

Gallatin County Schools



Teacher Forms

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Creativity/Divergent Thinking

Creativity Quotes

The important aspect of creativity is: seeing the same thing as everybody else, but thinking of something different.

A.P.J. Abdul Kalam



Definition:

(As defined is 704 KAR 3:285 -Gifted and Talented Services)

Possessing either **demonstrated** or **potential** ability to perform at an exceptionally high level of creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways.

Screening Tool: Creativity Jot Down

Classroom teachers will complete the Creative Thinking Jot Down tool in October.

Identification

Students ***listed in 14 out of the 16 boxes on the Jot Down*** are considered for identification in the area of Creativity/Divergent thinking. At ***least two other pieces*** of evidence must be considered by the identification committee before a student receives services.

Other Evidence May Include:

- Teacher Nomination/Checklist
- Anecdotal Notes
- Parent Checklist
- The Williams Scale (Parent & Teacher Rating Scale)
- Peer Identification Sheet
- Student Work Samples
- Creative Writing Samples/Awards/Published Works
- Observations Targeting Creative Behavior/Problem Solving

Gallatin County Schools Gifted and Talented Program

Creative/Divergent Thinking Jot Down Form

Student Name: _____ Teacher Name: _____

School: _____ Grade: _____ Date: _____

Fluency- many ideas.	Flexibility-able to change ideas	Elaboration-able to add to ideas	Originality-has ideas no one else may have thought of
Alert and curious, constantly asking questions about everything and anything	May be bored with routine tasks	Imaginative-has a strong sense of fantasy	May daydream at times
May be uninhibited in expressions or opinions, is sometimes radical/tenacious	High risk taker, adventurous, speculative	High energy level may at times cause student to get in trouble	Sense of humor—sees humor in situations others do not see
Has low interest for providing details	May not read rules or may question the rules	Enjoys spontaneous activities	Appears reflective or idealistic.

Gallatin County Schools Gifted and Talented Program Nomination Form-Creative/Divergent Thinking

Student Name: _____ Teacher Name: _____

School: _____ Grade: _____ Date: _____

CREATIVE/DIVERGENT THINKING

A. Indications (check all that apply):

- ☐ Creativity Jot-Down (at least 14 out of 16 areas marked)
- ☐ Expression of creative ideas- creative thinking activity products, creative writing, production of ideas, inventions (picture or narrative attached)
- ☐ Other (e.g., Williams Scale Scores): _____

B. Anecdotal: Please use attachment to comment on student's:

- ☐ Level of performance
- ☐ Special strength and weaknesses
- ☐ Needs caused by giftedness
- ☐ Additional information that you believe is relevant. (Attachment)
- ☐ Creative Checklist (Below)

(MUST BE COMPLETED FOR RECOMMENDED STUDENT)

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- ☐ Fluency -many ideas
- ☐ Flexibility- able to change ideas
- ☐ Elaboration - able to add to their ideas
- ☐ Originality- has ideas no one else may have thought of
- ☐ Alert and curious, constantly asking questions about everything and anything.
- ☐ May be bored with routine tasks
- ☐ Imaginative-has a strong sense of fantasy, vivid imagination
- ☐ May daydream at times
- ☐ May be uninhibited in expressions or opinions, is sometimes radical/tenacious
- ☐ High risk taker, adventurous, speculative
- ☐ High energy level that may at times cause student to get in trouble
- ☐ Sense of humor-sees humor in situations others do not see
- ☐ Has low interest for providing details
- ☐ May not read rules/instructions or may question the rules
- ☐ Enjoys spontaneous activities
- ☐ Appears reflective or idealistic

Gallatin County Schools Gifted and Talented Program Anecdotal Notes

Creative/Divergent Thinking

Student Name: _____ Teacher Name: _____

School: _____ Grade: _____ Date: _____

Please Comment on the following:

Level of performance:

Special strengths and weaknesses:

Needs caused by giftedness:

Ability to work independently and focus responsibility on specific area:

Gallatin County Schools Gifted and Talented Program Parent Checklist

Creative/Divergent Thinking

Student Name: _____ Teacher Name: _____

School: _____ Grade: _____ Date: _____

Name of parent/guardian completing checklist: _____

Signature: _____

CREATIVE/DIVERGENT THINKING

Please check the characteristics that accurately describe your child's TYPICAL behaviors.

- ☐ Fluency- thinks of many ideas
- ☐ Flexibility- able to change ideas
- ☐ Elaboration- able to add to their ideas
- ☐ Originality- has ideas no one else may have thought of
- ☐ Alert and curious, constantly asking questions about everything and anything
- ☐ May be bored with routine tasks
- ☐ Imaginative-has a strong sense of fantasy, vivid imagination
- ☐ May daydream at times
- ☐ May be opinionated
- ☐ High risk taker, adventurous, speculative
- ☐ Likes things that are difficult or complicated
- ☐ High energy level which may at times cause student to get in trouble
- ☐ Sense of humor-sees humor in situations others do not see
- ☐ Has low interest for providing details
- ☐ May not read rules/instructions or may question the rules
- ☐ Enjoys spontaneous activities
- ☐ Appears reflective or idealistic

Additional Comments:

Gallatin County Schools Gifted and Talented Program

The Williams Scale

A Parent and Teacher Rating Scale of Children's Divergent Thinking and Feeling
Related to Creativity

Child's Name: _____ Date: _____ Grade: _____

School: _____ Age: _____ Years _____ Months _____

Person Completing the Scale: _____ Relationship to Child: _____

How long have you known the child? _____

Directions for Using the Scale: Check the appropriate box beside each item
which best describes the child's behavior.

Fluency	Often	Sometimes	Seldom
The child thinks of several answers when a question is asked.			
The child draws several pictures when asked to draw one.			
The child has several ideas about something instead of just one.			
The child asks many questions.			
The child uses a large number of words when expressing ideas.			
The child works rapidly and produces a great idea.			

Flexibility	Often	Sometimes	Seldom
The child thinks of many ways to use an object rather than its common use.			
The child expresses more than one meaning for a picture, story, poem, or problem.			
The child can transfer meaning in one subject to another subject.			
The child shifts his point of view to another point of view.			
The child exhibits a variety of ideas and explores many of them.			
The child thinks of numerous possibilities for solving a problem.			

Imagination	Often	Sometimes	Seldom
The child makes up stories about places never seen.			
The child imagines how others would deal with a problem.			
The child daydreams about things or places.			
The child likes to imagine things he has never experienced.			
The child sees things in pictures or drawings other than the obvious.			
The child can wander freely about things and ideas.			

Complexity	Often	Sometimes	Seldom
The child is interested in intricate things and ideas.			
The child likes to involve himself in complicated tasks.			
The child wants to figure things out without assistance.			
The child enjoys tasks that are difficult.			
The child thrives on trying again and again in order to succeed.			
The child produces more complex solutions to problems than seem necessary.			

Risk-Taking	Often	Sometimes	Seldom
The child will defend ideas regardless of the reactions of others.			
The child sets high goals of accomplishment and is not afraid to try to achieve them.			
The child admits to mistakes or failures.			
The child likes trying new things or ideas and is not easily influenced by friends.			
The child is not overly concerned with disapproval by classmates, teachers and parents.			
The child prefers taking chances or “dares” just to learn of the outcomes.			

Gallatin County Schools Gifted and Talented Program

Peer Identification

Creativity (Elementary)

Pretend our class found a puppy on the playground.

Which three students would be the most likely to think up lots of names for the puppy?

1. _____ 2. _____ 3. _____

Which three would make up the most unusual names?

1. _____ 2. _____ 3. _____

Which three would think of names no one else would think of?

1. _____ 2. _____ 3. _____

Which three probably would come up with the name we would finally decide on?

1. _____ 2. _____ 3. _____

Which three students would be the most likely to write a story about the puppy?

1. _____ 2. _____ 3. _____

Which three students would probably think up different ways to teach the puppy a trick?

1. _____ 2. _____ 3. _____

If we design a collar for our puppy, which three students would probably come up with the **most** designs for a collar?

1. _____ 2. _____ 3. _____

Which three students would come up with the **fanciest** collar?

1. _____ 2. _____ 3. _____

Which three students would come up with the most **unusual** collar?

1. _____ 2. _____ 3. _____

Which three students would make the most suggestions of what could be done with the puppy?

1. _____ 2. _____ 3. _____

Which three would give the teacher the most reasons for allowing the dog to come into the classroom?

1. _____ 2. _____ 3. _____

General Intellectual Ability



Definition

(as defined in 704 KAR 3:285 - Gifted and Talented Services):

Possessing either **demonstrated** or **potential** ability to perform at an exceptionally high level in general intellectual ability and possessing a consistently outstanding mental capacity as compared to children of one's own age, experience, or environment. General Intellectual ability is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, spatial relations, and the analysis, synthesis, and evaluation of information.

Screening Tool

Cognitive Abilities Test (Cog AT)

All 4th grade students are administered the Cognitive Abilities Test (CogAT). This test measures general thinking and problem-solving skills in three areas that are linked to academic success: Verbal Reasoning, Non-Verbal Reasoning, and Quantitative Reasoning. Questions include skills such as classifying, patterns and analogies.

Identification

Students who earn a **composite score at the 96th percentile or above on the COG AT** are considered for identification in the area of General Intellectual Ability. At least **two other pieces of evidence** must be considered by the identification committee before a student receives services.

Other Evidence May Include:

- Teacher Nomination/Checklist
- Anecdotal Notes
- Parent Checklist (Silverman/Waters Checklist)
- Student Work Samples

Gallatin County Schools Gifted and Talented Program Nomination Form-General Intellectual Ability

Student Name: _____ Teacher Name _____

School: _____ Grade: _____ Date: _____

General Intellectual Ability

A. Indication (check all the apply)

☐ National Normed mental ability scores- Cognitive Abilities Test (Cog-AT)
Cog-AT: Date: _____ Composite Score: m _____ %

☐ Other National normed tests: (I-Ready, etc)
Test Name: _____ Date: _____ Score _____ %

B. Anecdotal: Please use attachment to comment on student's"

- ☐ Level of performance
- ☐ Special Strength and weakness
- ☐ Needs caused by giftedness
- ☐ Ability to work independently and focus responsibly

C. Student's work that substantiates giftedness in general intellectual ability. (attachment)

D. Additional Information that you believe is relevant. (Attachment)

E. General Intellectual Ability Checklist (Below)

(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)

Please check the characteristics which accurately describe the TYPICAL behavior of this student.

- ☐ 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 seen as wrong.
- ☐ Able to work one or two years above others in age group.
- ☐ Widely read or likes to read. May prefer to read rather than be with others.
- ☐ Seems to know many things that have not been taught.

- ☐ Has a large vocabulary but may choose when to display 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 areas.
- ☐ Prefers a few close friends to many friends.
- ☐ Likes to observe before trying new activities. Think through ideas before sharing with others.
- ☐ Knowledgeable about things age peers may not be aware of.
- ☐ Prefers to work independently with little direction. May be resistant to being a leader of a group.
- ☐ Displays abstract thinking. Requires time to think before responding.
- ☐ High energy level-physical, intellectual, and psychological.
- ☐ May have discrepancies between physical, social, and intellectual development.

Gallatin County Schools Gifted and Talented Program

Anecdotal Notes

General Intellectual Ability

Student Name: _____ Teacher Name: _____

School: _____ Grade: _____ Date: _____

Anecdotal Notes

Gifted/Talented Area: General Intellectual Ability

Please comment on the following:

Level of performance:

Special Strengths and weaknesses:

Needs caused by giftedness:

Ability to work independently and focus responsibility on specific area:

Gallatin County Schools Gifted and Talented Program Parent Notification-Student Referral

General Intellectual Ability

Date: _____

To the parent(s)/guardian(s) of _____,

We are pleased to inform you that your child, _____, has been referred as a possible candidate for the Gifted and Talented education program in the area of **General Intellectual Ability**. *General Intellectual Ability (as defined in 704 KAR 3:285-Gifted and Talented Services) means: Possessing either demonstrated or potential ability to perform at an exceptionally high level in general intellectual ability and possessing a consistently outstanding mental capacity as compared to children of one's own age, experiences, or environment. General intellectual ability is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, spatial relations, and the analysis, synthesis, and evaluation of information.*

According to Kentucky regulations, at least three pieces of evidence are required in order to identify a student for Gifted & Talented services. During the first semester of fourth grade, all students are administered the Cognitive Abilities Test (Cog AT). Your child has been referred to the program due to earning a score in the 96th percentile or above on the Cog AT. Along with your child's test score, his/her classroom teacher will be completing a checklist and anecdotal notes. As a partner with us in your child's education, your input is valuable. Please complete the attached checklist and return it to school by _____.

A committee will be reviewing the evidence, and you will be notified as to whether or not your child has been identified as Gifted & Talented. Please do not hesitate to contact me via phone or email if you have any questions or concerns. Thank you for working together with us to provide your child with the best education possible!

Thank you,

Leadership



Definition

(as defined is 704 KAR 3:285-Gifted and Talented Services)

Possessing either demonstrated or potential to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and written expression, managerial ability, and the ability, or vision, to set goals and organize others to successfully reach those goals.

Screening Tool: Leadership Jot Down

Classroom teachers will complete the Leadership Jot Down tool in November.

Identification

Students ***listed in 14 out of the 16 boxes on the Jot Down*** are considered for identification in the area of Leadership Ability. At least ***two other pieces of evidence*** must be considered by the identification committee before a student receives services.

Other Evidence May Include:

- Teacher Nomination/Checklist
- Anecdotal Notes
- Parent Checklist
- Recommendation Form
- Peer Identification Sheet
- Renzulli's Leadership Qualities Checklist
- Roets' Self-Rating Scale

Gallatin County Schools Gifted and Talented Program

Leadership Jot Down

Teacher Name: _____ Date: _____

Gets others to work toward desirable/undesirable goals	Looked to by others when something must be decided	Initiates activities that involve peers	Able to figure out what is wrong with an activity and show others how to do it 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
Sought out by other students for play/activities	Sense of justice and fair play	Can be counted on to do what he/she promised	Self-confident
Is often the captain of teams	Helps settle differences	Makes things happen	May be frustrated by lack of organization or progress

Gallatin County School
Gifted and Talented Educational Services
Leadership Teacher Referral Form

Student Name: _____ School: _____

Student's Current Grade: _____ Person completing referral _____

Grade in which you taught this student: _____

Indicate your level of recommendation for this student: (Check one)

____ Highly recommend

____ Recommend

____ Recommend with reservation

____ Do not recommend

"Psychosocial or leadership ability"- possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise; effective oral and written expression; managerial ability and the ability or vision to set goals and organize others to successfully reach those goal

A. Indications (check all that apply):

☐ Leadership Jot-Down (at least 14 of the 16 areas are marked)

☐ Elected to office (in or out of school)

Office: _____ Organization _____

Office: _____ Organization _____

☐ Anecdotal: Please complete the attachment.

☐ Additional information that you believe is relevant. (attachment)

☐ Leadership Checklist (Below)

☐ Portfolio

☐ Peer Checklist

☐ Essay

☐ Resume

Leadership Checklist: Must be completed for recommended student

- ☐ Influences others to work toward desirable/undesirable goals
- ☐ Looked to by others when something must be decided
- ☐ Tends to dominate peers or situations
- ☐ Initiates activities that involve peers
- ☐ Transmits his/her enthusiasm for a task to others
- ☐ Judges the abilities of others and finds a place for them in a group setting
- ☐ May appear “bossy” at times
- ☐ Interacts easily with both peers and adults
- ☐ Sought out by other students for play/activities
- ☐ Appears to have a deep sense of justice and fair play
- ☐ Can be counted on to do what he/she promised
- ☐ Is sensitive to feelings of others or to situations
- ☐ May correct others seen as doing the wrong thing
- ☐ May be frustrated by lack of organization or progress
- ☐ Makes things happen
- ☐ Is often the captain of teams
- ☐ Self-confident with others and comfortable about sharing strengths
- ☐ Cooperative with others
- ☐ Communicates effectively
- ☐ Can easily adapt to new environments

Gallatin County Schools Gifted and Talented Program Anecdotal Notes

Student Name: _____ Teacher Name: _____

School: _____ Grade _____ Date: _____

Gifted/Talented Area: Leadership

Please comment on the following:

Level of performance:

Special strengths and weaknesses:

Needs caused by giftedness:

Ability to work independently and focus on specific area:

Leadership Portfolio Checklist

- ☐ Peer referral form- (friend or classmate)
- ☐ Student Organization Referral Form (Coach or Club Sponsor)
- ☐ Teacher Referral Form (Current year or previous year teacher)
- ☐ Community Member Referral Form (an adult that works with you from a community organization such as church, girl/boy scouts, community theater, 4-H etc.)
- ☐ Leadership Essay
- ☐ Student Resume

Gallatin County Public Schools

Gifted and Talented Education Services

Leadership Peer Referral Form

Name of Student Being Referred: _____

Grade: _____ Name of Student completing Referral: _____

Indicate your Level of recommendation for this student: (check one)

- _____ Highly recommend
- _____ Recommend
- _____ Recommend with reservation
- _____ Do not recommend

Leadership Checklist: Must be completed for recommended students

- ☐ Influences others to work toward desirable/undesirable goals
- ☐ Looked to by others when something must be decided
- ☐ Tends to dominate peers or situations
- ☐ Initiates activities that involve peers
- ☐ Transmits his/her enthusiasm for a task to others
- ☐ Judges the abilities of others and finds a place for them in a group setting
- ☐ May appear "bossy" at times
- ☐ Interacts easily with both peers and adults
- ☐ Sought out by other students for play/activities
- ☐ Appears to have a deep sense of justice and fair play
- ☐ Can be counted on to do what he/she promised
- ☐ Is sensitive to feelings of others or to situations
- ☐ May correct others seen as doing the wrong thing
- ☐ May be frustrated by lack of organization or progress
- ☐ Makes things happen
- ☐ Is often the captain of teams
- ☐ Self-confident with others and comfortable about sharing strengths
- ☐ Cooperative with others
- ☐ Communicates effectively
- ☐ Can easily adapt to new environments

Please give specific reasons for why you feel this student is gifted and talented in the area of leadership (you may use the back of this paper for additional space):

Return this form directly to the Gifted and Talented Teacher. Thank you!

Gallatin County Schools
Gifted and Talented Progress Report
Leadership

_____ Semester

Grade _____

Student Name: _____ Teacher/Class _____

1. The student CHOOSES to be a leader in my class.

- ☐ Often
- ☐ Sometimes
- ☐ Never

2. The student assumes leadership roles in small groups, during class, or work/projects.

- ☐ Often
- ☐ Sometimes
- ☐ Never

3. The student demonstrates leadership during whole group discussions.

- ☐ Often
- ☐ Sometimes
- ☐ Never

4. The student leads in a positive and productive manner and direction.

- ☐ Often
- ☐ Sometimes
- ☐ Never

Additional Comments: _____

Gallatin County Gifted and Talented Leadership Resume

Student Name: _____

Describe your extracurricular involvement at school:

Describe your extracurricular involvement outside of school:

Volunteer experience:

Describe your leadership skills/abilities in your extracurricular activities:

1. Student Organization: _____
2. Community Organization: _____
3. Teacher: _____
4. Peer: _____

[illegible]

Gallatin County School Gifted and Talented

Leadership Writing tasks

Student Name: _____

You may answer on this sheet or on a separate sheet of paper. You must complete all 3 writing tasks. The first two are short answers and the last prompt is an essay.

1. There are several qualities one must have to become a great leader. Some of those include the ability to inspire, the ability to delegate, commitment, and confidence. Which of these qualities do you think is the most important one for a leader? Explain:

2. A leader is defined as a person who guides or directs other people. He/she is a person who influences people. Yet many celebrities and music makers influence people in ways that are not good and which can actually be harmful. Are they still leaders? Explain. What do you think the definition of a leader should be?

Explain your answer:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

3. We all admire someone for their leadership skills. It might be a teacher, friend or family member. Pick one person whom you admire for their leadership skills and write about the traits that make them special and how they have influenced you in some way.

[illegible]

Gallatin County Schools Gifted & Talented Program

Peer Identification

Leadership

Students: Please use first and last names. Write one name only (from your class) use each line. You may use the same person's name for more than one question.

- A. If your teacher became ill and had to leave the room, which one of your classmates would take charge and the afternoon would run smoothly?

- B. If you had to plan a party, but you did not have time to plan it, which one of your classmates would you ask to plan the party and you know that the party would be a success?

- C. A group of students in your class think a rule is unfair. Which of your classmates would you nominate to go talk to the principal about this?

Runzulli's Leadership Qualities

	Seldom/ Never	Occasionally	Considerably	Almost Always
1. Carries responsibilities well: can be counted on to do what he/she has promised and usually does it well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is self-confident with children his/her own age as well as adults:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Seems to be well liked by his classmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is cooperative with teacher and classmates: tends to avoid bickering and is generally easy to get along with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Can express himself/herself well; has good verbal facility and is usually well understood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Adapts easily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Seems to enjoy being around other people; is sociable and prefers not to be alone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Tends to dominate others when they are around; generally directs the activity in which he is involved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Participates in most social activities connected with the school; can be counted on to be there if anyone is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ADD COLUMN TOTAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MULTIPLY BY WEIGHT	1	2	3	4
ADD WEIGHTED COLUMN TOTALS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Gallatin County Schools Gifted & Talented Program

Rating Scale for Leadership

A Self-rating Scale by: Dr. Lois Roets

Name: _____ Age: _____ Grade _____ Date _____

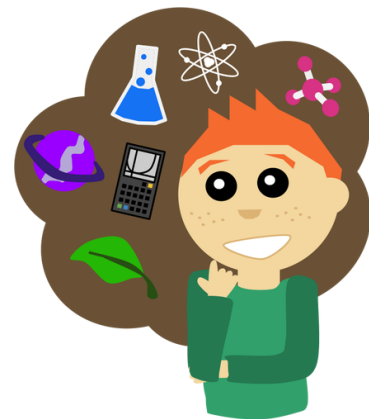
Directions: Read each statement. Mark with the number of your choice.

1-Almost always 2 -quite often 3-sometimes 4-not very often 5-never

- _____ I have strong convictions about things.
- _____ When I believe in something, I work to promote it.
- _____ I listen to both sides of the issue before I make up my mind.
- _____ I have self-confidence.
- _____ I am able to say my opinions in public.
- _____ I usually am satisfied with the decisions I make.
- _____ When I am criticized for some action I have taken, I can usually go about my work.
- _____ I like to be in charge of events.
- _____ I am able to see the sequence of steps necessary to complete a project.
- _____ When I am convinced of something, I have the courage to act for it.
- _____ I often lead in projects.
- _____ When I see somebody who is a leader, I think that I could do as well as that leader.
- _____ I can speak to persons in authority.
- _____ I have energy to complete projects that I am interested in completing.
- _____ I can understand the viewpoints of others.
- _____ I am willing to change my mind if new facts suggest that I should change my mind.
- _____ I get anxious and excited and am able to use this energy to complete a task.
- _____ I am able to work with many types of persons and personalities.
- _____ I usually understand the plot of a story or play or the main point in a conversation.
- _____ I am willing to try new experiences when these seem wise.
- _____ I know when to lead, to follow, and to get out of the way.
- _____ I admire people who have achieved great things.
- _____ I dream of the day and time when I am able to lead others or myself to great accomplishments.
- _____ I feel at ease asking people for help or information.
- _____ I can be a "peacemaker" if I want to be.



Specific Academic Aptitude



Specific Academic Aptitude (4th -12th)

Definition:

(as defined by 704 KAR 3:285-Gifted and Talented Services):

Possessing either demonstrated or potential ability to perform at an exceptionally high level in specific academic areas significantly beyond the age, experiences, or environment of one's chronological peers.

Possible areas of identification:

- Language Arts
- Mathematics
- Science
- Social Studies

Screening Tools

Nationally norm-referenced tests such as I-Ready Test,

Achieve Literacy-(9-12)

Math Assessments- (9-12)

K-Prep: Students in 3rd-8th grades take the K-PREP state assessment in the spring. Part A of each content area test is norm referenced and can be used as a screener for Gifted & Talented Identification.

ACT: Students can take the ACT at any time.

IOWA Assessment - Given to all 4th grade students in the beginning of their fourth grade year. They are tested in Math, Language Arts, Science and Social Studies.

COGAT- Cognitive Abilities test is given to 4th grade students in the fall for overall General Intelligence.

Identification

Language Arts:

Students who earn two scores at or above the 96% percentile on Reading or Language usage on I-Ready within the last three testing administrations are considered for identification. At least two other pieces of evidence must be considered by the identification committee before a student receives services.

Students who score at or above the 96% percentile on Reading or Language Arts sections of the EXPLORE, I-READY, K-Prep, or ACT and have at or above the 96% percentile on the Reading or Language Usage I-Ready test will also be considered for identification. At least two other pieces of evidence must be considered by the identification committee before a student receives services.

Mathematics:

Students who earn two scores at or above the 96% percentile in Math on I-Ready within the last three testing administrations are considered for identification. At least two other pieces of evidence must be considered by the identification committee before a student receives services.

Students who score at or above the 96% percentile on Reading or Language Arts sections of the EXPLORE, I-READY, K-Prep, or ACT and have at or above the 96% percentile on the Reading or Language Usage I-Ready test will also be considered for identification. At least two other pieces of evidence must be considered by the identification committee before a student receives services.

Science:

There is currently no I-Ready science test available.

Students who score at or above the 96th percentile on the science sections of the K-Prep, ACT, or IOWA assessment, and have at least two other pieces of evidence must be considered by the identification committee before a student receives services.

Social Studies:

There is currently no I-Ready Social Studies test available.

5th grade Students who score at or above the 96th percentile on Part A of the K-PREP Social Studies test or are recommended by a teacher or principal will take the IOWA Social Studies test. Students who score at or above the 96th percentile on the IOWA Social Studies test will be considered for identification. At least two other pieces of evidence must be considered by the identification committee before a student receives services.

8th grade: Students who score at or above the 96th percentile on Part A of the K-PREP Social Studies test or are recommended by a teacher or principal will take the IOWA Social Studies test. Students who score at or above the 96th percentile on the IOWA Social Studies test will be considered for identification. At least two other pieces of evidence must be considered by the identification committee before a student receives services.

Other evidence May include:

- Teacher nomination/checklist
- Anecdotal notes
- Parent Checklist
- Student Work Samples

Gallatin County Schools Gifted & Talented Program

Nomination Form-Specific Academic

Aptitude-Language/Reading

Student Name: _____ Teacher Name: _____
School: _____ Grade: _____ Date: _____

A. Indications (check all that apply):

- ☐ National normed Language/Reading Scores

I-Ready Date: _____ Reading Score: _____ %ile Language Score: _____ %ile

K-Prep Date: _____ Reading Score: _____ %ile Language Score: _____ %ile

- ☐ Other nationally normed tests such as PLAN, EXPLORE, ACT, or others

Test name: _____ Date: _____ Score _____ %ile

B. Anecdotal: Please use attachment to comment on student's:

- ☐ Level of Performance
☐ Special Strength and weakness
☐ Needs caused by giftedness
☐ Ability to work independently and focus responsibly on academic tasks related to language/reading.

C. Student's work that substantiates giftedness in Language/Reading.
(attachment)

D. Additional information that you believe is relevant. (Attachment)

E. Language Arts Checklist (Below)

(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- ☐ Is an avid reader
☐ Has a large, advanced and/or rich vocabulary
☐ Expresses feelings of characters to make them seem real
☐ Writes more than other students (quantity)
☐ Writes for fun
☐ Introduces, develops and concludes a story interestingly and elaborately
☐ Enjoys composing poems, original stories, plays, or keeping a journal
☐ Exhibits great desire to excel
☐ Is eager to tell others about discoveries and shows excitement in voice when talking about this subject
☐ Prefers to work individually
☐ Is eager to complete tasks
☐ Is very alert: supplies rapid answers
☐ Enjoys talking with experts in this subject.

Gallatin County Schools Gifted & Talented Program Nomination Form-Specific Academic Aptitude-Math

Student Name: _____ Teacher Name: _____
School: _____ Grade: _____ Date: _____

Indications (check all that apply):

- ☐ National normed Math Scores

I-Ready Date: _____ Math Score: _____ %ile Math Score: _____ %ile

K-Prep Date: _____ Math Score: _____ %ile Math Score: _____ %ile

- ☐ Other nationally normed tests such as PLAN, EXPLORE, ACT, or others

Test name: _____ Date: _____ Score _____ %ile

Anecdotal: Please use attachment to comment on student's:

- ☐ Level of Performance
☐ Special Strength and weakness
☐ Needs caused by giftedness
☐ Ability to work independently and focus responsibly on academic tasks related to math.

Student's work that substantiates giftedness in Math. (attachment)

Additional information that you believe is relevant. (Attachment)

Math Checklist (Below)

(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- ☐ Gets the answer correct, but may find it difficult to tell you how
☐ Events new, obscure systems and codes
☐ Reasons effectively, likes logic problems and puzzles
☐ Grasps the abstract nature of mathematics easily
☐ Enjoys trying to solve difficult problems
☐ Likes to solve problems through discovery
☐ Intuitive: has the ability to do deductive and inductive reasoning
☐ Is eager to tell others about discoveries and shows excitement in voice when talking about this subject.
☐ Prefers to work individually
☐ Is eager to complete tasks
☐ Is inquisitive
☐ Is very alert; supplies rapid answers in math
☐ Enjoys talking with experts in this subject.

Gallatin County Schools Gifted & Talented Program Nomination Form-Specific Academic Aptitude-Science

Student Name: _____ Teacher Name: _____
School: _____ Grade: _____ Date: _____

Indications (check all that apply):

- ☐ National normed Science Scores

I-Ready Date: _____ Science Score: _____ %ile Science Score: _____ %ile

K-Prep Date: _____ Science Score: _____ %ile Science Score: _____ %ile

- ☐ Other nationally normed tests such as PLAN, EXPLORE, ACT, or others

Test name: _____ Date: _____ Score _____ %ile

Anecdotal: Please use attachment to comment on student's:

- ☐ Level of Performance
☐ Special Strength and weakness
☐ Needs caused by giftedness
☐ Ability to work independently and focus responsibly on academic tasks related to science.

Student's work that substantiates giftedness in Science. (attachment)

Additional information that you believe is relevant. (Attachment)

Science Checklist (Below)

(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- ☐ Interested in Science books and/or science programs on TV
☐ Has Science related hobbies or collections
☐ Likes gadgets
☐ Learns Science concepts quickly, curious about natural relationships and wants to understand how things work.
☐ Comes up with good questions or ideas for experiments.
☐ Persistent; sticks with investigations in spite of difficulties.
☐ Exhibits great desire to be a scientist.
☐ Is eager to tell others about discoveries and shows excitement in voice when talking about the subject.
☐ Prefers to work individually
☐ Is inquisitive
☐ Is very alert; supplies rapid answers in Science
☐ Enjoys talking with experts in this subject
☐ Enjoys science, museums, Discovery Channel., etc.

Gallatin County Schools Gifted & Talented Program

Nomination Form-Specific Academic Aptitude-Social Studies

Student Name: _____ Teacher Name: _____
School: _____ Grade: _____ Date: _____

Indications (check all that apply):

- ☐ National normed Social Studies Scores

I-Ready Date: _____ Social Studies Score: _____ %ile Social Studies Score: _____ %ile

K-Prep Date: _____ Social Studies Score: _____ %ile Social Studies Score: _____ %ile

- ☐ Other nationally normed tests such as PLAN, EXPLORE, ACT, or others

Test name: _____ Date: _____ Score _____ %ile

Anecdotal: Please use attachment to comment on student's:

- ☐ Level of Performance
☐ Special Strength and weakness
☐ Needs caused by giftedness
☐ Ability to work independently and focus responsibly on academic tasks related to Social Studies.

Student's work that substantiates giftedness in Social Studies. (attachment)

Additional information that you believe is relevant. (Attachment)

Social Studies Checklist (Below)

(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- ☐ Sensitive to social issues, concerned with moral and ethical questions
☐ Knowledgeable about current events
☐ Reads or watches TV programs dealing with global awareness
☐ Shows interest in learning a foreign language
☐ Has a high interest level in global issues of environment, endangered species, etc.
☐ Enjoys learning about the past, present, and future
☐ Exhibits great desire to earn high grades
☐ Is eager to tell others about discoveries and shows excitement in voice when talking about subject
☐ Usually prefers to work individually
☐ Is eager to complete tasks
☐ Is very alert; supplies rapid answers in subject
☐ Is inquisitive
☐ Enjoys talking with experts in this subject
☐ Enjoys discovery channel
☐ Understands cause and effect
☐ Can apply knowledge to a variety of Social Science related issues
☐ Interest in people

Gallatin County Schools Gifted & Talented Program

Anecdotal Notes

Student Name: _____ Teacher Name: _____

School: _____ Grade _____ Date: _____

Gifted/Talented Area (circle one): Language Arts

Math

Science

Social Studies

Please comment on the following:

Level of performance:

Special strengths and weaknesses:

Need caused by giftedness:

Ability to work independently and focus responsibility on specific area:



Visual & Performing Arts



 publicdomainvectors.org

Gallatin County Schools Gifted & Talented Program

Visual Arts Jot Down

Teacher Name: _____ Date: _____ Student: _____

May be asked by others to do art work.	Likes to comment on colors, shapes, and structures of things.	Enjoys and appreciates or may be critical of own art work and work of others.	Takes pride in doing things well.
Draws or doodles a lot in school/home	Does outstanding original artwork.	Likes to use 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
Demonstrates elaboration in art work	Has a sensitive use of line/color/texture	Enjoys open-ended art activities	Has an appreciation of beautiful objects

Gallatin County Schools Gifted & Talented Program

Music Jot Down

Teacher : _____ Date: _____ Student: _____

Perceives fine differences in sound	Easily remembers melodies and can reproduce them accurately	Sensitive to rhythm/may tap fingers or feet while working	Sustained interest in musical activities
Expresses feelings or emotions through music	Makes up original tunes	May hum or sing to break the silence	Interested in musical symbols
Can identify short rhythmic patterns as same or different	Likes to perform musically	Sings on pitch	Able to perform musically with a high degree of technical difficulties
Interested in musical instruments	Enjoys musical performances	Can play or would like to play a musical instrument	Is interested in and learns musical symbols quickly

Gallatin County Schools Gifted & Talented Program

Drama Jot Down

Teacher: _____ Date: _____ Student: _____

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 get people to laugh, frown, feel tense, etc.
Can imitate others- is able to mimic the way people talk, gesture, etc.	Readily shifts into the role of another character	Imaginative- has a strong sense of fantasy	May daydream at times
Sensitive to beauty-attends to aesthetic attributes of things	Seems to pick up skills in drama without instruction	Invents new techniques/ experiments	Sense of humor=sees humor in situations others do not see
Sees minute details in performance	High in sensory sensitivity	Uses drama to express experiences or feelings	Appears reflective or idealistic

Gallatin County Schools Gifted & Talented Program

Dance Jot Down

Teacher Name: _____ Date: _____ Student: _____

Uses body as an instrument of expression.	Enjoys forms of dancing and movement 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
Likes to spend time watching others dance	Communicates to others through their dance	Deals effectively with own center for gravity	Experiences great joy in movement

Gallatin County Schools Gifted & Talented Program Nomination Form-Visual Arts

Student Name: _____ Teacher Name: _____

School: _____ Grade: _____ Date: _____

Visual and Performing Arts: Visual Arts

A. Indications (Check all that apply)

☐ Observed strengths in the area of visual arts
(attach an explanation or description)

☐ Has won an award in visual arts (in or out of school)

Award: _____

☐ Other: _____

B. Anecdotal (attachment)

C. Additional information that you believe is relevant. (attachment)

D. Visual Arts Checklist (Below)

(Must be complete for recommended students)

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- ☐ May be asked by others to do artwork
- ☐ Likes to comment on colors, shapes, and structure of things
- ☐ Enjoys and appreciates or may be critical of own artwork and work of others
- ☐ Takes pride in doing things well
- ☐ Draws or doodles a lot in school/home
- ☐ Does outstanding original artwork
- ☐ Likes to use many different materials
- ☐ Enjoys talking about, collecting, and/or looking at 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 of time
- ☐ May shut out other things going on around him/her
- ☐ Creates exceptional charts, graphs, models, or other visuals when given the opportunity
- ☐ Demonstrates elaboration in artwork
- ☐ Has a sensitive use of line/color/texture
- ☐ Enjoys open-ended art activities
- ☐ Has an appreciation of beautiful objects
- ☐ Capable of "finding" or "making" art

Gallatin County Schools Gifted & Talented Program Nomination Form - Music

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

VISUAL AND PERFORMING ARTS: MUSIC

A. Indication (check all that apply):

☐ Observed strengths in the area of music

(Attach an explanation or description)

☐ Has won an award in music (in or out of school)

Award: _____

☐ Other: _____

B. Anecdotal (attachment)

C. Additional information that you believe is relevant (attachment)

D. Music Checklist (Below)

(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- ☐ Perceives fine differences in sound
- ☐ Easily remembers melodies and can reproduce them accurately
- ☐ Sensitive to rhythm- may tap fingers or feet while working
- ☐ Sustained interest in musical activities
- ☐ Expresses feelings or emotions through music or sound
- ☐ Makes up original tunes
- ☐ May hum or sing to break the silence
- ☐ Interested in musical symbols
- ☐ Can identify short rhythmic patterns as same or different
- ☐ Likes to perform musically
- ☐ Sings on pitch
- ☐ Able to perform musically with a high degree of technical difficulty
- ☐ Interested in musical instruments
- ☐ Enjoys musical performances
- ☐ Can play or would like to play a musical instrument
- ☐ Is interested in and learns musical symbols quickly

Gallatin County Schools Gifted and Talented Program Nomination Form -Drama

Student Name: _____ Teacher Name _____
School: _____ Grade _____ Date: _____

VISUAL AND PERFORMING ARTS: DRAMA

A. Indications (check all that apply)

- ☐ Observed strengths in the area of drama
(attach an explanation or description)
- ☐ Has won an award in drama (in or out of school)
Award: _____
- ☐ Has had a part in a play (in or out of school)
Part (s): _____
Other: _____

B. Anecdotal (attachment)

C. Additional information that you believe is relevant. (attachment)

D. Drama Checklist (Below)

(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- ☐ 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 while speaking
- ☐ Able to evoke emotional responses from listeners-can get people to laugh, frown, feel tense, etc.
- ☐ Can imitate others is able to mimic the way people speak, talk, gesture
- ☐ Readily shifts into the role of another character
- ☐ Imaginative-has a strong sense of fantasy
- ☐ May daydream at times
- ☐ Sensitive to beauty-attends to aesthetic attributes of things
- ☐ Seems to pick up skills in drama without instruction
- ☐ Invents new techniques, experiments
- ☐ Sense of humor -sees humor in situations others do not see
- ☐ Sees minute details in performances
- ☐ High in sensory sensitivity
- ☐ Uses drama to express experiences or feelings
- ☐ Appears reflective or idealistic

Gallatin County Schools Gifted and Talented Program Nomination Form -Dance

Student Name: _____ Teacher Name _____
School: _____ Grade _____ Date: _____

VISUAL AND PERFORMING ARTS: Dance

E. Indications (check all that apply)

- ☐ Observed strengths in the area of dance
(attach an explanation or description)
- ☐ Has won an award in dance (in or out of school)
Award: _____
- ☐ Has had a part in a dance production (in or out of school)
Part (s): _____
Other: _____

F. Anecdotal (attachment)

G. Additional information that you believe is relevant. (attachment)

H. Dance Checklist (Below)

(MUST BE COMPLETED FOR RECOMMENDED STUDENTS)

Please check the characteristics that accurately describe the TYPICAL behavior of this student.

- ☐ Uses body as an instrument of expression
- ☐ Enjoys forms of dancing and movement 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
- ☐ Likes to spend time watching others dance
- ☐ Communicates to others through dance
- ☐ Deals effectively with own center for gravity
- ☐ Experiences great joy in movements

Gallatin County Schools Gifted & Talented Program

Anecdotal Notes

Student Name: _____ Teacher Name: _____
School: _____ Grade: _____ Date: _____

Gifted/Talented Area (circle one): visual arts

Music

Drama

Dance

Please comment on the following:

Level of performance:

Special strengths and weaknesses:

Needs caused by giftedness:

Ability to work independently and focus responsibility on specific area:

Primary Talent Pool

(K-3rd)



Primary Talent Pool (K-3rd grade)

Definition:

(as defined is 704 KAR 3:285 - Gifted and Talented Services)

A group of primary students informally selected as having characteristics and behaviors of a high potential learner and further diagnosed using a series of informal and formal measures to determine differentiated service delivery needs during their stay in the primary program.

Screening Tools

Measure of Academic Progress (I-Ready Test)

Students in Gallatin County Schools are administered the Measure of Academic Progress (I-Ready) test three times per year (fall, winter and spring). I-Ready is a norm-referenced test. At this time, the areas tested in the primary grades are reading and math.

Primary Talent Pool Jot Down

Classroom teachers will complete the Talent Pool Jot Down Tool in November.

Identification:

I-Ready Students who earn two scores at or above the 90th percentile on the Reading or Math I-Ready tests within the last three testing administrations are considered for identification. At least two other pieces of evidence must be considered by the identification committee before a student receives services.

Jot Down- Students listed in 15 out of the 17 boxes on the Jot Down are considered for Primary Talent Pool identification. At least two other pieces of evidence must be considered by the identification committee before a student receives services.

Other evidences may include:

- Teacher nomination/checklist
- Anecdotal Notes
- Parent Checklist
- Student Work Samples

Gallatin County Schools: Gifted and Talented Program

Primary Talent Pool Jot Down

Teacher Name: _____ Date: _____

Student: _____

Shows evidence of an advanced vocabulary	Is reading at least one year above grade level	Is eager to explore patterns and puzzles	Reason/ Responds quickly
Enjoys problem-solving situations	Questions: "what if" or "why" frequently	Is resistant to drill and practice.	Displays a developed sense of fairness
Becomes bored easily	Keenly observant of environment/ activities	Has an unusually good memory	Shows talent in visual and performing arts
Demonstrates persistence	Displays a good sense of humor	Creates new ways to bridge unrelated ideas	Displays leadership with class activities
Is knowledgeable of things not yet taught			

**Gallatin County Schools Gifted and Talented Program
Nomination Form- Primary Talent Pool**

Student Name: _____ Teacher Name: _____
School: _____ Grade: _____ Date: _____

A. Indications (check all that apply):

- ☐ National norm scores I-Ready
Date: _____ Reading Score _____ %ile
Math Score _____ %ile
Date: _____ Reading Score _____ %ile
Math Score _____ %ile

B. Anecdotal: Please use attachment to comment on student's:

- ☐ Level of performance
☐ Special strengths and weaknesses
☐ Needs caused by giftedness
☐ Ability to work independently and focus responsibly

C. Student's work that substantiates in science (attachment)

D. Additional information that you believe is relevant. (attachment)

E. Primary Talent Pool Checklist (below)

Must Be completed for recommended students

Please check the characteristics which actually describe the TYPICAL behavior of this student.

- ☐ Demonstrates evidence of advanced vocabulary
☐ Is reading above grade level
☐ Is eager to explore patterns and puzzles
☐ Reason /Responds quickly
☐ Enjoys problem-solving situations
☐ Questions "what if" or Why" frequently
☐ Is resistant to drill and practice
☐ Displays a developed sense of fairness
☐ Becomes bored easily
☐ Keenly observant of the environment/activities
☐ Has an unusually good memory
☐ Shows talent in visual and performing arts
☐ Demonstrates persistence
☐ Displays a good sense of humor
☐ Creates new ways to bridge unrelated ideas
☐ Displays leadership with class activities
☐ Is knowledgeable of things not yet taught

Gallatin County Schools Gifted & Talented Program

Anecdotal Notes

Gifted/Talented Area: Primary Talent Pool

Student Name: _____ Teacher Name: _____
School: _____ Grade: _____ Date: _____

Please comment on the following:
Level of Performance:

Special strengths and weaknesses:

Needs caused by giftedness:

Ability to work independently and focus responsibility on specific area:

