

# THE FOUR FORMS FOR TN IG TESTING

The TN Department of Education (TDOE) creates the standards for each disability that can be addressed with an Individualized Education Program (IEP). The disability of Intellectual Giftedness (IG) has unique forms that must be completed before a psychological assessment may be completed. Below is an explanation of each required form.



## #1. TEACHER OBSERVATION CHECKLIST

The Teacher Observation Checklists, or TnTOC, is a list of student behaviors that may or may not be characteristics of gifted students. The teacher completes this form by checking all descriptors that represent the student, and the checks are scored based on a rubric provided by the TDOE.



## #2. CREATIVE THINKING CHECKLIST

One of the three requirements for IG is a measure of creativity that represents a unique way of thinking or demonstrating ideas, and this is captured using the Creative Thinking Checklist (TnCREAT). The teacher completes this form that is like a survey with key indicators, and each indicator receives a numerical score. The sum of these scores is added to the evaluation form provided by the TDOE.



## #3. PARENT INFORMATION FORM

The parent(s) or guardian(s) complete this survey form for the student. There are 23 questions, each with a rating of 1-5. The parent is encouraged to include any information that their child exhibits very superior intellectual ability. Parents have the option to complete this independently or may complete this with the help of a CLUE teacher. **\*This form must be submitted to the CLUE teacher before a consent may be signed.**



## #4. TN ASSESSMENT INSTRUMENT SELECTION FORM

This required form should be completed by the parent with the CLUE teacher's help during the meeting when the parent signs consent for a comprehensive evaluation. This form gives information to the school psychologist to help them choose the most appropriate set of assessment instruments to measure accurately and fairly the student's true ability. There are a couple of indicators that apply to EVERY child in SCS who is going through this testing process.

# Appendix G: TN Teacher Observation Checklist (TnTOC)

Student \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

The TN Teacher Observation Checklist (TnTOC) is an important component of this student's individual screening and/or assessment. Please make careful consideration of each behavior characteristic while completing this checklist. Record on the lines provided below examples of behavioral traits of intellectual giftedness (whether considered socially "positive" or "negative") that you have observed in this student when compared to others of similar age, experience, and environment.

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Please check those items which are frequently characteristic of this child. Note that it is unlikely that any child will have all of these attributes.

1.	<input type="checkbox"/> Generates abstract ideas or asks complex questions	22.	<input type="checkbox"/> Is impatient—hurries to complete a task
2.	<input type="checkbox"/> Challenges rules, assignments, requests, and may ask provocative questions	23.	<input type="checkbox"/> Exhibits long-term retention of school or non-school-related information
3.	<input type="checkbox"/> Is curious—wants to know “why, how, etc.”; asks thoughtful, searching questions	24.	<input type="checkbox"/> Is motivated to high achievement in a low-performing school environment
4.	<input type="checkbox"/> Understands puns, political cartoons, etc., beyond their peers	25.	<input type="checkbox"/> Understands relationships among seemingly unrelated objects, ideas, or facts
5.	<input type="checkbox"/> Shows desire for knowledge	26.	<input type="checkbox"/> Attributes success and failure to fate, luck, or chance
6.	<input type="checkbox"/> Often fails to complete schoolwork	27.	<input type="checkbox"/> Likes structure, order, and consistency
7.	<input type="checkbox"/> Enjoys school	28.	<input type="checkbox"/> Facility with words/oral language exceeds quality of written work
8.	<input type="checkbox"/> Works and plays well with others	29.	<input type="checkbox"/> Demonstrates a depth of perception and understanding beyond peers in a low-performing school environment
9.	<input type="checkbox"/> Utilizes advanced language skills and a large vocabulary in oral and/or written formats	30.	<input type="checkbox"/> May lose track of time
10.	<input type="checkbox"/> Is most successful in the classroom setting rather than in after-school activities	31.	<input type="checkbox"/> Shows little patience with rote learning (handwriting, spelling, and math skill repetition)
11.	<input type="checkbox"/> Exhibits a wide range of interests	32.	<input type="checkbox"/> Has an advanced ability to reason and draw conclusions from given information
12.	<input type="checkbox"/> Is eager to please the teacher	33.	<input type="checkbox"/> Demonstrates superior insight; infers and connects concepts
13.	<input type="checkbox"/> Demonstrates intense or focused concentration	34.	<input type="checkbox"/> Forgets/loses work
14.	<input type="checkbox"/> Is generally mature	35.	<input type="checkbox"/> Demonstrates an advanced sense of justice and fairness
15.	<input type="checkbox"/> Has a long attention span in areas of interest	36.	<input type="checkbox"/> Enjoys role playing, creative dramatics
16.	<input type="checkbox"/> Generates a large number of ideas	37.	<input type="checkbox"/> Enjoys competitive games
17.	<input type="checkbox"/> Learns quickly and is able to apply new information in a variety of ways at a faster and more advanced pace than peers	38.	<input type="checkbox"/> Demonstrates leadership qualities; is able to influence others toward desirable and/or undesirable goals
18.	<input type="checkbox"/> Does not perform to his/her ability on tests (e.g., test phobia)	39.	<input type="checkbox"/> Demonstrates superior ability to hold information in memory and recall it when necessary
19.	<input type="checkbox"/> Displays in-depth information in one or more areas	40.	<input type="checkbox"/> Fine and gross motor coordination skills are advanced for age

