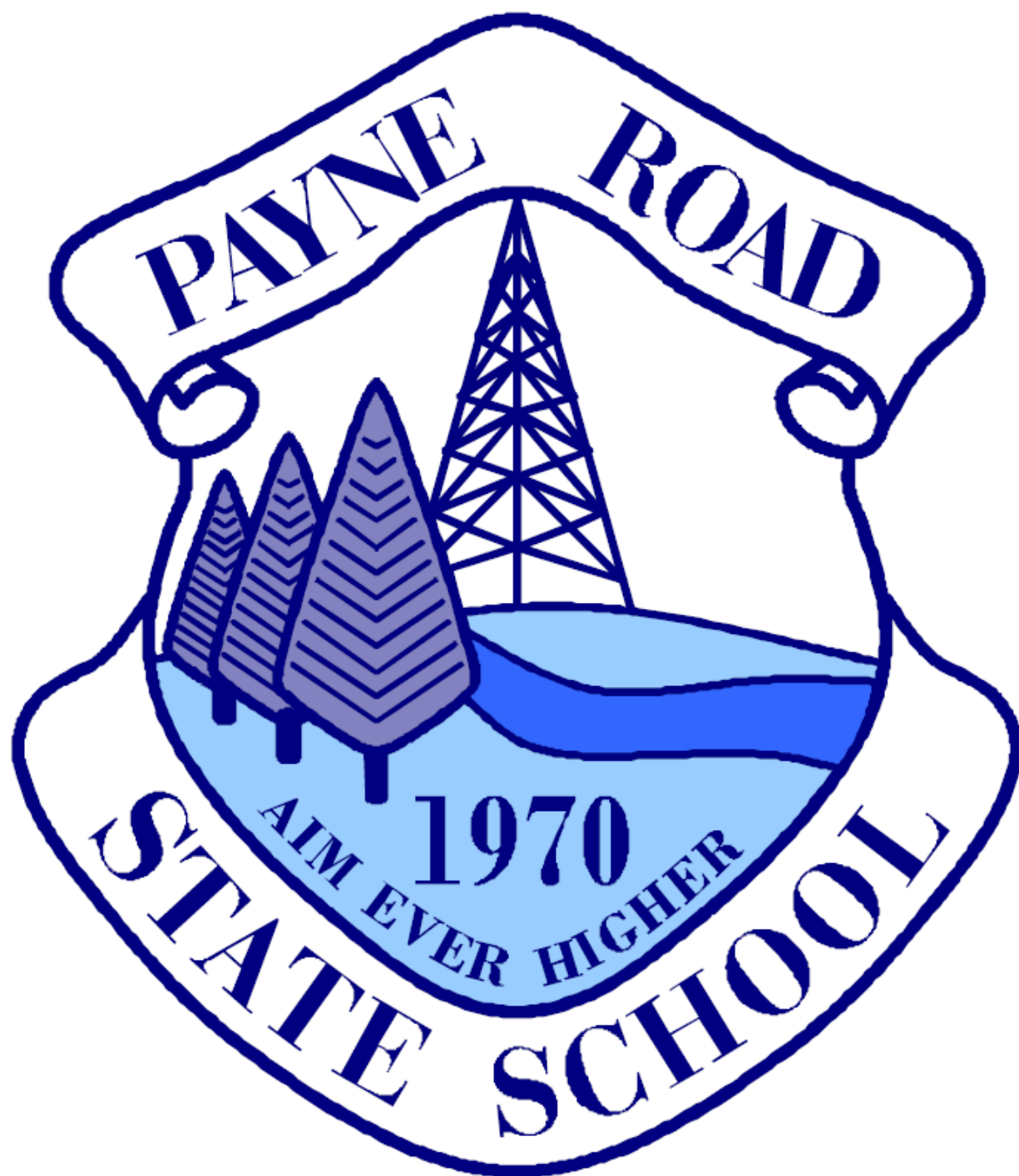


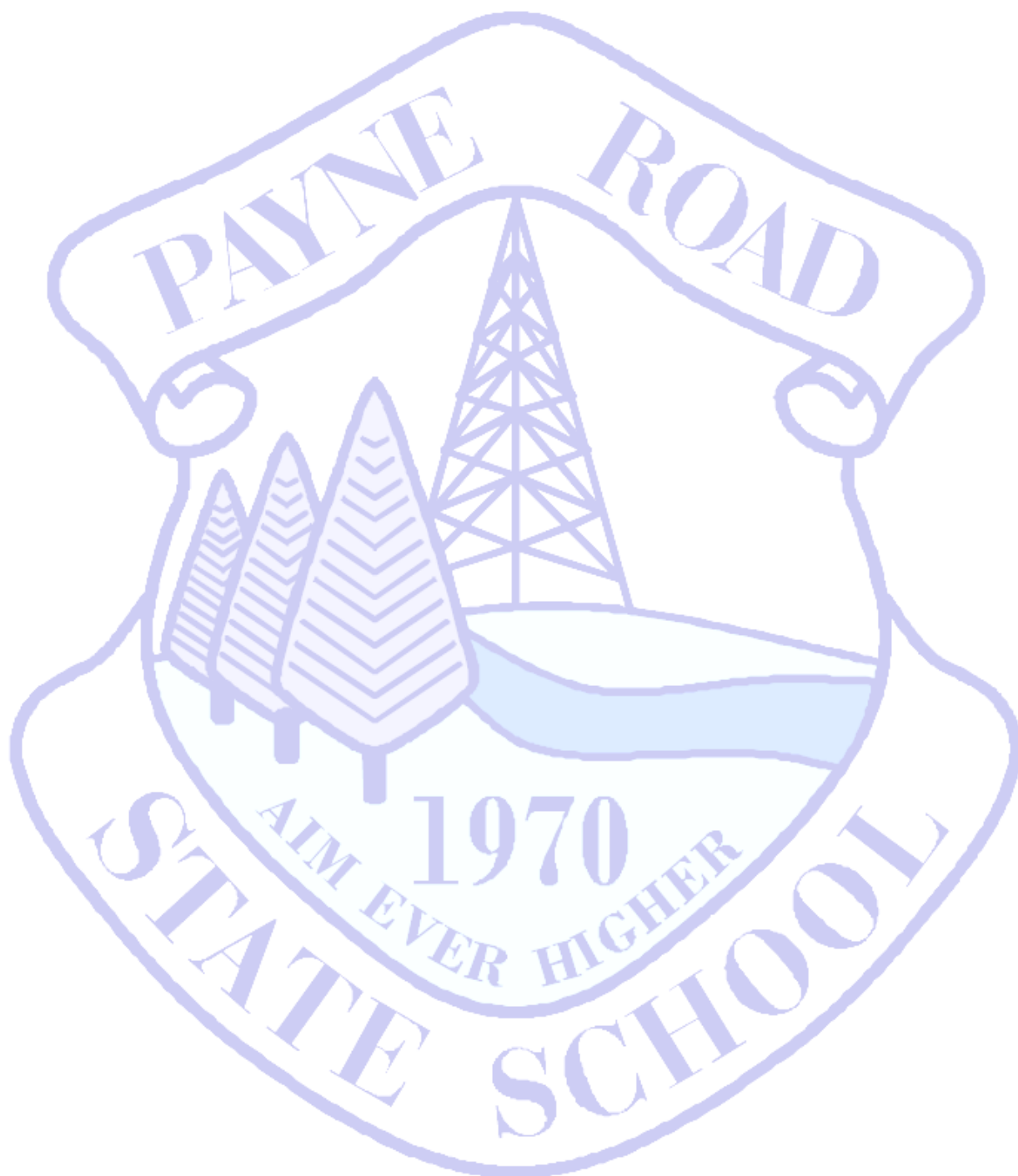
Payne Road State School

Gifted and Talented Referral Policy



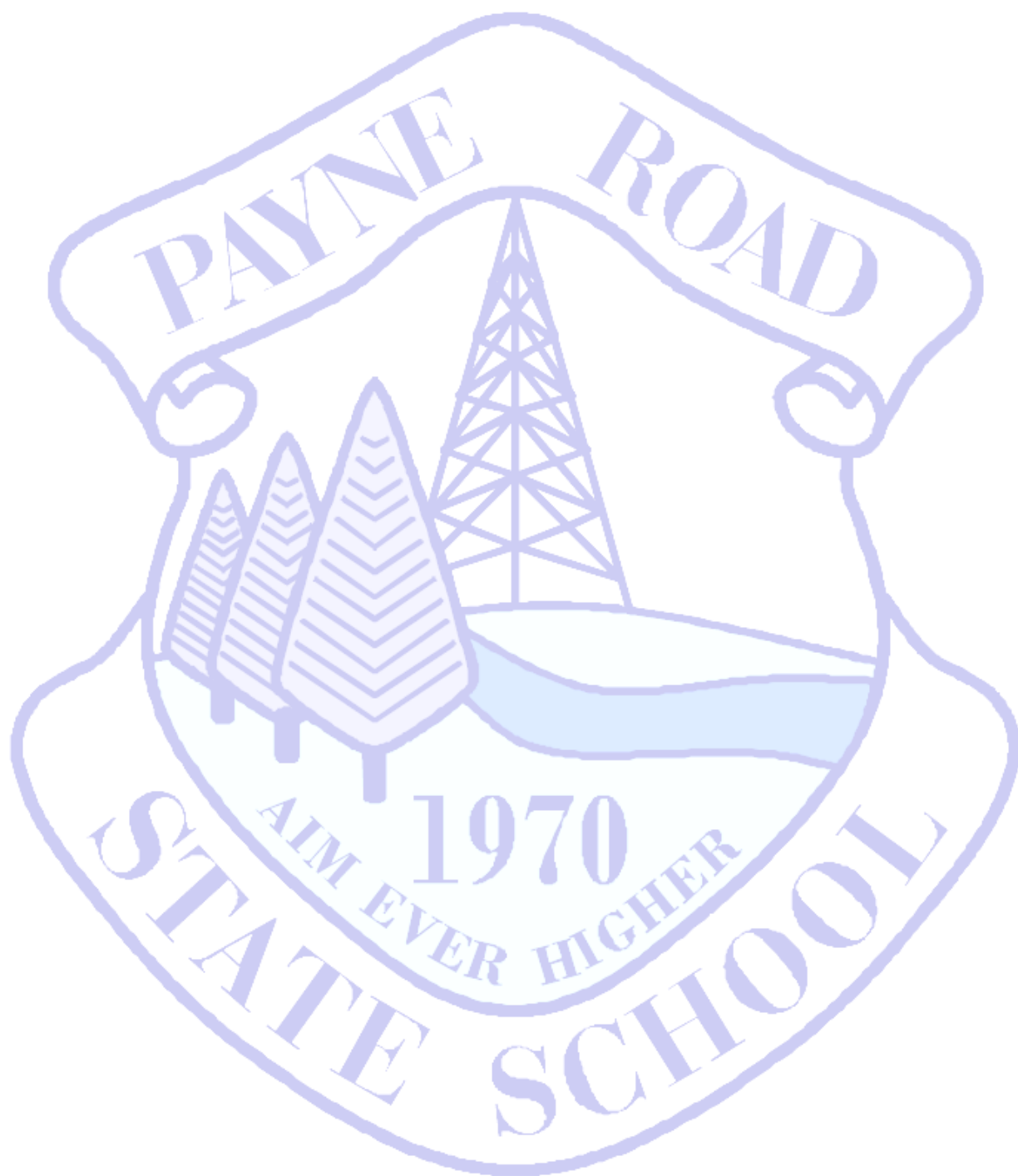
Gifted and Talented Referral Policy

Who we are.



Gifted and Talented Referral Policy

Who are the Gifted?



