

Student Observation Form I

Learning and Cognitive Development

Student's name: _____

To the teacher: Use this form several times throughout the year. On the line beside the appropriate item, write the date on which you assessed the child's level of development.

KEY TO LETTER SYMBOLS

N = Not yet evidenced

D = Developing

A = Age-appropriate

O = Outstanding

Analytical Thinking

Analyzes tasks:

- _____ N: Approaches tasks with no evidence of prior thought.
_____ D: Begins tasks after some thought.
_____ A: Shows ability to think through tasks.
_____ O: Thinks through and analyzes tasks; can apply learning to new tasks.

Sees cause-and-effect relationships:

- _____ N: Has no idea of cause and effect.
_____ D: Occasionally sees what caused reaction.
_____ A: Sees cause and effect when it occurs.
_____ O: Understands (and can explain) cause and effect.

Ability to take apart and reassemble things:

- _____ N: Is unaware of parts.
_____ D: Can disassemble, but has difficulty putting things back together.
_____ A: Can take apart and reassemble basic things or ideas.
_____ O: Is able to disassemble and reassemble things and ideas in novel, workable ways.

Expresses relationships between past and present experiences:

- _____ N: Able to see only the present.
_____ D: Beginning to distinguish between past and present.
_____ A: Can distinguish past and present.
_____ O: Expresses relationship between past, present, and future events.

Makes up stories, songs, plays about experiences:

- _____ N: Does not tell stories, sing songs, or enact plays.
_____ D: Repeats stories, songs, or plays as told.
_____ A: Can make up short stories, songs, or plays.
_____ O: Tells stories, sings songs, or acts out plays with elaborate details.



Organizes collections:

- _____ N: Does not see any organizational schema.
- _____ D: Is beginning to see simple organizational patterns.
- _____ A: Can organize simple collections in standard ways.
- _____ O: Is capable of organizing complex collections in different ways.

Motivation or Task Commitment

Keeps at task until it makes sense:

- _____ N: Flits from thing to thing; has short attention span.
- _____ D: Is able to stay with task for short while.
- _____ A: Stays with some tasks when they are of interest.
- _____ O: Shows persistence and commitment to getting task completed.

Asks penetrating questions:

- _____ N: Does not ask questions; asks unrelated questions.
- _____ D: Asks questions that relate to topic.
- _____ A: Asks questions that show evidence of understanding the topic.
- _____ O: Understands topic in depth; asks questions that reflect thinking.

Is curious:

- _____ N: Has difficulty focusing on item.
- _____ D: Asks standard questions (who, what) relating to items.
- _____ A: Wants to know how things work.
- _____ O: Asks why and what if.

Displays unexpected depth of knowledge in one or more areas:

- _____ N: Shows only superficial knowledge.
- _____ D: Has an area of interest.
- _____ A: Wants to know more about an area of interest; asks questions or searches for more information.
- _____ O: Is a resident expert in a specific area.

Remembers:

- _____ N: Has difficulty recalling information or details.
- _____ D: Remembers some details while other information may be hazy or lacking.
- _____ A: Recalls details of things that pertain to self.
- _____ O: Can clearly recall and recount past events, promises, and minute details.

Displays energy and excitement when learning:

- _____ N: Is reluctant to try anything new; shows little enthusiasm.
- _____ D: Shows interest in learning.
- _____ A: Is energetic about topic that interests him/her.
- _____ O: Becomes very enthusiastic about learning; does not want to quit.



Wants to do things on own; shows independence:

- _____ N: Wants teacher to do things for her/him.
_____ D: Does some things on own.
_____ A: Prefers to do things on own.
_____ O: Does not want help; asks to be left to do things in own way.

Learning

Number of repetitions needed to learn:

- _____ More than thirty
_____ Fifteen to twenty-five
_____ Ten or fewer
_____ Five or fewer

Categorizes by more than one attribute:

- _____ N: Does not see attributes.
_____ D: Observes attributes but has difficulty categorizing.
_____ A: Can categorize one or two simple attributes.
_____ O: Is capable of seeing and categorizing multiple attributes.

Is able to read and explain meaning of what was read:

- _____ N: Recalls a few details.
_____ D: Knows literal meaning.
_____ A: Comprehends written material.
_____ O: Makes inferences and/or analyzes reading.

Comprehends symbols (note all that apply):

- _____ Letters
_____ Numbers
_____ Maps
_____ Music

Understands these mathematical concepts (note all that apply):

- _____ One-to-one correspondence
_____ Addition
_____ Subtraction
_____ Regrouping
_____ Multiplication
_____ Division
_____ Making change
_____ Telling time
_____ Measurement
_____ Graphs and charts

Student Observation Form II

Writing and Language Development

Student's name: _____

To the teacher: Use this form several times throughout the year. On the line beside the appropriate item, write the date on which you assessed the child's level of development.

KEY TO LETTER SYMBOLS

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Writing Skill Development

Writes sentences:

- _____ N: Does not write in complete sentences.
- _____ D: Writes in complete sentences.
- _____ A: Writes fully developed sentences.
- _____ O: Writes exemplary sentences well above those of age peers.

Includes detail in writing:

- _____ N: Gives no detail.
- _____ D: Includes some detail.
- _____ A: Includes appropriate detail.
- _____ O: Uses elaborate, descriptive, rich detail.

Predicts:

- _____ N: Thinks and predicts inaccurately.
- _____ D: Predicts some with minimal accuracy.
- _____ A: Has made a prediction based on thinking through information.
- _____ O: Shows thoughtful reflection; makes reasonable, accurate predictions.

Shows comprehension:

- _____ N: Shows foggy comprehension.
- _____ D: Shows some comprehension.
- _____ A: Comprehends information.
- _____ O: Shows strong, complete comprehension; applies comprehension beyond lesson and to other situations.

Language Development

Is able to do the following (note all that apply):

- _____ Use multisyllabic words.
- _____ Use similes, metaphors, and analogies.
- _____ Modify language for less mature children.
- _____ Use language to teach other children.
- _____ Express similarities and differences among unrelated objects.
- _____ Use time concepts.

Student Observation Form III

Social and Emotional Development

Student's name: _____

To the teacher: Use this form several times throughout the year. On the line beside the appropriate item, write the date on which you assessed the child's level of development.

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Sensitivity

Takes action to help someone in need:

- _____ N: Is not aware of others' needs.
- _____ D: Sees others' needs but is not sure what to do.
- _____ A: Sees others' needs and attempts to respond.
- _____ O: Is sensitive to others' needs and responds with appropriate action.

Shows nonverbal awareness of others' needs:

- _____ N: Is not aware of others' needs.
- _____ D: Sees others' needs but is not sure what to do.
- _____ A: Sees others' needs and attempts to respond.
- _____ O: Is sensitive to others' needs and responds with appropriate action.

Shows sensitivity in these ways (note all that apply):

- _____ Uses empathic statements.
- _____ Has a sense of justice.
- _____ Has high expectations of self.
- _____ Has high expectations of others.

Sense of Humor

Catches on to subtle humor:

- _____ N: Does not get the point of jokes.
- _____ D: Laughs at simple jokes.
- _____ A: Understands jokes.
- _____ O: Understands puns and subtle jokes/humor.



Likes to play with language:

- _____ N: Understands only literal language.
- _____ D: Understands simple riddles and jokes.
- _____ A: Makes up simple riddles and jokes.
- _____ O: Makes up puns, riddles, and jokes with double meanings; shows mature sense of humor.

Personal-Social Development

Does the following (note all that apply):

- _____ Expresses feelings in words.
- _____ Works and plays cooperatively with other children.
- _____ Participates with others in large groups.
- _____ Takes turns and shares.
- _____ Shows concern for others and their property.
- _____ Takes initiative in learning.
- _____ Pays attention and concentrates on a task.
- _____ Consistently completes a task.
- _____ Works cooperatively with adults.
- _____ Feels good about self.
- _____ Is courteous to others.
- _____ Resolves peer conflicts with language.
- _____ Can separate from parent and engage in activity.
- _____ Reunites well with parent.

Student Observation Form IV

Fine Motor Development

Student's name: _____

To the teacher: Use this form several times throughout the year. On the line beside the appropriate item, write the date on which you assessed the child's level of development.

- _____ Follows top-to-bottom progression.
- _____ Follows left-to-right progression.
- _____ Folds paper into halves.
- _____ Folds paper into quarters.
- _____ Folds paper into diagonals.
- _____ Uses crayon or pencil with control within a defined area.
- _____ Controls brush and paint.
- _____ Uses scissors with control to cut a straight line.
- _____ Uses scissors with control to cut a curved line.
- _____ Connects a dotted outline to make a shape.
- _____ Pastes using one finger.
- _____ Holds a pencil correctly.
- _____ Works a previously unseen puzzle of ten or more pieces.
- _____ In drawing a person, includes a major body part and features.
- _____ Traces objects.
- _____ Copies a pattern from board to paper.
- _____ Writes basic strokes.

