

Traits Aptitudes Behaviors

Screening/Referral Form

Worksheet for observing a student's exhibition of the core attributes of giftedness

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Adapted for New Mexico by
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Date: _____ Grade or Subject: _____
Name: _____ Student Number: _____
Birthdate: _____ Gender: _____ School: _____
Observer: _____ Relationship to student: _____

PURPOSE: This rating system facilitates classroom teachers' observation and reporting on traits, aptitudes, and behaviors that are present in gifted persons of all cultures. Teachers should use one of these forms to refer each student they think should be further assessed for gifted.

INSTRUCTIONS: Observe students. Begin one of these forms for each observed student. Fill out demographic information, above. Read the definitions and examples for each of the ten TABS. Reflect on the student's exhibition of each TAB and report on it according to the directions at the top of each page. Add comments as necessary. Return the completed form to your teacher of the gifted.

Directions: Use the boxes below the definitions and descriptions of the basic traits, aptitudes and behaviors associated with the giftedness construct to record examples of TAB's displayed by the student. Use the scale in the bottom of each box to summarize your evaluation. Remember that 10 - 9 = (almost always, 86% to 100% of the time), 8 - 7 = (generally, 66 to 85% of the time), 6 - 5 = (frequently, 36 to 65% of the time), 4 - 3 = (sometimes, 16 to 35% of the time), 2 - 1 (rarely, 0 to 15% of the time).

<p>Motivation: desire to learn</p> <ul style="list-style-type: none"> • Demonstrates persistence in pursuing and completing self-selected tasks (school or non-school activities). • Expresses enthusiasm about learning • Aspires to be somebody or something 	<p>Interest: intentness, passion, concern, or curiosity about something</p> <ul style="list-style-type: none"> • Demonstrates unusual or advanced interest in a topic or activity • Self-starts • Pursues an activity unceasingly 	<p>Communication: highly expressive and effective in use of words, numbers and/or symbols</p> <ul style="list-style-type: none"> • Demonstrates unusual ability to communicate in one or more ways (verbally, physically, artistically, symbolically) • Uses particularly apt examples, illustrations, or elaborations 	<p>Problem solving ability: effective, inventive strategies used to recognize and solve problems</p> <ul style="list-style-type: none"> • Demonstrates unusual ability to devise or adapt as systematic strategy for solving problems • Changes strategies when the employed strategy is ineffective • Creates new designs or inventions 	<p>Memory: retains and retrieves information</p> <ul style="list-style-type: none"> • Already knows something that is assumed to be new knowledge • Needs few repetitions for mastery • Has a wealth of information about school and/or non-school topics • Pays attention to details • Manipulates information
<p>Notes:</p> <p>0 2 4 6 8 10</p> <hr/> <p>Weak Strong</p>	<p>Notes:</p> <p>0 2 4 6 8 10</p> <hr/> <p>Weak Strong</p>	<p>Notes:</p> <p>0 2 4 6 8 10</p> <hr/> <p>Weak Strong</p>	<p>Notes:</p> <p>0 2 4 6 8 10</p> <hr/> <p>Weak Strong</p>	<p>Notes:</p> <p>0 2 4 6 8 10</p> <hr/> <p>Weak Strong</p>

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<p>Inquiry: questions, experiments, explores</p> <ul style="list-style-type: none"> • Asks unusual questions for age • Plays around with ideas • Demonstrates extensive exploratory behaviors directed at eliciting information 	<p>Insight: grasps new concepts, makes connections, senses deeper meanings</p> <ul style="list-style-type: none"> • Demonstrates exceptional ability to draw inferences • Appears to be a good guesser • Is keenly observant • Sees unusual and diverse relationships • Integrates ideas and disciplines 	<p>Reasoning: uses controlled, active, intentional, goal-oriented thought</p> <ul style="list-style-type: none"> • Makes generalizations • Uses metaphors and analogies • Thinks things through in a logical manner • Thinks critically 	<p>Creativity: produces many and/or highly original ideas</p> <ul style="list-style-type: none"> • Shows exceptional ingenuity in using everyday materials • Has wild, perhaps silly ideas • Produces ideas fluently or flexibly • Is highly curious 	<p>Humor: brings heretofore unrelated ideas together in a recognizable relationship</p> <ul style="list-style-type: none"> • Uses a keen sense of humor – may be gentle or hostile • Has a large accumulation of information about emotions • Sees unusual relationships • Demonstrates unusual emotional depth • Demonstrates sensory awareness
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Additional Comments or Observations

I. Additional Comments:

A. Approach to learning:

B. Personality attributes:

C. Leadership attributes:

D. Resourcefulness:

E. Sense of competence:

II. Additional Anecdotal Information: