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Characteristics to look for when nominating a student in an area of giftedness.

Traits of Giftedness as Manifested in Various Groups			
Intellectual	Academic Fields	Creativity	Leadership
<ul style="list-style-type: none"> • Has an extensive and detailed memory, particularly in an area of interest • Has vocabulary advanced for age—precocious language • Has communication skills advanced for age and is able to express ideas and feelings • Asks intelligent questions. • Is able to identify the important characteristics of new concepts, problems • Learns information quickly • Uses logic in arriving at common sense answers • Has a broad base of knowledge—a large quantity of information. • Understands abstract ideas and complex concepts • Uses analogical thinking, problem solving, or reasoning • Observes relationships and sees connections • Finds and solves difficult and unusual problems • Understands principles, forms generalizations, and uses them in new situations • Wants to learn and is curious • Works conscientiously and has a high degree of concentration in areas of interest • Understands and uses various symbol systems. • Is reflective about learning 	<ul style="list-style-type: none"> • Has an intense, sustained interest in field • Has hobbies/collections related to field • Attracted toward cognitive complexity, enjoys solving complex problems • Prefers classes/careers in the academic field • Is highly self-motivated, persistent • Has a broad base of knowledge • Reads widely in an academic field • Learns information quickly • Has an inquisitive nature, asks good questions • Examines and recalls details • Recognizes critical elements and details in learning concepts • Analyzes problems and considers alternatives • Understands abstract ideas and concepts • Uses vocabulary beyond grade level • Verbalizes complex concepts and processes • Visualizes images and translates into other forms—written, spoken, symbolic—music notation, numbers, letters • Sees connections and relationships in a field and generalizes to other situations, applications 	<ul style="list-style-type: none"> • Prefers complexity and open-endedness • Contributes new concepts, methods, products, or performances • Has extreme fluency of thoughts and a large number of ideas • Is observant and pays attention to detail • Uses unique solutions to problems, improvises • Challenges existing ideas and products • Connects disparate ideas • Is constantly asking questions • Criticizes constructively • Is a risk taker, confident • Is attracted to the novel, complex, and mysterious • Is a nonconformist, uninhibited in expression, adventurous, able to resist group pressure • Accepts disorder • Tolerates ambiguity; delays closure • Is persistent and task committed in area of interest • Has a sense of humor. • Is intellectually playful • Is aware of own creativity • Is emotionally sensitive; sensitive to beauty • Is intuitive • Is reflective about personal creative process 	<ul style="list-style-type: none"> • Moves the group toward its goals • Builds group unity and pride • Strives to be an effective communicator • Maintains the highest standards of honesty and integrity • Insists on excellence and truth • Is courageous • Maintains a sense of fairness at all times • Listens to followers and other leaders • Sets examples for others to follow • Shares information openly with others • Makes every minute count • Helps others achieve greatness • Makes sound decisions based on the good of others • Solves problems with vigor and vision • Maintains a high level of responsibility

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Traits of those Gifted and Talented in Visual Arts			
Visual Arts	Music	Drama	Dance
<ul style="list-style-type: none"> • Experiments continually with a preferred art medium • Becomes absorbed in art tasks • Spends free time involved in artistic work • Doodles, sculpts, draws cartoons while listening • Manipulates a variety of art mediums with success • Works successfully in an art medium of choice • Is known as an artist by peers • Incorporates large number of elements into artwork. • Provides balance and order in artwork. • Elaborates on ideas from other people as a starting point. • Observes details in environment, artistic area. • Has unique, unusual solutions to artistic problems. • Uses unusual and interesting visual imagery. • Is innovative in selecting and using art materials. • Has a highly developed sense of movement and rhythm in drawings. • Has a great feel for color. • Varies organization of elements to suit different situations. • Uses content that is interesting, tells a story, or expresses feelings. • Produces many drawings. • Enjoys learning about art and artists 	<ul style="list-style-type: none"> • Discriminates fine differences in tone, relative, or absolute pitch. • Is sensitive to rhythm, changes body movements to tempo • Identifies a variety of sounds (background noise, singers, orchestral instruments) • Sings all the time • Memorizes songs/melodies easily and can reproduce them accurately • Sings in tune (on pitch) • Varies loudness and softness • Shows an interest in learning more • Shows an understanding of their role in larger ensembles • Plays an instrument or indicates a strong desire • Shows an interest in a variety of musical genres or instruments • Brings outside musical interests into the classroom • Creates their own musical compositions using complex harmony and melody • Likes producing music with others • Shows interest in music above all other subjects 	<ul style="list-style-type: none"> • Uses vocal variation when telling stories or reading out loud • Uses body to tell stories • Uses gestures or facial expressions to communicate feelings • Creates characters in storytelling or conversations • Shows depth in character creation • Shows an interest in acting/performing • Shows an interest in outside performance • Is adept at role-playing, improvising, acting out situations. • Creates original stories and plays • Brings performance interests into the classroom • Creates and seeks opportunities to perform • Creates plays, skits or improvised performances • Shows interest in drama above all other subjects • Has “presence within performance opportunities 	<ul style="list-style-type: none"> • Moves without inhibition in an individual group setting • Recalls movement sequences easily after being taught • Uses his/her body as an instrument when listening to or performing with music • Has a strong sense of rhythm, anticipates a beat when moving • Uses body to communicate meaning • Seeks opportunities to use the body in dance • Participates in dance lessons and performs community dance recitals • Choreographs dance moves to musical pieces • Seeks opportunities to dance in the school or community setting • Leads school or community dance activities, clubs, etc. • Creates original pieces of dance for performances