

INTELLECTUAL

DEFINITION

Children who show early and rapid development of language ability; large vocabulary; strong powers of reasoning; analysis or synthesis; and advanced ability in critical thinking and problem solving. Intellectually gifted students often have a **high IQ**, demonstrate high achievement, and are capable of being **very good at almost anything** they choose to do.

CHARACTERISTICS

***Students do not have to meet all the characteristics to be nominated or identified gifted and talented.**

- Involved with many exploration type activities
- Gives alert, rapid answers
- Reveals originality in oral/written expression
- Solves problems by ingenious methods
- Creative in thoughts, new ideas, seeing associations, innovations
- Shows superior judgment in evaluating things
- Retains and uses heard or read information; “storehouse” of information
- Asks many questions of a provocative nature
- Abstracts, conceptualizes, and synthesizes
- Has an interest in cause/effect relations
- Adapts learning to various situations
- Performs academically in advance of the class in one or more disciplines of knowledge
- Reasons things out, thinks clearly, comprehends meaning, grasps underlying principles
- Is an avid reader
- Is independent
- Uses a lot of common sense
- Is a good guesser, shows intuitive thinking
- Learns more rapidly, easily, and efficiently
- Uses a large number of words easily and accurately
- Demonstrates a long power of concentration on a specific topic
- Needs little outside control – has self discipline
- Prefers the complex to the obvious
- A perfectionist, may redo work many times
- Rapid insight into cause/effect relationships

CRITERIA

Student must meet at least two of the following:

1. Score of **130** or above on a group IQ test
2. Score of 95 total on group administered standardized tests
3. Observational data
4. Performance data
5. Checklist

ACADEMIC

DEFINITION

Children who show early and rapid development of interest and ability in one or more of the **specific** academic areas of language arts, science, social sciences, or math. Their vocabulary enthusiasm, memory, and recall for their area of giftedness is outstanding. They demonstrate strong powers of reasoning, analysis, synthesis, and advanced ability of critical thinking and problem solving in their subject area. Achievement or ability testing in their area shows high aptitude for a field of study. Their performance in the subject is often far above the work they do in other classes.

CHARACTERISTICS

***Students do not have to meet all the characteristics to be nominated or identified gifted and talented.**

- Involved with many exploration type activities
- Gives alert, rapid answers
- Reveals originality in oral/written expression
- Solves problems by ingenious methods
- Creative in thoughts, new ideas, seeing associations, innovations
- Shows superior judgment in evaluating things
- Retains and uses heard or read information
- Asks many questions of a provocative nature
- Abstracts, conceptualizes, and synthesizes
- Has an interest in cause/effect relations
- Adapts learning to various situations
- Reasons things out, thinks clearly, comprehends meaning
- Is an avid reader
- Is independent
- Uses a lot of common sense
- Is a good guesser, shows intuitive thinking
- Learns more rapidly, easily, and efficiently
- Uses a large number of words easily and accurately
- Demonstrates a long power of concentration on a specific topic
- Needs little outside control – has self discipline
- Makes independent contact with or carries on correspondence with experts in a field (Smithsonian Fellows, etc.)
- Manages to change every topic under discussion to the discipline of his/her interest (e.g. weather discussion soon becomes one of the Ice Age and dinosaurs)

CRITERIA

Student must meet at least two of the following:

1. Score of **130** or above on a group IQ test
2. Score of 95 or above on a group achievement test in specific academic area(s)
3. Observational data
4. Performance data
5. Checklist

LEADERSHIP

DEFINITION

Children who demonstrate high levels of ability to mobilize the capabilities of a group to solve its problems, accomplish its goals, and/or meet its needs.

CHARACTERISTICS

***Students do not have to meet all the characteristics to be nominated or identified gifted and talented.**

- Motivates others towards a task
- Interacts with others productively
- Differentiates and delegates responsibilities
- Articulates group problems and ideas
- Exercises responsibilities dependably
- Supports members of a group when needed
- Summarizes effectively
- Often asked for ideas and suggestions
- Coordinates work of several individuals
- Sensitive to feelings of others or to situations
- Perceives feelings of group members
- Recognizes skills and abilities of others
- Is friendly or outgoing
- Gives directions clearly and effectively
- Establishes a mood in a group
- Gets along with a variety of individuals
- Emotionally secure
- Exercises self control
- Looked to by others when some things must be decided
- Subtly devises strategies to convince peers to do a job seemingly unappealing at first
- Has a broader perspective about a problem with many disconnected pieces; sees the whole while others focus on the parts
- A risk taker
- Tends to dominate others positively or negatively
- Prefers not to be alone

CRITERIA

Student must meet at least two of the following:

1. Characteristic checklist to be completed by the student
2. Observational data
3. Performance data
4. Biographical information from the student

CREATIVE

DEFINITION

Children whose creative abilities cut across areas of gifted and talented. Typically, such pupils exhibit creativeness in oral, written, and nonverbal expression because they tend to produce many original ideas. They are flexible and elaborative in imagination abilities; and tend to be different from the norm, resisting conformity.

CHARACTERISTICS

***Students do not have to meet all the characteristics to be nominated or identified gifted and talented.**

- Has several ideas about something instead of one
- Can transfer meaning in one subject to another
- Exhibits a variety of ideas and explores them
- Enjoys the unusual and dislikes ordinary ways of doing things
- Senses meaning in an answer or solution and produces more depth of meaning
- Has little interest in ordinary objects and adds detail
- Questions everything and everybody
- Sees things in pictures and drawings other than the obvious
- Explores things and ideas which are new to him/her
- Wonders freely about things and ideas
- Enjoys tasks that are difficult
- Thrives on trying new things again and again in order to succeed
- Likes trying new things or ideas and is not easily influenced by friends
- Not overly concerned with disapproval by classmates, teachers, or parents
- Displays a keen sense of humor and sees humor in situations that others may not; a sense of the "absurd"
- Invents solutions to established problems; creates problems for which there are no apparent solutions
- Asks many and unusual questions which may be embarrassing, advanced, or controversial; unaffected by peer criticism
- Appears forgetful, chaotic, and oblivious to time constraints and mundane chores (but within the disorder there is a logic for the student)

CRITERIA

Student must meet at least two of the following:

1. Creativity test score
2. Performance data
3. Observational data
4. Student interview

VISUAL AND PERFORMING ARTS

DEFINITION

Children who have demonstrated their ability or who show high potential in the visual and performing arts, including **art**, **music**, and **drama**.

CHARACTERISTICS

***Students do not have to meet all the characteristics to be nominated or identified gifted and talented.**

- Produces balance and order in artwork
- Critical of own work; sets high standards of quality; often rewords creation to refine it
- Participates in art activities: is eager to visually express ideas
- Incorporates a large number of objects into artwork; varies the subject and content of artwork
- Arrives at unique, unconventional solutions to artistic problems as opposed to traditional, conventional ones
- Selects art media for free activity or classroom projects
- Captures the essence of a subject in drawing, painting, or sculpting
- Observant about details, either in other people's art or his/her own
- Shows originality
- Dances to express emotions, attitudes, ideas, and experiences for self and/or in performances
- Has muscular coordination and reflexes attuned to rhythmic response
- Sensitive to rhythm, melody, tone, harmony, pitch, or style of music
- Has the ability to choreograph his/her dances
- Shifts easily into role of another character, animal, or object
- Communicates feelings/ideas by means of facial expressions, gestures, voice, and body movement
- Demonstrates interest in and/or appreciation of dramatic activities
- Understands/portrays the essence of a dramatic situation
- Enjoys evoking emotional responses from listeners
- Moves a dramatic situation to a climax
- Writes scripts
- Relates ideas to one another
- Demonstrates the ability to produce and/or direct dramatic activities
- Recognizes effective timing and anticipates audience response
- Shows a sustained interest in music and seeks out opportunities to hear and create music
- Perceives fine differences in musical tone (pitch, loudness, timbre)
- Easily remembers melodies and can produce them accurately
- Plays a musical instrument (or indicates a strong desire to)
- Sensitive to the rhythm of the music; responds through body movements to changes in the tempo of the music
- Shows a knowledge of basic music theory
- Aware of and can identify a variety of sounds heard at a given moment; is sensitive to "background" noises, to chords that accompany a melody, to the different sounds of singers or instrumentalists in a performance

CRITERIA

Student must meet at least two of the following:

1. One written recommendation from a person in specialty area of possible identification (art, music, drama, dance)
2. Observation of performance by specialist (art, music, drama) when available
3. Produce evaluation by specialist (art, music, drama) when available
4. Documentation of achievement