

Teacher Name _____
School _____

Grade _____
Date _____

TAG Pre-Screening Checklist

Directions for using this form:

Step 1. Whole Class Observation: Within a given time period of 2-4 weeks, observe the entire class in a variety of activities across the content areas. Use this form as you observe your whole class. When a student exhibits one of the behaviors, write the student's name in the box by that behavior, and then make tally marks as the behavior is repeated.

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

Step 3. Use the observation form again for individual student observation tallying as well as jotting down notes about the student as you observe. At this point 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.

Category	Names of Students
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 <i>*other indicators which may not be teacher pleasing</i>	