

## GENERAL INTELLECTUAL ABILITY JOT DOWN

Brief description of observed activity: \_\_\_\_\_  
 \_\_\_\_\_

Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Mo. Day Yr.

Teacher \_\_\_\_\_

Grade \_\_\_\_ School \_\_\_\_\_

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.
2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in the area of general intellectual ability.

Sees connections/recognizes patterns, may want to know how what is being taught fits in.	Asks many probing questions, sometimes to the point of driving others up the wall.	Appears to have a deep sense of justice. May correct others when something seems wrong.	Able to work one or more years above others in age group.
Widely read or likes to read. May prefer to read rather than be with others.	Knows many things that have not been taught.	Has a large vocabulary but may choose when to use it.	Benefits from rapid rate of presentation. May refuse to do work seen as busy work.
Displays intensity for learning. Preoccupied and hard to move on to new topic or area of study.	Prefers a few close friends with similar intellect to many friends.	Likes to observe before trying new activities. Thinks through ideas before sharing with others.	Has knowledge about things age peers may not be aware of.
Prefers to work independently with little direction. May be resistant to being leader of a group.	Displays abstract thinking. Requires time to think before responding.	Shows high energy level - physical, intellectual, and psychological.	Appears to have discrepancies between physical, social, and intellectual development.