

**General Intellectual Ability Jot-Down**Brief description of  
observed activity \_\_\_\_\_Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Mo. Day Yr.

Teacher \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_

- As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.
- When recommending students for gifted services, use this identification jot-down as a reminder of student performances in the area of general intellectual abilities.

|   |  |   |   |
|---|--|---|---|
| Sees connections/recognizes patterns, may want to know how what is being taught "fits in."        | Asks many probing questions, sometimes to the point of driving others "up the wall." | Appears to have a deep sense of justice. May correct others when something seems wrong.         | Able to work one or more years above age group.                                       |
| Widely read or likes to read. May prefer to read rather than be with others.                      | Knows many things that have not been taught.   | Has a large vocabulary but may choose when to use it.   | Benefits from rapid rate of presentation. May refuse to do work seen as "busywork."   |
| Displays intensity for learning. Preoccupied and hard to move on to new topic or area of study.   | Prefers a few close friends with similar intellect to many friends.                  | Likes to observe before trying new activities. Thinks through ideas before sharing with others. | Has knowledge about things age peers may not be aware of.                             |
| Prefers to work independently with little direction. May be resistant to being leader of a group. | Displays abstract thinking. Requires time to think before responding.                | Shows high energy level—physical, intellectual, and psychological.                              | Appears to have discrepancies between physical, social, and intellectual development. |

### Creative Thinking Jot-Down

Brief description of  
observed activity \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
Mo. Day Yr.

Teacher \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_

1. As students show evidence of the following creative thinking characteristics in comparison with age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot-down as a reminder of student performances as creative thinkers.

|   |  |  |   |
|---|--|--|---|
| Offers many ideas (fluency).  | Displays ability to switch categories or change ideas (flexibility). | Develops ideas with details (elaboration).                                     | Offers ideas no one else may have thought of (originality).       |
| Asks questions about everything and anything (alert and curious).                                 | Appears bored with routine tasks and may refuse to complete them.    | Uses imagination and a strong sense of fantasy.                                | Appears to be daydreaming at times.                               |
| May be uninhibited with ideas or opinions; is sometimes radical or tenacious in expressing ideas. | Is a high risk taker with an adventurous and speculative spirit.     | Has high energy level, which may cause student to get in trouble.              | Sees humor in situations others do not see (keen sense of humor). |
| Offers ideas others may view as wild and crazy.   | May not read rules or may question the rules.                        | Enjoys spontaneous activities, sometimes without considering the consequences. | Appears reflective or idealistic.                                 |

**Leadership Jot-Down**Brief description of  
observed activity \_\_\_\_\_Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Mo. Day Yr.

Teacher \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot-down as a reminder of student performances in leadership.

|  |  |   |  |
|--|--|---|--|
| Gets others to work toward desirable or undesirable goals. | Is looked to by others when something must be decided. | Initiates activities that involve peers.        | Figures out what is wrong with an activity; shows others how to make better. |
| Transmits his/her enthusiasm for a task to others.         | Judges abilities of others and finds a place for them. | May appear "bossy" at times.                    | Interacts easily with both children and adults.                              |
| Is sought out by other students for play/activities.       | Displays a sense of justice and fair play.             | Organizes ideas and people to reach goal.       | Displays self-confidence.  |
| Is often the captain of teams or leader in the classroom.  | Displays charismatic qualities.                        | Communicates effectively to make things happen. | May be frustrated by lack of organization or progress toward goal.           |

### Visual Art Jot-Down

Brief description of  
observed activity \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
Mo. Day Yr.  
Teacher \_\_\_\_\_  
School \_\_\_\_\_

Grade \_\_\_\_\_

- As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.
- When recommending students for gifted services, use this identification jot-down as a reminder of student performances in the visual arts.

|  |   |  |   |
|--|---|--|---|
| May be asked by others to do artwork.        | Likes to comment on colors, shapes, and structure of things.      | May be critical of own artwork and work of others.   | Enjoys and takes pride in doing visual artwork.   |
| Draws or doodles a lot at school/home.       | Does outstanding original artwork.                                | Likes the opportunity to choose to express self through the use of many different materials.   | Enjoys talking about art and collecting works of art.                                     |
| Masters basic art skills quickly and easily. | Has a keen sense of humor/makes unusual connections with drawing. | Concentrates on art projects for long periods; may shut out other things going on around them. | Creates exceptional charts, graphs, models, and other visuals when given the opportunity. |
| Provides detailed artwork (elaboration).     | Has a sensitive use of line/color/texture.                        | Enjoys open-ended art activities; shows frustration with art projects that are very specific.  | Notices and shows appreciation for beauty and aesthetic qualities.                        |

**Music Jot-Down**Brief description of  
observed activity \_\_\_\_\_Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
Mo. Day Yr.

Teacher \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_

1. As students show evidence of the following musical characteristics in comparison with age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot-down as a reminder of student performances in music.

|   |   |  |  |
|---|---|--|--|
| Perceives fine differences in sound.  | Remembers melodies and can reproduce them accurately. | Is sensitive to rhythm; may tap fingers or feet while working. | Has sustained interest in musical activities.                  |
| Expresses feelings or emotions through music.                               | Makes up original tunes.                              | May hum or sing to break the silence.                          | Displays interest in musical symbols and locates them easily.  |
| Identifies rhythmic patterns as same or different.                          | Likes to perform musically.                           | Sings on pitch.  | Performs musically with a high degree of technical difficulty. |
| Displays interest in musical instruments and various ways to produce sound. | Enjoys musical performances.                          | Plays or would like to play a musical instrument.              | Prefers to work with music playing.                            |

### Dance Jot-Down

Brief description of  
observed activity \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
Mo. Day Yr.  
Teacher \_\_\_\_\_  
School \_\_\_\_\_

Grade \_\_\_\_\_

- As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.
- When recommending students for gifted services, use this identification jot-down as a reminder of student performances in dance.

|  |  |  |  |
|--|--|--|--|
| Uses body as an instrument of expression.      | Enjoys forms of movement and dancing to music. | Uses movement to recreate an emotion or environment.   | Able to think of many ways of solving movement problems. |
| Displays grace and fluidity of movement.       | Likes to dance for other people.               | Is good at imitating movement of others.               | Can change direction, level, and focus of movement.      |
| Masters basic dance skills quickly and easily. | Improvises to music.                           | Has awareness of line and the design of body in space. | Appears to feel the rhythm of music.                     |
| Enjoys spending time watching others dance.    | Communicates to others through dance.          | Deals effectively with own center of gravity.          | Experiences great joy in movement.                       |

**Drama Jot-Down**Brief description of  
observed activity \_\_\_\_\_Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
Mo. Day Yr.

Teacher \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot-down as a reminder of student performances in drama.

|  |   |  |   |
|--|---|--|---|
| Eager to participate in classroom plays or skits.                          | Effectively uses voice, gestures, and facial expressions to communicate feelings. | Commands and holds the attention of a group when speaking. | Able to evoke emotional responses from listeners.                       |
| Can easily imitate others—may mimic the way people speak, talk, gesture.   | Readily shifts into the role of another character.                                | Is imaginative—has a strong sense of fantasy.              | Appears to daydream at times.   |
| Displays sensitivity to beauty; attends to aesthetic attributes of things. | Seems to pick up skills in drama without instruction.                             | Invents new techniques, experiments.                       | Displays sense of humor. May see humor in situations others do not see. |
| Sees minute details in performances.                                       | Has high sensory sensitivity.   | Uses drama to express experiences or feelings.             | Appears reflective or idealistic.                                       |