20.	<input type="checkbox"/> Has difficulty functioning constructively in groups	41.	<input type="checkbox"/> Learns better by "doing" than from a "lecture approach"
21.	<input type="checkbox"/> Communicates complex ideas and concepts to others, verbally or non-verbally	42.	<input type="checkbox"/> Is a keen observer; interprets observations
43.	<input type="checkbox"/> Is not motivated by usual techniques (teacher's enthusiasm, group interest, praise, and/or rewards)	62.	<input type="checkbox"/> Has much energy, which can get him/her into trouble at times
44.	<input type="checkbox"/> Has original, unique ideas	63.	<input type="checkbox"/> Is disruptive
45.	<input type="checkbox"/> Is resourceful and uses limited resources to make meaningful products	64.	<input type="checkbox"/> Finds and evaluates relevant information and applies that information in a setting where most students do not
46.	<input type="checkbox"/> Interacts well with adults and peers	65.	<input type="checkbox"/> Makes good grades in reading
47.	<input type="checkbox"/> Enjoys math and science more than social studies and reading	66.	<input type="checkbox"/> Demonstrates a healthy self-concept
48.	<input type="checkbox"/> Is quick to see discrepancies/inconsistencies	67.	<input type="checkbox"/> Likes to work independently
49.	<input type="checkbox"/> Creates complex, abstract humor	68.	<input type="checkbox"/> Often solves problems by ingenious methods; likes new approaches to problem solving
50.	<input type="checkbox"/> Uses a large vocabulary in a non-standard English environment	69.	<input type="checkbox"/> Usually makes As on school work
51.	<input type="checkbox"/> Approaches problems and ideas from multiple perspectives	70.	<input type="checkbox"/> Is generally immature
52.	<input type="checkbox"/> Getting good grades is important to student	71.	<input type="checkbox"/> Has an advanced ability to reason, form concepts, and solve problems using unfamiliar information or novel procedures
53.	<input type="checkbox"/> Excels in cooperative learning groups	72.	<input type="checkbox"/> Has excellent handwriting skills
54.	<input type="checkbox"/> Asks many questions, often challenging the teacher and the textbook	73.	<input type="checkbox"/> Seeks approval for success in and out of school
55.	<input type="checkbox"/> Always turns in work on time	74.	<input type="checkbox"/> Outstanding in mathematics
56.	<input type="checkbox"/> Exhibits complexity, inventiveness, and elaboration in ideas and/or products	75.	<input type="checkbox"/> Outstanding in science
57.	<input type="checkbox"/> Exhibits richness in language in a non-standard English environment	76.	<input type="checkbox"/> Outstanding in language arts
58.	<input type="checkbox"/> Is an independent learner; may require little direction	77.	<input type="checkbox"/> Outstanding in social studies/history
59.	<input type="checkbox"/> Has many friends	78.	<input type="checkbox"/> Outstanding in music/creative arts
60.	<input type="checkbox"/> Self-starter; exceeds classroom requirements	79.	<input type="checkbox"/> An able student, but also a challenge
61.	<input type="checkbox"/> Does not like to stick to a task	80.	<input type="checkbox"/> Has difficulty with reading, but otherwise demonstrates good learning ability

