

Grants Pass School District Talented and Gifted Education

Teacher Nomination and Evaluation Form for TAG Identification

Student _____
Teacher _____

Grade _____ Date _____
Class _____

The information on this form will be used by the TAG Screening Committee in the initial screening process for Talented and Gifted. Using a 6-point rating scale, thoughtfully rate your impression of the student relative to the following item descriptors. After you have done this, please answer the questions that follow to the best of your ability. Finally, make your recommendation for this student as it concerns TAG identification. Feel free to make any comments that you feel would be helpful to the screening committee.

When rating each item, think about the student in the following way:

- ✓ **When compared to average students of the same age the student is below average (circle 1 or 2) in ...**
- ✓ **When compared to average students of the same age the student is average (circle 3 or 4) in...**
- ✓ **When compared to average students of the same age the student is above average (circle 5 or 6) in...**

Section One

Using/understanding advanced vocabulary	1	2	3	4	5	6
Reading interest, fluency, and ability	1	2	3	4	5	6
Reading more difficult books	1	2	3	4	5	6
Reading non-fiction	1	2	3	4	5	6
Possessing a large storehouse of information about a variety of topics	1	2	3	4	5	6
Recognizing author's or speaker's point of view, mood, or intentions	1	2	3	4	5	6
Expressing him/herself through a variety of communicative skills	1	2	3	4	5	6
Enjoying independent study and researching areas of interest	1	2	3	4	5	6
Paying attention to details; elaborating	1	2	3	4	5	6
Being a keen and alert observer; usually "seeing more" or "getting more" out of a story, film, etc.	1	2	3	4	5	6
Please add up the scores in each column and then add up the totals in all columns in section. Total _____						

Section Two

Learning math concepts and processing faster than other students	1	2	3	4	5	6
Organizing data to discover patterns or relationships	1	2	3	4	5	6
Enjoying trying to solve difficult problems; linking puzzles and logic problems	1	2	3	4	5	6
Solving problems intuitively (may not be able to explain why the solution is correct)	1	2	3	4	5	6
Being interested in numbers and quantitative relationships	1	2	3	4	5	6
Visualizing spatially, creating visual images of problems	1	2	3	4	5	6
Needing little practice to master new math concepts	1	2	3	4	5	6
Developing unique associations, using original methods for solutions	1	2	3	4	5	6
Recalling relevant information/concepts in solving problems, recognizing the critical elements	1	2	3	4	5	6
Analyzing problems carefully, considering alternatives, not necessarily accepting first answer	1	2	3	4	5	6
Please add up the scores in each column and then add up the totals in all columns in section. Total _____						

Section Three

Trying to find the how and why of things; displaying a great deal of curiosity about many things	1	2	3	4	5	6
Asking provocative, insightful questions	1	2	3	4	5	6
Liking to do many things; having a wide range of interests; showing passion about interests	1	2	3	4	5	6
Connecting new learning to previously learned material to make it meaningful	1	2	3	4	5	6
Exhibiting special skills unusual for age	1	2	3	4	5	6
Exhibiting a wide variety of learning techniques	1	2	3	4	5	6
Showing intuition; having "leaps of understanding"	1	2	3	4	5	6
Becoming absorbed in a task or problem until completion	1	2	3	4	5	6
Comprehending abstract ideas with minimal concrete experience	1	2	3	4	5	6
Having a high level of enthusiasm and alertness for some activities	1	2	3	4	5	6
<i>Please add up the scores in each column and then add up the totals in all columns in section. Total _____</i>						

Section Four

<i>These attributes should not be viewed as either negative or positive. Please check the appropriate box.</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>
Sees humor in situations others may not see; understands puns			
Is very sensitive toward people and issues			
Quite concerned with right or wrong, good and bad			
Can be self-assertive; stands up for his/her beliefs			
Individualistic; non-conforming			
Believes the process is more important than the final product			
Self-critical and often dissatisfied with own effort and product			

Please answer the following questions to the best of your knowledge:

Does this student:

- | | | |
|---|-----|----|
| lack proficiency in English? | yes | no |
| belong to an under-represented ethnic group? | yes | no |
| have irregular school attendance? | yes | no |
| have any physical disability that may interfere with learning | yes | no |

In your opinion, how should the TAG Screening Committee proceed with the identification: (Check all that apply)

From everything I know about this student and have seen demonstrated in the classroom:

- I recommend TAG identification in **mathematical** abilities.
- I recommend TAG identification in **reading** abilities.
- I recommend TAG identification in **intellectual** abilities. (may or may not translate into high classroom performance)
- I do not recommend for identification in any area.

Please make any additional comments that may be helpful; may include information about grades in your class.
