## Panning for Gold Observation Sheet

**Directions:** Use the boxes below the definitions and descriptions of the basic traits, aptitudes, and behaviors (TABs) associated with the giftedness construct to record examples of TABs displayed by the student(s). Use the scale in the box to summarize your evaluation.

<table>
<thead>
<tr>
<th><strong>Motivation</strong></th>
<th><strong>Interests</strong></th>
<th><strong>Communication Skills</strong></th>
<th><strong>Problem-Solving Ability</strong></th>
<th><strong>Memory</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of desire to learn.</td>
<td>Intense (sometimes unusual) interests.</td>
<td>Highly expressive and effective use of words, numbers, symbols.</td>
<td>Effective, often inventive, strategies for recognizing and solving problems.</td>
<td>Large storehouse of information on school or non-school topics.</td>
</tr>
<tr>
<td><strong>Description:</strong> Forces that initiate, direct and sustain individual or group behavior in order to satisfy a need or attain a goal.</td>
<td><strong>Description:</strong> Activities, avocations, objects, etc., that have special worth or significance and are given special attention.</td>
<td><strong>Description:</strong> Transmission and reception of signals or meanings through a system of symbols (codes, gestures, language, numbers).</td>
<td><strong>Description:</strong> Process of determining a correct sequence of alternatives leading to a desired goal or to successful completion or performance of a task.</td>
<td><strong>Description:</strong> Exceptional ability to retain and retrieve information.</td>
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<td><strong>Student may:</strong></td>
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<tr>
<td>· demonstrate persistence in pursuing/completing self-selected tasks (may be culturally influenced; evident in school or non-school activities).</td>
<td>· demonstrate unusual or advanced interests in a topic or activity.</td>
<td>· demonstrate unusual ability to communicate (verbally, physically, artistically, symbolically).</td>
<td>· demonstrate unusual ability to devise or adapt a systematic strategy for solving problems and to change the strategy if it is not working.</td>
<td>· already know.</td>
</tr>
<tr>
<td>· be an enthusiastic learner.</td>
<td>· be a self-starter.</td>
<td>· use particularly apt examples, illustrations or elaborations.</td>
<td>· create new designs, invent.</td>
<td>· need only 1-2 repetitions for mastery.</td>
</tr>
<tr>
<td>· aspire to be somebody, do something.</td>
<td>· be beyond age-group.</td>
<td></td>
<td>· have a wealth of information about school or non-school topics.</td>
<td>· pay attention to details.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Circle One:</strong></th>
<th><strong>Class</strong></th>
<th><strong>Student</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Inquiry
Questions, experiments, explores.

**Description:** Method or process of seeking knowledge, understanding or information.

**Student may:**
- ask unusual questions for age.
- play around with ideas.
- demonstrate extensive exploratory behaviors directed toward eliciting information about materials, devices or situations.

### Insight
Quickly grasps new concepts and makes connections; senses deeper meanings.

**Description:** Sudden discovery of the correct solution following incorrect attempts based primarily on trial and error.

**Student may:**
- 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.

### Reasoning
Logical approaches to figuring out solutions.

**Description:** Highly conscious, directed, controlled, active, intentional, forward-looking, goal-oriented thought.

**Student may:**
- 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.

### Imagination/Creativity
Produces many ideas; highly original.

**Description:** Process of forming mental images of objects, qualities, situations or relationships which aren’t immediately apparent to the senses. Problem-solving through non-traditional patterns of thinking.

**Student may:**
- show exceptional ingenuity in using everyday materials.
- have wild, seemingly silly ideas.
- produce ideas fluently/flexibly.
- be highly curious.

### Humor
Conveys and picks up on humor.

**Description:** Ability to synthesize key ideas or problems in complex situations in a humorous way; exceptional sense of timing in words and gestures.

**Student may:**
- have keen sense of humor—may be gentle or hostile.
- have large accumulation of information about emotions.
- see unusual relationships.
- demonstrate unusual emotional depth.
- be open to experiences.
- demonstrate sensory awareness.

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**Format Adapted from Sandra Kaplan’s “Jot Sheet”**

**RESEARCH EDITION**

NRC G/T at UGA June 1992