

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>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 align="center"><u>Communication Skills</u></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 align="center"><u>Memory</u></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. be highly curious. 	<p align="center"><u>Reasoning</u></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 align="center"><u>Problem-Solving Ability</u></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 align="center"><u>Imagination/Creativity</u></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 align="center"><u>Communication Skills</u></p>	<p align="center"><u>Insight</u></p>	<p align="center"><u>Reasoning</u></p>	<p align="center"><u>Problem-Solving Ability</u></p>	<p align="center"><u>Imagination/Creativity</u></p>
<p>5 Strong 4 Moderate 3 Moderate 2 Weak 1 Weak</p>	<p>5 Strong 4 Moderate 3 Moderate 2 Weak 1 Weak</p>	<p>5 Strong 4 Moderate 3 Moderate 2 Weak 1 Weak</p>	<p>5 Strong 4 Moderate 3 Moderate 2 Weak 1 Weak</p>	<p>5 Strong 4 Moderate 3 Moderate 2 Weak 1 Weak</p>