

## Gifted Behaviors—Teacher Rating Form

### Section I: Student Information

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Current school: \_\_\_\_\_ Date: \_\_\_\_\_

### Section II: Indicators of Gifted Behaviors

Check the frequency of behaviors within each category by answering the following question: *To what extent are the following behaviors demonstrated as compared to other children of similar age, experience, or cultural background?*

#### A. General Intellectual Aptitude

Rarely      Occasionally      Frequently      Consistently

Demonstrates excellent memory, especially in areas of interest				
Has unusually large vocabulary, uses complex sentence structures				
Learns basic skills quickly, with little practice				
Uses complex comparisons, problem solving, or reasoning				
Is very observant				
Demonstrates abstract or complex thinking				
Displays curiosity, poses intense questions				

#### B. Specific Academic Abilities (Communication Skills/Social Sciences)

Rarely      Occasionally      Frequently      Consistently

Enjoys reading, reads often				
Communicates effectively in speaking and/or writing				
Shows interest in current events, news, and social issues				
Demonstrates sympathy; concerned when things are unfair				
Displays the ability to understand and discuss complex topics in reading				
Has ideas that are well thought-out and organized in speaking and/or writing				
Engages in intellectual play with words, pictures, or ideas				

#### C. Specific Academic Abilities (Mathematics/Science)

Rarely      Occasionally      Frequently      Consistently

Desires to organize people and things; desires to make discoveries				
Puts ideas together that are not typical				
Learns mathematical concepts quickly				
Demonstrates an interest in experimenting and doing things differently				
Enjoys solving problems, especially with numbers and puzzles				
Ability to persist in finding and applying multiple solutions to a problem				
Ability to analyze and explain thought processes beyond age level expectations				

(OVER PLEASE)



### **Section III: Commentary**

In the space provided, share any relevant information about the student to provide evidence why you feel this child is gifted and may require gifted services.

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.

Indicators adapted in part from Johnsen, S. K. (2004) *Identifying Gifted Students: A Practical Guide*. Waco, TX: Prufrock Press

### ***Signatory Information***

Print name of person completing form: \_\_\_\_\_

Subject Area Taught:

Signature of person completing form

Return this form to your school's Gifted Resource Teacher