

Lapstone Public School

Explore and Achieve



High Potential and Gifted Education Policy

Original Policy – 2022
Updated – 2024, 2025

RATIONALE

The High Potential and Gifted Education Policy promotes engagement and challenge for **every student**, across **intellectual, creative, social-emotional and physical** domains. Lapstone Public School supports every student to achieve their educational potential through talent development opportunities and differentiated teaching and learning practices to ensure that their specific learning and wellbeing needs are met.

This policy has been designed to function in addition to the NSW Department of Education's own 'High Performance and Gifted Education Policy'. More information on this policy can be found here:

https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/high-potential-and-gifted-education/HPGE_Policy.pdf

KEY DEFINITIONS

High Potential Students:

High Potential students are those whose potential **exceeds** that of students of the same age in one or more domains: intellectual, creative, social-emotional and physical.

Gifted Students:

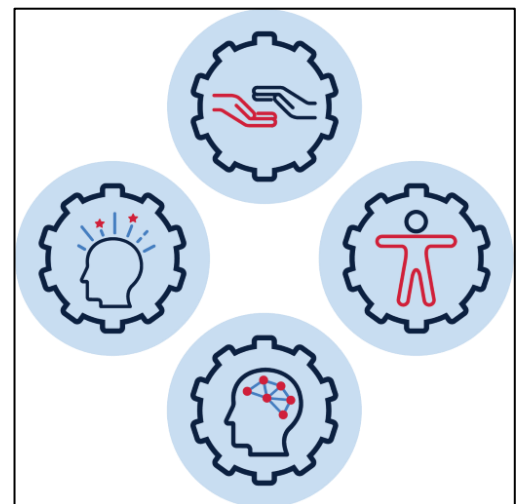
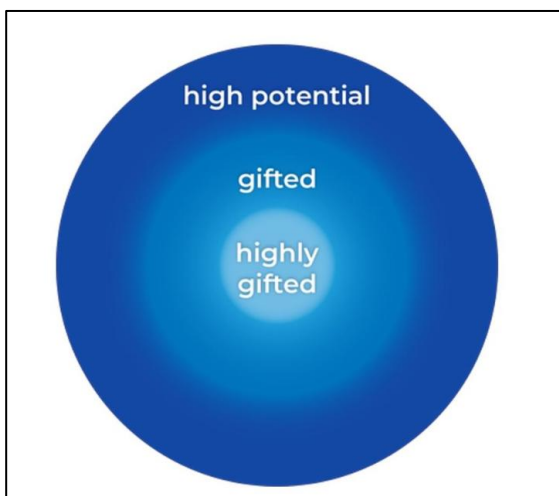
Gifted students are those whose potential **significantly exceeds** that of students of the same age in one or more domains: intellectual, creative, social-emotional and physical. These students demonstrate natural inborn attributes in one or more of these areas, to a degree that places them among the top 10% of peers their age.

Highly Gifted Students:

Gifted students are those whose potential **vastly exceeds** that of students of the same age in one or more domains: intellectual, creative, social-emotional and physical. These students demonstrate natural inborn attributes in one or more of these areas, to a degree that places them among the top 1% of peers their age.

Domains of Giftedness:

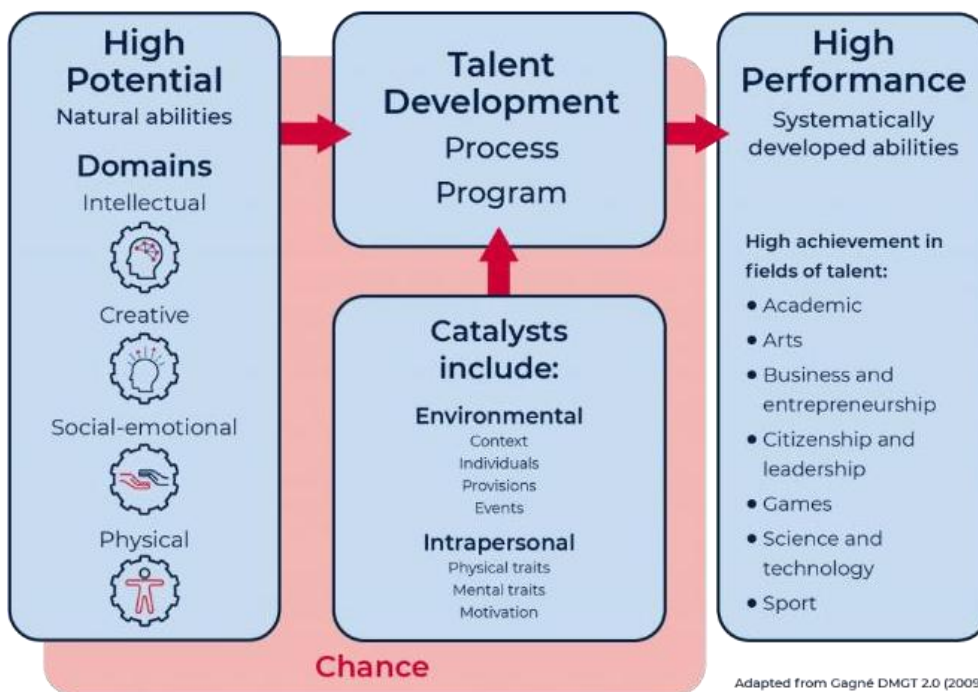
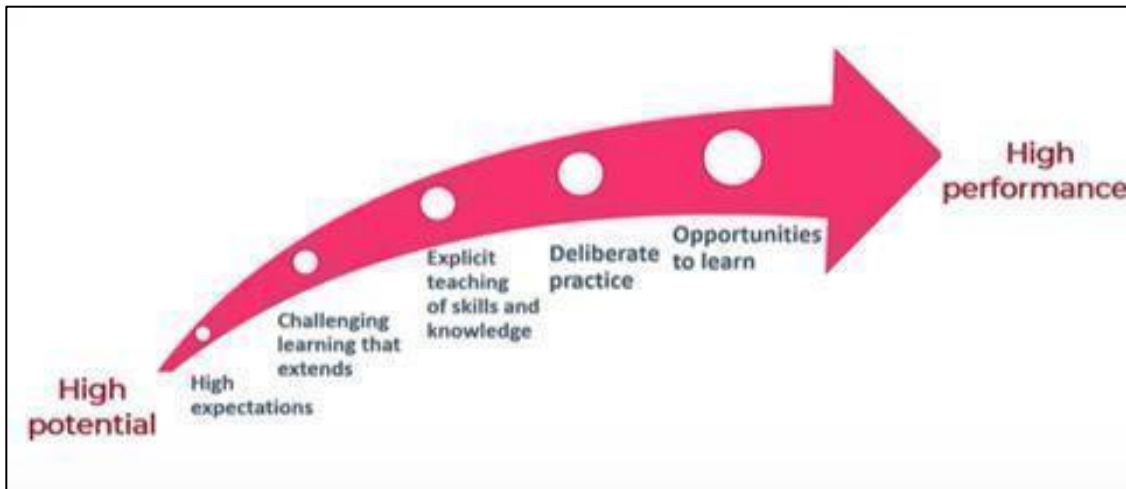
- **Intellectual:** Reasoning, memory, sense of observation, judgment and meta cognition
- **Creative:** Inventiveness, imagination, originality and fluency
- **Social/Emotional:** Perceptiveness, communication and influence
- **Physical:** The senses, strength, endurance, coordination



Talent Development

Talent development is the process by which a student's potential is developed into high achievement in a specific domain.

At Lapstone Public School, teachers and school leaders are committed to first identifying high potential and gifted students, and then developing their talents through a range of school-wide and classroom processes and programs.



Whole School

With the understanding that giftedness refers to a child's potential and is not necessarily evident through their current level of achievement, **it is important that all students 2-6 are tested** on their natural abilities, as well as through traditional achievement measures. Both formative and summative methods should be used in the identification process as well as during the monitoring and evaluation of set goals. Teachers will be required to consider whether any student in their class needs to be referred to the High Performance and Gifted Education Team. This team works as an additional arm to the Lapstone PS Learning and Support Team. Teachers should continually monitor student progress, in all HPGE domains, to ensure identification is expedient. Assessments of ability will be analysed in stage meetings throughout the year at point of need. **see referral process*

Quantitative

Assessment of Ability

- Excelling in music: Choir, band, Cool Kids Music
- Excelling in dance: Dance Group, external dance ensembles
- Excelling in drama: Drama Group, external drama ensembles
- Excelling in speaking & performance: competitive debating, public speaking, Tournament of Minds
- Excelling in sport: PSSA, BMPSSA Zone carnivals, BMPSSA Zone representative teams
- Excelling in leadership opportunities
- Excelling in the Creative and Critical Thinking Continuum v9 (Appendix 5)
- Excelling in the Personal and Social Capability Continuum v9 (Appendix 5)

Assessment of Achievement

- ACER PAT Mathematics (Years 2-6)
- ACER PAT Reading (Years 2-6)
- NAPLAN (Year 3 and 5)
- Check In Assessment (Years 3-6)
- School-based assessments as per reporting cycles

Qualitative

- Michael Sayler Checklists (Appendices 7-9)
 - *Teacher identification of potential/giftedness*
 - Teachers assess student ability through completion of the Michael Sayler Checklist. This information is collected in conjunction with parent and student assessments where relevant.
 - *Parent identification of potential/giftedness*
 - Parents assess student ability through completion of the Michael Sayler Checklist. This can be done if a student has been identified by teaching staff as showing high potential and/or giftedness in a particular domain.
 - *Student self-assessment*
 - Students self-assess their learning habits through completion of the Michael Sayler Checklist.
- Lapstone PS High Potential Identification Checklist (Appendix 4)
 - Teacher identification
 - In alignment with identification practices, teachers assess student competency and potential against set criteria across all four domains. These are scaled 1-5 (dependent on frequency) and outline behaviours that are commonplace in students identified as HPGE.

REFERRAL PROCESS

Through analysis of both ability and achievement data, teachers may identify one or several high potential/gifted students in their class.

In order to best support these students, teachers will be required to refer these students to the High Performance and Gifted Education Team. **The referral process is as follows.**

Assessment for Identification and Nomination

Evidence is collected to accurately identify the giftedness and/or high potential of the student. This will vary depending on the domain in which has been identified. *See process of identification.

These *must* include:

- Completed 'Lapstone PS HPGE Nomination Form' (Appendix 3)
- Completed 'Lapstone PS HPGE Identification Checklist' for identified domain/s (Appendix 4)
- At least two forms of quantitative evidence to show potential and/or giftedness in particular domain

These *could* include:

- Other qualitative evidence such as Michael Sayler Checklist/s (Appendices 7-9)
- Work samples to support teacher judgement
- Any psychology or paediatric reports

Validation

The HPGE Team will determine the status of a student based on the evidence provided. If further evidence is required this will be sought, and resources such as the Michael Sayler Checklist might be completed. School counsellor will be consulted if required.

Provisions

If a student is identified as high potential or gifted, the HPGE Team will communicate with teachers and carers. Provisions will be recommended and developed in consultation with the HPGE team, classroom teacher and carers. These include differentiation of programs, external programs and competitions, talent recognition, community and industry links. For students identified as High Potential a HPGE Adjustment Checklist will be created (Appendix 1). For Gifted and Highly Gifted students, an Individualised Education Plan (Appendix 2) will be created.

Implementation

Teachers and relevant staff implement provisions as outlined in the above step.

Evaluation

There will be regular and ongoing evidence-based review of student progress and suitability based on a range of measures appropriate to domain and level of giftedness. For IEP students this will be termly, with more significant review during Learning Conversations in Terms 2 and 4. This will occur with all stakeholders.

Transferral & Continuity

At the conclusion of the school year, all appropriate data will be collected and collated including any changes or alterations made to HPGE provisions. This will be shared with the upcoming class teacher for the following school year. If an HPGE student is in Year 6, documentation will be shared with their future high school to ensure smooth transition.

PROVISIONS

All Classrooms

- Apply evidence-based approaches that extend and challenge high potential and gifted students beyond their current level of mastery across all domains of potential. Refer to the Department Guidelines in regards differentiation and adjustments found here: <https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies#Adjustment:0>
- Develop, design and teach differentiated learning programs and provide experiences that meet the advanced learning needs of students. Consider: *complexity, challenge, choice, abstraction, critical thinking, higher order thinking, pace, authenticity and learning environment*.
- Collaborate with families, school communities and the wider community to support the talent development of high potential and gifted students

Supporting Documentation

- Adjustment documentation (Appendix 1)
- IEPs (Appendix 2)

Extracurricular Opportunities

- Extra curricular activities should be offered to students who have exhibited potential or giftedness in any or all domains. Note this list below has been organised by domain, however, some opportunities overlap significant into multiple domains.

Physical:

- PSSA teams
- Zone representative sports teams
- Internal and external sporting programs
- Dance groups

Creative:

- School Band
- Dance Groups (junior and senior)
- Choir
- Operation Art
- Drama Groups

Academic & Social-Emotional:

- Public Speaking Competitions
- Debating
- Mathematics Olympiad
- Tournament of Minds
- Leadership Opportunities (class leaders, tech leaders, school leaders, sport leaders, library leaders)

Additional Opportunities

- Flexible grouping for identified subject areas can be provided if required (align with IEP goals).
- Acceleration opportunities for identified subject areas can be provided if required (align with IEP goals).

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High Potential and Gifted Education Policy 2025

Appendices



LAPSTONE PUBLIC SCHOOL

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LAPSTONE PUBLIC SCHOOL INDIVIDUAL EDUCATIONAL PLAN (IEP) – High Potential and Gifted Education

Name:		Class:		Term:	
DOB:		Year:		Weeks:	
		Teacher:			

Domains:	Intellectual	Creative	Social-Emotional	Physical
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Monitored by:	
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Strengths & Interests:
<u>Strengths:</u> - <u>Interests:</u> -

Support Strategies:		
Classroom Environmental	Instructional Communication Curriculum Content	Sensory Social/ Emotional

Current Interventions	-
Past Interventions:	
External Agencies:	-

Related documents:	-
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SMART Goals (In collaboration with LaST):	Resources & Programs	Assessments	Review date and comments

Level of adjustment:	<u>Supplementary</u>	Substantial	Extensive
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Parent:		Date:	
Parent:			
Teacher:		Date:	

Reference: det.nsw.edu.au
Disability learning and support
Education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/national-disability-data-collection
Level of adjustment disability category

HPGE Adjustment Checklist: Lapstone Public School



Name:		Class:		Year:	
Level of Adjustment		LaST involvement:	Yes ☐ No ☐	Parent consent	Yes ☐ No ☐

Domain/s			
Intellectual	Social/Emotional	Creative	Physical

Teacher/s Implementing Adjustments:	
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Extracurricular Opportunities			
School Leadership	Sports Leadership	Band	Choir
Dance Group	Drama	Representative Sports	Debating
Writing Competitions	Spelling Bee	Public Speaking	Film by the Eucalypts
Maths Olympiad/Games	Tournament of Minds	Operation Art	Chess

Complexity		Challenge		Choice	
Making connections between complex or usually unrelated ideas. MC	☐	Opportunity for independent projects or tasks. IP	☐	Given choice to demonstrate learning in one or more Key Learning Areas. C	☐
Additional questioning which leads to deeper analysis. AQ	☐	Justifying thinking and communicating it in a variety of ways. JT	☐	Given opportunities to create alternative ways in which students will learn. AW	☐
Comparing different concepts (could be cross-discipline). CC	☐	Using real world problems to create problem-based learning. RP	☐	Co-designing assessments and/or rubrics. CA	☐
Personally developed inquiry-based questions . IQ	☐	Articulating shifts in thinking throughout the learning process. ST	☐	Open-ended questioning which aligns with different interest areas. OQ	☐
Making generalisations or identifying controversial issues. MG	☐	Being provided advanced level content in one or more Key Learning Areas. AC	☐	Access to modified programs so there is access through areas of interest. MP	☐
Creating verbal or visual analogies to explain understanding. VA	☐		☐	Given options to choose perplexing ideas for further exploration. CPI	☐
Being exposed to differentiated outcomes using higher order skills (analysis, synthesis, or creation). HOS	☐				

<u>Abstraction</u>		<u>Creative and Critical Thinking</u>		<u>Higher Order Thinking</u>	
Unpacking thinking at a deeper level. UT	☐	Creating new thoughts from adapting others' ideas. CNT	☐	Exposure to Bloom's Taxonomy question stems . QS	☐
Justifying reasons and/or thoughts. JR	☐	Clarifying the causes and effects of different events, ideas or processes. CE	☐	Providing deeper analysis and justification for responses. DA	☐
Exploring 'concepts' in learning rather than just 'topics'. EC	☐	Challenging the reliability of a claim or notion. CR	☐	Using concept maps to visualise and explain thought processes. CM	☐
Using philosophical inquiry to examine ideas at a more abstract level. PI	☐	Devising questions , adapting and posing these to different stakeholders to elicit certain responses. DQ	☐	Evaluating the most relevant ideas when solution-finding. EI	☐
Synthesising information using own systems of classification. SI	☐	Creating a variety of different consequences using "if...then..." CDC	☐	Making evaluative judgements about ideas. EJ	☐
Creating simplified systems to unpack complexity. CSS	☐	Applying " reverse thinking ". RT	☐	Using visual representations to summarise information and explain relationships. VR	☐
				Speculating on probable future applications or possibilities . SOP	☐

<u>Pace</u>		<u>Authenticity</u>		<u>Learning Environment</u>	
Combining more than one learning outcome to increase complexity. CO	☐	Addressing current events and ideas to analyse complex concepts. CE	☐	Providing differentiated product options for assessments . POA	☐
Spending less time on learning new material (peer comparative). SLT	☐	Unpacking exemplars to model and guide expectations. UE	☐	Using humour in the classroom to develop rapport with peers. H	☐
Given access to advanced scaffolds . AS	☐	Evaluating learning and progress. EL	☐	Emphasis on risk taking in learning endeavours. ERT	☐
Facilitating own goal setting and tracking. FOG	☐	Exploring methods of inquiry in a variety of domains. EMI	☐	Using explicit language to reflect on learning goals. ELR	☐
Introduced to new concepts in a more condensed timeframe (peer comparative). CT	☐	Scrutinising contemporary issues . SI	☐	Developing growth mindset and attitude. GM	☐

Teacher Signature

<u>Name:</u>		<u>Signature</u>		<u>Date:</u>	
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Parent Signature:

<u>Name:</u>		<u>Signature</u>		<u>Date:</u>	
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Appendix 3: Lapstone PS HPGE Nomination Form



Lapstone Public School

Nomination for Gifted and High Potential Identification (K-6)

Note: This form is available as a Google Form here: <https://forms.gle/ZPE2bPvQgzggu9xP8>

Student Name:	Age:	ALP: ☐ Yes ☐ No
Class:	Teacher Completing:	
Discussed with Assistant Principal: ☐ Yes		Date:

Academic Information (If relevant)

Add student raw data/percentile bands.

Phonics assessment (K-2 if relevant):	School-based assessment tasks:
PAT-Reading stanine:	
PAT-Mathematics stanine:	
Check-in:	
NAPLAN Bands:	
IfSR/SENA:	

Extra Curricular / External Provisions

Participation <i>(please list all):</i> • • • •	Excelling <i>(please list evidence of excellence):</i> • • • •
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External Data Sources

Paediatrician Report ☐ Yes ☐ No <i>(Attach to Sentral profile)</i>	Psychological Assessment (IQ testing) ☐ Yes ☐ No <i>(Attach to Sentral profile)</i>
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Appendix 4: Lapstone PS HPGE Referral Checklist

High Potential and Gifted Education (HPGE) – Identification Referral Checklist A

Tick the most appropriate option for each descriptor: (1) rarely (2) Sometimes (3) Often (4) Mostly (5) Always

Intellectual

Descriptor	Quick and accurate recall of information in detail
Detailed Description	Frequently remembers facts, procedures, and concepts accurately, often beyond what is expected for age or grade level. Able to connect prior knowledge to new learning with ease.
Rating (1–5)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Descriptor	Advanced vocabulary for age/year level
Detailed Description	Uses sophisticated and precise vocabulary in both spoken and written communication, often surprising teachers and peers with depth of expression.
Rating (1–5)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Descriptor	Highly curious and frequently asks questions
Detailed Description	Displays an insatiable curiosity, asking complex or unusual questions to extend knowledge. Seeks multiple perspectives and enjoys exploring abstract concepts.
Rating (1–5)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Descriptor	Advanced reading with complex texts
Detailed Description	Reads well above year level, demonstrating strong comprehension of figurative language, abstract ideas, and nuanced meaning in texts.
Rating (1–5)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Descriptor	Adapts strategies in his/her work to make things easier
Detailed Description	Applies efficient strategies to solve problems, often finding alternative methods. Shows flexibility in thought processes and self-monitors learning to improve outcomes.
Rating (1–5)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Social/Emotional

Descriptor	Shows high degree of emotional empathy with others
Detailed Description	Is acutely aware of others' feelings and responds with compassion and understanding, often acting as a mediator or support for peers.
Rating (1–5)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Descriptor	Readily builds friendship with other children and/or adults
Detailed Description	Forms strong, positive relationships quickly with both peers and adults. Demonstrates advanced interpersonal skills and sensitivity.
Rating (1–5)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Descriptor	Strives for perfection - becomes upset when criticised for his/her work or behaviour
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Detailed Description	Sets extremely high standards for themselves, often feeling frustrated when expectations are not met. Reacts strongly to feedback and may fear failure.
Rating (1–5)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Descriptor	Readily adapts to new situations
Detailed Description	Shows resilience and flexibility when routines change or when confronted with unfamiliar experiences. Approaches challenges with confidence.
Rating (1–5)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Descriptor	Prefers to work independently
Detailed Description	Enjoys autonomy in learning and projects, often preferring to pursue personal interests or self-directed study.
Rating (1–5)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Descriptor	Prefers playing games usually associated with older children
Detailed Description	Seeks out games or activities that require advanced skills, rules, or strategies, often engaging comfortably with older peers.
Rating (1–5)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Creative

Descriptor	Solves problems with high degree of intuition
Detailed Description	Approaches problems in novel ways, often producing original and insightful solutions that may not follow conventional methods.
Rating (1–5)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Descriptor	Is a high-risk taker
Detailed Description	Willing to take intellectual or creative risks, experimenting with new ideas even if they may fail. Shows resilience in bouncing back from setbacks.
Rating (1–5)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Descriptor	Displays a vivid imagination
Detailed Description	Demonstrates creativity through storytelling, art, or role-play. Frequently creates original ideas, characters, or scenarios in detail.
Rating (1–5)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Physical

Descriptor	Understands rule-based sports and physical games
Detailed Description	Quickly grasps and applies the rules of new sports or physical activities, often demonstrating leadership in team contexts.
Rating (1–5)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Descriptor	Fine attention to detail
Detailed Description	Demonstrates precision in physical tasks, whether in sports, dance, or practical activities. Pays attention to movement, technique, and form.
Rating (1–5)	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Appendix 5: Critical and Creative Thinking & Personal and Social Capabilities Continuum Google Forms

Creative and Critical Thinking:

Form Link: <https://forms.gle/UANWRAAyQ5n715Tt5>

The screenshot shows the first section of a Google Form titled "ACARA Creative and Critical Thinking Continuum v9". The form has a purple header bar with "Section 1 of 5" on the left. Below the title, there is a text area with formatting options (B, I, U, link, unlink) and a description: "Form description. This form is automatically collecting emails from all respondents. [Change settings](#)". Below the description is a text input field labeled "Student Name" with the placeholder text "Short answer text".

Personal and Social Capabilities:

Form Link: <https://forms.gle/KumJSzgbfYizWhY56>

The screenshot shows the first section of a Google Form titled "ACARA Personal & Social Capability Checklist V9". The form has a purple header bar with "Section 1 of 15" on the left. Below the title, there is a text area with formatting options (B, I, U, link, unlink) and a description: "Select the descriptor that best matches the student for each sub-element. This form is auto-generated from the ACARA Personal & Social Capability continuum (v9). This form is automatically collecting emails from all respondents. [Change settings](#)". Below the description is a text input field labeled "Student Name" with the placeholder text "Short answer text".

