

Teacher Screening Form Gifted Education

Please take a few minutes to write in the first and last names of the children who first come to mind as you look at the terms below. This should be done as free association, very rapidly. You need not fill in every space, and to save time, if you list a child more than once, use the first name and last initial to save time after the first listing.

1. Learns easily, quickly _____
2. Original, imaginative, creative, unconventional _____
3. Widely informed, wide interests beyond chronological age _____
4. Persistent, resourceful, self-directed _____
5. Common sense, may not tolerate foolishness _____
6. Inquisitive, skeptical _____
7. Informed in unusual areas _____
8. Artistic _____
9. Outstanding vocabulary, verbally fluent _____
10. Musical _____
11. Independent worker, shows initiative _____
12. Good judgement, logical _____
13. Flexible, open _____
14. Versatile, many interests _____
15. Shows unusual insights _____
16. Shows high level of sensitivity, empathy toward others _____
17. Has excellent sense of humor _____
18. Resists routing and drill _____
19. Expresses ideas and reactions, sometimes in an argumentative way _____
20. Sensitive to truth and honor _____

1 Teacher Referral List

A class list can be used in conjunction with categories such as those below to give a quick picture of the students in relation to potential giftedness. Representation of a particular student in a large number of these categories would suggest that the student *may* be gifted. Other processes may then be used to confirm or deny this rough diagnosis.

- Learns easily with little need for repetition
- Has wide general knowledge
- Has vocabulary in advance of age peers
- Has an excellent memory
- Is intense and persistent in tasks
- Is self-directed and independent
- Is well-informed in unusual areas
- Is inquisitive and sometimes sceptical
- Has an adult-like sense of humour
- Is a perfectionist in tasks completed
- Demonstrates advanced artistic ability
- Demonstrates advanced dramatic ability
- Demonstrates advanced musical ability
- Demonstrates advanced mathematical ability
- Demonstrates advanced physical ability
- Is creative and inventive
- Is capable, but a nuisance
- Has a wide range of interests and abilities
- Shows imagination and originality
- Shows a high level of empathy and sympathy
- Reads a great deal independently
- Shows a high level of task commitment
- Prefers the company of older children
- Play games with sophisticated complex rules

(Adapted from the SAGTCA Identification Kit 1992)

COMMON BEHAVIOURAL CHARACTERISTICS OF GIFTED AND TALENTED STUDENTS

STUDENT NAME _____ DATE _____

Please tick the category you think best describes the student.

CATEGORIES (1) most of the time (2) often (3) occasionally (4) rarely

A LEARNING						
	<i>ITEM</i>	1	2	3	4	Don't Know
1	Is a rapid learner, who understands advanced topics easily					
2	Shows insight and reflects on cause-effect relationships.					
3	Persists in completing tasks					
4	Sees the problem quickly and takes the initiative					
5	Learns basic skills quickly and with little practice.					
6	Is reluctant to practise skills already mastered, finding such practice futile.					
7	Follows complex directions easily.					
8	Constructs and handles high levels of abstraction.					
9	Can cope with more than one idea at a time.					
10	Has strong critical thinking skills and is self-critical.					
11	Has surprising perception and deep insight					
12	Is a keen and alert observer, notes detail and is quick to see similarities and differences.					
13	Displays intellectual and physical restlessness; once encouraged, is seldom a passive learner.					
14	Has a remarkable range of specialised knowledge (e.g. dinosaurs).					
15	Possesses extensive general knowledge (often knows more than the teacher), and finds classroom books superficial.					
16	Explores wide-ranging and special interests, frequently at great depth.					
17	Has quick mastery and recall of information, seems to need no revision and is impatient with repetition					
18	Learns to read early and retains what is read; can recall in detail					
19	Has advanced understanding and use of language, but sometimes hesitates as the correct word is searched for and then used.					
20	Sees greater significance in a story or film and continues the story.					
21	Demonstrates a richness of imagery in informal language and brainstorming.					
22	Can ask unusual (even awkward) questions or make unusual contributions to class discussions					
23	Asks many provocative, searching questions which tend to be unlike those asked by other students of the same age.					

24	Has exceptional curiosity and frequently wants to know the reasons why.					
25	Displays intellectual playfulness; is imaginative and is quick to see connections and manipulate ideas.					
26	Often sees unusual, rather than conventional, relationships.					
27	Can produce original and imaginative work, even if defective in technical accuracy (e.g. poor spelling and/or handwriting).					
28	Wants to debate topics at greater depth.					
29	Mental speed is faster than writing ability, so is often reluctant to write at length. Prefers to talk rather than write and talks at speed with fluency and expression.					

