

SPENCER COUNTY PUBLIC SCHOOLS GIFTED/TALENTED SERVICES BEHAVIORAL CHECKLIST

To begin the process of identifying a student who **may** qualify for gifted/talented services, please complete this form and forward to GT Services.

Student Name: _____ **Date:** _____ **Grade:** ____ **Teacher:** _____

Please **circle or highlight** each area that applies to this student. When marking for **Language Arts, Math, Science, Social Studies**, please put the initials as indicated for each subject. This will help us determine which test to use.

_____ INDICATORS OF GIFTEDNESS NOT EVIDENT AT THIS TIME.

GENERAL INTELLECTUAL ABILITY:

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

LANGUAGE ARTS (LA), MATH (M), SCIENCE (S), SOCIAL STUDIES (S.S.) or ALL:

Mark with LA, MA, SC OR SS

1. Sees connections.
2. Is widely read or likes to read about a particular subject area.
3. Displays intensity for learning within subject area.
4. Prefers to work independently with little direction.

5. Asks many probing questions.
6. Absorbs information quickly from limited exposure.
7. Requires little or no drill to grasp concepts.
8. Displays leadership qualities within subject area.
9. Shares what he/she knows which may be seen as answering "too often".
10. Has a large vocabulary in subject area.
11. Generates large number of ideas or solutions to problems.
12. Applies knowledge to unfamiliar situations.
13. Provides many written/oral details.
14. Benefits from rapid rate of presentation in subject area.
15. Has knowledge about things age peers may not be aware of.
16. Offers unusual or unique responses.

CREATIVE THINKING:

1. Offers many ideas (fluency).
2. Asks questions about everything and anything (alert and curious).
3. May be uninhibited with ideas or opinions; is sometimes radical or tenacious in expressing ideas.
4. Offers ideas others may view as wild and crazy.
5. Displays ability to switch categories or change ideas. (flexibility)
6. Appears bored with routine tasks and may refuse to complete them.
7. High risk taker, adventurous, speculative.
8. May not read rules or may question the rules.
9. Develops ideas with details. (elaboration)
10. Imaginative – has a strong sense of fantasy.
11. High energy level which may at times cause student to get in trouble.
12. Enjoys spontaneous activities; sometimes without considering the consequences.
13. Originality – has ideas no one else may have thought of.
14. May day dream at times.
15. Sense of humor. Sees humor in situations others do not see.
16. Appears reflective or idealistic.

LEADERSHIP:

1. Gets others to work toward desirable/undesirable goals.
2. Transmits his/her enthusiasm for a task to others.
3. Sought out by other children for play/activities.
4. Is often the captain of teams or leader in class.
5. Looked to by others when something must be decided.
6. Judges abilities of others and finds a place for them.
7. Sense of justice and fair play.
8. Displays charismatic qualities.
9. Initiates activities that involve peers.
10. May appear "bossy" at times.
11. Organizes ideas and people to reach goal.
12. Communicates effectively to make things happen.
13. Figures out what is wrong with an activity and shows others how to make it better.
14. Interacts easily with both children and adults.
15. Self-confident.
16. May be frustrated by lack of organization or progress toward goal.

VISUAL ARTS:

1. May be asked by others to do art work.
2. Draws or doodles a lot in school/home.
3. Masters basic art skills quickly and easily.
4. Demonstrates elaboration in art work.
5. Likes to comment on colors, shapes, and structure of things.
6. Does outstanding original artwork.
7. Has a keen sense of humor/makes unusual connections with drawing.
8. Has a sensitive use of line/color/texture.
9. Enjoys and appreciates or may be critical of own art work and work of others.
10. Likes to use many different materials.
11. Concentrates on art projects for long periods. May shut out other things going on around them.
12. Enjoys open-ended art activities. Shows frustration with art projects that are very specific.
13. Enjoys and takes pride in doing visual art well.
14. Enjoys talking about art and collecting works of art.
15. Creates exceptional charts, graphs, models, or other visuals when given the opportunity.
16. Has an appreciation for beauty and aesthetic qualities.

MUSIC:

1. Perceives fine differences in sound.
2. Expresses feelings or emotions through music.
3. Identifies short rhythmic patterns as same or different.
4. Interested in musical instruments and various ways to improve sound.
5. Remembers melodies and can reproduce them accurately.
6. Makes up original tunes.
7. Enjoys musical performances.

8. Enjoys performing musically.
9. Sensitive to rhythm. May tap fingers or feet while working.
10. May hum or sing to break the silence.
11. Sings on pitch.
12. Plays or would like to play a musical instrument.
13. Sustained interest in musical activities.
14. Interested in musical symbols/learns them easily.
15. Performs musically with a high degree of technical difficulty.
16. Prefers to work while music is playing.

DRAMA:

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

DANCE:

1. Uses body as an instrument of expression.
2. Displays grace and fluidity of movement.
3. Masters basic dance skills quickly and easily.
4. Likes to spend time watching others dance.
5. Enjoys forms of dancing and movement to music.
6. Likes to dance for other people.
7. Improvises to music.
8. Communicates to others through their dance.
9. Uses movement to recreate an emotion or environment.
10. Is good at imitating movement of others.
11. Has awareness of line and the design of body in space.
12. Deals effectively with own center of gravity.
13. Able to think of many ways of solving movement problems.
14. Can change direction, level, and focus of movement.
15. Appears to feel the rhythm of music.
16. Experiences great joy in movement.

OTHER: Add additional sheet of paper if needed