

# Panning for Gold Observation Sheet

Circle One: Class Student

Name: \_\_\_\_\_

**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.

<p align="center"><b>Motivation</b></p> <p>Evidence of desire to learn.</p> <p><b>Description:</b> Forces that initiate, direct and sustain individual or group behavior in order to satisfy a need or attain a goal.</p> <p><b>Student may:</b></p> <ul style="list-style-type: none"> <li>• demonstrate persistence in pursuing/completing self-selected tasks (may be culturally influenced; evident in school or non-school activities).</li> <li>• be an enthusiastic learner.</li> <li>• aspire to be somebody, do something.</li> </ul>	<p align="center"><b>Interests</b></p> <p>Intense (sometimes unusual) interests.</p> <p><b>Description:</b> Activities, avocations, objects, etc., that have special worth or significance and are given special attention.</p> <p><b>Student may:</b></p> <ul style="list-style-type: none"> <li>• demonstrate unusual or advanced interests in a topic or activity.</li> <li>• be a self-starter.</li> <li>• be beyond age-group.</li> <li>• pursue an activity unceasingly.</li> </ul>	<p align="center"><b>Communication Skills</b></p> <p>Highly expressive and effective use of words, numbers, symbols.</p> <p><b>Description:</b> Transmission and reception of signals or meanings through a system of symbols (codes, gestures, language, numbers).</p> <p><b>Student may:</b></p> <ul style="list-style-type: none"> <li>• demonstrate unusual ability to communicate (verbally, physically, artistically, symbolically).</li> <li>• use particularly apt examples, illustrations or elaborations.</li> </ul>	<p align="center"><b>Problem-Solving Ability</b></p> <p>Effective, often inventive, strategies for recognizing and solving problems.</p> <p><b>Description:</b> Process of determining a correct sequence of alternatives leading to a desired goal or to successful completion or performance of a task.</p> <p><b>Student may:</b></p> <ul style="list-style-type: none"> <li>• demonstrate unusual ability to devise or adapt a systematic strategy for solving problems and to change the strategy if it is not working.</li> <li>• create new designs, invent.</li> </ul>	<p align="center"><b>Memory</b></p> <p>Large storehouse of information on school or non-school topics.</p> <p><b>Description:</b> Exceptional ability to retain and retrieve information.</p> <p><b>Student may:</b></p> <ul style="list-style-type: none"> <li>• already know.</li> <li>• need only 1-2 repetitions for mastery.</li> <li>• have a wealth of information about school or non-school topics.</li> <li>• pay attention to details.</li> <li>• manipulate information.</li> </ul>
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# Panning for Gold Observation Sheet (continued)

<p style="text-align: center;"><b><i>Inquiry</i></b></p> <p>Questions, experiments, explores.</p> <p><b>Description:</b> Method or process of seeking knowledge, understanding or information.</p> <p><b>Student may:</b></p> <ul style="list-style-type: none"> <li>• ask unusual questions for age.</li> <li>• play around with ideas.</li> <li>• demonstrate extensive exploratory behaviors directed toward eliciting information about materials, devices or situations.</li> </ul>	<p style="text-align: center;"><b><i>Insight</i></b></p> <p>Quickly grasps new concepts and makes connections; senses deeper meanings.</p> <p><b>Description:</b> Sudden discovery of the correct solution following incorrect attempts based primarily on trial and error.</p> <p><b>Student may:</b></p> <ul style="list-style-type: none"> <li>• demonstrate exceptional ability to draw inferences.</li> <li>• appear to be a good guesser.</li> <li>• be keenly observant</li> <li>• possess heightened capacity for seeing unusual and diverse relationships.</li> <li>• integrate ideas and disciplines.</li> </ul>	<p style="text-align: center;"><b><i>Reasoning</i></b></p> <p>Logical approaches to figuring out solutions.</p> <p><b>Description:</b> Highly conscious, directed, controlled, active, intentional, forward-looking, goal oriented thought.</p> <p><b>Student may:</b></p> <ul style="list-style-type: none"> <li>• make generalizations.</li> <li>• use metaphors and analogies.</li> <li>• think things through in a logical manner.</li> <li>• think critically.</li> <li>• think things through and come up with a plausible answer.</li> </ul>	<p style="text-align: center;"><b><i>Imagination/Creativity</i></b></p> <p>Produces many ideas; highly original.</p> <p><b>Description:</b> 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.</p> <p><b>Student may:</b></p> <ul style="list-style-type: none"> <li>• show exceptional ingenuity in using everyday materials.</li> <li>• have wild, seemingly silly ideas.</li> <li>• produce ideas fluently/flexibly.</li> <li>• be highly curious.</li> </ul>	<p style="text-align: center;"><b><i>Humor</i></b></p> <p>Conveys and picks up on humor.</p> <p><b>Description:</b> Ability to synthesize key ideas or problems in complex situations in a humorous way; exceptional sense of timing in words and gestures.</p> <p><b>Student may:</b></p> <ul style="list-style-type: none"> <li>• have keen sense of humor-may be gentle or hostile.</li> <li>• have large accumulation of information about emotions.</li> <li>• see unusual relationships.</li> <li>• demonstrate unusual emotional depth.</li> <li>• be open to experiences.</li> <li>• demonstrate sensory awareness.</li> </ul>
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