

Gifted and Talented Education Policy

Checklist for identifying gifted and talented underachievers

Adopted from Joanne Whitmore (1980), *Giftedness, Conflict and Underachievement*, Allyn and Bacon

Student's name: _____

If the student exhibits ten or more of the listed traits, individual intelligence testing may be recommended to establish whether he or she is a gifted underachiever.

- Poor class test performance.
- Achieving at or below grade level expectations in one or all of the basic skill areas; reading, language arts, mathematics.
- Daily work frequently incomplete or poorly done.
- Superior comprehension and retention of concepts when interested.
- Vast gap between quality level of oral and written work.
- Exceptionally large repertoire of factual knowledge.
- Vitality of imagination: creative.
- Persistent dissatisfaction with work accomplished, even in art.
- Seems to avoid trying new activities to prevent imperfect performance; evidences perfectionism, self-criticism.
- Shows initiative in pursuing self-selected projects at home.
- Has a wide range of interests and special expertise in investigation and research.
- Evidences low self-esteem in tendencies to withdraw or be aggressive in the classroom.
- Does not function comfortably or constructively in a group of size.
- Shows acute sensitivity and perceptions related to self, other and life in general.
- Tends to set unrealistic self-expectations: goals too high or too low.
- Dislikes practice work or drill for memorization and mastery.
- Easily distracted; unable to focus attention and concentrate efforts on tasks.
- Has an indifferent or negative attitude towards school.
- Resists teacher efforts to motivate or discipline behavior in class.
- Has difficulty in peer relationships: maintains few friendships.