

# GIFTED AND TALENTED CHECKLIST

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Name of child or adolescent

Age

Each item should be checked off using the following rating scale

- 0 Not at all, never occurs, does not apply
- 1 Mild, sometimes observed, applies to some extent
- 2 Moderate, often observed, certainly applies
- 3 Severe, frequently observed, strongly applies

## Advanced early development

Very alert as a young infant .....	0	1	2	3
Walked early.....	0	1	2	3
Talked early.....	0	1	2	3
Advanced language as a preschooler.....	0	1	2	3
Learned to read early .....	0	1	2	3
Advanced development of mathematical understanding .....	0	1	2	3
Advanced drawing skill as preschooler.....	0	1	2	3

## High cognitive ability

Scores above IQ 130 on reputable intelligence scales .....	0	1	2	3
Understands abstract concepts ahead of peers .....	0	1	2	3
Advanced ability to solve complex problems.....	0	1	2	3
Very quick learner .....	0	1	2	3

## Curiosity

Frequently asks insightful or innovative questions .....	0	1	2	3
Enjoys factual books, documentaries, museums .....	0	1	2	3
Questioning, likes deep understanding of a topic .....	0	1	2	3
Wants to know exactly how things work .....	0	1	2	3
Initiates own inventions and experiments .....	0	1	2	3

## Advanced academic achievements

Scores at or above the 98th percentile on attainment tests .....	0	1	2	3
Excels in reading comprehension .....	0	1	2	3
Excels in math.....	0	1	2	3
Excels in written language .....	0	1	2	3
Excels in science and/or technology .....	0	1	2	3

## Special talents

Outstanding artistic ability .....	0	1	2	3
Outstanding musical ability.....	0	1	2	3
Outstanding sporting ability .....	0	1	2	3



Outstanding imagination or creativity.....0	1	2	3
Outstanding building/construction skills.....0	1	2	3
Outstanding leadership skills.....0	1	2	3
A lateral or innovative thinker.....0	1	2	3
Unusual or subtle sense of humor.....0	1	2	3

### Learning style

When interested, likes to spend a long time on one activity.....0	1	2	3
Dislikes short, superficial tasks.....0	1	2	3
Has intense interest in a particular topic.....0	1	2	3
Dislikes repetition and practice.....0	1	2	3
Enjoys novelty and challenge.....0	1	2	3
Tends to complicate simple tasks.....0	1	2	3
Sees short cuts and wants to use them.....0	1	2	3
Conforms to the norm; only excels when this is expected.....0	1	2	3
Inconsistent, can excel with right teacher or topic.....0	1	2	3

### Out of step with own age group

Prefers older friends or adult company.....0	1	2	3
Prefers own company.....0	1	2	3
Dislikes group work; prefers to work alone.....0	1	2	3
Not understood by other children, described as 'weird' by peers.....0	1	2	3
Understands complex issues and speaks like a 'professor'.....0	1	2	3
Strong sense of justice, takes on difficult causes.....0	1	2	3

### Emotional and behavioural difficulties

Does not 'tolerate fools gladly'.....0	1	2	3
Argues with adults, always has an answer.....0	1	2	3
Uses sarcasm when speaking to peers or adults.....0	1	2	3
Is easily bored and then becomes disruptive.....0	1	2	3

### Positive characteristics and strengths (describe at least 3)

### Important notes

This checklist can be used to help diagnose and assess gifted and talented. However, several conditions have similar characteristics and there may a range of explanations for the observations made. Specialist assessment is necessary for a formal diagnosis.

- Supporting notes on gifted and talented (pages 28–33)
- Guides for discussions with colleagues, parents and students (pages 184–8)