Who are the Gifted

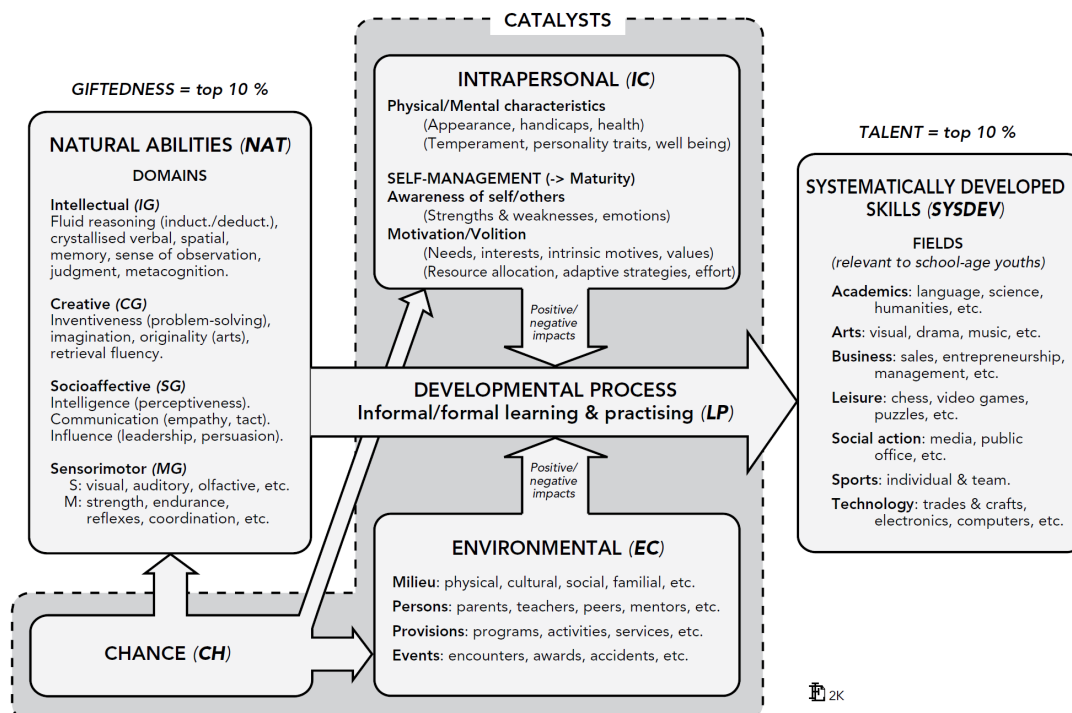
Students who are gifted excel, or are capable of excelling, in one or more areas such as:

- general intelligence,
- specific academic studies,
- visual and performing arts,
- physical ability,
- creative thinking,
- interpersonal and intrapersonal skills.

Giftedness in a student is commonly characterised by an advanced pace of learning, quality of thinking or capability for remarkably high standards of performance compared to students of the same age.

Although these students are capable of outstanding achievement, the learning environment is pivotal to enabling them to demonstrate and develop their abilities. Students who are gifted are at risk of underachieving and disengaging from learning if they are not identified and catered for appropriately.

Gagné's Differentiated Model of Giftedness and Talent



Levels of Giftedness

| Levels of Giftedness | Prevalence | Programming Options |
|--------------------------------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mildly (115 – 129) (basically) | 1:6 to 1:40 | <ul style="list-style-type: none"> – Enrichment in regular classroom – Modified curriculum – Curriculum compacting |
| Moderately (130 – 144) | 1:40 to 1:1,000 | <ul style="list-style-type: none"> – Advanced work – Challenges within content – Some form of ability grouping – Mentorships – Single subject acceleration – Single grade skip or early entrance to school |
| Highly (145 – 159) | 1:1,000 to 1:10,000 | <ul style="list-style-type: none"> – Fast-paced content work in talent area – Ability grouping at least in talent area – Acceleration options – Challenging academic enrichments, e.g. Latin – Mentorships |
| Exceptionally (160 – 179) | 1:10,000 to 1:1 million | <ul style="list-style-type: none"> – Highly individualised programs – High school / university level programs – Advanced placement – Radical acceleration (3+ carefully spaced grade skips) – Ability grouping in specific talent areas – Specific counselling services |
| Profoundly (180+) | Fewer than 1:1 million | <ul style="list-style-type: none"> – Radical acceleration – Early admission to university – Highly individualised programs – Special program searches – Special counselling services – Ability grouping in specific talent areas |

Bright or Gifted?

What's the difference between a bright child, and a gifted child? So many times, parents and educators get caught up in this differentiation, and the only loser is the child. Here are some checklists for identifying the gifted child:

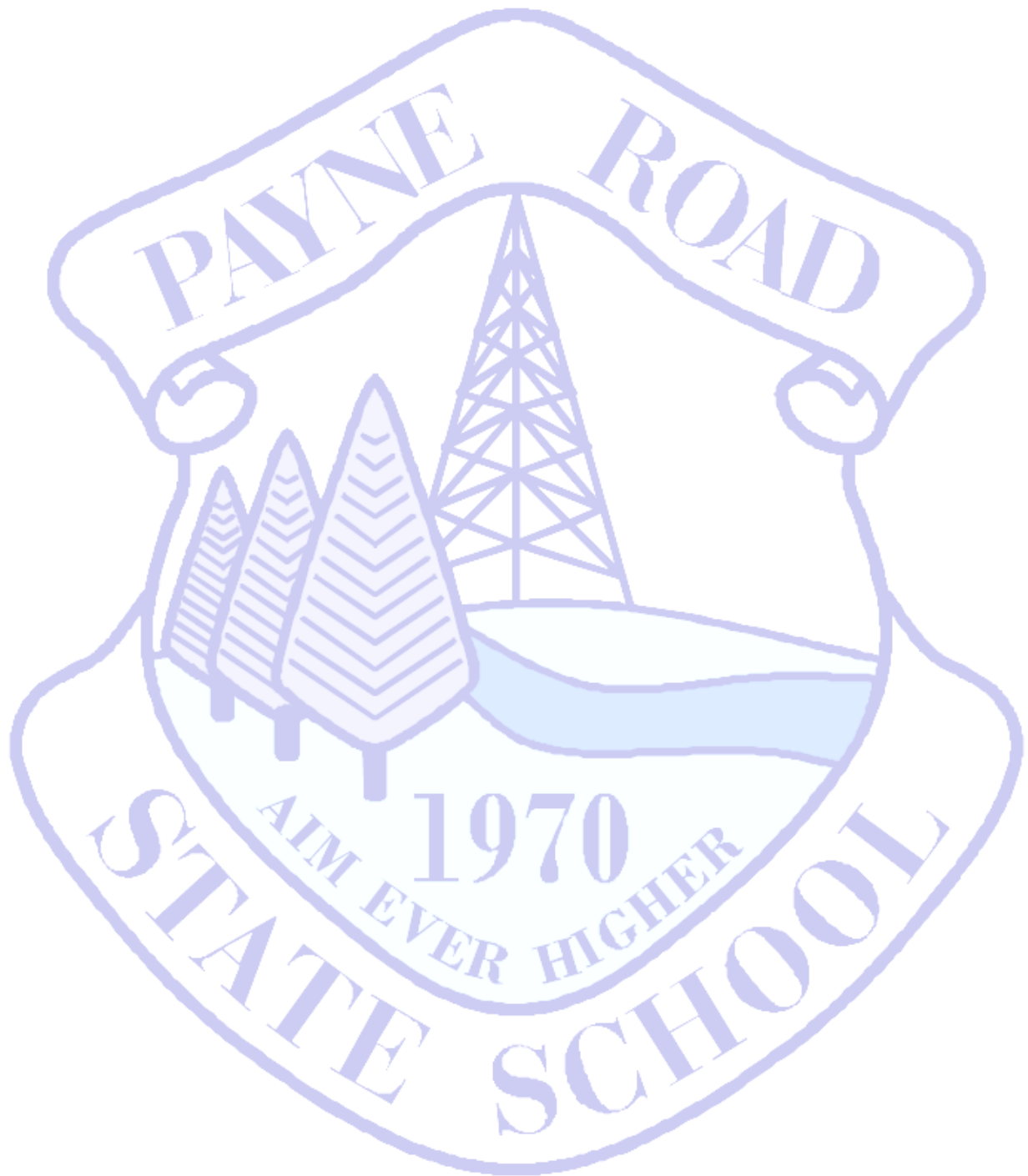
| Bright Child | Gifted Learner |
|-----------------------------|-------------------------------------|
| Knows the answers | Asks the questions |
| Is interested | Is highly curious |
| Is attentive | Is mentally and physically involved |
| Has good ideas | Has wild, silly ideas |
| Works hard | Plays around, yet tests well |
| Answers the questions | Discusses in detail, elaborates |
| Listens with interest | Shows strong feelings and opinions |
| Learns with ease | Already knows |
| 6-8 repetitions for mastery | 1-2 repetitions for mastery |
| Enjoys peers | Prefers adults |
| Grasps the meaning | Draws inferences |
| Completes assignments | Initiates projects |
| Is receptive | Is intense |
| Enjoys school | Enjoys learning |
| Absorbs information | Manipulates information |
| Good memorizer | Good guesser |

