

# Parent Evaluation Form

Child's Name \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_ Age \_\_\_\_\_  
Yrs. Months

Address \_\_\_\_\_ Phone \_\_\_\_\_

Person completing scale

Relationship to child

## **DIRECTIONS FOR USING THE SCALE:**

*Check the appropriate box beside each item which best describes the child's behavior.*

Often    Sometimes    Seldom

### **FLUENCY**

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| The child thinks of several answers when a question is asked.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child draws several pictures when asked to draw one.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child has several ideas about something instead of just one. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child asks many questions.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child uses a large number of words when expressing ideas.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child works rapidly and produces a great deal.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### **FLEXIBILITY**

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| The child thinks of many ways to use an object rather than its common use.        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child expresses more than one meaning for a picture, story, poem, or problem. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child can transfer meaning in one subject to another subject.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child is able to see more than one point of view.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child exhibits a variety of ideas and explores many of them.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child thinks of numerous possibilities for solving a problem.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### **ORIGINALITY**

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| The child likes objects in a room placed off-center or prefers drawings and designs which are asymmetrical. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child becomes dissatisfied with one right answer and seeks other options.                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child thinks in uncommon ways.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child enjoys the unusual and dislikes ordinary ways of doing things.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child, after having read or heard about a problem, begins inventing solutions.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child questions established methods and devises new   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

methods of problem solution.

**ELABORATION**

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| The child adds lines, color, and details to his/her drawing.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child senses a deeper meaning in an answer or solution and produces more depth of meaning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child takes off with another's idea and alters it in some way.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child wants to "jazz-up" or embellish the work or ideas of others.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child has little interest in ordinary objects and adds details to make them better.        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child changes the rules of games.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**CURIOSITY**

Often    Sometimes    Seldom

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| The child questions everything and everybody.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child loves to explore mechanical things.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child is constantly searching for new avenues of thinking.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child normally explores things and ideas which are new to him.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child is alert to possibilities for solutions.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child explores books, games, maps, pictures, etc., to find more meaning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**IMAGINATION**

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| The child makes up stories about places never seen.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child imagines how others would deal with a problem.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child daydreams about things or places.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child lies to imagine things he has never experienced.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child sees things in pictures or drawings other than the obvious. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child can wonder freely about things and ideas.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**COMPLEXITY**

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| The child is interested in intricate things and ideas.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child likes to involve himself in complicated tasks.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child wants to figure things out without assistance.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child enjoys tasks that are difficult.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child thrives on trying again and again in order to succeed.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The child produces more complex solutions to problems than seen necessary. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**RISK-TAKING**

Often    Sometimes    Seldom

The child will defend ideas regardless of the reactions of others.           

The child set high goals of accomplishment and is not afraid to try to achieve them.           

The child admits to mistakes or failures.           

The child likes trying new things or ideas and is not easily influenced by friends.           

The child is not overly concerned with disapproval by classmates, teachers or parents.           

The child prefers taking chances or “dares” just to learn of the outcomes.           

*Following are four open-ended questions which will allow you an opportunity to express your reactions about the child and a program in school for creative children. Make your statements brief but specific.*

Do you think this child is or may be bright? \_\_\_\_\_ Yes \_\_\_\_\_ No (Check one)  
If yes, why? \_\_\_\_\_

\_\_\_\_\_

If no, why? \_\_\_\_\_

\_\_\_\_\_

Do you think this child is or may be creative? \_\_\_\_\_ Yes \_\_\_\_\_ No (Check one)  
If yes, report briefly what he or she does in a creative way. \_\_\_\_\_

\_\_\_\_\_

If no, why not? \_\_\_\_\_

\_\_\_\_\_

What would you like to see a child accomplish as a result of participation in a program for bright and creative children? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_