

General Intellectual Ability Jot-DownBrief description of
observed activity _____Date ____ / ____ / ____
Mo. Day Yr.

Teacher _____

Grade _____ School _____

- As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.
- When recommending students for gifted services, use this identification jot-down as a reminder of student performances in the area of general intellectual abilities.

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|---|--|---|---|
| Sees connections/recognizes patterns, may want to know how what is being taught “fits in.” | Asks many probing questions, sometimes to the point of driving others “up the wall.” | Appears to have a deep sense of justice. May correct others when something seems wrong. | Able to work one or more years above age group. |
| Widely read or likes to read. May prefer to read rather than be with others. | Knows many things that have not been taught. | Has a large vocabulary but may choose when to use it. | Benefits from rapid rate of presentation. May refuse to do work seen as “busywork.” |
| Displays intensity for learning. Preoccupied and hard to move on to new topic or area of study. | Prefers a few close friends with similar intellect to many friends. | Likes to observe before trying new activities. Thinks through ideas before sharing with others. | Has knowledge about things age peers may not be aware of. |
| Prefers to work independently with little direction. May be resistant to being leader of a group. | Displays abstract thinking. Requires time to think before responding. | Shows high energy level—physical, intellectual, and psychological. | Appears to have discrepancies between physical, social, and intellectual development. |

Creative Thinking Jot-Down

Brief description of
observed activity _____

Date ____/____/____
Mo. Day Yr.

Teacher _____

Grade _____ School _____

1. As students show evidence of the following creative thinking characteristics in comparison with age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot-down as a reminder of student performances as creative thinkers.

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| Offers many ideas (fluency). | Displays ability to switch categories or change ideas (flexibility). | Develops ideas with details (elaboration). | Offers ideas no one else may have thought of (originality). |
| Asks questions about everything and anything (alert and curious). | Appears bored with routine tasks and may refuse to complete them. | Uses imagination and a strong sense of fantasy. | Appears to be daydreaming at times. |
| May be uninhibited with ideas or opinions; is sometimes radical or tenacious in expressing ideas. | Is a high risk taker with an adventurous and speculative spirit. | Has high energy level, which may cause student to get in trouble. | Sees humor in situations others do not see (keen sense of humor). |
| Offers ideas others may view as wild and crazy. | May not read rules or may question the rules. | Enjoys spontaneous activities, sometimes without considering the consequences. | Appears reflective or idealistic. |

Leadership Jot-DownBrief description of
observed activity _____Date ____ / ____ / ____
Mo. Day Yr.

Teacher _____

Grade _____ School _____

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot-down as a reminder of student performances in leadership.

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|--|--|---|--|
| Gets others to work toward desirable or undesirable goals. | Is looked to by others when something must be decided. | Initiates activities that involve peers. | Figures out what is wrong with an activity; shows others how to make better. |
| Transmits his/her enthusiasm for a task to others. | Judges abilities of others and finds a place for them. | May appear "bossy" at times. | Interacts easily with both children and adults. |
| Is sought out by other students for play/activities. | Displays a sense of justice and fair play. | Organizes ideas and people to reach goal. | Displays self-confidence. |
| Is often the captain of teams or leader in the classroom. | Displays charismatic qualities. | Communicates effectively to make things happen. | May be frustrated by lack of organization or progress toward goal. |

Visual Art Jot-Down

Brief description of
observed activity _____

Date ____/____/____
Mo. Day Yr.
Teacher _____
School _____

Grade _____

- As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.
- When recommending students for gifted services, use this identification jot-down as a reminder of student performances in the visual arts.

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| May be asked by others to do artwork. | Likes to comment on colors, shapes, and structure of things. | May be critical of own artwork and work of others. | Enjoys and takes pride in doing visual artwork. |
| Draws or doodles a lot at school/home. | Does outstanding original artwork. | Likes the opportunity to choose to express self through the use of many different materials. | Enjoys talking about art and collecting works of art. |
| Masters basic art skills quickly and easily. | Has a keen sense of humor/makes unusual connections with drawing. | Concentrates on art projects for long periods; may shut out other things going on around them. | Creates exceptional charts, graphs, models, and other visuals when given the opportunity. |
| Provides detailed artwork (elaboration). | Has a sensitive use of line/color/texture. | Enjoys open-ended art activities; shows frustration with art projects that are very specific. | Notices and shows appreciation for beauty and aesthetic qualities. |

Music Jot-DownBrief description of
observed activity _____Date ____ / ____ / ____
Mo. Day Yr.

Teacher _____

Grade _____ School _____

1. As students show evidence of the following musical characteristics in comparison with age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot-down as a reminder of student performances in music.

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| Perceives fine differences in sound. | Remembers melodies and can reproduce them accurately. | Is sensitive to rhythm; may tap fingers or feet while working. | Has sustained interest in musical activities. |
| Expresses feelings or emotions through music. | Makes up original tunes. | May hum or sing to break the silence. | Displays interest in musical symbols and locates them easily. |
| Identifies rhythmic patterns as same or different. | Likes to perform musically. | Sings on pitch. | Performs musically with a high degree of technical difficulty. |
| Displays interest in musical instruments and various ways to produce sound. | Enjoys musical performances. | Plays or would like to play a musical instrument. | Prefers to work with music playing. |

Dance Jot-Down

Brief description of
observed activity _____

Date ____/____/____
Mo. Day Yr.
Teacher _____
School _____

Grade _____

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot-down as a reminder of student performances in dance.

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| Uses body as an instrument of expression. | Enjoys forms of movement and dancing to music. | Uses movement to recreate an emotion or environment. | Able to think of many ways of solving movement problems. |
| Displays grace and fluidity of movement. | Likes to dance for other people. | Is good at imitating movement of others. | Can change direction, level, and focus of movement. |
| Masters basic dance skills quickly and easily. | Improvises to music. | Has awareness of line and the design of body in space. | Appears to feel the rhythm of music. |
| Enjoys spending time watching others dance. | Communicates to others through dance. | Deals effectively with own center of gravity. | Experiences great joy in movement. |

Drama Jot-DownBrief description of
observed activity _____Date ____/____/____
Mo. Day Yr.

Teacher _____

Grade _____ School _____

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot-down as a reminder of student performances in drama.

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|--|---|--|---|
| Eager to participate in classroom plays or skits. | Effectively uses voice, gestures, and facial expressions to communicate feelings. | Commands and holds the attention of a group when speaking. | Able to evoke emotional responses from listeners. |
| Can easily imitate others—may mimic the way people speak, talk, gesture. | Readily shifts into the role of another character. | Is imaginative—has a strong sense of fantasy. | Appears to daydream at times. |
| Displays sensitivity to beauty; attends to aesthetic attributes of things. | Seems to pick up skills in drama without instruction. | Invents new techniques, experiments. | Displays sense of humor. May see humor in situations others do not see. |
| Sees minute details in performances. | Has high sensory sensitivity. | Uses drama to express experiences or feelings. | Appears reflective or idealistic. |