

TABS Observation Form

Student: _____ Grade: _____ Completed by: _____ Date: _____

Directions: Use the boxes below the definitions and descriptions of the basic traits, aptitudes, and behaviors (TABs) associated with the giftedness construct to record SPECIFIC examples of TABs displayed by the student(s). Use the scale in the bottom box to rate the level at which the child exhibits the specific trait.

<u>Interests</u>	<u>Motivation</u>	<u>Inquiry</u>	<u>Insight</u>	<u>Humor</u>
<p style="text-align: center;"><i>Intense (often unusual) interests</i></p> <p><u>Description:</u> Activities, avocations, objects, etc., that have special worth or significance and are given special attention.</p> <p><u>Student may:</u></p> <ul style="list-style-type: none"> • demonstrate unusual or advanced interests in a topic or activity. • be a self-starter. • be beyond age-group. • pursue activity unceasingly. 	<p style="text-align: center;"><i>Evidence of desire to learn.</i></p> <p><u>Description:</u> Forces that initiate, direct and sustain individual or group behavior in order to satisfy a need or attain a goal.</p> <p><u>Student may:</u></p> <ul style="list-style-type: none"> • aspire to be somebody, do something. • be an enthusiastic learner. • demonstrate persistence in pursuing or completing self-selected tasks (may be culturally influenced; evident in school or non-school activities). 	<p style="text-align: center;"><i>Questions, experiments, explores.</i></p> <p><u>Description:</u> Method or process of seeking knowledge, understanding or information.</p> <p><u>Student may:</u></p> <ul style="list-style-type: none"> • ask unusual questions for age. • play around with ideas. • demonstrate extensive exploratory behaviors directed toward eliciting information about materials, devices or situations. 	<p style="text-align: center;"><i>Quickly grasps new concepts and makes connections; senses deeper meanings.</i></p> <p><u>Description:</u> Sudden discovery of the correct solution following incorrect attempts based primarily on trial and error.</p> <p><u>Student may:</u></p> <ul style="list-style-type: none"> • demonstrate exceptional ability to draw inferences. • appear to be a good guesser. • be keenly observant. • possess heightened capacity for seeing unusual and diverse relationships. • integrate ideas and disciplines. 	<p style="text-align: center;"><i>Conveys and picks up on humor.</i></p> <p><u>Description:</u> Ability to synthesize key ideas or problems in complex situations in a humorous way.</p> <p><u>Student may:</u></p> <ul style="list-style-type: none"> • have keen sense of humor, may be gentle/hostile. • see unusual relationships. • demonstrate unusual emotional depth • demonstrate sensory awareness.
<p style="text-align: center;"><u>Interests</u></p> <p>When something catches student’s interest, student will work to find out information about it—reading, asking questions, etc. Really enjoys math & science.</p> <p>e.g. Has a special interest in insects. Checks out books, draws, shares information on what was learned whenever given a chance.</p>	<p style="text-align: center;"><u>Motivation</u></p> <p>Listens, asks questions, and shares thinking on topic. At times, will find information on own and share in class.</p> <p>e.g. While studying weather, researched information on the tools used when forecasting weather.</p>	<p style="text-align: center;"><u>Inquiry</u></p> <p>Asks questions beyond just recall. Wants to understand what is being taught.</p> <p>e.g. “Why are some states more prone to tornadoes?”</p> <p>Examples from interests and motivation columns also show a high level of inquiry.</p>	<p style="text-align: center;"><u>Insight</u></p> <p>Shows insight more often when dealing with mathematical or science concepts.</p> <p>e.g. Student attempted to answer own question about some states being more prone to tornadoes —using what he learned about the weather and prior knowledge he had.</p>	<p style="text-align: center;"><u>Humor</u></p> <p>Typically a serious child.</p>
<p>5 4 3 2 1</p> <p>Strong Moderate Weak</p>	<p>5 4 3 2 1</p> <p>Strong Moderate Weak</p>	<p>5 4 3 2 1</p> <p>Strong Moderate Weak</p>	<p>5 4 3 2 1</p> <p>Strong Moderate Weak</p>	<p>5 4 3 2 1</p> <p>Strong Moderate Weak</p>

