

CHECKLIST FOR TALENTED AND GIFTED ELIGIBILITY (Beta, version 1.0)

Date:

Student Name:

ID:

Grade:

School:

Person Completing Form:

Grade/Subject:

Please check all that apply. For each item checked, include anecdotal evidence/notes or attach additional documentation.

Indicate the area in which the behavior or trait is demonstrated.				<i>The student, when compared to others of the same age...</i>	Include anecdotal evidence/notes. (Indicate if team should reference an attachment.)
General Intellect	Math	Reading	Shows Potential		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Articulates a high level of understanding through concise or elaborate words or products; is able to translate verbal information into visual representations (charts, graphs, illustrations)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Asks questions which are unusual, insightful, and/or show relationships to other experiences.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Becomes absorbed in intellectual tasks; highly resistant to distractions when focused on a topic of interest.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Becomes impatient and overly critical if work is not perfect.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Can produce "reasons" which may be elaborate and/or highly creative for not doing things in the way originally presented.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Combines intermediate steps in the thinking process.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Completes only part of an assignment or project and then takes off in a new direction.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Demonstrates a high level of understanding through concise or elaborate words or products; is able to translate verbal information into visual representations (charts, graphs, illustrations).	

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Indicate the area in which the behavior or trait is demonstrated.				<i>The student, when compared to others of the same age...</i>	Include anecdotal evidence/notes. (Indicate if team should reference an attachment.)
General Intellect	Math	Reading	Shows Potential		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Demonstrates a much wider range of vocabulary usage, is more precise in the use of words, and uses complex sentence structure.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Demonstrates thorough understanding of current math concepts and possesses excellent thinking/reasoning skills.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Displays maturity of judgment and reasoning beyond own age level.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Exhibits a depth of information in one or more specific areas.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Exhibits a zany sense of humor; enjoys word play and the use of puns.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Exhibits concerns about social or political problems unusual for age level; is concerned about right & wrong.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Exhibits exceptional ability in detecting relationships, similarities, and differences.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Exhibits innovative use of common materials by adapting or combining them in a new or unusual way.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Exhibits persistence on topics of interest; often finding it difficult to leave until some closure is reached.	

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General Intellect	Math	Reading	Shows Potential		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. Exhibits special skills unusual for age.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. Handles outside responsibilities and meets school demands.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. Has a reading ability above grade level	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. Has collections or hobbies that are unusual or are organized in a sophisticated or original manner.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. Is able to devise or adopt a systematic strategy for solving problems.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. Is able to objectively evaluate and adjust the problem-solving strategy if the original approach is not working.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. Is able to think and work abstractly and to use deductive and inductive reasoning.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25. Is exceptionally able to retrieve information from both short and long term memory.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26. Is resistant to the routine drill on repetitive tasks covering information already known, such as math facts, spelling, or handwriting.	

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27. Is self-motivated and resourceful.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28. Is unusually adept at connecting new learning to previously learned material to make it meaningful.	
Indicate the area in which the behavior or trait is demonstrated.				<i>The student, when compared to others of the same age...</i>	Include anecdotal evidence/notes. (Indicate if team should reference an attachment.)
General Intellect	Math	Reading	Shows Potential		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29. Learns new information at an accelerated rate.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30. Likes to organize or bring structure to things and/or people.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31. Perceives mathematical patterns, structures, and relationships.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32. Performs at a much lower level than believed capable of; production may be inconsistent showing high levels at times and little effort at others.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33. Perseveres in problem solving. Exhibits a variety of learning strategies and is able to adapt the learning approach appropriately Exhibits a wide range of knowledge.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	34. Prefers to work on projects that provide a challenge.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35. Proceeds quickly from a specific set of instances to a generalization.	

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	36. Thinks and performs in a flexible rather than in a stereotyped manner.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37. Transfers learning to new “untaught” situations (higher level thinking skills; for example, analysis and synthesis).	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38. Truly enjoys mathematics and its many challenges.	
Indicate the area in which the behavior or trait is demonstrated.				<i>The student, when compared to others of the same age...</i>	Include anecdotal evidence/notes. (Indicate if team should reference an attachment.)
General Intellect	Math	Reading	Shows Potential		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39. Understands new concepts quickly. Is unusually adept at connecting new learning to previously learned material to make it meaningful.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40. Uses appropriate and original examples and/or is able to produce unusual analogies to illustrate points.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41. Uses words easily, accurately, and creatively in new and innovative contexts	

In what ways does this student need specialized curriculum, instruction, assessment, or other services outside typical classroom structures? Please elaborate.

Does the student demonstrate any academic weaknesses? Please elaborate.