Appendix 6

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 to 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.