About My Child

Child's name: _____

My child loves: _____

In her/his free time, my child usually:

My child's favorite activities are:

My child (can) (cannot) tell time.

My child creates or solves math problems such as:

My child reads books such as these on his/her own (this may include just reading images and talking through the book, actual reading of text, or reading by memory):

My child has these special abilities and talents:

Special concerns I have about my child are:



About My Child (continued)

My child enjoys:

Math	yes	no	Writing	yes	no
Puzzles	yes	no	Dramatic play	yes	no
Games	yes	no	Creating projects	yes	no
Reading independently	yes	no	Physical activity	yes	no
Being read to	yes	no			

Use the space below to write some examples of your child's most notable moments during the past year or so. These might be memorable comments or questions, favorite projects or stories your child has made up, activities you have or your child has found interesting, or behaviors you have wondered about. If you need additional space, please attach an additional sheet.

Parent/Caregiver's signature: _____

Phone: _____

Email: _____

Checklist of My Child's Strengths

Child's name: _____

Please check any items that *usually* or *often* apply to your child:

Is very aware of physical surroundings.

Needs less sleep than other children of same age.

Moves around a lot. Is very active—sometimes seems hyperactive.

Talked early.

Has a long attention span for activities that interest her/him.

Is extremely concerned and curious about others.

Reacts intensely to noise, light, taste, smells, or touch.

Craves stimulation and activity. Is rarely content to sit idle.

Is very emotional—cries, angers, excites easily.

Has an excellent memory.

Insists that people be “fair.” Complains when things are “unfair.”

Is extremely curious—asks “Why?” “How?” “What if?”

Becomes so involved that he/she is not aware of anything else—“lost in her/his own world.”

Explains ideas in complex, unusual ways.

Is very interested in cause-effect relationships.

Reasons well. Thinks of creative ways to solve problems.

Is very interested in calendars, clocks, maps, structures.

Asks questions about abstract ideas like love, feelings, relationships, or justice.

Has vivid imagination and may have trouble separating real from unreal.

Is extremely creative—uses materials in unusual ways; makes up elaborate stories, excuses; sees many possible answers/solutions; spends free time drawing, painting, writing, sculpting, or singing.

Has spontaneous and/or advanced sense of humor.

Likes to play with words. Uses advanced sentence structure and vocabulary.

Likes to tell jokes and use humor.

Is often singing, moving rhythmically; may tell stories or communicate by singing.

Memorizes songs.

Often prefers playing with older children or being with adults.

Creates complicated play and games.

Gives complex answers to questions.

Becomes extremely frustrated when body can't do what mind wants.

Has strong sense of self-control; wants to know reasons for rules.

Is eager to try new things.

Can concentrate on two or three activities at one time.



Describe any other strengths that *usually* or *often* apply to your child:

Parent/Caregiver's signature: _____

Phone: _____

Email: _____



For Students

What I Learned

My name: _____ Date: _____

This is what I studied:

Here's what I did:

Here's what I learned:



What I Learned (continued)

Here's what I enjoyed most:

Here's what I enjoyed least:

If I did it all over again, here's what I'd change:

Here's how I rate what I did:

Needs More Work

OK

Good

Excellent

The BEST

Here's the grade I would give myself: _____

For Teachers

Plan for Compacting and Extending the Curriculum

Student's name: _____

Learning Objective

Level of Mastery

Date demonstrated: _____

How demonstrated:

Strengths

Preferred intelligences or learning modalities:

Other strengths:

Extension Options

For Parents

I Thought You'd Like to Know

Child's name: _____

Dear Parent/Caregiver:

I want to let you know about something exciting we're doing in class.

Because some children already know some of the material we're covering, and some children learn new material more quickly than others, I'm giving students the chance to do "instead of" activities. If they can show me that they've mastered an idea or a skill that I'm teaching, then they can work on other projects and assignments for a period of time. These "instead of" activities are meant to keep school interesting and challenging for all students.

I know that parents are sometimes concerned if they hear that their child isn't doing the same work as other children in the class. That's why I wanted to let you know about the "instead of" activities. If you have any questions, be sure to stop by, email, or call.

Teacher's signature: _____

Phone: _____

Email: _____

SAMPLE TIC-TAC-TOE MENU: BLUEBERRIES FOR SAL AND GOLDILOCKS AND THE THREE BEARS



For Students

Tic-Tac-Toe Menu

1.

Write a new ending to either story.

2.

Make a chart that shows how the bears are alike in the stories and how they are different.

3.

Tell another person one of the stories in your own words.

4.

Ask other students which story they liked best.

5.

Describe how the bears in both stories compare to real-life bears.

6.

Act out one of the stories.

7.

Compare and contrast the two stories.

8.

Make a poster or video to advertise your favorite bear story.

9.

Find out where bears live on your continent. Show their location on a map.

We choose activities # _____, # _____, # _____, and # _____

Names: _____ Date: _____



For Students

Tic-Tac-Toe Menu

1.	2.	3.
4.	5.	6.
7.	8.	9.

We choose activities # _____, # _____, # _____, and # _____

Names: _____ Date: _____

Books for Parents of Young Gifted Children

Delisle, James R. *Parenting Gifted Kids: Tips for Raising Happy and Successful Children*. Waco, TX: Prufrock Press, 2006. This book provides specific tips and practical advice for raising gifted children. Stories and vignettes are used throughout the book to illustrate real-world situations.

Fertig, Carol. *Raising a Gifted Child: A Parenting Success Handbook*. Waco, TX: Prufrock Press, 2008. This book provides information about finding optimal learning opportunities in a variety of academic and talent areas.

Galbraith, Judy. *The Survival Guide for Gifted Kids: For Ages 10 and Under*. Minneapolis: Free Spirit Publishing, 2013. Galbraith helps young gifted children understand and cope with the stresses, benefits, and demands of being gifted. For many elementary-age children, this book is their first exposure to the fact that they're not alone and they're not "weird." It includes advice from gifted kids.

Galbraith, Judy. *You Know Your Child Is Gifted When . . . : A Beginner's Guide to Life on the Bright Side*. Minneapolis: Free Spirit Publishing, 2000. Parenting a gifted child can be a mixed blessing. It helps to know what to look for, what to expect, and what other parents have experienced. This lighthearted introduction to life with a gifted child is a great place to start.

Galbraith, Judy, and Jim Delisle. *When Gifted Kids Don't Have All the Answers: How to Meet Their Social and Emotional Needs*. Minneapolis: Free Spirit Publishing, 2015. This book addresses the social-emotional needs of giftedness both inside and outside the classroom. It provides practical strategies with vignettes that show a variety of perspectives and personalities.

George, David. *Young Gifted and Bored*. Bethel, CT: Crown House Publishing, 2011. Resources help parents recognize boredom and underachievement and strategies help elicit depth in the curriculum. This book is written for both parents and teachers.

Heilbronner, Nancy N. *10 Things Not to Say to Your Gifted Child: One Family's Perspective*. Tucson, AZ: Great Potential Press, 2011. This is one family's perspective on raising gifted children and the story of its journey.

Hertzog, Nancy B. *Ready for Preschool: Prepare Your Child for Happiness and Success at School*. Waco, TX: Prufrock Press, 2008. Readers will find a chapter that provides strategies for strengthening the relationship between home and school as well as facilitating the transition from home to school.

Jolly, Jennifer L., Donald J. Treffinger, Tracy Ford Inman, and Joan Franklin Smutny (eds.). *Parenting Gifted Children: The Authoritative Guide from the National Association for Gifted Children*. Waco, TX: Prufrock Press, 2011. This publication combines research and practical information about gifted children and focuses on the joys and struggles of parenting a gifted child.



Klein, Barbara. *Raising Gifted Kids: Everything You Need to Know to Help Your Exceptional Child Thrive*. New York: AMACOM, 2007. Offers practical information on the unique challenges of raising gifted children. Chapters start with identifying giftedness, then move on to addressing and working with the various aspects of your gifted child, including selecting a school.

Kurcinka, Mary Sheedy. *Raising Your Spirited Child: A Guide for Parents Whose Child Is More Intense, Sensitive, Perceptive, Persistent, and Energetic*. New York: HarperCollins, 2006. A valuable, practical, and popular resource for teachers and parents, this book includes hundreds of specific suggestions to help children monitor themselves and develop self-control.

National Association for Gifted Children. *Parenting for High Potential*. Designed for parents, this magazine is published eight times per year. It is available to members of NAGC.

Rogers, Karen B. *Re-Forming Gifted Education: Matching the Program to the Child*. Tucson, AZ: Great Potential Press, 2002. With information on programming for gifted education, this book offers advice and suggestions in selecting and matching a program to the various aspects of a gifted child.

