



Talented and Gifted Program Characteristics and Nomination Form

Date _____

Student _____ School _____ ID # _____

Current Teacher _____ Room # _____ Grade _____

Form Completed by _____ Teacher _____ Parent _____ Other _____

Circle area(s) of nomination: Intellectual Math Reading

STUDENT CHARACTERISTIC PROFILE

Please use the scale below to estimate how often this student exhibits these characteristics. Descriptions of the characteristics are located on page two of this form.

(1) Never/Seldom (2) Occasionally (3) Frequently (4) Almost Always (5) Always

1. Interests 1 2 3 4 5

Comments _____

2. Motivation 1 2 3 4 5

Comments _____

3. Inquiry 1 2 3 4 5

Comments _____

4. Insight 1 2 3 4 5

Comments _____

5. Humor 1 2 3 4 5

Comments _____

6. Communication 1 2 3 4 5

Comments _____

7. Memory 1 2 3 4 5

Comments _____

8. Reasoning 1 2 3 4 5

Comments _____

9. Problem/Solving 1 2 3 4 5

Comments _____

10. Imagination 1 2 3 4 5

Comments _____

STUDENT'S SCHOOL PERFORMANCE

Student's strongest subject area(s):

Does the student perform "over and above" expectations when given the opportunity?

Yes No Sometimes

Comments:

In comparing this student to others in the same age group would you say she/he learns at a:

Faster rate Same rate Slower rate

Comments: _____

Higher level Same level Lower level

Comments: _____

DESCRIPTORS

1. INTERESTS:

Intense (sometimes unusual) interests. **HOW IT MAY LOOK:** Unusual or advanced interests in a topic or activity; self-starter; pursues an activity unceasingly, beyond the group.

2. MOTIVATION:

Evidence of desire to learn. **HOW IT MAY LOOK:** Persistent in pursuing/completing self-selected tasks may be culturally influenced; evident in school or non-school activities); enthusiastic learner; has aspirations to be somebody, do something.

3. INQUIRY:

Questions, experiments, explores. **HOW IT MAY LOOK:** Asks unusual questions for age; plays around with ideas; extensive exploratory behaviors directed toward eliciting information about materials, devices, or situations.

4. INSIGHT:

Quickly grasps new concepts and makes connections; senses deeper meanings. **HOW IT MAY LOOK:** Exceptional ability to draw inferences; appears to be a good guesser; Is keenly observant; heightened capacity for seeing unusual and diverse relationships, integration of ideas and disciplines.

5. HUMOR:

Conveys and picks up on humor well. **HOW IT MAY LOOK:** Keen sense of humor that may be gentle or hostile; large accumulation of information about emotions; capacity for seeing unusual relationships; unusual emotional depth; openness to experiences; sensory awareness.

6. COMMUNICATION SKILLS:

Highly expressive (with words, with numbers, with symbols). **HOW IT MAY LOOK:** Unusual ability to communicate (verbally, nonverbally, physically, artistically, symbolically); uses particularly apt examples, illustrations, or elaborations.

7. MEMORY:

Large storehouse of information (on school or non-school topics). **HOW IT MAY LOOK:** Already knows; 1-2 repetitions for mastery; has a wealth of information about school or non-school topics; pays attention to details; manipulates information.

8. REASONING:

Logical approaches to figuring out solutions. **HOW IT MAY LOOK:** Ability to make generalizations and use metaphors and analogies; can think things through in a logical manner; critical thinker; ability to think things through and come up with a plausible answer.

9. PROBLEM-SOLVING:

Effective (often inventive) strategies for recognizing and solving problems. **HOW IT MAY LOOK:** Unusual ability to devise or adopt a systematic strategy for solving problems and to change the strategy if it's not working; creates new designs; inventor.

10. IMAGINATION/CREATIVITY:

Produces many ideas. Highly original. **HOW IT MAY LOOK:** Shows exceptional ingenuity in using everyday materials; Is keenly observant; has wild, seemingly silly ideas; fluent and flexible producer of ideas; highly curious.