B PSYCHOSOCIAL						
ITEM		1	2	3	4	Don't Know
1	Sets very high personal standards and is a perfectionist.					
2	Is success-oriented and hesitates to try something where failure is a possibility.					
3	Demonstrates a sense of humour and loves incongruities, puns and pranks.					
4	May be behind peers in manual dexterity, which can be a source of frustration.					
5	Can have a negative self-concept and suffer from poor social acceptance by age peers.					
6	Daydreams and seems lost in another world.					
7	Listens to only part of the explanation and sometimes appears to lack concentration, but always knows what is going on. When questioned usually knows the answer.					
8	Often prefers company of older students and adults.					
9	When interested, becomes absorbed for long periods and may be impatient with interference or abrupt change.					
10	Can be stubborn in own beliefs.					
11	Shows sensitivity and reacts strongly to things causing distress or injustice.					
12	Empathises with others and often takes a leadership role; very understanding and sympathetic.					
13	Shows unusual interest in adult problems such as important issues in current affairs (local and world), evolution, justice, the universe, etc.					

(*Exceptionally Able Children*, 1996)

G/1 cluster group inventory- 6th Lit./English

Student Name: _____

5th Grade Teacher: _____

☺Part 1: IPR or NPR?

ITBS reading comprehension score _____

ITBS reading total score _____

ITBS language total score _____

ITBS reference materials score _____

☺Part 2:

4-always 3-mostly 2-sometimes 1-seldom 0-never

(Ignore the letter at the beginning of each line.)

- | | |
|--|----------|
| 1. Asks questions which are in-depth and detailed and which demonstrate knowledge and/or thinking above grade level. | I _____ |
| 2. Is highly curious about a variety of topics/activities. | L _____ |
| 3. Is able to discuss topics in great detail and with much elaboration | C _____ |
| 4. Above grade level in comprehension | C _____ |
| 5. Above grade level in vocabulary (both spoken and read) | C _____ |
| 6. Masters new materials quickly (often with 1-3 repetitions) | L _____ |
| 7. Has ability to draw inferences | I _____ |
| 8. Has ability to enjoy learning | L _____ |
| 9. Inventive | L _____ |
| 10. Likes challenges age peers could not handle | L _____ |
| 11. Self motivated | TC _____ |
| 12. Able to construct a descriptive and cohesive paragraph | C _____ |
| 13. Chooses reading material above grade level | C _____ |
| 14. Completes long term projects on time independently | TC _____ |
| 15. Completes daily assignments on time | TC _____ |
| 16. The student manages independent work time in class | TC _____ |
| 17. The student reads and follows directions independently with accuracy | TC _____ |

☺Part 3:

5th Grade English grades by quarter:

1st: _____

2nd: _____

3rd: _____

4th: _____

☺Comments:

For middle School use only	
Thinking:	_____ /8
Content:	_____ /20
Learning:	_____ /20
Task Comm? :	_____ /20
Total:	_____ /68

Teacher _____

Student _____

**Characteristic Behaviors of the Gifted Learner
Teacher Nomination Form**

The descriptors listed below are characteristic behaviors of the gifted and talented. Please circle the number which best indicates to what extent you observe the listed behavior in the student whom you wish to nominate. (4= almost always, 3= frequently, 2= sometimes, and 1= rarely) Please add any comments which may assist us in the process of identifying students in need of gifted and talented services and return this form to the G/T coordinator in your building.

Asks questions which are in-depth and detailed and which demonstrate knowledge and/or thinking above grade level.	4	3	2	1
Is highly curious about a variety of topics/activities.	4	3	2	1
Is inattentive in class and/or does not hand in daily work but still tests well.	4	3	2	1
Has ideas which are unusual, silly, wild, creative.	4	3	2	1
Is able to discuss topic(s) in great detail and with much elaboration.	4	3	2	1
Functions and thinks well beyond the level of age peers.	4	3	2	1
Already knows much of grade level material in _____ . (name content area or areas)	4	3	2	1
Masters new material quickly--often with 1-3 repetitions.	4	3	2	1
Has strong opinions which are substantiated with factual information.	4	3	2	1
Has highly developed abstract thinking ability.	4	3	2	1
Relates well with adults--sometimes better than with age peers.	4	3	2	1
Has the ability to draw inferences.	4	3	2	1
Initiates projects both in and out of school.	4	3	2	1
Appears to enjoy learning.	4	3	2	1

