

Student Name _____

Initials of Evaluator Completing this Form _____

Date of Form Completion _____

TABs Classroom Observation Checklist

Modified to be used in conjunction with Academic Scholars Rubric

DIRECTIONS: While observing your class, please consider the following **traits, aptitudes, and behaviors (TABs)** associated with above-average ability, creativity, and task commitment. Use the scale below to summarize your evaluation and enter into the table provided.

This checklist includes both typical and atypical behaviors.

1 – Developing 2 – Weak 3 – Average 4 – Above Average 5 – Superior

<p><u>Motivation:</u> Evidence of desire to learn. Student may</p> <ul style="list-style-type: none"> demonstrate persistence in pursuing and/or completing. self-selected tasks. Tasks may be culturally influenced. focus motivation on non-school activities rather than school activities. be an enthusiastic learner of non-school or school subject matter. aspire to be somebody, do something. be easily bored with routine assignments and repetitions; learn at faster pace. find it difficult to wait for others. want to do things her/his own way. sometimes not want to stop one project to start the next. dislike interruptions. be overly aggressive. challenge authority. refuse to do assignments because “already know it.” 	<p><u>Inquiry:</u> Questions, experiments, explores. Student may</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. go on tangents; can be obnoxious with questions. like to “stump” people with hard questions. dominate discussions. become a “pest.”
<p>Rating: 1 2 3 4 5</p>	<p>Rating: 1 2 3 4 5</p>
<p><u>Interests:</u> A feeling of intentness, passion, concern or curiosity about something. Student may</p> <ul style="list-style-type: none"> demonstrate unusual or advanced interests in a topic or activity. be a self-starter. pursue an activity unceasingly. be beyond age group in activities/interests. show concern for local and global issues. read constantly, often at inappropriate times. dominate discussions; extend comments with details beyond the comprehension of age-mates. go on tangents with no follow-through. lose other students by explaining or over-analyzing issues. neglect other responsibilities. 	<p><u>Leadership:</u> Displays leadership among his/her peers. Student may</p> <ul style="list-style-type: none"> be quick to help others. carry out responsibilities well. lead others on the playground or in other unstructured situations (could be in a negative or positive way). become “bossy.” be unwilling to listen to classmates. lead others into negative behavior. be too authoritative. be impatient with others.
<p>Rating: 1 2 3 4 5</p>	<p>Rating: 1 2 3 4 5</p>
<p><u>Communication Skills:</u> Highly expressive and effective use of words, numbers, symbols. Student may</p> <ul style="list-style-type: none"> demonstrate unusual ability to communicate verbally, physically, artistically, or symbolically. use particularly apt examples, illustrations, or elaborations. use this ability in or out of the classroom. show off. invoke peer resentment. constantly talk to and monopolize the time of the teacher. lose or “turn off” students with high level of vocabulary. 	<p><u>Reasoning:</u> Logical approaches to figuring out solutions. Student may</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. notice too much in classroom; may appear off-task. not follow directions readily. overlook details. tell teacher better ways to do things. unwilling/unable to show work or details.
<p>Rating: 1 2 3 4 5</p>	<p>Rating: 1 2 3 4 5</p>

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<p><u>Problem-Solving Ability:</u> Effective, often inventive, strategies for recognizing and solving problems. Student may</p> <ul style="list-style-type: none">• use effective & often inventive strategies for recognizing and solving problems.• be able to change strategies if selected solution doesn't work.• create new designs, invent.• use this ability in or out of the classroom.• interfere with others.• be perfectionistic.• avoid reflective, divergent responses.• sometimes be too innovative.• be stubborn.• unwilling/unable to show work or details.	<p><u>Imagination/Creativity:</u> Produces many ideas; highly original. Student may</p> <ul style="list-style-type: none">• show exceptional ingenuity in using everyday materials.• have wild, seemingly silly ideas.• solve problems through non-traditional patterns of thinking.• produce ideas fluently/flexibly.• be highly curious.• display figural or verbal creativity.• get lost in own thoughts.• appear to be daydreaming or inattentive.• not follow-through.• constantly doodle or draw.
Rating: 1 2 3 4 5	Rating: 1 2 3 4 5
<p><u>Humor:</u> Brings two heretofore unrelated ideas or planes of thought together in a recognized relationship. Student may</p> <ul style="list-style-type: none">• have keen sense of humor which could be gentle or hostile.• have exceptional sense of timing in words or gestures.• demonstrate unusual emotional depth.• be out-of-sync with classmates and become socially isolated.• make jokes at adults' or classmates' expenses.• play cruel tricks on others.• be the class clown.	<p><u>Insight:</u> Quickly grasps new concepts and makes connections; senses deeper meanings. Student may</p> <ul style="list-style-type: none">• show sudden discovery of correct solution following incorrect attempts based primarily on trial and error.• display high ability to draw inferences.• appear to be a good guesser.• possess heightened capacity for seeing unusual and diverse relationships.• integrate ideas and disciplines.• overlook details.• be out-of-sync with classmates.• appear to be showing off or make other students feel inadequate.• impolitely correct adults.
Rating: 1 2 3 4 5	Rating: 1 2 3 4 5