

Gifted and Talented Education Policy

Gifted and Talented Checklist

For parents of Primary Years children

Date: / /

Child's Name _____ Child's DOB _____
Your Name _____ School Name _____

Things my child has done

- Carefully read each of the following descriptions. Each description is followed by a series of examples; use the examples to help understand the descriptions.
- Decide how much you agree your child is like the description. Mark your agreement on the ratings scale from Strongly Agree (SA) to Strongly Disagree (SD).
- Circle one number for each description. Then, tell us about a time when your child did the things in the description. 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.
- If you are unclear or haven't noticed how your child compares to an item, circle 'Unsure or don't know'.

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

Unsure or don't know

A personal example:

Please turn over to Page 2

2. Knows a lot more about topics than other children do at 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 10 9 8 7 6 5 4 3 2 1 **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 10 9 8 7 6 5 4 3 2 1 **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 10 9 8 7 6 5 4 3 2 1 **SD**

Unsure or don't know

A personal example:

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

Unsure or don't know

A personal example:

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

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

Unsure or don't know

A personal example:

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; uses objects in unusual ways; makes 'something out of nothing')

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

Reference: Michael Sayler, Investigation of Talented Students, University of North Texas, Denton TX