The characteristics of gifted children can sometimes be seen as 'problems', particularly in the school setting. Sometimes these 'problems' make the child appear not to be gifted at all!

| Characteristic | Possible Associated Problems |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| learns quickly and easily | becomes bored and frustrated, dislikes repetition and shallow curriculum, hides abilities to gain acceptance, receives negative adult responses to smartness |
| exhibits verbal proficiency | dominates discussions, has difficulty with listening skills, exhibits manipulative behaviour |
| has a high energy level | needs less sleep, becomes frustrated with inactivity, lack of challenge or active inquiry |
| exhibits heightened curiosity | takes on too many activities |
| extremely persistent, concentrates on tasks of high interest for extended periods | disrupts class routine, feels stifled by restrictions, resists interruption or schedules, perceived as stubborn or uncooperative |
| concerned with adult/moral issues, idealistic | attempts unrealistic reforms, feels frustrated, angry, depressed, develops a cynical attitude, receives intolerance from age peers |
| aims at perfection | sets unrealistically high goals, feels inadequate, feels frustrated with others, fears failure, inhibiting attempts in new areas |
| heightened self awareness, feelings of being different | experiences social isolation, regards differences as bad, worthless, resulting in low self esteem |
| highly sensitive be acutely perceptive | perceived as immature, tries to mask feelings to conform, vulnerable to criticism |
| responds and relates to older children and adults | experiences social isolation, seen as show off, odd, superior, critical, rejected by older child. |

Gifted and Talented Referral Policy

Identification Process



Identification of Gifted and Talented Students

Nomination

of candidate by parent, teacher or other

Information Distribution

Supply copies of checklists to teachers and parents (page ref for sailers and other identification strategies)

Information Collection

Develop profile including:

- Checklist by teacher and parent.
- Anecdotal records
- Achievements and class tests
- Work samples
- Standardised test results
- Psychometric testing (existing)

Student Services Committee

- Consider all information gathered through information collection
- Organise additional testing via school based guidance officer (eg. IQ Test)

Case discussed at Gifted and Talented Committee

- Identify learning outcomes and differentiation strategies
- Document in an IEP
- Negotiate course of action, timelines, monitoring and review dates

Maintain current educational program

- Negotiated self-paced learning
- Extra curricular programs
- Mentoring
- Clustering