**FOR SST USE ONLY - TnTOC SCORE: \_\_\_\_\_**

NOTES: \_\_\_\_\_

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# Appendix F: TN Creative Thinking Rating Scale (TNCreat)

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_ Teacher: \_\_\_\_\_  
School System: \_\_\_\_\_ School: \_\_\_\_\_

DO NOT SKIP ANY ITEMS—ALL ITEMS MUST BE MARKED

- Rate each of the following characteristics as follows:  
0: Not Observed      1: Rarely      2: Occasionally      3: Frequently
- All items with a rating of **3** require at least one example of the gifted characteristic or item will be rated as 2.
- Give consideration to the student's age, experiences, and environment when evaluating creative thinking.

Rating	Description of Creative Thinking Characteristic
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1. \_\_\_\_\_ | Generates a large number of ideas, solutions, and possibilities.

Example:

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2. \_\_\_\_\_ | Likes to adapt or improve things.

Example:

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3. \_\_\_\_\_ | Displays a high level of curiosity about a wide array of ideas, situations, objects, people, or events.

Example:

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4. \_\_\_\_\_ | Generates many different alternatives and approaches to a question or problem; views situations from different perspectives.

Example:

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5. \_\_\_\_\_ | Shows a willingness to entertain complexity and seems to thrive on problem solving. Able to deal with lack of closure for problems presented inside or outside the classroom setting.

Example:

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6. \_\_\_\_\_ | Sees/develops innovative relationships among seemingly unrelated objects, ideas, or facts.

Example:

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7. \_\_\_\_\_ | Exhibits ability to sustain interest in issues or problems that do not offer immediate resolution.

Example:

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8. \_\_\_\_\_ | Creates original products/projects for class assignments without being asked to do so, or in his/her spare time (including but not limited to stories, artwork, three-dimensional products, songs, dance movements, dramatic performances, etc.).

Example:

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9. \_\_\_\_\_ | Uses the ideas or projects of others to create additional ideas and/or possibilities.

Example:

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10. \_\_\_\_\_ | May take on many projects; may have many things going on at the same time.

Example:

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11. \_\_\_\_\_ | Classroom work/projects, and/or projects attempted as extracurricular activities or at home, show great attention to detail.

Example:

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12. \_\_\_\_\_ | Suggests to the teacher, parent, or other adults alternative ways of doing an activity or task.

Example:

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13. \_\_\_\_\_ | Comes up with fresh, original comments or unusual correct answers or formulates his/her own ideas when the class does a project or activity.

Example:

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14. \_\_\_\_\_ | Articulates ideas clearly either verbally or in project components; writing or products shows synthesis of ideas and or rich use of imagery; thinks "outside the box"; "colors without lines."

Example:

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15. \_\_\_\_\_ | Doesn't mind being different; strives to be original and creative in everyday life.

Example:

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16. \_\_\_\_\_ | Able to interact with metaphorical, figural, symbolic, or allegorical representations.

Example:

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17. \_\_\_\_\_ | Displays intellectual playfulness; fantasizes and imagines readily; has a keen sense of humor.

Example:

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18. \_\_\_\_\_ | Demonstrates elaborate thinking, creating new steps, ideas, responses, or other embellishments to a basic idea, situation, or problem.

