

**Secondary School TEACHER CHECKLIST
FOR IDENTIFYING STUDENTS WITH HIGH ABILITY
Sonia White**

	POSITIVE CHARACTERISTICS – CRITICAL THINKING – ‘G’ INTELLIGENCE	Names	Possible ‘NEGATIVE’ CHARACTERISTICS – CRITICAL THINKING – ‘G’ INTELLIGENCE	Names
1	Learns quickly and easily; effective memory and quick mastery of new skills		May be easily bored, & resist drill and repetition	
2	Wide general knowledge		May monopolise conversations, dominate class discussions	
3	Large vocabulary		May show off, evoke peer resentment	
4	Avid reader and/or writer		May neglect other responsibilities	
5	Advanced in one or more subject areas /domains		May brag, be egotistical or impatient with others	
6	High level competency in problem finding and analysis		May be overly critical or dogmatic in social situations; may correct other students and adults	
	POSITIVE CHARACTERISTICS – CREATIVE INTELLIGENCE		Possible ‘NEGATIVE’ CHARACTERISTICS – CREATIVE INTELLIGENCE	
7	Generates many ideas quickly and easily		May go off on tangents, with little follow-through	
8	Keen sense of humour – able to laugh at self		May play tricks or make jokes at others’ expense; may use humour to control others	
9	Produces quality novel / original ideas /imaginative		May be constantly inattentive and off-task	
10	Advanced curiosity / questioning		May irritate others; may appear to ‘threaten’ adults who don’t know the answers	
11	Likes inventing, creating, constructing,		May be frustrated and rebellious in a conventional setting; may be ‘dropouts’.	
12	Willing to take risks / experiment		May be rebellious and challenging; may take inappropriate risks	
	POSITIVE CHARACTERISTICS – EMOTIONAL INTELLIGENCE / INTRA & INTER PERSONAL CHARACTERISTICS		Possible ‘NEGATIVE’ CHARACTERISTICS – EMOTIONAL INTELLIGENCE / INTRA & INTER PERSONAL CHARACTERISTICS	
13	Shows concern / sensitivity towards others		May be overly self-sensitive and easily upset	
14	Shows high level of personal intensity of feelings		May find it difficult to control emotions, anger, sadness, depression etc.	
15	Deep appreciation of aesthetic /artistic pursuits		May be overly imaginative and dreamy;	
16	Strong sense of justice		May be the class rebel and ‘bush’ lawyer;	
17	Shows high levels of perfectionism and strives for high personal standards		May avoid tasks where there is a risk of the high personal standard not being attained.	
18	Shows leadership qualities – others follow naturally		May manipulate others in negative ways	

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Potential or Performance in Specific Areas of Talent:

Shows High Achievement or high potential in:	NAMES	Shows High Achievement or high potential in:	NAMES
Standardised tests: e.g. AsTTLe; MidYis, NSW entrance tests RAVENS SPM, etc.		Fluency in native language /e.g. Maori	
Listening PAT High Reasoning on CEM/Midys		Cultural knowledge, values and ethics (own culture/Maori)	
National / District competitions – any talent area		Technology	
Mathematics		Art	
Written Language		Physical Education	
Oratory / Debate		Sport (Specific Sport)	
Science		Foreign Language(s)	
Drama		Music	
Social Studies / Humanities		Social Responsibility/ Citizenship / Leadership	
Information Technology		Spirituality/values/ethics	

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How To Use These Identification Checklists

The first two pages (page 1 – positive and negative behaviours, indicating potential; page 2 actual achievement in standardised tests and subject areas) are designed to be printed on ONE double-sided page and enlarged to an A3 size page. This makes the spaces large enough for writing several students' names.

Teachers should have their class list(s) or, in the case of Secondary teachers, maybe a year level list with them, as well as mark-books and student records.

Start with **Page 1:**– behavioural checklist; **this page examines gifted behaviours / potential rather than achievements**

Look at the first characteristic in the Positive characteristics column: *Learns quickly and easily; effective memory and quick mastery of new skills*. Which students exhibit this characteristic to a high degree *when compared with others of similar age, cultural background and experience?*

Note down the names in the space provided alongside.

Now move to the first characteristic in the Negative Characteristics Column: *May be easily bored, & resist drill and repetition*.

Which students exhibit this characteristic *perhaps because they do learn quickly and easily, have effective memory and quick mastery of new skills?* (Often the students appearing in the negative column do not appear in the positive column because their negative behaviours mask their abilities. Where a student keeps appearing frequently in this column, it is well worth investigating them further.)

Note down the names in the space provided alongside.

Continue with the next positive characteristic, then negative, and so on.

Frequently Asked Question: How many times should a student's name appear for them to 'qualify' as gifted?

You will notice that the behaviours are clustered into three areas: cognitive, creative and emotional intelligence/ affective abilities. Each of these could arguably have twenty or more characteristics, but user-friendliness, only six have been included under each section, as it is likely that these six will give you the same students identified as twelve characteristics under each section. Scoring three or more may indicate giftedness in this area. Some gifted students may only score highly in one section – meaning that they may be high creatives, or high in affective / leadership or other emotional intelligences. These students should not be excluded. On Page 2: students can be gifted in one or more areas. The reason for identification is so that student's learning needs may be better met in these areas.

Page 2: Actual Achievement: Departments should note down the high scoring students in their curriculum areas. There should not be a 'cut-off' percentage mark, so much as a deliberate effort to find the top ten percent or more of the students in the specific school community. (For example, some school communities may have a higher percentage of ESOL students, and students from less advantaged background, and as a result these students may not score as highly on standardised tests as others. This does not mean there are less gifted students in their school community; it may mean that the tests are less effective in identifying potential in these students.)

Once Page 2 is completed: Which student's names appear on Page 1, but not on page 2? These are your underachievers. They warrant a closer investigation to discover why they are underachieving: it may be that they are gifted with a specific learning difficulty, or there may be some strategies that can be put in place that can quite effectively reduce their underachievement.