

## General Checklist for Identifying Gifted and Talented Students (Page 1 of 2)

Characteristic	Yes/No
<b><i>Gifted and Talented students may:</i></b>	
possess extensive general knowledge, often know more than the teacher and find the usual reference books superficial	
show good insight into cause-effect relationships	
easily grasp underlying principles and need the minimum of explanation	
quickly make generalisations and extract the relevant points from complex material	
have mental speeds faster than physical capabilities and so be often reluctant to write at length	
prefer to talk rather than write and often talk at speed with fluency and expression	
be reluctant to practise skills already mastered, finding such practice futile	
have exceptional curiosity and constantly want to know why	
be inventive and original when interested	
ask searching questions, which tend to be unlike other students' questions	
often see the unusual rather than the conventional relationships	
be able to pose problems and solve ingeniously	
display intellectual playfulness, fantasise and imagine and be quick to see connections and to manipulate ideas	
read rapidly and retain what is read and can recall detail	
listen only to part of the explanation and appear to lack concentration or even interest but always know what is going on	
jump stages in learning and be often frustrated by having to fill in the stages missed	
leap from concrete examples to abstract rules and general principles	
have quick absorption and recall of information, seem to need no revision and be impatient with repetition	
be keen and alert observers, note detail and be quick to see similarities and differences	
see greater significance in a story or film and continue the story	
see problems quickly and take the initiative	

## General Checklist for Identifying Gifted and Talented Students (Page 2 of 2)

Characteristic	Yes/No
<b><i>Gifted and Talented students may:</i></b>	
have advanced understanding and use of language but sometimes be hesitant as they search for and use the correct word	
become absorbed for long periods when interested and may be impatient with interference or abrupt change	
persists in completing activities when motivated	
often set very high personal standards – are perfectionists	
more than usually interested in ‘adult’ problems such as important issues in current affairs (local and world), evolution, justice, the universe etc	
be concerned to adapt and improve institutions, objects, systems, (e.g. can be particularly critical of school)	
be philosophical about everyday problems and common sense issues	
be perceptive in discussion about people’s motives, needs and frailties	
daydream and seem lost in another world	
show sensitivity and react strongly to things causing distress or injustice	
often take a leadership role	
empathise with others and be very understanding and sympathetic	
be confident and competent	
express their own feelings	
attribute ideas to others	
be self-effacing	
reflect on their own performance	
give inventive responses to open-ended questions	
have a keen sense of humour in the unusual and be quick to appreciate nuances and hidden meanings	
appreciate verbal puns, cartoons, jokes and often enjoy bizarre humour, satire and irony	
criticise constructively, even if sometimes argumentatively	
be unwilling to accept authoritarian pronouncements without critical examination and want to debate and find reasons to justify the why and the wherefore	