Example:

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19. \_\_\_\_\_ | Makes good "guesses;" constructs hypotheses; asks thoughtful or clever "what if" questions.

Example:

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20. \_\_\_\_\_ | Adapts easily to new situations.

Example:

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FOR SST USE ONLY

TOTAL TnCreat SCORE: \_\_\_\_\_

NOTES: \_\_\_\_\_

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# Appendix E: TN Parent Information Form (TNPIF)

Student \_\_\_\_\_ Date of Birth \_\_\_/\_\_\_/\_\_\_ Sex \_\_\_ Ethnicity (Optional) \_\_\_  
Parent's Name \_\_\_\_\_ Address: \_\_\_\_\_  
Home Phone: (\_\_\_\_) \_\_\_\_\_ -- \_\_\_\_\_ Work or Cell Phone: (\_\_\_\_) \_\_\_\_\_ -- \_\_\_\_\_  
Student's School \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_/\_\_\_/\_\_\_

These responses are necessary to help document your child's abilities.

- Rate your child's behavior on the following items using the following scale:  
1 = not observed    2 = occasionally    3 = sometimes    4 = frequently    5 = always
- Provide comments and examples on the lines provided with each statement.
- Circle one rating for each indicator listed.

## Creativity

1)    1 2 3 4 5    Devises own methods instead of relying on instructions

\_\_\_\_\_

2)    1 2 3 4 5    Devises extraordinary uses for ordinary objects

\_\_\_\_\_

## Interest

3)    1 2 3 4 5    Collects things (may be randomly or with a definite purpose), or pursues hobbies

\_\_\_\_\_

4)    1 2 3 4 5    Has long or extended attention span for one topic and/or project

\_\_\_\_\_

5)    1 2 3 4 5    Puts great effort into gaining knowledge about some interest or subject

\_\_\_\_\_

6)    1 2 3 4 5    Is one-sided about some subjects (deep interest to exclusion of all else) or may seem inattentive, bored with typical school requirements, but "comes alive" when special topics are raised; e.g., old movies or life on other planets

\_\_\_\_\_

7)    1 2 3 4 5    Shows a passion for statistics, almanacs, globes, maps, etc.

\_\_\_\_\_

## Communication Skills

8)    1 2 3 4 5    Demonstrates advanced communication skills at home and in the community in a language other than English (e.g., multi-lingual)

\_\_\_\_\_

9)    1 2 3 4 5    Utilizes advanced language skills to communicate ideas and concepts, demonstrating extensive comprehension on a variety of subjects which exceed age or grade level expectations

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## Motivation

10) 1 2 3 4 5    Self-taught in some topics not often taught in school

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**Problem Solving Ability**

11) 1 2 3 4 5 Does complicated puzzles, plays chess, bridge, etc.

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12) 1 2 3 4 5 Assembles or disassembles mechanical objects with little or no training

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**Memory**

13) 1 2 3 4 5 Memorizes easily, needs little or no drill

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14) 1 2 3 4 5 Exhibits long term retention of information

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**Inquiry**

15) 1 2 3 4 5 Asks unusual questions which may be embarrassing, advanced, or controversial

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16) 1 2 3 4 5 Is curious—wants to know why, how, etc.; asks thoughtful, searching questions

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**Insight**

17) 1 2 3 4 5 Seems to “just know things”; offers new insights based on known information

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18) 1 2 3 4 5 Understands relationships among seemingly unrelated objects, ideas, or facts

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**Reasoning**

19) 1 2 3 4 5 Sees broad perspective of a problem; sees the whole while others focus on the parts

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20) 1 2 3 4 5 Demonstrates reflective and reasonable thinking when making decisions

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**Humor**

21) 1 2 3 4 5 Enjoys making puns or is witty, displays a mature sense of humor, or sees humor in subtle situations

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**Additional Information**

22) Please list awards or any special recognition your child has received on the national, state or local levels (indicate which level) for achievement related to an academic area (math, science, writing, etc.).

