

UNIVERSAL TALENTED AND GIFTED SCREENER

UTAGS

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Record Booklet

Section 1. Identifying Information

Name _____ School _____

Year _____ Month _____ Day _____ Rater's Name _____

Date of Rating _____ Rater's Title _____

Date of Birth _____ Rater Has Known Student for _____
(years/months)

Age _____ Examiner's Name _____

Female Male Grade _____ Examiner's Title _____

Section 2. Subscale and Composite Performance

Subscale	Raw Score	Percentile Rank	Index Score	SEM	Descriptive Term
1. Cognition (CO)	_____	_____	_____	2.12	_____
2. Creativity (CR)	_____	_____	_____	2.12	_____
3. Leadership (LE)	_____	_____	_____	2.12	_____
4. Literacy (LI)	_____	_____	_____	2.12	_____
5. Math (MA)	_____	_____	_____	1.50	_____
6. Science (SC)	_____	_____	_____	2.12	_____
Composite	Sum of Index Scores		<input type="text"/>		
	General Aptitude Index		<input type="text"/>	1.50	_____

Section 3. Descriptive Terms

Descriptive Term	Very Delayed	Moderately Delayed	Mildly Delayed	Average	Mildly Advanced	Moderately Advanced	Very Advanced
Index Score	69 and below	70-79	80-89	90-109	110-119	120-129	130 and above

Section 4. Rating Instructions and Scales

The *Universal Talented and Gifted Screener* (UTAGS) is intended to screen potentially gifted students in six behavioral areas associated with successful school performance: cognition, creativity, leadership, literacy, mathematics, and science. Elevated performance in these areas characterizes students who may be gifted and/or talented; alternatively, limited performance in these domains characterizes those who have cognitive and academic limitations, such as intellectual disabilities or learning disabilities. The UTAGS should be completed by a teacher who knows the student well (i.e., has had at least 4 weeks of experience with the student).

Each scale contains 15 items and employs a numerical ranking system ranging from 1 (*well below average*) to 5 (*well above average*). Average performance on each item is defined by a rating of 3, which should be assigned if the teacher believes that the student exhibits behaviors and aptitudes typical of the student's same-age peers in the same locale (i.e., the same school or school system). Ratings at the scale extremes (i.e., 1 and 5) are used to describe a student whose behavior is extreme—either well below or well above the average of peers. Ratings of 2 (*below average*) and 4 (*above average*) are used to describe a student whose behavior is not extreme but is clearly either below or above that of the average student within the local context. *Remember, the rating for each item is completed by comparing an examinee's behavior to local peers.*

Teachers should rate **all** items to the best of their ability, given their knowledge of the student and the student's peers. In some cases, teachers may have only indirect knowledge of an examinee's performance; nonetheless, the teacher should provide the best rating possible.

It is important that a student be rated independent of the language he or she uses, and ratings should **not** be adversely affected by use of a primary language other than English. In such cases, teachers should focus on how effectively the student communicates, regardless of the language or medium used.

WELL BELOW AVERAGE

BELOW AVERAGE

AVERAGE

ABOVE AVERAGE

WELL ABOVE AVERAGE

The student . . .

- | | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1. understands complex quantitative relationships. |
| 1 | 2 | 3 | 4 | 5 | 2. displays advanced formal or technical knowledge. |
| 1 | 2 | 3 | 4 | 5 | 3. generalizes information across situations. |
| 1 | 2 | 3 | 4 | 5 | 4. explains complicated concepts effectively. |
| 1 | 2 | 3 | 4 | 5 | 5. enjoys thinking about or processing abstract ideas. |
| 1 | 2 | 3 | 4 | 5 | 6. asks thoughtful questions. |
| 1 | 2 | 3 | 4 | 5 | 7. analyzes problems carefully before acting. |
| 1 | 2 | 3 | 4 | 5 | 8. learns with minimal distractions. |
| 1 | 2 | 3 | 4 | 5 | 9. actively engages in problems until they are solved. |
| 1 | 2 | 3 | 4 | 5 | 10. enjoys learning new facts, whether from people or from printed materials (e.g., almanacs, encyclopedias). |
| 1 | 2 | 3 | 4 | 5 | 11. thinks at a deep, conceptual level. |
| 1 | 2 | 3 | 4 | 5 | 12. quickly uncovers faulty logic in arguments. |
| 1 | 2 | 3 | 4 | 5 | 13. is adept at discerning spatial relationships. |
| 1 | 2 | 3 | 4 | 5 | 14. makes correct decisions efficiently. |
| 1 | 2 | 3 | 4 | 5 | 15. displays a depth and breadth of factual knowledge. |

