

CHECKLIST of CHARACTERISTICS of GIFTED CHILDREN

Oklahoma Gifted and Talented Law provides for differentiated instruction for students who meet the qualifications as gifted by intellectual ability and as talented by an academic subject, creative thinking ability, leadership ability, and visual (fine arts, including performing arts) ability.

This following information is provided to assist teachers, parents/guardians and knowledgeable others to use when seeking to nominate students for gifted and talented services. Parent nomination and knowledgeable other forms (G1) are available at the student's school site, teacher nomination forms (G2) are available on this website.

The lists were adapted from those provided at http://www.austega.com/gifted/general_intellectual_ability#_general_intellectual_ability. It is not expected that any student will manifest **all** the traits associated with an aspect of giftedness in any of the following sections. However, each list is sufficiently broad to assist teachers, parents/guardians and knowledgeable others in the nominating of a student.

The characteristic traits are listed by the following broad categories of giftedness that are served in Tulsa Public Schools:

- Intellectual ability
- Specific academic aptitude
- Creative thinking and production
- Leadership
- Visual and performing arts

Intellectual Ability

- is an avid reader
- has avid interest in science or literature
- provides very alert, often rapid answers to questions
- has a wide range of interests
- often is venturesome, wants to do new things, but may retain fidelity to a specific interest
- tends to dominate peers or situations
- is an entrepreneur - readily makes money on various projects or activities
- needs little outside control - applies self discipline
- is resourceful - solving problems by ingenious methods
- is creative in new ideas, sees associations, pursues innovations
- displays a great curiosity about objects, situations or events
- has the capacity to look into things and be puzzled
- is involved with many exploratory type activities
- reveals originality in oral and written expression
- is perceptually open to his or her environment
- displays a willingness to accept complexity
- has the capacity to use knowledge and information other than to memorize
- shows superior judgment in evaluating things
- is a good guesser
- learns rapidly, easily and efficiently
- may see divergent answers or solutions when others may see only one response

- makes good grades in most subjects, but may fail in trivial or non-challenging tasks (e.g., may prefer reading about a topic of interest rather than completing the assigned task of alphabetizing the weekly list of spelling words)
- retains and uses information which has been heard, seen, or read
- uses a large and advanced vocabulary easily and accurately
- asks many questions of a challenging nature; but does not mean to be rude or disrespectful
- has a power of abstraction, conceptualization, and synthesis
- has an interest in cause-effect relations
- has a liking for structure, order, and consistency
- has a power of concentration, an intense attention that excludes all else
- is persistent
- has a high energy level
- is independent
- is friendly and outgoing

Specific Academic Aptitude

- shows similar characteristics to general intellectual ability but concentrated around one or a few fields
- has a long attention span in areas of interest
- learns rapidly, easily, and with less repetition in one or a few specific areas (probably not all subject areas)
- likes or prefers one or just a few areas of knowledge
- likes to study some subjects more than others
- spends time voluntarily beyond ordinary assignments on projects of interest to him or her
- often extends learning to other applications in novel ways
- extends learning from the key areas to various situations somewhat unrelated in orientation
- shows broad perspective on one or more subject areas
- judges own and others' relative abilities in key areas of interest
- seeks assistance of others beyond his or her age peers to extend knowledge in areas of interest

Creative Thinking

- is fluent in producing and elaborating on ideas
- makes unusual associations between remote ideas
- is flexible in thinking patterns
- senses when problems exist
- acts spontaneously, intuitively
- tolerates ambiguity and uncertainty
- senses inconsistencies and discontinuities
- readily guesses and makes hypotheses and "leaps of judgment"
- juggles or redefines elements of a problem or task
- shows intense concentration on a task
- retains own ideas in a discussion or collaboration
- provides multiple solutions or responses to problems

- is uninhibited in expression, sometimes radical
- is intellectually playful, interested in fantasy, imagination
- always trying to adapt or improve things
- has a keen sense of humor, seeing humor in situations others do not
- does not mind being different, however, some students are quite sensitive to rejection by others
- does not accept authoritarian pronouncements without own judgment
- asks provocative questions, challenges parents, teachers, written and other authorities
- is bored with memorization and recitation and tedious "worksheet" type assignments; seeks creative ways to express learning
- displays energy, sometimes disruptively
- produces unexpected, sometimes "silly," responses
- is considered, and perhaps resented by some peers, as "crazy"
- can show unusual degrees of originality, concentration, and persistent hard work on projects that capture his or her interest and imagination

Leadership Ability

- can stimulate and stimulate others to follow
- organizes others
- recognizes skills and abilities possessed by others
- interacts with others easily, showing social skills
- recognizes and articulates the goals of a group
- articulates ideas clearly
- listens to others empathetically
- understands how people feel and how groups function
- gives directions clearly and effectively
- exercises authority reliably and responsibly
- adopts non-leadership roles within a group
- establishes the mood of a group
- supports others in a group when appropriate
- coordinates the work of several individuals
- is often asked for ideas and suggestions
- is looked to by others when something must be decided

Visual Ability

Music

- has good sense of rhythm
- is well-coordinated
- discriminates musical and other sounds well
- understands musical relationships
- enjoys musical activities and demonstrates musical feeling
- shows tonal memory
- responds readily to rhythm, melody and harmony
- uses music to express feeling or experience
- makes up original tunes

- enjoys dance and dramatic activities with musical elements

Dramatics

- demonstrates interest and enjoyment in dramatic activities
- readily shifts into role of another character, animal or object
- uses voice to reflect changes in mood
- demonstrates understanding of conflict when acting out a dramatic event
- communicates feelings by means of facial expressions, gestures and bodily movements
- enjoys evoking emotional responses from listeners
- demonstrates ability to dramatize feelings and experiences
- brings a dramatic situation to a climax with a well-timed ending when telling a story

Art

- draws a variety of objects
- puts depth into drawing, showing planning and good proportion
- treats art seriously and enjoys it
- shows originality in modes of undertaking art
- is willing to try out new materials and experiences
- pursues art in spare time
- uses art to express feelings and experiences
- is interested in other people's art, both appreciating it and criticizing it
- likes to model three dimensionally with clay, soap carving, plasticine etc
- uses art as an innovative means of expression of concepts, feelings, and ideas