GIFTED AND TALENTED CHECKLIST FOR TEACHERS

ATTRIBUTES OF THIS CHILD

The following is a checklist of characteristics of gifted young children.

The examples after each item are there to help you to understand that item. A child may not show all of the examples given, and/or they may exhibit the item characteristic in ways not listed.

Indicate how much you think this child is like the attribute by using the scale provided. Mark your agreement on the scale from strongly agree (SA) to strongly disagree (SD). Circle one response for each item. If you are unsure, or haven't noticed how your child compares to an item, circle the Unsure or Don't Know response.

Use the space below the item to include examples concerning the child, providing as many details as you can remember. Be as specific as possible in describing the child's interests and accomplishments. Given the limited space, please feel free to add extra pages of stories or examples to tell us more. If you can share some copies of this child's creative work, we would be delighted to receive them. Use additional pages to describe anything you think is important about this child not covered in the following checklist.

Child's First Name: _____________________     Last Name ___________________________
Child's Date of Birth: ____________________________ _______________________________
Your First Name: ___________________________ Last Name _________________________
School: ___________________________________________ ____________________
Today's Date: _____________________________________ ___________________________
Phone: ______________________________Mobile________ ___________________________

This child:

1. Has quick accurate recall of information.
   (e.g. good short and long-term memory; quick to provide facts, details, or stories related to complex events; learns quickly and recalls accurately words to songs, poems, stories, or conversations; points out connections between ideas and events)

SA 10 9 8 7 6 5 4 3 2 1 0 SD     o Unsure or don’t know

Example/s:
2. Shows intense curiosity and deeper knowledge than other children.
(e.g. asks questions incessantly once imagination has been aroused, pays close attention when learning, has an enthusiastic need to know and explore, remembers things in great detail)

Example/s:

3. Is empathetic, feels more deeply than do other children that age.
(e.g. exhibits maturity usually associated with older children; shows unusual hurt or pain when he or she displeases someone; displays pride in advanced accomplishments; is sensitive to others’ feelings and shows distress at other children’s distress or adult’s distress; will subjugate their needs to the needs of others; reads body language)

Example/s:

4. May not always display their advanced understanding in everyday situations.
(e.g. becomes cranky or non-compliant when fatigued or stressed; playground behaviour may not reflect their verbal reasoning about the same situations; may be frustrated with their ability to meet their own high expectations)

Example/s:

5. Uses advanced vocabulary.
(e.g. correctly uses vocabulary and phrasings adults would expect from older children; surprises adults and children with big words or phrases they like to use; likes complex communication and conversations)

Example/s:
6. Reads, writes or uses numbers in advanced ways.
(e.g. reads earlier than most children or if learns to read at the same time as most children, does so very quickly; likes to read rapidly to get the gist of a story even though some words are skipped or mispronounced; interest in copying or using letters, words or numbers; uses computational skills earlier than others)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know

Example/s:

7. Advanced play interests and behaviour.
(e.g. exhibits play interests that resemble those of older children; likes to play board games designed for older children, teens or adults; more apt to be interested in cooperative play, complex play situations, or sophisticated play activities)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know

Example/s:

8. Shows unusually intense interest and enjoyment when learning about new things.
(e.g. spends long periods of time exploring interesting new things; listens for long periods to stories and conversations; retells events and stories in great detail; entertains self for long periods or time; shows unwavering attention and sometimes to the point of stubbornness; sits patiently when reading or listening to books)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know

Example/s:

9. Has an advanced sense of humour or sees incongruities as funny
(e.g. is humorous in speech, social interaction, art or story telling; makes jokes, puns, plays on words; sees humour in situations, even ones against him or her, and laughs at the situation)

SA 10 9 8 7 6 5 4 3 2 1 0 SD  o Unsure or don't know

Example/s:
10. Understands things well enough to teach others.
(e.g. likes to play school with other children, dolls or stuffed animals; talks like an 'expert' or likes to discuss certain topics a lot; explains ideas to adults when he or she doesn’t think the adult understands very well)

SA 10 9 8 7 6 5 4 3 2 1 0 SD   o Unsure or don’t know

Example/s:

11. Is comfortable around older children and adults.
(e.g. craves for attention from adults; likes to be with older children and adults; listens to or joins in adults conversations; often plays with and is accepted by older children)

SA 10 9 8 7 6 5 4 3 2 1 0 SD   o Unsure or don’t know

Example/s:

12. Shows leadership abilities.
(e.g. has a verbal understanding of social situations; sought out by other children for play ideas; adapts his or her own words and expectations to needs or skill level of playmates; may be seen as bossy; uses verbal skills to deal with conflicts or to influence other children)

SA 10 9 8 7 6 5 4 3 2 1 0 SD   o Unsure or don’t know

Example/s:

13. Is resourceful and improvises well.
(e.g. makes ingenious or functional things from LEGO or other building toys; uses toys in unique or nontraditional ways; plays with or carries on conversations with imaginary friends; makes up believable endings to stories)

SA 10 9 8 7 6 5 4 3 2 1 0 SD   o Unsure or don’t know

Example/s:
(e.g. understands game rules quickly; learns from mistakes in playing games; sees errors or losses as learning experiences rather than failures; monitors difficulty of task to push self to more challenging levels)

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don’t know

Example/s:

15. Uses imaginative methods to accomplish tasks.
(e.g. presents unique arguments in order to convince others to allow him or her to do or get things; finds imaginative ways to get out of doing things they don’t want to do; curious with a high energy level that is goal directed)

SA 10 9 8 7 6 5 4 3 2 1 0 SD o Unsure or don’t know

Example/s:

16. Use the rest of this page to tell us anything else you think is important about this child that we have not asked about. Please feel free to add any information you think might be useful in giving us a clear picture of what the child has done to support the notion of giftedness. Be as specific as possible in describing the child’s interests and accomplishments.

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