

## GENERAL INTELLECTUAL ABILITY JOT DOWN

Brief 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 the area of general intellectual ability.

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 others in 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 busy work.
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.

### SPECIFIC ACADEMIC AREA JOT DOWN

Brief description of observed activity: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Check One:**     Language Arts  
                    Social Studies  
                    Math  
                    Science

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 this specific academic area.

Sees connections.	Asks many probing questions.	Shares what he/she they knows which may be seen as answering "too often."	Provides many written/oral details.
Is widely read or likes to read about subject area.	Absorbs information quickly from limited exposure.	Has a large vocabulary in subject area.	Benefits from rapid rate of presentation in subject area.
Displays intensity for learning within subject area.	Requires little or no drill to grasp concepts.	Generates large number of ideas or solutions to problems.	Has knowledge about things age peers may not be aware of.
Prefers to work independently with little direction.	Displays leadership qualities within subject area.	Applies knowledge to unfamiliar situations.	Offers unusual or unique responses.

# CREATIVE THINKING JOT DOWN

Brief description of observed activity: \_\_\_\_\_  
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 \_\_\_\_\_

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.

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 imaginative and a strong sense of fantasy.	Appears to be day dreaming 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 DOWN

Brief 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.

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 and 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 \_\_\_\_\_

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 the visual arts.

May be asked by others to do art work.	Likes to comment on colors, shapes, and structure of things.	May be critical of own art work and work of others.	Enjoys and takes pride in doing visual art well.
Draws or doodles alot in school/home.	Does outstanding original art work..	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, or other visuals when given the opportunity.
Provides detail art work (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 aesthitic qualities.

# MUSIC JOT DOWN

Brief description of  
observed activity: \_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Mo. Day Yr.

Teacher \_\_\_\_\_  
Grade \_\_\_\_\_ School \_\_\_\_\_

- As students show evidence of the following musical 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 music.

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 interested in musical symbols and learns 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 \_\_\_\_\_  
 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 dance.

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 their dance.	Deals effectively with own center for gravity.	Experiences great joy in movement.

# DRAMA JOT DOWN

Brief 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.

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 day dream 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	Have high sensory sensitivity	Uses drama to express experiences or feelings	Appears reflective or idealistic.