Appendix 6: Positive and Negative Characteristics Identification Form

PC – Positive Characteristics NC – Negative Characteristics

Memory (Intellectual)		Intellectual Curiosity & Knowledge (Intellectual)	
PC - Quick and accurate recall of information in great detail.	NC - Reminds teacher/s about prior commitments made to them individually or to the class, interrupts class to tell teacher/class about what s/he knows about a particular issue and recalls "mistakes" that teachers have made in teaching.	PC - Pays close attention when learning new information, dedicates him/herself to learning in one or more areas.	NC - Incessantly asks questions during class or at inappropriate times, frequently asks questions that go well beyond the scope of a particular learning experience, stubbornly refuses to move from a learning experience.
Literacy (Intellectual)		Numeracy (Intellectual)	
PC- Engages with and maintains comprehension while reading advanced texts.	NC - Can become distracted by reading in inappropriate times, engages with texts at or above their level.	PC - Quickly learns and uses numeracy strategies to adapt those strategies to mathematical problems.	NC - Demands that there be a "right" answer for all mathematical and non-mathematical problems.
Logical, Analytical & Metacognitive Skills (Intellectual)		Language (Intellectual & Social/Emotional)	
PC - Readily learns from failures or losses and avoids repeating mistakes. Shows advanced skill with regards to reasoning.	NC - Inflexible in thinking and planning processes. Will often exclude other suggestions.	PC - Uses and understands relatively advanced vocabulary and grammar	NC - Uses advanced vocabulary to exclude others. Enjoys correcting mistakes made by teacher or students.
Social (Social/Emotional)		Leadership (Social/Emotional)	
PC - Shows a high degree of emotional empathy and maturity with others. Has a highly developed sense of "justice".	NC - Becomes upset when criticised for his/her work or behaviour. Experiences much more intense emotions than others.	PC - Shows a highly developed sense of pride and/or responsibility for the actions of his/her class or group of friends. Uses his/her verbal skills to resolve conflicts.	NC - May be seen as bossy and demanding, easily manipulates others to his/her point of view, involves him/herself where it may not be appropriate.
Play Interests (Social/Emotional & Creative)		Imagination and Resourcefulness (Creative)	
PC - Solves problems using a high degree of intuition, demonstrates a well-developed imagination, creates and can conceptualise and explain "backstory" for characters in texts or in his/her own writing, highly developed lateral thinking and problem- solving skills.	NC- Can become lost in daydreams (but, often, has the capacity to explain in vivid detail what s/he was daydreaming about).	PC - Solves problems using a high degree of intuition, demonstrates a well- developed imagination, creates and can conceptualise and explain "backstory" for characters in texts or in his/her own writing, highly developed lateral thinking and problem- solving skills.	NC - Can become lost in daydreams (but, often, has the capacity to explain in vivid detail what s/he was daydreaming about).
Sensory (Physical)		Other Notes:	
PC - Fine attention to detail, greater and developmentally advanced appreciation of aesthetics, 'hands on' or tactile learning preferences	NC - Too much attention to detail; may overindulge (e.g., overeat); reacts negatively to unexpected or too much smell, auditory, visual or touch stimuli		

Appendix 7: Michael Sayler Checklist (student)

Name:

Date:

I love to learn about:

Directions:

When you are learning about the things you love to learn about, which of the things described below are true of you? Put a check mark (✓) beside each one that is true.

I get totally silly. My sense of humour goes wild.	
I have a wild imagination. I say things, do things, think things, feel things in ways other kids don't.	
I need to find answers to my own questions, not the teacher's. I want to explore and apply my ideas to see what might work and why.	
I know <u>much</u> more about this than any other kid my age.	
I'm very sensitive. My feelings about these activities, understandings and the people I do them with are very strong.	
I can describe my ideas very clearly. My explanations might be in words and numbers, but they might also be demonstrated in actions or symbols or music or movement or in some other way.	
I love thinking about these topics. I like to come up with lots of ideas and then predict the consequences before trying to do them.	
I love to solve hard, messy problems by inventing and checking a variety of possible solutions. I live for the challenge!	
I see connections between ideas that other kids don't. I can't explain how I know -- I just know!	
I love learning the tough stuff. Its much easier for me to learn it than it is for other kids my age.	
I absolutely love this stuff even if other kids think its weird.	
I need to believe in an idea before doing anything about it. If it isn't fair to everyone or if it just feels wrong, I won't do it.	
I want MORE! I don't want to quit even when I run out of time in class.	

Is there anything else you want to say about your learning? Please write it here.

The content of this form is based on a chart developed by Kanevsky, Maker, Nielson & Rogers (1994).



Kanevsky (2017). Tool Kit for High End Curriculum Differentiation (possibilitiesforlearning.com)

GERRIC RESOURCES GIFTED AND TALENTED CHECKLIST FOR TEACHERS THINGS THIS CHILD HAS DONE

The following is a checklist of characteristics of gifted young children. The examples after each item are there to help you to understand that item. A child may not show all of the examples given and they may exhibit the item characteristic in ways not listed. Indicate how much you think this child is like the item by using the scale to the right of each item. Mark strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven't noticed how this child compares to an item, fill in the **Unsure or don't know** circle. Use the space below the item for examples concerning the child, add as many details as you can remember. Be as specific as possible in describing the child's interests and accomplishments. The space is small, so please feel free to add extra pages of stories or examples to tell us more. If you can share some copies of this child's creative work, we would be delighted to have them. Use additional pages to describe anything you think is important about this child that we have not asked about.