Smutny, Joan Franklin. *Stand Up for Your Gifted Child: How to Make the Most of Kids' Strengths at School and at Home*. Minneapolis: Free Spirit Publishing, 2001. This book includes several chapters about advocacy and educational options. It is no longer in print but is still widely available online and at libraries.

Smutny, Joan Franklin, Kathleen Veenker, and Stephen Veenker. *Your Gifted Child: How to Recognize and Develop the Special Talents in Your Child from Birth to Age Seven*. New York: Ballantine Books, 1989. This book includes an extensive chapter on advocacy and intervention to benefit young students. It offers parents specific suggestions and examples for supplementing their child's formal education.

Walker, Sally Yahnke. *The Survival Guide for Parents of Gifted Kids: How to Understand, Live with, and Stick Up for Your Gifted Child*. Minneapolis: Free Spirit Publishing, 2002. The chapter titled "Advocacy: Working for Improvement" provides sensible suggestions for influencing schools to be more "user-friendly" toward gifted children. Topics range from consulting with the classroom teacher to effecting change at the state level. This book is no longer in print but is still widely available online and at libraries.

Webb, James T., Janet L. Gore, Edward R. Amend, and Arlene R. DeVries. *A Parent's Guide to Gifted Children*. Tucson, AZ: Great Potential Press, 2007. A true guide to all aspects of giftedness, including characteristics, school advice, home relationships, and social-emotional characteristics. The book also offers advice to address working with gifted students. It includes real stories and guidance from psychologists and educators.

Webb, James T., Elizabeth A. Meckstroth, and Stephanie S. Tolan. *Guiding the Gifted Child: A Practical Source for Parents and Teachers*. Tucson, AZ: Great Potential Press, 1989. This is a primer on understanding and nurturing gifted children. It includes chapters on motivation, discipline, peer and sibling relations, stress management, and depression. This book won the American Psychological Association's Best Book Award.

Organizations and Online Resources for Parents of Young Gifted Children

If you have access to the Internet, you can find all kinds of information about giftedness online—as well as support from other parents. Please note that website urls often change. If you have difficulty reaching one of the sites listed here, try searching for the organization's name or contacting another organization. Many sites offer links to other gifted resources. Some of the organizations offer members-only access in addition to public information.

Council for Exceptional Children (CEC)

www.cec.sped.org • 888-232-7733

CEC is the largest international professional organization dedicated to improving the educational success of individuals with disabilities and gifts and talents. CEC advocates for governmental policies, sets professional standards, provides professional development, and helps professionals obtain conditions and resources necessary for effective professional practice.

Davidson Institute for Talent Development

davidsongifted.org • 775-852-3483, ext. 435

The mission of this organization is to recognize, nurture, and support profoundly intelligent young people and to provide opportunities for them to develop their talents to make a positive difference. The organization offers various programs for families, individuals, and educators, as well as information for advocacy of gifted education.

Gifted Child Society

www.giftedchildsociety.com • 201-444-6530

Founded by parents, this organization sponsors many activities designed to assist gifted children and their parents, including programs and seminars related to learning difficulties (LD), attention deficit hyperactivity disorder (ADHD), behavior and social skills, school issues, and advocacy.

GT LD Network

www.gtldnet.org

This organization provides support and information regarding gifted children and children with learning differences. It also has a free listserve.

Hoagies' Gifted Education Page

hoagiesgifted.org

This website contains lots of information on giftedness and has links to many gifted organizations. Find material for parents, educators, and kids.

National Association for Gifted Children (NAGC)

nagc.org • 202-785-4268

Join NAGC and receive its *Parenting for High Potential* magazine. NAGC's "Resources for Parents" and "Gifted by State" pages might be of special interest to you.

National Society for the Gifted & Talented

nsgt.org • 800-572-6748

The society is committed to acknowledging and supporting the needs of gifted and talented children. It offers resources for educators, students, and families.

Neag Center for Gifted Education and Talent Development

nrcgt.org • 860-486-4826

Located at the University of Connecticut, this organization plans and conducts research on giftedness.

Supporting Emotional Needs of the Gifted (SENG)

sengifted.org • 844-488-SENG (844-488-7364)

SENG is an international organization that helps parents, educators, children, and teens better understand the high points and hassles of growing up gifted. Each annual SENNG conference includes a program for children eight to fourteen years old, staffed by local teachers of gifted children, graduate students, and certified counselors.