TAG Pre-Screening Checklist

adapted from Frasier, Project Bright Horizon, and U-Stars

Teacher Name: Grade:

School: Date:

Directions for using this form:

Step 1 Whole Class Observation: Write in the names of each student in your class. Within a given time (2-4 weeks), observe the entire class in a variety of activities across the content areas. When a student exhibits one of the behaviors, place a checkmark in the appropriate column on this form.

Step 2 After the initial observation period, examine the data (the number of tally marks in the categories) and decide which students may need further observation.

Step 3 Use the observation form again for individual student observations. Jot down notes about the student as you observe. Also, begin collecting examples of student work.

Step 4 After you have identified the students exhibiting gifted behaviors, you are ready to get parent permission for testing, and/or you may use the information to plan differentiated instruction as indicated.

Student Name	**Learning** Retains and learns information easily Carries out complex instructions with ease Shows strong memory, quick recall Uses complex language & math symbol systems *Appears bored with or rushes through "easy work" *Does not show work, only answers *Becomes impatient with tedious and repetitious work	**Skills** Reads and comprehends on an advanced level Uses numbers and math skills in meaningful, real-world ways Has a large vocabulary Masters and shows high level thinking in specific content area Challenges teacher to go further in depth and complexity Employs advanced computation skills Displays academic/artistic creativity	**Interests** Demonstrates unusual or advanced interests Is considered an "expert" in a particular topic, (may seem domineering) *Resists transition moving onto a new topic of study *Does not follow or wait for directions (makes own rules) *Refuses to follow rule unless they see "why" *Seen as nonconformist	**Reasoning & Problem Solving** Is a keen observer Recognizes patterns Makes mental connections Sees cause and effect relationships Devises or adapts strategies to solve problems Has "out of the box" ways of solving problems and seeing situations Figures out why and how things work/Asks, "Why?" Creates interesting shapes and patterns *Is argumentative	**Motivation/Leadership** Is a self-starter (requires little direction) Is independent (requires little feedback) Does not follow typical path (moves to a different drummer) Self-confident; Well-liked by peers; A leader *Questions authority/May seem bossy **other indicators which may not be teacher pleasing*

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