TABS Observation Form

(continued)

<p>Communication Skills</p> <p><i>Highly expressive; effective use of words, numbers, symbols.</i></p> <p><u>Description:</u> Transmission and reception of signals or meanings through a system of symbols (codes, gestures, language, numbers).</p> <p><u>Student may:</u></p> <ul style="list-style-type: none"> demonstrate unusual ability to communicate (verbally, physically, artistically, symbolically). use particularly apt examples, illustrations or elaborations. 	<p>Memory</p> <p><i>Large storehouse of information on school or non-school topics.</i></p> <p><u>Description:</u> Exceptional ability to retain and retrieve information.</p> <p><u>Student may:</u></p> <ul style="list-style-type: none"> already know information. need only 1-2 repetitions for mastery. have a wealth of information about school or non-school topics. pay attention to details. manipulate information. 	<p>Reasoning</p> <p><i>Logical approaches to figuring out solutions.</i></p> <p><u>Description:</u> Highly conscious, directed, controlled, active, intentional, forward-looking, goal oriented thought.</p> <p><u>Student may:</u></p> <ul style="list-style-type: none"> make generalizations. use metaphors and analogies. think things through in a logical manner. think critically. think things through and come up with a plausible answer. 	<p>Problem-Solving Ability</p> <p><i>Effective, often inventive, strategies for recognizing and solving problems.</i></p> <p><u>Description:</u> Process of determining a correct sequence of alternatives leading to a desired goal or successful task completion.</p> <p><u>Student may:</u></p> <ul style="list-style-type: none"> demonstrate unusual ability to devise or adapt a systematic strategy for solving problems and to change the strategy if it is not working. create new designs, invent. 	<p>Imagination/Creativity</p> <p><i>Produces many ideas; highly original.</i></p> <p><u>Description:</u> Process of forming mental images of objects, qualities, situations or relationships which aren't immediately apparent to the senses. Problem-solving through nontraditional patterns of thinking.</p> <p><u>Student may:</u></p> <ul style="list-style-type: none"> show exceptional ingenuity using everyday materials. have wild, seemingly silly ideas produce ideas fluently/flexibly <p>Elaborate Highly curious</p>
<p>Communication Skills</p> <p>Communicates effectively—may need to explain to peers what a word means. (e.g. omnivores)</p> <p>e.g. Did a presentation on different weather tools at the end of the class study—through a PowerPoint with pictures and/or examples to go with information.</p>	<p>Insight</p> <p>Can recall basic math facts fluently.</p> <p>Has vast knowledge of insects.</p> <p>Remembers information from previously taught units of study---including studies from previous year.</p> <p>e.g. During the study of weather, student shared information about the effects of weather—pertaining to erosion.</p>	<p>Reasoning</p> <p>Reasoning is highly evident in math and science. Solutions are sought in logical fashion and checked to see if correct and/or make sense.</p> <p>e.g. Doing a science experiment, uses prior knowledge and critical thinking to develop a hypothesis and an experiment in order to determine if hypothesis is correct. (Are plants useful in keep certain insects away? If so, which ones are the most effective?)</p>	<p>Problem-Solving Ability</p> <p>Uses different strategies to solve problems e.g. Was given a set of materials and asked to build a bridge to hold up a quarter. Worked with group to build it---lead the group in revising plan when it would not hold up quarter.</p>	<p>Imagination/Creativity</p>
<p>5 Strong 4 3 Moderate 2 1 Weak</p>	<p>5 Strong 4 3 Moderate 2 1 Weak</p>	<p>5 Strong 4 3 Moderate 2 1 Weak</p>	<p>5 Strong 4 3 Moderate 2 1 Weak</p>	<p>5 Strong 4 3 Moderate 2 1 Weak</p>