

**Tulsa Public Schools**  
**Teacher Checklist on Behavioral Characteristics of Potentially Gifted Students**

Student's Name \_\_\_\_\_ School \_\_\_\_\_

Circle Grade: K 1 2 3 4 5 6 7 8 9 10 11 12

Teacher Completing Form \_\_\_\_\_ Date \_\_\_\_\_

According to Susan Wienbrenner, gifted/talented students may exhibit many, but not all, of these characteristics. When you observe students consistently exhibiting these behaviors, the possibility that they are gifted is strong. Trust your observations. Talented students are classified by evidence of leadership, creative thinking, visual arts, or by exceptional ability in a subject/content area.

For each item below, circle the appropriate numbered response in on of the columns: **Rarely** **Seldom** **Frequently**

		<b>Rarely</b>	<b>Seldom</b>	<b>Frequently</b>
1.	Advanced vocabulary for chronological age.	1	2	3
2.	Outstanding memory; possesses lots of information.	1	2	3
3.	Curious, asks endless questions (5 Ws and how)	1	2	3
4.	May be reluctant to move from one subject area to another.	1	2	3
5.	Operates on higher level of thinking than his/her peers; is comfortable with abstract thinking.	1	2	3
6.	Perceives subtle cause and effect relationships.	1	2	3
7.	Prefers complex and challenging tasks to "basic" work.	1	2	3
8.	May be able to "track" two or more things simultaneously (example: his/her daydreams and your words).	1	2	3
9.	Catches on quickly, then resists doing work, or works in sloppy careless manner.	1	2	3
10.	Comes up with "better ways" of doing things; suggests them to peers, teachers, and other adults.	1	2	3
11.	Intense, becomes totally absorbed in activities and thoughts.	1	2	3
12.	Strongly motivated to do things that interest him/her; may be unwilling to work on other activities.	1	2	3
13.	Transfers concepts and learning to new situations.	1	2	3
14.	May prefer to work alone; resists cooperative learning.	1	2	3
15.	Displays original ideas.	1	2	3
16.	May say what he/she thinks without regard to consequences.	1	2	3
17.	Outstanding sense of humor; loves to play with words and ideas.	1	2	3
18.	May be talented in the fine arts.	1	2	3
19.	Great imagination; frequent day dreamer.	1	2	3
20.	Believes he/she is valued for what he/she can do rather than who he/she is.	1	2	3
21.	May work very slowly in hopes that his/her product will be perfect.	1	2	3
22.	Discovers a mistake in his/her work; erases until a hole in the paper appears. May crumple up paper and throw it away.	1	2	3
23.	May ask for a lot of help and reassurance from the teacher. ("Is this all right? Is this what you want? Please repeat the directions").	1	2	3
24.	May be unable to take any criticism or suggestions for improvement without being defensive; but can be open to guided suggestions.	1	2	3
25.	May expect other people to be perfect, too.	1	2	3