CHARACTERISTICS COMMON TO

UNDERACHIEVING GIFTED STUDENTS

Checklist

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| **CHARACTERISTICS**Does the student demonstrate any of the following common characteristics and patterns of underachievement?  Yes No |
| A very high IQ? |  |  |
| Poor Work Habits |  |  |
| A seeming inability to concentrate |  |  |
| Lack of effort in tasks? |  |  |
| An intense interest in one particular area? |  |  |
| Frequently unfinished work? |  |  |
| Low self-esteem? |  |  |
| Emotional frustration? |  |  |
| Negative attitudes toward self and peers? |  |  |
| Failure to respond to motivation by usual teacher techniques? |  |  |
| A skill deficit in at least one subject area? |  |  |
| Inattentiveness to tasks at hand? |  |  |

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| **BEHAVIOR PATTERNS**Note: Gender differences may be seen in the tendency toward aggressive behavior or withdrawn behavior in students. Yes No |
| Stubborn refusal to comply with requests? |  |  |
| Attention seeking be varied strategies? |  |  |
| Disruption of others instead of work completion or on-task behavior? |  |  |
| Continual rejection of assigned work with such reasons as “I already know it”? |  |  |
| Absence of self-direction in decision-making? |  |  |
| Continual alienation of peers because of aggressive behavior and/or negative attitudes? |  |  |
| Lack of communication with peers or teachers |  |  |
| Tendency to live in a fantasy world or appears out of touch with reality? |  |  |
| Prefers to work alone rather than in a group? |  |  |
| Little in class work? |  |  |
| Little attempt to justify behavior that seems withdrawn or disconnected? |  |  |

Additional

CHARACTERISTICS OF INTELLECTUALLY GIFTED STUDENTS

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| **ACHIEVEMENT** | Yes | No |
| Has a large vocabulary. |  |  |
| Has many interests or hobbies |  |  |
| **LEARNING** |  |  |
| Asks penetrating and probing questions |  |  |
| Comprehends new ideas very quickly. |  |  |
| Has a quick mastery and recall for factual information. |  |  |
| Can grasp underlying principles and make generalizations |  |  |
| Engages in lively and stimulating conversations but has difficulty in writing ideas. |  |  |
| **PERSONALITY AND MOTIVATION** |  |  |
| Is curious and investigative |  |  |
| Is easily bored or inattentive. |  |  |
| Likes to work independently. |  |  |
| Is often self-assertive, stubborn in own beliefs. |  |  |
| Displays high energy level, alert, eager. |  |  |
| Creativity |  |  |
| Prefers complex or unconventional ideas. |  |  |
| Sees familiar things or situations in an unusual way. |  |  |
| Produces original products or ideas. |  |  |
| Displays a sense of humor. |  |  |
| Social and leadership qualities |  |  |
| Makes judgments about right and wrong. |  |  |
| Is a non-conformist. |  |  |
|  Seeks the company of older children or adults. |  |  |
| Displays a high degree of verbal fluency among peers, uses colorful expressions, and often gives direction to a group. |  |  |
| **ADDITIONAL FACTORS TO CONSIDER** |  |  |
| Comes from a background that is culturally or linguistically diverse (or different from the majority of students) |  |  |
| Comes from a low socio-economic background. |  |  |