___ + ___ + ___ + ___ + ___ = **Cognition Raw Score**

Creativity

WELL BELOW AVERAGE

BELOW AVERAGE

AVERAGE

ABOVE AVERAGE

WELL ABOVE AVERAGE

The student . . .

1	2	3	4	5	1. expresses him- or herself creatively (e.g., through jokes, poems, or songs).
1	2	3	4	5	2. demonstrates a vivid imagination.
1	2	3	4	5	3. demonstrates rhythm, melody, and pitch.
1	2	3	4	5	4. produces creative drawings and paintings.
1	2	3	4	5	5. engages in unusual but appealing play or other activities.
1	2	3	4	5	6. uses toys or gadgets in unusual but productive ways.
1	2	3	4	5	7. exhibits detail and elaboration in artwork.
1	2	3	4	5	8. decorates personal materials and space with flair.
1	2	3	4	5	9. engages in artistic activities.
1	2	3	4	5	10. produces creative artwork from routine materials.
1	2	3	4	5	11. acquires artistic skill.
1	2	3	4	5	12. improvises using artistic media.
1	2	3	4	5	13. produces innovative and novel ideas and products.
1	2	3	4	5	14. quickly learns artistic skills.
1	2	3	4	5	15. recognizes artistically pleasing products.

___ + ___ + ___ + ___ + ___ = **Creativity Raw Score**

WELL BELOW AVERAGE

BELOW AVERAGE

AVERAGE

ABOVE AVERAGE

WELL ABOVE AVERAGE

The student . . .

- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | 1. is respectful of others' feelings. |
| 1 | 2 | 3 | 4 | 5 | 2. inspires confidence in others. |
| 1 | 2 | 3 | 4 | 5 | 3. expresses emotions in a healthy manner. |
| 1 | 2 | 3 | 4 | 5 | 4. is flexible when working with others. |
| 1 | 2 | 3 | 4 | 5 | 5. regulates his or her own emotions. |
| 1 | 2 | 3 | 4 | 5 | 6. is considered by others to be honest and trustworthy. |
| 1 | 2 | 3 | 4 | 5 | 7. empathizes with others. |
| 1 | 2 | 3 | 4 | 5 | 8. motivates others to act through personal efforts. |
| 1 | 2 | 3 | 4 | 5 | 9. creates a calming influence when needed. |
| 1 | 2 | 3 | 4 | 5 | 10. engenders a sense of partnership among others. |
| 1 | 2 | 3 | 4 | 5 | 11. delays personal gratification cheerfully. |
| 1 | 2 | 3 | 4 | 5 | 12. motivates others to contribute to group activities. |
| 1 | 2 | 3 | 4 | 5 | 13. is emotionally resilient during difficult times. |
| 1 | 2 | 3 | 4 | 5 | 14. leads by example. |
| 1 | 2 | 3 | 4 | 5 | 15. is diplomatic in confrontational situations. |

___ + ___ + ___ + ___ + ___ = **Leadership Raw Score**

WELL BELOW AVERAGE

BELOW AVERAGE

AVERAGE

ABOVE AVERAGE

WELL ABOVE AVERAGE

The student . . .

- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | 1. expresses ideas cogently in writing. |
| 1 | 2 | 3 | 4 | 5 | 2. demonstrates an understanding of root words. |
| 1 | 2 | 3 | 4 | 5 | 3. articulates thoughts clearly. |
| 1 | 2 | 3 | 4 | 5 | 4. regularly reads for pleasure. |
| 1 | 2 | 3 | 4 | 5 | 5. demonstrates an extensive vocabulary. |
| 1 | 2 | 3 | 4 | 5 | 6. correctly answers questions based on stories he or she has read. |
| 1 | 2 | 3 | 4 | 5 | 7. translates ideas into words and passages effectively. |
| 1 | 2 | 3 | 4 | 5 | 8. reads aloud with appropriate expression. |
| 1 | 2 | 3 | 4 | 5 | 9. carefully edits his or her own work. |
| 1 | 2 | 3 | 4 | 5 | 10. chooses to read advanced grade-level materials. |
| 1 | 2 | 3 | 4 | 5 | 11. creates playful expressions, puns, or double entendres. |
| 1 | 2 | 3 | 4 | 5 | 12. understands subtle humor in literature. |
| 1 | 2 | 3 | 4 | 5 | 13. is careful to use correct vocabulary or grammar. |
| 1 | 2 | 3 | 4 | 5 | 14. accurately reads passages in all content areas. |
| 1 | 2 | 3 | 4 | 5 | 15. demonstrates an understanding of phonics rules and applications. |

___ + ___ + ___ + ___ + ___ = **Literacy Raw Score**

WELL BELOW AVERAGE

BELOW AVERAGE

AVERAGE

ABOVE AVERAGE

WELL ABOVE AVERAGE

The student . . .

- | | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1. comprehends numbers of various magnitudes. |
| 1 | 2 | 3 | 4 | 5 | 2. mentally sums series of numbers accurately. |
| 1 | 2 | 3 | 4 | 5 | 3. quickly completes math fact problems. |
| 1 | 2 | 3 | 4 | 5 | 4. demonstrates understanding of numerical relationships. |
| 1 | 2 | 3 | 4 | 5 | 5. uses math symbols and operations accurately. |
| 1 | 2 | 3 | 4 | 5 | 6. solves written-word/symbol problems. |
| 1 | 2 | 3 | 4 | 5 | 7. solves applied math problems. |
| 1 | 2 | 3 | 4 | 5 | 8. demonstrates understanding of number sentences and equations. |
| 1 | 2 | 3 | 4 | 5 | 9. enjoys measuring or manipulating length, weight, distance, area, or time. |
| 1 | 2 | 3 | 4 | 5 | 10. is fascinated by abstract concepts of mathematics. |
| 1 | 2 | 3 | 4 | 5 | 11. translates math concepts into daily applications. |
| 1 | 2 | 3 | 4 | 5 | 12. applies math concepts to other subject areas. |
| 1 | 2 | 3 | 4 | 5 | 13. recognizes and appreciates mathematical properties of objects. |
| 1 | 2 | 3 | 4 | 5 | 14. understands the mathematical relationships associated with gears, pulleys, levers, and other simple machines. |
| 1 | 2 | 3 | 4 | 5 | 15. is fascinated with theoretical math issues related to science (e.g., astronomy). |

___ + ___ + ___ + ___ + ___ = **Math Raw Score**

WELL BELOW AVERAGE

BELOW AVERAGE

AVERAGE

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WELL ABOVE AVERAGE

The student . . .

1	2	3	4	5	1. shows interest in observing natural events (e.g., lunar eclipses, eggs hatching).
1	2	3	4	5	2. is deliberate when investigating scientific events (e.g., earthquakes, space flight).
1	2	3	4	5	3. exhibits interest in life sciences (e.g., plants, animals).
1	2	3	4	5	4. develops sound investigative questions or hypotheses.
1	2	3	4	5	5. uses evidence to support a point of view.
1	2	3	4	5	6. exhibits interest in earth sciences (e.g., rock formations, soil).
1	2	3	4	5	7. creates exhibits to display scientific results (e.g., pictures, models, graphs, tables).
1	2	3	4	5	8. is curious about the lawful relationships in nature (e.g., force, gravity, life cycle).
1	2	3	4	5	9. explores cause-and-effect relationships.
1	2	3	4	5	10. predicts consequences of natural events.
1	2	3	4	5	11. collects objects related to science (e.g., rocks, rockets, insects).
1	2	3	4	5	12. notices minute details about natural events.
1	2	3	4	5	13. understands scientific concepts (e.g., classifications, laws, principles).
1	2	3	4	5	14. exhibits an interest in physical sciences (e.g., astronomy, physics).
1	2	3	4	5	15. exhibits interest in social sciences (e.g., interpersonal relationships, emotions, self).

___ + ___ + ___ + ___ + ___ = **Science Raw Score**