**Young Gifted Learners Identification Checklist**

Alongside each characteristic write the names of any students in your class who exhibit this characteristic. Look further at students whose names appear five or more times on the list. This is only one aspect of a broad-based identification process and should not be taken as definitive.

<table>
<thead>
<tr>
<th>Characteristic</th>
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<tbody>
<tr>
<td>Early reader</td>
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<tr>
<td>Advanced reading skills</td>
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<tr>
<td>Intensely curious – asks many questions</td>
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<tr>
<td>Vivid imagination</td>
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<td>Has a wide range of interests</td>
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<tr>
<td>Advanced general knowledge for age</td>
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<tr>
<td>Very observant</td>
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<tr>
<td>Excellent memory</td>
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<tr>
<td>Interested in books</td>
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<tr>
<td>Advanced maths skills</td>
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<tr>
<td>Enjoys and concentrates on puzzles</td>
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<td>Plays with older children</td>
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<td>Great concern with fairness</td>
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<td>Highly competitive</td>
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<td>Enjoys her/his own company</td>
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<td>Likes leadership roles</td>
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<td>Highly motivated</td>
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<tr>
<td>Advanced vocabulary</td>
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<tr>
<td>Keen observation skills</td>
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<td>Retains information easily</td>
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<td>Excellent ideas but has difficulty recording them by writing</td>
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<tr>
<td>Intense interest in one area</td>
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<tr>
<td>Corrects the teacher</td>
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<tr>
<td>Sensitive to detail</td>
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<tr>
<td>Tends to direct activity</td>
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<tr>
<td>Characteristics</td>
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<td>------------------------------------------------------</td>
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<tr>
<td>Tells stories/events in great detail</td>
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<tr>
<td>Excited about new learning/ideas</td>
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<tr>
<td>Fluent in Te Reo</td>
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<td>Exhibits manaakitanga</td>
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<tr>
<td>Produces very detailed drawings</td>
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<td>Comes up with several solutions to a problem</td>
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<td>Makes intricate constructions</td>
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<td>Chosen by other students in groups/teams</td>
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<td>Produces original work</td>
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<td>Persists in completing tasks</td>
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<td>Learns basic skills quickly with little repetition</td>
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<td>Mental speed is faster than writing ability</td>
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<td>Easily frustrated</td>
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<td>Shows whakama when praised</td>
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<td>Shows sensitivity to things causing distress</td>
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<td>Daydreams/seems lost in her/his own world</td>
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<td>Invents games</td>
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<td>Very independent – insists on doing things for him/herself</td>
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<tr>
<td>Loves being read to, follows story closely</td>
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</table>

**List students whose names appear consistently on the list:**

**Other ID processes to consider** – Parent/whanau nomination; observations of classroom/playground behaviour; products; interest surveys; interviews/conferences; peer nomination; anecdotal records, assessment data; teacher knowledge/intuition; knowledge of specific talents and abilities (e.g. dance, art)

Identification must be flexible and ongoing – students may present quite differently at different times during their schooling.