

CHARACTERISTICS OF INTELLECTUALLY GIFTED CHILDREN

Student's Name: _____ Grade: _____ Referred by: _____

Directions: Check characteristics that you think apply to the student you are considering. If you check many of the items in any category, you may want to refer this student for further testing for the gifted program.

General intellectual ability

- is an avid reader
 - has avid interest in science or literature
 - provides very alert, rapid answers to questions
 - has a wide range of interests
 - is venturesome, wanting to do new things
 - tends to dominate peers or situations ("know it all")
 - is an entrepreneur - readily makes money on various projects or activities
 - needs little outside control - applies self discipline
 - is resourceful - solving problems by ingenious methods
 - is creative in new ideas, seeing associations, pursuing innovations
 - displays a great curiosity about objects, situations or events
 - has the capacity to look into things and be puzzled
 - is involved with many exploratory type activities
 - reveals originality in oral and written expression
 - is perceptually open to his or her environment
 - displays a willingness to accept complexity
 - has the capacity to use knowledge and information other than to memorize
 - shows superior judgment in evaluating things
 - is a good guesser
 - learns rapidly, easily and efficiently
 - retains and uses information which has been heard or read
 - uses a large number of words easily and accurately—Vocabulary is above age/grade level
 - asks many questions of a provocative nature
 - has a power of abstraction, conceptualization and synthesis
 - has an interest in cause-effect relations
 - has a liking for structure, order and consistency
 - has a power of concentration, an intense attention that excludes all else
 - is persistent
 - is independent
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- Specific academic aptitude**
 - shows similar characteristics to general intellectual ability but concentrated around one or a few fields
 - has a long attention span in areas of interest
 - learns rapidly, easily and with less repetition in one or a few specific areas (probably not all subject areas)
 - likes or loves one or a few areas of knowledge
 - likes to study some subjects more than others
 - spends time voluntarily beyond ordinary assignments on projects of interest to him or her is able to extend learning from these key areas to various situations somewhat unrelated in orientation
 - is able to show broad perspective on one or more subject areas
 - is able to judge own and others' relative abilities in key areas of interest
 - seeks assistance of others beyond his or age peers in extending knowledge in areas of interest
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Creative thinking and production

- is fluent in producing and elaborating on ideas
 - makes unusual associations between remote ideas
 - is flexible in thinking patterns
 - senses when problems exist
 - acts spontaneously, intuitively
 - tolerates ambiguity and uncertainty
 - senses inconsistencies and discontinuities
 - readily guesses and makes hypotheses
 - juggles or redefines elements of a problem or task
 - can show intense concentration on a task
 - retains own ideas in a discussion or collaboration
 - provides multiple solutions or responses to problems
 - is uninhibited in expression, sometimes radical
 - is intellectually playful, interested in fantasy, imagination
 - always trying to adapt or improve things
 - has a keen sense of humor, seeing humor in situations others don't
 - doesn't mind being different
 - doesn't accept authoritarian pronouncements without own judgment
 - asks provocative questions, challenges parents, teachers, written and other authorities
 - is bored with memorization and recitation
 - displays energy, sometimes disruptively
 - produces unexpected, sometimes "silly" responses
 - is considered, and perhaps resented, by some peers as "crazy"
 - can show unusual degrees of originality, concentration and persistent hard work on projects that capture their interest and imagination
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Leadership

- can stimulate and arouse others
- organizes others
- recognizes skills and abilities possessed by others
- interacts with others easily showing social skills
- recognizes and can articulate the goals of a group
- can articulate ideas clearly
- can listen to others empathetically
- understands how people feel and how groups function
- can give directions clearly and effectively
- exercises authority reliably and responsibly
- can adopt non-leadership roles within a group
- can establish the mood of a group
- supports others in a group when appropriate
- can coordinate the work of several individuals
- is often asked for ideas and suggestions
- is looked to by others when something must be decided

Other reasons I think this child should be referred for gifted testing: