

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.

Early reader	
Advanced reading skills	
Intensely curious – asks many questions	
Vivid imagination	
Has a wide range of interests	
Advanced general knowledge for age	
Very observant	
Excellent memory	
Interested in books	
Advanced maths skills	
Enjoys and concentrates on puzzles	
Plays with older children	
Great concern with fairness	
Highly competitive	
Enjoys her/his own company	
Likes leadership roles	
Highly motivated	
Advanced vocabulary	
Keen observation skills	
Retains information easily	
Excellent ideas but has difficulty recording them by writing	
Intense interest in one area	
Corrects the teacher	
Sensitive to detail	
Tends to direct activity	

Tells stories/events in great detail	
Excited about new learning/ideas	
Fluent in Te Reo	
Exhibits manaakitanga	
Produces very detailed drawings	
Comes up with several solutions to a problem	
Makes intricate constructions	
Chosen by other students in groups/teams	
Produces original work	
Persists in completing tasks	
Learns basic skills quickly with little repetition	
Mental speed is faster than writing ability	
Easily frustrated	
Shows whakama when praised	
Shows sensitivity to things causing distress	
Daydreams/seems lost in her/his own world	
Invents games	
Very independent – insists on doing things for him/herself	
Loves being read to, follows story closely	

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.