

## 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)

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|---|--------|
| <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 |        |