

**Gifted Behaviors Rating Scale with Commentary (GBRSw/C) Form
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Last Name: _____ First Name: _____ Current Grade: _____ Date: _____

School: _____ School Phone: _____

A completed *Gifted Behaviors Rating Scale with Commentary (GBRSw/C)* is required for each full-time Level IV candidate.

Only one Gifted Behaviors Rating Scale per student may be submitted.

FCPS LOCAL SCHOOL SCREENING COMMITTEE MEMBERS			
Name	Position	Name	Position
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Principal's Signature: _____ Date: _____

OR

PERSONNEL OTHER THAN FAIRFAX COUNTY PUBLIC SCHOOLS

Name(s) of Rater(s): _____

Relationship to Child: _____

Telephone (H): _____ (W): _____ (C): _____

Signature: _____ Date: _____

Gifted Behaviors Rating Scale with Commentary (GBRSw/C) Form (Page 2)

Last Name: _____ First Name: _____ Current Grade: _____ Date: _____

A *Gifted Behaviors Rating Scale with Commentary (GBRSw/C)* is required for screening for full-time Level IV placement. Review each category and the list of descriptors. Assign an overall rating using the rubric for assigning frequency of exceptional behaviors. **Only one Gifted Behaviors Rating Scale per student may be submitted.**

- *The lists below are possibilities and examples to be considered in terms of frequency of behavior - not to be used as a checklist.*
- *Be sure to consider variations of how gifted behaviors may be exhibited with culturally/linguistically diverse students and for twice exceptional students.*
- *Consider exceptionalities compared to students with similar age, experience, or environment, as well as verbal and nonverbal behaviors (e.g. creative problem solving, abstract thinking).*
- *As you determine the frequency observed, be sure to consider both how often and in how many subject areas the behaviors are exhibited and ensure the rating is supported by comments.*

1. Exceptional Ability to Learn

Exhibits exceptional memory
 Develops or demonstrates in-depth knowledge
 Displays persistent, intense focus on one or more topics
 Is highly reflective and/or sensitive to his/her environment
 Adapts readily to new cultures
 Learns quickly and easily
 Acquires language at a rapid pace
 Learns skills independently and makes connections without formal instruction

Occasionally observed Frequently observed Consistently observed

2. Exceptional Application of Knowledge

Develops or demonstrates highly developed reasoning
 Employs complex problem-solving strategies
 Uses or interprets advanced symbol systems in academics, visual arts, and/or performing arts
 Understands, applies, or transfers abstract concepts
 Uses technology in advanced applications
 Acts as an interpreter, translator, or facilitator to help others
 Makes advanced connections or transfers learning to other subjects, situations, cultures
 Communicates learned concepts through role playing or detailed artwork

Occasionally observed Frequently observed Consistently observed

3. Exceptional Creative/Productive Thinking

Is highly curious and focused about topics of high interest
 Sees the familiar in unusual ways or does not conform to typical ways of thinking or perceiving
 Is highly creative and/or inventive
 Demonstrates unusual fluency and flexibility in thinking or problem-solving
 Expresses ideas, feelings, experiences, and/or beliefs in original ways
 Displays keen sense of humor
 Generates unique new ideas, new uses, or new solutions
 Perceives or manipulates patterns, colors, and/or symbols

Occasionally observed Frequently observed Consistently observed

4. Exceptional Motivation to Succeed

Demonstrates ability to lead large and/or small groups
 Meets exceptional personal and/or academic challenges
 Explores, researches, questions topics, ideas, issues independently
 Engages adults in conversations not typical of the student's age
 Exhibits a strong sense of responsibility towards self, class, or community
 Demonstrates exceptional ability to adapt to new experiences
 Strives to achieve high standards especially in areas of strength and/or interest
 Shows initiative, self-direction, or high level of confidence

Occasionally observed Frequently observed Consistently observed