Manipulates rather than simply regurgitating information. 4 3 2 1

Inventive 4 3 2 1

Has highly developed powers of observation. 4 3 2 1

Thrives on complexity. Likes the challenges age peers could not handle. 4 3 2 1

Is highly self-critical. Exhibits perfectionistic tendencies. 4 3 2 1

Enjoys finding new ways to do things. Chafes at doing things in repetitive and/or established ways. 4 3 2 1

Comments:

INSTRUMENT FOR RATING THE EXCELLENCE OF PROJECTS SUBMITTED BY STUDENTS

1. Briefly describe the project:

2. To what extent does the product represent an in-depth or superior handling of the subject?

5	4	3	2	1
<hr/>				
To a great extent		Somewhat		To a limited extent

3. To what extent is this product of a "quality-level" beyond what one might expect of a student of this age?

5	4	3	2	1
<hr/>				
To a great extent		Somewhat		To a limited extent

4. To what extent does the product indicate close attention to detail?

5	4	3	2	1
<hr/>				
To a great extent		Somewhat		To a limited extent

5. To what extent is the central idea/conception of the product beyond what a student of this age might undertake?

5	4	3	2	1
<hr/>				
To a great extent		Somewhat		To a limited extent

6. To what extent is this the product of overall excellence?

5	4	3	2	1
To a great extent		Somewhat		To a limited extent

7. List some of the criteria you used in evaluating the excellence of this product.

G/T Intake Interview

Name _____ Grade _____ Date _____

Assessments:

Standardized Test: Cogat _____ ITBS/ITED _____ Other _____
Learning Styles Inventory: Gregorc _____ DISC _____ R/L _____ 4-Mat _____
Interest Inventory: Kuder _____ Choices _____ Holland _____ Other _____
Orientation _____

1. Tell me what you know about the G/T program. (Experiences, most/least beneficial, etc.)

2. Tell me about school--what you like, don't like, etc.

3. What do you like to do outside of school?

4. What things would you like to learn about that you haven't had the chance to work on yet, in or out of school?

5. Describe how you learn best.

Environment: Sound H L Light H L Temp H L Visual H L
Sociological: self pair team colleagues varied
Physical: Time of day _____ Mobility H L
Perceptual: Visual _____ KT _____ Auditory _____
Psychological: Analytic/Global R/L Reflective/Impulsive

6. What three words would you use to describe you?

Parents:

Teachers:

7. If you were able to influence world events, what would some of your goals be?
What would you do first? Why?

8. You have three months to do whatever you want--no school, nothing else.
You also have unlimited money. Describe what you'd do with your time
and money.

9. What passions do you have at this time? Describe them and how you
pursue them.

10. If you could change one thing in your life right now, in school or at home,
what would you change?

11. Who are your heroes? Why?

12. Which people in your world do you enjoy most? Why?

13. What do you want G/T to do for you? (Topics, modifications, opportunities)

14. Summarize the interview. (two feelings)

15. Here is my summary. And now what?

Intake Interview Rubric

Criteria	3	2	1
Detail	Responses are in depth and detailed. Quite lengthy	Responses are well thought out but lack detail.	Responses are superficial and one-word or phrase
Content	Demonstrate substantial and sophisticated knowledge base beyond that expected for chronological age.	Demonstrate knowledge base which is adequate for high performance but not exceptional for age.	Demonstrate weak and/or low-level knowledge base.
Interests	Responses show sophisticated interests which are atypical for chronological age.	Responses show many interests, but they are only slightly different from or similar to those of age peers.	Responses show few and/or simplistic interests.
Needs	Has a clear sense of own needs—social, emotional, and cognitive—and can clearly communicate them.	Can identify and communicate needs in some, but not all, areas.	Is unable to identify or communicate needs.
World View	Responses exhibit a broad knowledge and awareness of the world which goes beyond the learner's immediate concerns and surroundings as well as the desire to expand.	Responses exhibit a desire to expand one's knowledge and view of the world.	Responses are limited to the learner' immediate area of concern and reflect a limited knowledge of the world.

Responses are

_____laced with high-level vocabulary

_____creative/unusual in nature

_____delivered fluently

_____delivered with poise and confidence

Based on this interview I would make the following recommendation:

_____Placement

_____Talent Pool

_____Remain in Regular Classroom

Comments: