● Explains how unrelated things are similar</li> <li>● Displays verbal skills when teaching others, handling conflicts or influencing the behavior of others</li> <li>● Uses words for time concepts (clocks and calendar) accurately</li> <li>● Uses similes, metaphors, or analogies: “A ___ is really like a ___ because ___”</li> <li>● Asks questions about words (in print or oral language)</li> <li>● Uses the specific language of a discipline</li> </ul>	<p><b>Examples of <i>Advanced Language</i> that my child said:</b></p>
<p><b>Analytical Thinking:</b></p> <ul style="list-style-type: none"> <li>● Demonstrates complex and/or abstract thinking</li> <li>● Analyzes classroom tasks and instructional techniques</li> <li>● Notices a surprising depth of detail about surroundings</li> <li>● Takes apart and reassembles, ideas, objects, or experiences</li> <li>● Expresses relationship between past and present experiences</li> <li>● Makes up songs, stories or riddles about experiences</li> <li>● Organizes collections of things uniquely: likes to plan things or arrange things</li> <li>● Analyzes cause and effect, consequences, or alternatives</li> </ul>	<p><b>Examples of <i>Analytical Thinking</i> that my child said or did:</b></p>

<p><b>Perspective</b></p> <ul style="list-style-type: none"> <li>● Explains another’s point of view</li> <li>● Shows dimension, angle, or perspective in art, writing, math solutions or problem solving</li> <li>● Approaches problems from an unusual perspective in oral discussions, art, writing, and math solutions, or problem solving</li> <li>● Creates complex shapes, patterns, products or graphics</li> <li>● Adds interesting details to enhance products.</li> <li>● Expresses past, present, future aspects of an issue</li> <li>● Appreciates the beauty and value of things</li> </ul>	<p><b>Examples of <i>Perspective</i> that my child said or did:</b></p>
<p><b>Sense of Humor</b></p> <ul style="list-style-type: none"> <li>● Says or does something indicating an unexpected, sophisticated humor</li> <li>● Catches an adult’s subtle humor</li> <li>● Understands and uses puns and riddles</li> <li>● Plays with language</li> <li>● Develops humorous ideas to an extreme</li> <li>● Uses figurative language for humorous effect</li> </ul>	<p><b>Examples of <i>Sense of Humor</i> that my child said or did:</b></p>
<p><b>Sensitivity</b></p> <ul style="list-style-type: none"> <li>● Cares deeply: intense concern for human issues</li> <li>● Tries to take action to help someone in need</li> <li>● Expresses feelings through words or art</li> <li>● Explains others’ feelings</li> <li>● Displays a strong sense of fairness</li> <li>● Expresses high expectations of self and others</li> <li>● Seems to overreact at times</li> </ul>	<p><b>Examples of <i>Sensitivity</i> that my child said or did:</b></p>
<p><b>Accelerated Learning</b></p> <ul style="list-style-type: none"> <li>● Learns new things quickly with minimum practice</li> <li>● Categorizes by multiple, often less-obvious, attributes</li> <li>● Reads passages at an advanced, fluent reading level for age-level expectations</li> <li>● Demonstrates an unexpected mastery of math or science concepts</li> <li>● Uses a dictionary, encyclopedia, map, atlas, or computer to gain advanced information</li> <li>● Creates products which seem advanced for age-level expectations</li> <li>● Applies mathematical operations with sophisticated mastery</li> </ul>	<p><b>Examples of <i>Accelerated Learning</i> that my child said or did:</b></p>

**ISD 194 Gifted Education Appeal**

Additional information for the District Selection Committee:

By submitting the *Home Observation Inventory*, a parent or guardian is submitting an appeal for placement into gifted services. Please attach a separate letter or use the space below to provide any additional information about your child that would be helpful in determining appropriate educational services and placement.

This information will be shared directly with the District Selection Committee. The District Selection Committee will review each request and determine appropriate action.