Child's name: _____ Child's birthday: _____

Your name: _____ School name: _____

Date: _____

This child:

1. Has quick accurate recall of information.

(e.g. good short and long-term memory; quick to provide facts, details, or stories related to complex events; learns quickly and recalls accurately words to songs, poems, stories, or conversations; points out connections between ideas and events)

SA 10 9 8 7 6 5 4 3 2 1 0 SD ☐ Unsure or don't know

An example:

2. Shows intense curiosity and deeper knowledge than other children.

(e.g. asks questions incessantly once imagination has been aroused, pays close attention when learning, has an enthusiastic need to know and explore, remembers things in great detail)

SA 10 9 8 7 6 5 4 3 2 1 0 SD ☐ Unsure or don't know

An example:

3. Is empathetic, feels more deeply than do other children that age.

(e.g. exhibits maturity usually associated with older children; shows unusual hurt or pain when he or she displeases someone; displays pride in advanced accomplishments; is sensitive to others' feelings and shows distress at other children's distress or adult's distress; will subjugate their needs to the needs of others; reads body language)

SA 10 9 8 7 6 5 4 3 2 1 0 SD ☐ Unsure or don't know

An example:

4. May not always display their advanced understanding in everyday situations.

(e.g. becomes cranky or non-compliant when fatigued or stressed; playground behaviour may not reflect their verbal reasoning about the same situations; may be frustrated with their ability to meet their own high expectations)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

5. Uses advanced vocabulary.

(e.g. correctly uses vocabulary and phrasings adults would expect from older children; surprises adults and children with big words or phrases they use; likes complex communication and conversations)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

6. Reads, writes, or uses numbers in advanced ways.

(e.g. reads earlier than most children or if learns to read at the same time as most children, does so very quickly; likes to read rapidly to get the gist of a story even though some words are skipped or mispronounced; interest in copying or using letters, words or numbers; uses computational skills earlier than others)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

7. Advanced play interests and behaviours.

(e.g. exhibits play interests that resemble those of older children; likes to play board games designed for older children, teens or adults; more apt to be interested in cooperative play, complex play situations, or sophisticated play activities)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

8. Shows unusually intense interest and enjoyment when learning about new things.

(e.g. spends long periods of time exploring interesting new things; listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

9. Has an advanced sense of humour or sees incongruities as funny.

(e.g. is humorous in speech, social interactions, art or story telling; makes jokes, puns, plays on words; sees humour in situations, even ones against him or her, and laughs at the situation)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

10. Understands things well enough to teach others.

(e.g. likes to play school with other children, dolls or stuffed animals; talks like an 'expert' or likes to discuss certain topics a lot; explains ideas to adults when he or she doesn't think the adult understands very well)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

11. Is comfortable around older children and adults.

(e.g. craves for attention from adults; likes to be with older children and adults; listens to or joins in adult conversations; often plays with and is accepted by older children)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

12. Shows leadership abilities.

(e.g. has a verbal understanding of social situations; sought out by other children for play ideas; adapts his or her own words and expectations to needs or skill level of playmates; may be seen as bossy; uses verbal skills to deal with conflicts or to influence other children)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

13. Is resourceful and improvises well.

(e.g. makes ingenious or functional things from LEGO or other building toys; uses toys in unique or nontraditional ways; plays with or carries on conversations with imaginary friends; makes up believable endings to stories)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

14. Shows logical and metacognitive skills in managing own learning.

(e.g. understands game rules quickly; learns from mistakes in playing games; sees errors or losses as learning experiences rather than failures; monitors difficulty of task to push self to more challenging levels)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

15. Uses imaginative methods to accomplish tasks.

(e.g. presents unique arguments in order to convince others to allow him or her to do or get things; finds imaginative ways to get out of doing things they don't want to do; curious with a high energy level that is goal directed)

SA 10 9 8 7 6 5 4 3 2 1 0 SD

☐ Unsure or don't know

An example:

16. Use the rest of this page or its back to tell us anything you think is important about this 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 the child has done. Be as specific as possible in describing the child's interests and accomplishments. If you can share some copies of this child's creative work, we would be delighted to have them.

Gifted and talented checklist for parents

Things my child has done

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

Child's name: _____

Child's birthday: _____

Your name: _____

School name: _____

Date: _____

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) (0) SD



Unsure or don't know

A personal example:

2. Knows a lot more about some topics than do other children 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) (0) 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) (0) 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) (0) SD

☐ Unsure or don't know

A personal example and age of child at the time:

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) (0) 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) (0) SD

☐ Unsure or don't know

A personal example:

7. Is comfortable around adults.

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

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) 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) (0) 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; objects in unusual ways; makes 'something out of nothing')

SA (10) (9) (8) (7) (6) (5) (4) (3) (2) (1) (0) 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) (0) 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.