

RRSD Teacher TAG Evaluation Form

Student _____

Grade _____

Date _____

Teacher _____

Class _____

The information on this form will be used by the TAG Screening Committee in the process for Talented and Gifted Identification. Using a 6-point scale, thoughtfully rate your impression of the student relative to the following item descriptors. If you do not have a basis to rate the student in this area, please draw a line across. 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 ways compared to average students of the same age.**

Below Average (< 24%)	Low Average (24-39%)	Average (40-59%)	Above Avg. (60-89%)	Superior (90-96%)	Very Superior (Top 3%)
1	2	3	4	5	6

Section One – Thinking, Interests, and Participation

Percentiles	< 24	24-39	40-59	60-89	90-96	≥ 97
Tries to find the how and why of things; displays a great deal of curiosity about many things	1	2	3	4	5	6
Asks provocative, insightful questions	1	2	3	4	5	6
Likes to do many things; has a wide range of interests	1	2	3	4	5	6
Connects new learning to previously learned material to make it meaningful	1	2	3	4	5	6
Exhibits special skills unusual for age	1	2	3	4	5	6
Exhibits a wide variety of learning techniques	1	2	3	4	5	6
Shows intuition; has “leaps of understanding”	1	2	3	4	5	6
Becomes absorbed in a task or problem until completion	1	2	3	4	5	6
Comprehends abstract ideas with minimal concrete experience	1	2	3	4	5	6
Has a high level of enthusiasm and alertness for some activities	1	2	3	4	5	6
Demonstrates strong problem-solving skills	1	2	3	4	5	6
Pursues intense interests; shows passion about interests	1	2	3	4	5	6

Section Two – English Language Arts Skills and Interests

Percentiles	< 24	24-39	40-59	60-89	90-96	≥ 97
Uses/understands advanced vocabulary	1	2	3	4	5	6
Reading interest, fluency, and ability	1	2	3	4	5	6
Reads more difficult books	1	2	3	4	5	6
Possesses a large storehouse of information about a variety of topics	1	2	3	4	5	6
Recognizes author’s or speaker’s point of view, mood, or intentions	1	2	3	4	5	6
Expresses him/herself through a variety of communicative skills and strong expressive language	1	2	3	4	5	6
Enjoys independent study and researching areas of interest	1	2	3	4	5	6
Pays attention to details; elaborates	1	2	3	4	5	6
Acquires new language at a fast rate	1	2	3	4	5	6
Is a keen and alert observer; usually “seeing more” or “getting more” out of a story, film, etc.	1	2	3	4	5	6

Section Three – Math Concepts and Processing

Percentiles	< 24	24-39	40-59	60-89	90-96	≥ 97
Learns math concepts and processes faster than other students	1	2	3	4	5	6
Organizes data to discover patterns and relationships	1	2	3	4	5	6
Enjoys trying to solve difficult problems; likes puzzles and logic problems	1	2	3	4	5	6
Solves problems intuitively (may not be able to explain why solution is correct)	1	2	3	4	5	6
Is interested in numbers and quantitative relationships	1	2	3	4	5	6
Visualizes spatially, creates visual images of problems	1	2	3	4	5	6
Needs little practice to master new math concepts	1	2	3	4	5	6
Develops unique associations, uses original methods for solutions	1	2	3	4	5	6
Recalls relevant information/concepts in solving problems, recognizes the critical elements	1	2	3	4	5	6
Analyzes problems carefully, considers alternatives, not necessarily accepting first answer	1	2	3	4	5	6

Section Four – Attributes and Traits

Percentiles	< 24	24-39	40-59	60-89	90-96	≥ 97
Sees humor in situations others may not see; understands puns	1	2	3	4	5	6
Is very sensitive toward people and issues	1	2	3	4	5	6
Quite concerned with right and wrong, good or bad	1	2	3	4	5	6
Can be self-assertive; stands up for his/her beliefs	1	2	3	4	5	6
Individualistic; non-conforming	1	2	3	4	5	6
Believes the process is more important than the final product	1	2	3	4	5	6
Self-critical and often dissatisfied with own effort and product; exhibits perfectionism	1	2	3	4	5	6
Impatient with routine	1	2	3	4	5	6
Intuitively understands situations	1	2	3	4	5	6
Assumes mature responsibilities; exhibits leadership	1	2	3	4	5	6

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

This student:

- | | | | |
|--|-----|----|--------------|
| - Lacks proficiency in English? | Yes | No | I don't know |
| - Belongs to an under-represented ethnic group? | Yes | No | I don't know |
| - Has irregular school attendance? | Yes | No | I don't know |
| - Has a disability that may interfere with learning? | Yes | No | I don't know |
| - Has a history that includes Adverse Childhood Experiences? | Yes | No | I don't know |

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

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

- I recommend TAG identification in **mathematical** abilities based on performance in the top 3%
- I recommend TAG identification in **reading** abilities based on performance in the top 3%
- I recommend TAG identification in **intellectual** abilities based on performance in the top 3% (*may or may not translate into high classroom performance*)
- I do not recommend TAG identification in any area

Please make additional comments that may be helpful (attach additional notes if necessary):

Required Documentation for TAG referrals

RRES

- Attendance rates
- STAR reading
- STAR math
- Smarter Balanced scores (if applicable)
- Dibels scores
- Read Naturally performance
- Accelerated reader performance
- Grades
- Curriculum Based Assessments
- Any other data to assist the committee in making a determination

RRJSHS

- Attendance rates
- Smarter Balanced scores
- Galileo scores
- Grades
- Curriculum based assessment scores
- Any other data to assist the committee in making a determination

SVA

- Attendance rates
- Smarter Balanced scores
- Grades
- Curriculum based assessment scores
- Any other data to assist the committee in making a determination