

Teacher Checklist for Gifted Education
Harlan County Public Schools

Student: _____ **School:** _____

Grade: _____ **Teacher:** _____

Often identification of gifted children takes place by simple observation of the child's behavior by an educational professional.

Please check the appropriate characteristics for any child in your class that displays any of these traits. It is not expected that any gifted child will show all the traits in any section.

General Intellectual Ability

General intellectual ability means possessing either potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability and possessing a consistently outstanding mental capacity as compared to children of one's age, experience, or environment. General intellectual ability is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, spatial relations, and the analysis, synthesis, and evaluation of information. (704 KAR 3:285)

General Ability Checklist:

- ___ is an avid reader
- ___ provides alert, rapid answers to questions
- ___ has a wide range of interests
- ___ reveals originality in oral and written expression
- ___ is a good guesser
- ___ uses commonsense
- ___ makes good grades in most subjects
- ___ learns rapidly, easily and efficiently
- ___ retains and uses information which has been heard or read
- ___ has an interest in cause-effect relationships
- ___ is independent
- ___ wants to do/try new things
- ___ is an entrepreneur/likes projects
- ___ applies self-discipline
- ___ is resourceful
- ___ is curious
- ___ is an original thinker
- ___ enjoys complex activities
- ___ has a large vocabulary

Specific Academic Aptitude

Specific academic aptitude means possessing either potential or demonstrated ability to perform at an exceptionally high level in specific academic areas significantly beyond the age, experience, or environment of one's chronological peers. While students with specific academic aptitude have typically, at least, above average intellectual ability, they are often extremely capable of high performance in one or a very few related academic areas. (704 KAR 3:285)

Specific Academic Aptitude Checklist:

___ shows similar characteristics to general intellectual ability but concentrated around one or a few related areas

- ___ has a long attention span in area(s) of interest
- ___ learns rapidly, easily and will less repetition in a specific content area
- ___ likes or loves one or a few areas of knowledge
- ___ demonstrates advanced content specific vocabulary
- ___ recognized by peers as content area expert
- ___ spends time beyond the classroom assignments on project of interest related to a specific content area
- ___ asks probing questions in this content area
- ___ seems to have knowledge of content concepts beyond what has been taught in the classroom

Creativity

Creativity means possessing either potential or demonstrated ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks. This is typically evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways. (704 KAR 3:285)

Creativity Checklist:

- ___ is fluent in producing and elaborating on ideas
- ___ makes unusual associations between remote ideas
- ___ senses when problems exist and can provide multiple solutions or responses to problems
- ___ doesn't mind being different and may be viewed by others as unique
- ___ likes to adapt or improve things
- ___ produces unexpected, sometimes silly responses
- ___ entertains self through imagination: reads, writes, draws, daydreams, etc.
- ___ has a keen sense of humor and finds humor in situations when others may not
- ___ produces impressive work when given creative product choice or assignment in interest area
- ___ enjoys spontaneity more than routine/drill

Leadership

Leadership means possessing either potential or demonstrated ability to perform at an exceptionally high level in social skills and interpersonal qualities such as poise, effective oral and/or written expression, managerial ability and the ability and/or vision to set goals and organize others to successfully reach those goals. (704 KAS 3:285)

Leadership Checklist:

- ___ organizes others
- ___ interacts with others easily
- ___ supports others in a group when appropriate
- ___ is looked to by others when something must be decided
- ___ can establish the mood of a group
- ___ can listen to others empathetically
- ___ can give directions clearly and effectively
- ___ is often asked for ideas and suggestions
- ___ recognizes skills and abilities possessed by others
- ___ recognizes and can articulate the goals of a group
- ___ influences others to work towards goals
- ___ exercises authority reliably and responsibly
- ___ can adopt non-leadership roles within a group
- ___ can coordinate the work of several individuals
- ___ interacts easily with peers and adults
- ___ often self-assertive and persistent in beliefs
- ___ displays self-confidence
- ___ holds leadership roles in school and extracurricular activities

Visual or Performing Arts

Visual or Performing Arts means possessing either potential or demonstrated ability to perform at an exceptionally high level in the visual or performing arts and demonstrating potential for outstanding aesthetic production, accomplishment, or creativity in visual art, dance, music, or drama. (704 KAR 3:285)

Visual Art Checklist:

- ___ produces outstanding original art products
- ___ incorporates many elements into artwork; including use of line, color, texture, etc.
- ___ sets high standards of quality for own artwork
- ___ recognized by peers and adults as artistically talented
- ___ treats art seriously and enjoys talking about, looking at works of art
- ___ manipulates visual arts tools with skill
- ___ enjoys exploring new art materials and techniques
- ___ pursues art in spare time
- ___ grasps basic arts skills quickly and easily

Dance Checklist:

- ___ demonstrates rhythm through movement
- ___ incorporates the elements of dance; shape, time force into movements
- ___ is coordinated, balanced and graceful in movement activities
- ___ is inventive when choreographing movement activities
- ___ adapts easily to a variety of genres of dance movements (ballet, hip-hop, ballroom etc.)
- ___ easily expresses ideas, emotions and feelings through movement
- ___ shows a sustained interest in dance
- ___ recognized by peers and adults as talented in dance
- ___ evokes emotion from audience when performing dance

Drama Checklist:

- ___ readily shifts into role of another character, animal or object
- ___ uses voice to reflect changes in mood
- ___ alters voice to accommodate dialogue from a variety of genders, geographies and ages
- ___ uses facial expressions, gestures and/or body movements to communicate ideas and feelings effectively
- ___ demonstrates understanding of conflict when acting out a dramatic event
- ___ brings a dramatic situation to a climax with a well-timed ending when telling a story
- ___ uses elements of drama (literary, technical and performance) to bring a story to life
- ___ recognized by peers and adults as talented in drama

Music Checklist:

- ___ reads and applies the theoretical elements of music; rhythm, pitch, dynamics, etc.
- ___ demonstrates exceptional talent when singing or playing vocal or instrumental music
- ___ shows exceptional auditory/tonal memory
- ___ uses music to express feelings, ideas or experiences
- ___ recognizes inaccuracies or mistakes in self or others and offers suggestions for correction
- ___ accepts leadership roles in musical activities or organizations
- ___ pursues music outside the school day
- ___ learns musical compositions at a faster pace than others
- ___ is recognized by peers and adults as possessing musical talent
- ___ enjoys creating original musical compositions
- ___ enjoys improvising/adapting original melodies