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23) Please describe any behaviors your child exhibits that you feel indicate very superior intellectual ability.

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# Appendix A: TN Assessment Instrument Selection Form (TnAISF)

This form should be completed for all students screened or referred for a disability evaluation.

Student's Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

The assessment team must consider the strengths and weaknesses of each student, the student's educational history, and the school and home environment. The Tennessee Department of Education (TDOE) does not recommend a single "standard" assessment instrument when conducting evaluations. Instead, members of the assessment team must use all available information about the student, including the factors listed below, in conjunction with professional judgment to determine the most appropriate set of assessment instruments to measure accurately and fairly the student's true ability.

CONSIDERATIONS FOR ASSESSMENT		
<b>THIS SECTION COMPLETED BY GIFTED ASSESSMENT TEAM</b>	<b>LANGUAGE</b>	<input type="checkbox"/> Dominant, first-acquired language spoken in the home is other than English <input type="checkbox"/> Limited opportunity to acquire depth in English (English not spoken in home, transience due to migrant employment of family, dialectical differences acting as a barrier to learning)
	<b>ECONOMIC</b>	<input type="checkbox"/> Residence in a depressed economic area and/or homeless <input type="checkbox"/> Low family income (qualifies or could qualify for free/reduced lunch) <input type="checkbox"/> Necessary employment or home responsibilities interfere with learning
	<b>ACHIEVEMENT</b>	<input type="checkbox"/> Student peer group devalues academic achievement <input type="checkbox"/> Consistently poor grades with little motivation to succeed
	<b>SCHOOL</b>	<input type="checkbox"/> Irregular attendance (excessive absences during current or most recent grading period) <input type="checkbox"/> Attends low-performing school <input type="checkbox"/> Transience in elementary school (at least 3 moves) <input type="checkbox"/> Limited opportunities for exposure to developmental experiences for which the student may be ready
	<b>ENVIRONMENT</b>	<input type="checkbox"/> Limited experiences outside the home <input type="checkbox"/> Family unable to provide enrichment materials and/or experiences <input type="checkbox"/> Geographic isolation <input type="checkbox"/> No school-related extra-curricular learning activities in student's area of strength/interest
	<b>OTHER</b>	<input type="checkbox"/> Disabling condition which adversely affects testing performance (e.g., language or speech impairment, clinically significant focusing difficulties, motor deficits, vision or auditory deficits/sensory disability) <input type="checkbox"/> Member of a group that is typically over- or underrepresented in the disability category
	<b>OTHER CONSIDERATIONS FOR ASSESSMENT</b>	
	<input type="checkbox"/> May have problems writing answers due to age, training, language, or fine motor skills <input type="checkbox"/> May have attention deficits or focusing/concentration problems <input type="checkbox"/> Student's scores may be impacted by assessment ceiling and basal effects <input type="checkbox"/> Gifted evaluations: high ability displayed in focused area: _____ <input type="checkbox"/> Performs poorly on timed tests or Is a highly reflective thinker and does not provide quick answers to questions <input type="checkbox"/> Is extremely shy or introverted when around strangers or classmates <input type="checkbox"/> Entered kindergarten early or was grade skipped ____ year(s) in ____ grade(s) <input type="checkbox"/> May have another deficit or disability that interferes with educational performance or assessment	

### SECTION COMPLETED BY ASSESSMENT PERSONNEL

As is the case with all referrals for intellectual giftedness, assessment instruments should be selected that most accurately measure a student's true ability. However, this is especially true for students who may be significantly impacted by the factors listed above. Determine if the checked items are compelling enough to indicate that this student's abilities may not be accurately measured by traditionally used instruments. Then, record assessment tools and instruments that are appropriate and will be utilized in the assessment of this student.

Assessment Category/Measure: _____	Assessment Category/Measure: _____	Assessment Category/Measure: _____
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