Subject acceleration

Accelleraiion through:
- early entry
- grade skipping
- Duel enrolment

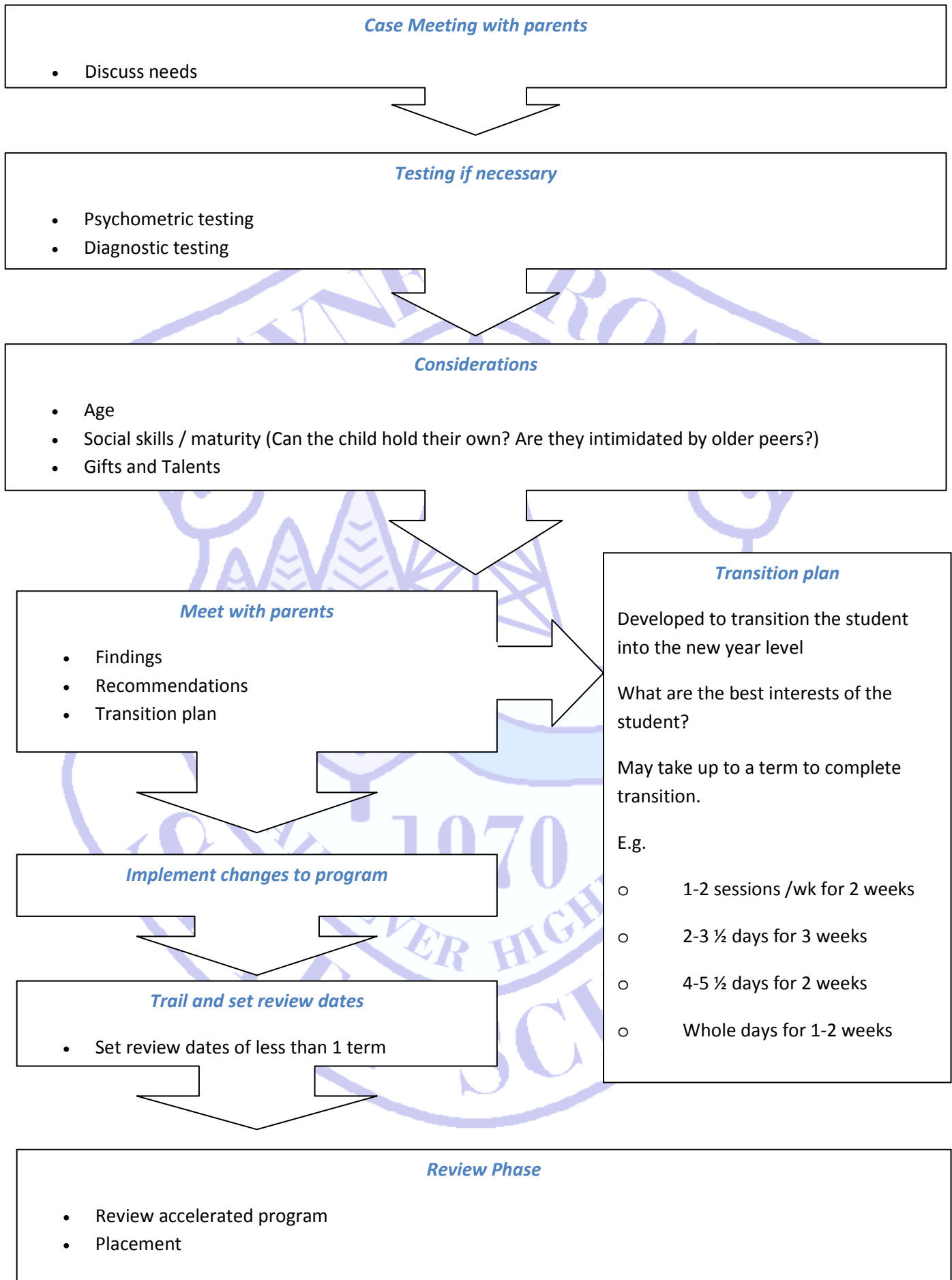
Agreement

Signed by parent, teacher, principal, guidance officer and, if appropriate, the student.

Monitor, Review and Evaluation

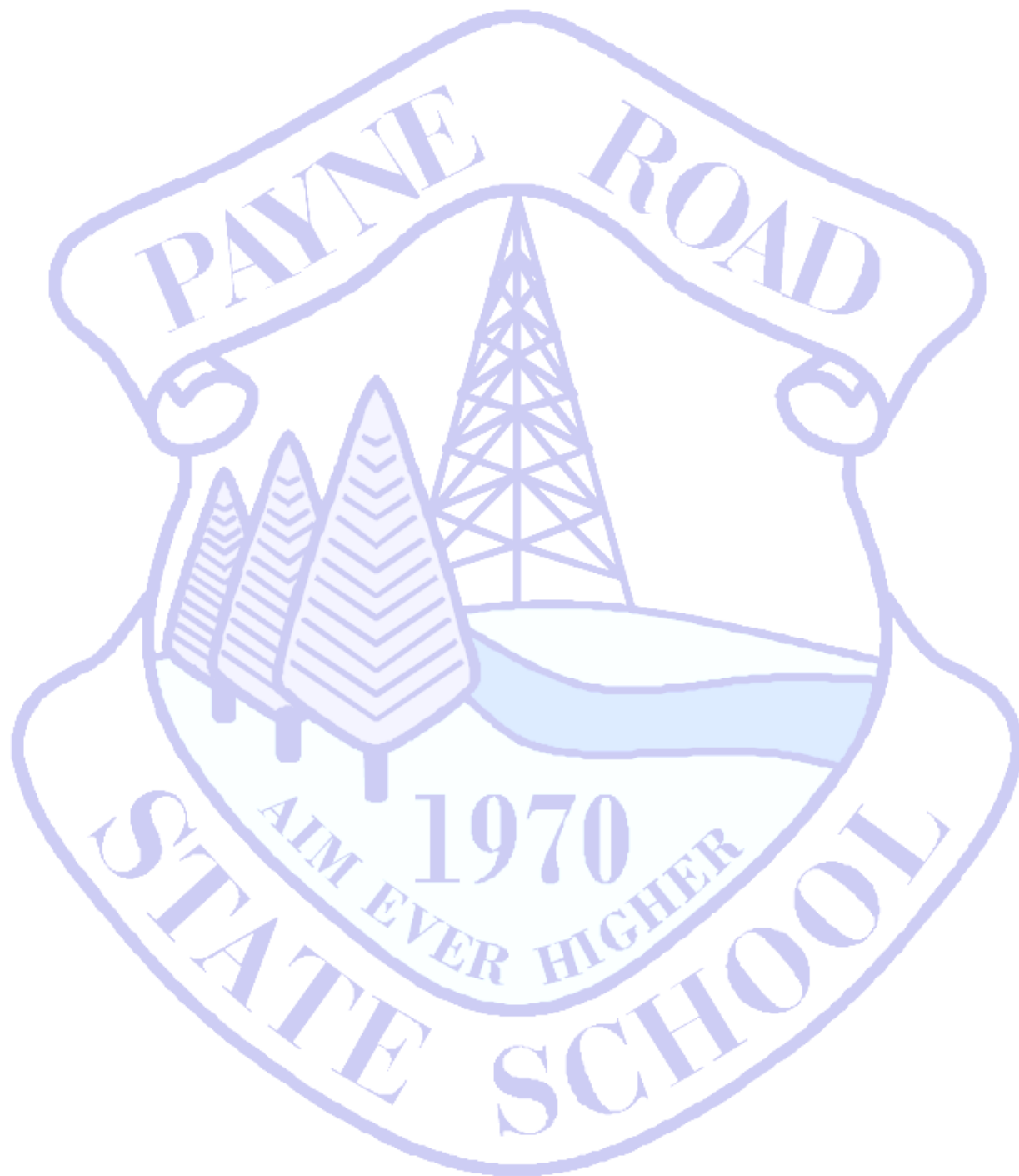
- Gifted and Talented Committee and HOC to review student's progress and support the classroom teacher with differentiation strategies
- Gifted and Talented Committee to follow students case as he/she moves between teachers.

Process for Acceleration



Gifted and Talented Referral Policy

For Parents





Payne Road State School

PO Box 33
THE GAP 4061
Ph: (07) 3511 3111 Fax: (07) 3511 3100
www.paynroads.eq.edu.au

Request for Student Services Gifted and Talented

In order to provide equity of access to support services provided through the school, all applications for Gifted and Talented support must be made through this proforma. Each referral will be submitted to the Student Services Committee, which will determine the type of support most appropriate based on information available based on the individual needs of the children and resources available.

Name of Child: _____ DOB: _____

Class: _____ Teacher: _____

| | Mother | Father |
|--------------------|--------|--------|
| Name | | |
| Telephone Number H | | |
| Telephone Number W | | |
| Telephone Number M | | |

Part A

Areas of Giftedness or Talent

Literacy: Reading Writing Oral Language
Numeracy: Number study / operations Problem solving

Other: _____

Supporting Comments:

Outline what you have already done at home:

Other Assessments

If the child has been assessed by any of the following agencies please tick and supply dates. **Please attach copies of reports.**

| | | | |
|-------------------------------------|------------------------|-------------------------------------|-------------------------|
| <input checked="" type="checkbox"/> | Guidance Officer | <input checked="" type="checkbox"/> | Paediatric Psychologist |
| | Audiology | | Paediatrician |
| | Occupational Therapist | | Physiotherapist |

Please comment on the following as they relate to your child:

| | | | | | |
|-------------------------------------|-----------------------|-------------------------------------|------------|-------------------------------------|--------------|
| <input checked="" type="checkbox"/> | Co-operative | <input checked="" type="checkbox"/> | Risk taker | <input checked="" type="checkbox"/> | Polite |
| | Considerate of others | | Organised | | Self-reliant |
| | Persistent | | Creative | | Happy |
| Other | | | | | |

Persistent behaviours that are observed at home or school that are relevant to this referral:

| | | | | | |
|-------------------------------------|----------------------------|-------------------------------------|--------------------|-------------------------------------|-----------------------------|
| <input checked="" type="checkbox"/> | Co-operative | <input checked="" type="checkbox"/> | Poor concentration | <input checked="" type="checkbox"/> | Attention seeking behaviour |
| | Poor frustration tolerance | | Unco-operative | | Depressed |
| | Anxious | | Withdrawn | | Overactive |
| | Obsessive | | Nervous pains | | Apathetic |
| | Excitable | | Under-confident | | |
| Other | | | | | |

This referral is made by: _____

I give/ do not give permission for my child _____ in year _____ to be assessed by the School Guidance Officer and / or the Support Teacher: Literacy and Numeracy, to gather further information in relation to this referral.

Signed: _____

Dated: _____

Gifted and talented checklist for parents (Michael Sayler)

Things my child has done

Carefully read each of the following descriptions. Each item is followed by a series of examples; use the examples to help understand the description in the item. Decide how much you agree that your child is like the description. Mark your agreement on the scale from strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven't noticed how your child compares to an item, fill in the **Unsure or don't know** circle. Then, tell us about a time your child did the things in the item. Try to recall specific incidents or examples about your child. Feel free to add extra pages of stories or examples to tell us more about your child.

Child's name: _____

Child's birthday: _____

Your name: _____

School name: _____

Date: _____

My child:

1. Has quick recall of information.

(e.g. immediately remembers facts, series of numbers, events, words from songs or movies, or parts of conversation heard earlier)

SA 1 2 3 4 5 6 7 8 9 10 SD

Unsure or don't know

A personal example:

2. Knows a lot more about some topics than do other children that age.

(e.g. recounts facts about dinosaurs, sports, electronics, maths, books, animals, music, art, etc; finds out a lot about a particular subject on his or her own)

SA 1 2 3 4 5 6 7 8 9 10 SD

Unsure or don't know

A personal example:

3. Uses advanced vocabulary.

(e.g. surprises older children and adults with the big words used; uses words unusual for a child, knows the correct terms, exact words or labels for things; acts and speaks like a grown-up when talking to adults; uses simpler words when talking to peers or younger children)

SA 1 2 3 4 5 6 7 8 9 10 SD

Unsure or don't know

A personal example:

4. **Began to read or write early.**

(e.g. said or could read individual words at a very young age; started to read before entering school; likes to write or tell stories; learned to read without being taught)

SA 1 2 3 4 5 6 7 8 9 10 SD

Unsure or don't know

A personal example and approximate age of your child at the time:

5. **Shows unusually intense interest and enjoyment when learning about new things.**

(e.g. has lots of energy and interest when learning; frequently and persistently asks how and why questions; is not satisfied with simple answers; wants to know details; loves how-to-do-it and nonfiction books)

SA 1 2 3 4 5 6 7 8 9 10 SD

Unsure or don't know

A personal example:

6. **Understands things well enough to teach others.**

(e.g. teaches other children how to do things; explains things so that others can understand; explains areas of interest to adults)

SA 1 2 3 4 5 6 7 8 9 10 SD

Unsure or don't know

A personal example:

7. **Is comfortable around adults.**

(e.g. spends time with and talks to adults who visit the house; likes the company of adults; enjoys talking with adults; understands adult humour and creates funny sayings or jokes adults can appreciate)

SA 1 2 3 4 5 6 7 8 9 10 SD

Unsure or don't know

A personal example:

8. **Shows leadership abilities**

(e.g. other children ask my child for help; organises games and activities for self or others; makes up the rules and directs group activities; may be bossy)

SA 1 2 3 4 5 6 7 8 9 10 SD

Unsure or don't know

A personal example and approximate age of your child at the time:

9. **Is resourceful and improvises well.**

(e.g. puts together various household objects to make inventions or solve a problem; uses unusual objects for projects; objects in unusual ways; makes 'something out of nothing')

SA 1 2 3 4 5 6 7 8 9 10 SD

Unsure or don't know

A personal example:

10. **Uses imaginative methods to accomplish tasks.**

(e.g. makes creative short cuts; doesn't always follow the rules; good at finding creative ways to get out of work)

SA 1 2 3 4 5 6 7 8 9 10 SD

Unsure or don't know

A personal example:

11. **Use the rest of this page or its back to tell us anything you think is important about your 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 your child has done. Be as specific as possible in describing your child's interests and accomplishments. If you can share some copies of your child's creative work, we would be delighted to have them. (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)

Gifted and talented checklist for parents (Michael Saylor)

Things my young child has done

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 they may exhibit the item characteristic in ways not listed. Indicate how much you think this child is like the item by using the scale below each item. Mark strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven't noticed how this child compares to an item, fill in the **Unsure or don't know** circle. Use the space below the item for examples concerning your child, add as many details as you can remember. Be as specific as possible in describing the child's interests and accomplishments. The space is small, so please feel free to add extra pages of stories or examples to tell us more. If you can share copies of this child's creative work, we would be delighted to have them. Use additional pages to describe anything you think is important about this child that we have not asked about.

Child's name: _____

Child's birthday: _____

Your name: _____

School name: _____

Date: _____

My child:

1. **Has quick accurate recall of information.**

(e.g. remembers complex happenings and describes them long afterwards in clear details; learns notes and words to songs quickly; remembers landmarks and turns on the way to familiar places)

SA 1 2 3 4 5 6 7 8 9 10 SD

Unsure or don't know

A personal example:

2. **Shows intense curiosity and deeper knowledge than other children.**

(e.g. insatiable need to know and explore; later on he or she collects things and then learns all he or she can about them; remembers things in great detail.)

SA 1 2 3 4 5 6 7 8 9 10 SD

Unsure or don't know

A personal example:

3. **Is empathetic, feels more deeply than do other children that age.**

(e.g. feels unusual hurt or pain when he or she displeases someone; shows 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)

SA 1 2 3 4 5 6 7 8 9 10 SD

Unsure or don't know

A personal example:

4. **Use advanced vocabulary.**

(e.g. correctly uses vocabulary adults would expect from older children; surprises adults and children with big words they use; knows more words than other children; stops to ask about new words then remembers them and uses them correctly later)

SA 1 2 3 4 5 6 7 8 9 10 SD

Unsure or don't know

A personal example:

5. **Began to read, write or use numbers early.**

(e.g. early interest in the alphabet and or numbers; liked to imitate writing as a toddler; copied letters, words or numbers; learned to read or count early without formal instruction; developed computational skills earlier than others)

SA 1 2 3 4 5 6 7 8 9 10 SD

Unsure or don't know

A personal example and approximate age of your child at the time:

6. **Understood phrases or brief sentences as an infant.**

(e.g. listened intently; understood and acted on short sentences such as 'Give mum a hug' or 'Bring me the book and I will read to you')

SA 1 2 3 4 5 6 7 8 9 10 SD

Unsure or don't know

A personal example and approximate age of your child at the time:

7. **Began speaking first in words and sentences earlier than other children.**

(e.g. spoke first words before age one; went from saying individual words to speaking sentences quickly or, spoke first words later than age one and quickly moved to speaking in complete sentences; carried on conversations with adults as if they were peers)

SA 1 2 3 4 5 6 7 8 9 10 SD

Unsure or don't know

A personal example and approximate age of your child at the time:

8. **Early motor development.**

(e.g. very visually attentive during the first six months, watched people carefully; followed movement intently; walked early; fed himself or herself sooner than other children; active use of toys and puzzles)

SA 1 2 3 4 5 6 7 8 9 10 SD

Unsure or don't know

A personal example and approximate age of your child at the time:

9. **Shows unusually intense interest and enjoyment when learning new things.**

(e.g. listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books)

SA 1 2 3 4 5 6 7 8 9 10 SD

Unsure or don't know

A personal example:

10. **Has an advanced sense of humour or sees incongruities as funny.**

(e.g. is humorous in speech, social interactions, art or story telling; makes jokes, puns, plays on words)

SA 1 2 3 4 5 6 7 8 9 10 SD

Unsure or don't know

A personal example:

11. **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 1 2 3 4 5 6 7 8 9 10 SD

Unsure or don't know

A personal example:

12. **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 adult conversations; likes to play board games designed for older children, teens or adults; often plays with and is accepted by older children)

SA 1 2 3 4 5 6 7 8 9 10 SD

Unsure or don't know

A personal example:

13. **Shows leadership abilities.**

(e.g. 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 1 2 3 4 5 6 7 8 9 10 SD

Unsure or don't know

A personal example:

14. **Is resourceful and improvises well.**

(e.g. finds unique or non-traditional ways; plays for long periods of time with imaginary friends; diligent in getting things they want regardless of where you've put them; makes up believable endings to stories)

SA 1 2 3 4 5 6 7 8 9 10 SD

Unsure or don't know

A personal example:

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 1 2 3 4 5 6 7 8 9 10 SD

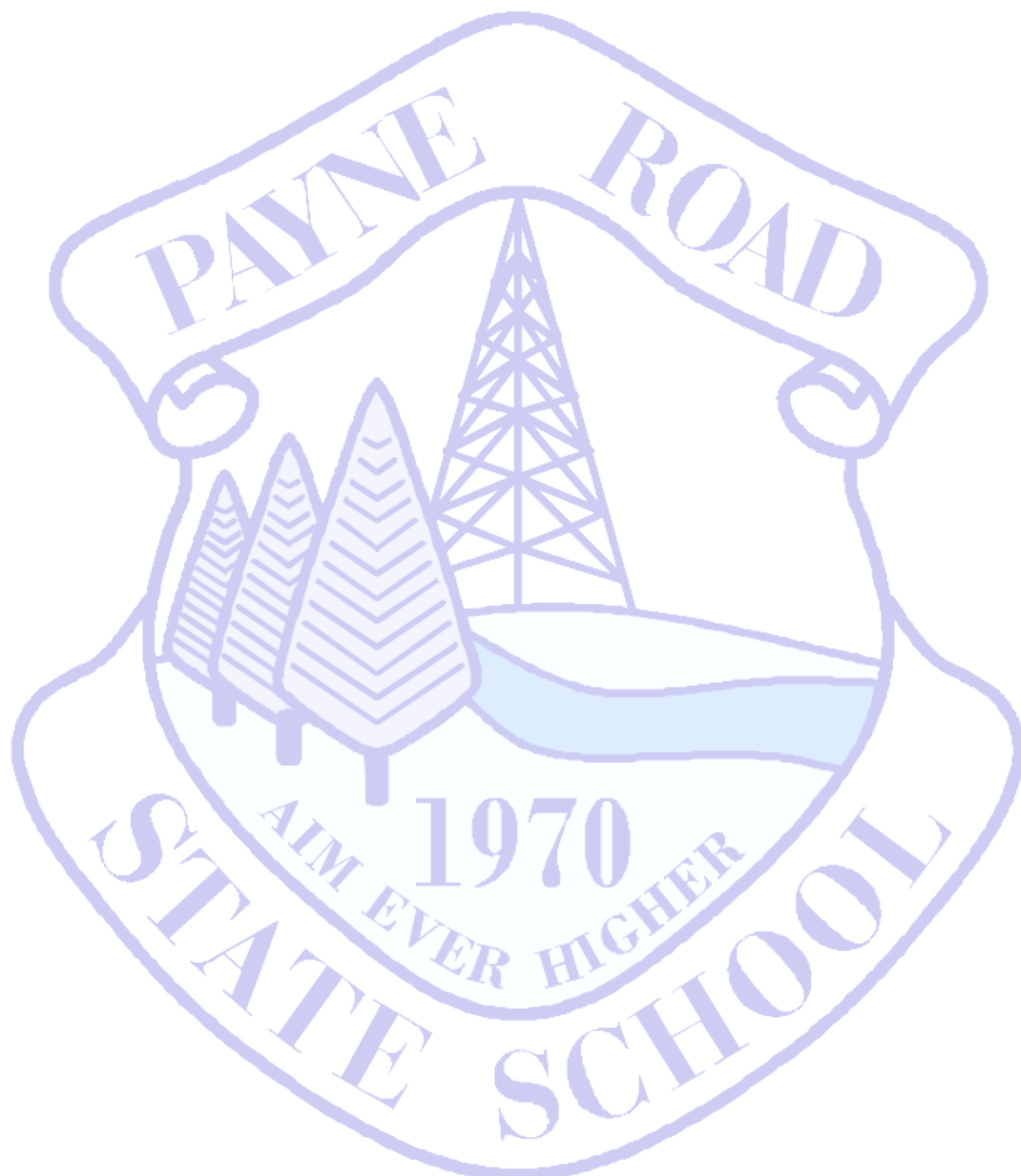
Unsure or don't know

A personal example:

16. **Use the rest of this page or its back to tell us anything you think is important about your child that we have not asked about.** Please feel free to add information you think might be useful in giving us a clear picture of what your child has done. Be as specific as possible in describing your child's interests and accomplishments. If you can share some copies of your child's creative work, we would be delighted to have them.

Gifted and Talented Referral Policy

For Teachers





Payne Road State School

PO Box 33
THE GAP 4061
Ph: (07) 3511 3111 Fax: (07) 3511 3100
www.paynroadss.eq.edu.au

TEACHER REFERRAL Gifted and Talented Students

Child's Name _____ D.O.B. _____

Class Teacher _____ Year Level _____ Chron. Age _____

This referral has been completed by _____

Identification process initiated by _____

Identification Tools

Gifted and Talented Checklist for Teachers (Michael Sayler)

Gifted and Talented Checklist for Parents 1 (Michael Sayler)
Lower school

Gifted and Talented Checklist for Parents 2 (Michael Sayler)
Upper school

NAPLAN results (bands)
Year level 3 5 7

| R | W | S | G&P | N |
|---|---|---|-----|---|
| | | | | |

Yr 2 Diagnostic Net Phases

| R | W | N |
|---|---|---|
| | | |

Standardised Testing (ICAS)

| | | | | |
|-----------------|---|---|---|----|
| English | P | C | D | HD |
| Mathematics | P | C | D | HD |
| Computer Skills | P | C | D | HD |
| Science | P | C | D | HD |
| Spelling | P | C | D | HD |

PAT MATHS _____

SA Spelling/ Waddington /Words their Way _____

Torch test/ PROBE/ Running Record _____

Other eg. Work samples, observations, folios

Parental Permission Form sent

Student Information

Please complete all areas to give a clear picture of student strengths and weaknesses.

| <i>Subject</i> | <i>A</i> | <i>B</i> | <i>C</i> | <i>D</i> | <i>E</i> |
|---------------------------|----------|----------|----------|----------|----------|
| <i>Reading</i> | | | | | |
| <i>Spelling</i> | | | | | |
| <i>Oral communication</i> | | | | | |
| <i>Listening</i> | | | | | |
| <i>Speaking</i> | | | | | |
| <i>Written expression</i> | | | | | |
| <i>Mathematics</i> | | | | | |
| <i>Fine Motor skills</i> | | | | | |
| <i>Gross motor skills</i> | | | | | |
| <i>Behaviour</i> | | | | | |

Social/Emotional Behaviour

Tick any areas of concern.

- | | | |
|-----------------------------------------------|-----------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Social Skills | <input type="checkbox"/> Enthusiasm for learning |
| <input type="checkbox"/> Self-esteem | <input type="checkbox"/> Peer relations | <input type="checkbox"/> Working independently |
| <input type="checkbox"/> Attention seeking | <input type="checkbox"/> Aggression | <input type="checkbox"/> Group situations |
| <input type="checkbox"/> Non-compliance | <input type="checkbox"/> Lateness | <input type="checkbox"/> Playground behaviour |
| <input type="checkbox"/> Verbal confrontation | <input type="checkbox"/> Other _____ | |

Other Comments:

I give permission for this referral to be discussed with the Student Services Team.
 Parent / Guardian's Signature: _____

Teacher's Signature: _____
 Date: _____

Student Support Services Recommendation:

Student information
 To ST:LD

GIFTED AND TALENTED CHECKLIST FOR TEACHERS (Michael Saylor)

THINGS THIS CHILD HAS DONE

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 they may exhibit the item characteristic in ways not listed. Indicate how much you think this child is like the item by using the scale to the right of each item. Mark strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven't noticed how this child compares to an item, fill in the **Unsure or don't know** circle. Use the space below the item for examples concerning the child, add as many details as you can remember. Be as specific as possible in describing the child's interests and accomplishments. The space is small, so 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 have them. Use additional pages to describe anything you think is important about this child that we have not asked about.

Child's name: _____ Child's birthday: _____
Your name: _____ School name: _____
Date: _____

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

Unsure or don't know

An example:

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)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

Unsure or don't know

An example:

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)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

Unsure or don't know

An example:

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)

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

An example:

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 use; likes complex communication and conversations)

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

An example:

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 Unsure or don't know

An example:

7. Advanced play interests and behaviours.

(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 Unsure or don't know

An example:

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 of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention 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 Unsure or don't know

An example:

9. Has an advanced sense of humour or sees incongruities as funny.

(e.g. is humorous in speech, social interactions, 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 Unsure or don't know

An example:

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 Unsure or don't know

An example:

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 adult conversations; often plays with and is accepted by older children)

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

An example:

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 Unsure or don't know

An example:

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 Unsure or don't know

An example:

14. Shows logical and metacognitive skills in managing own learning.

(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 Unsure or don't know

An example:

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 Unsure or don't know

An example:

16. Use the rest of this page or its back to tell us anything 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. Be as specific as possible in describing the child's interests and accomplishments. If you can share some copies of this child's creative work, we would be delighted to have them.