Identification of Gifted/High Ability Students in the Diocese of Broken Bay

Guidelines K - 12


**Purpose**

The Broken Bay Diocesan School System is committed to the education of gifted/high ability students in an inclusive setting. Such students are a diverse group who are found across all cultures and socio-economic backgrounds. The Catholic Worldview obliges schools and teachers to respect and understand the unique dignity of each student in their care. The Catholic Schools Office strongly recommends that the process outlined in this document is used for the identification of the gifted/high ability students.

Identification is the crucial first step in improving learning outcomes for gifted/high ability students. The research based *Leading Learning* initiative provides a rich framework for teachers to know the learning needs of their class and how best to address them.
Gagné’s Differentiated Model of Giftedness and Talent (DMGT, 1985) describes how natural ability in different domains (giftedness) can be transformed into high achievement (talent) and refers to the top 10 – 15% of students in our schools. Talent development is a complex process which is impacted by how students respond to environmental, intrapersonal and developmental catalysts including teaching and learning.
Definitions

Across the Broken Bay Diocesan School System, for consistency and ease of understanding, it is recommended that the terms *gifted* and *high ability* be used interchangeably.

According to Gagne’s DMGT, there should be **at least 10%** of students who fall into this category in each school. This group could be represented across a series of domains or be domain specific, e.g. English and/or mathematics and/or science.

**Gifted/high ability** students exhibit the following three essential criteria in varying degrees and kind:

- quick comprehension of complex ideas
- ease and speed of learning
- high level abstract thinking.

These students also display *natural ability* in at least one domain (eg. academic, creative, sporting, social) which places them in approximately the top 10% of age peers. It is important to note that giftedness/high ability can be represented in degree (differing levels) and kind (differing types).

**Talented** students exhibit the three essential criteria above as well as other factors such as volition, self- direction, effort and perseverance. These students are *performing* as a result of systematic development in at least one domain (eg. academic, creative, sporting, social) which places them in approximately the top 10% of age peers.
**Underachievers** *(Davis & Rimm 2004)* are students who show a discrepancy between their school performance and some index of actual ability, based on reliable evidence of learning potential. Reversing underachievement is very complex as a large number of factors can contribute to underachievement in gifted/high ability students.

**Invisible Underachievers** *(Chaffey 2002)* are students who underachieve in both assessments of ability and performance and can be very hard to identify with commonly used tools and methods. Processes such as Dynamic Assessment allow students to show their gifted knowledge and thinking in alternative ways. Invisible underachievers may be from culturally diverse, disadvantaged or indigenous backgrounds. They may also have a disability or learning difficulty which makes it difficult to identify their giftedness.

**Twice-Exceptional** students have dual exceptionalities, meaning that they are gifted but their learning is often impacted by a learning difficulty or disability. Some common dual diagnoses include students who are gifted and also have autism, ADHD, anxiety, dyslexia or a physical disability amongst others.

Therefore in a mainstream class of 30 students, it is probable that one would identify at least three gifted/high ability students in various domains and the general rule is to include rather than exclude.
Guiding Principles

Identification is a complex process and professional learning for teachers is essential. The quality and scope of the school curriculum, classroom organisation and enrichment/extension programs should enable outstanding abilities of students to be recognised. Teachers are required to have a high level of knowledge and understanding about the students in their class along with effective identification processes and assessment tools.

The following guidelines underpin the process of identification of gifted / high ability students:

- Each school should have an identification inquiry cycle process in place
- The intellectual domain will be aligned with the Leading Learning initiatives that are focused on “valued student learning outcomes”
- Early identification of gifted/high ability students should commence prior to enrolment and be ongoing throughout the stages of learning
- The definition of gifted/high ability students provided in this document should be adopted by all schools and applied consistently during the identification phase.
- Identification processes should be inclusive so that equal opportunity, regardless of gender, racial, disability, geographic location or cultural or socio-economic backgrounds is achieved.
- Qualitative and quantitative assessment data should be fair, continuous, well planned and stem from multiple sources
- Emotional, social and affective characteristics of gifted and high ability students should also inform the identification process
- Schools should foster collaborative and communicative relationships between students’ home and school context
- Identification data will be used to determine students’ learning needs and provide direction for classroom instruction
Data Collection and Analysis

This is an important part of the teacher inquiry and knowledge/building cycle.

**Guiding Questions:**

1. What is the purpose for collecting this information?
   
   *Identification is important to determine the kind and degree of giftedness; what students know and need to learn; and what teachers need to do in order to extend students’ learning.*

2. Which tool is fit for purpose?
   
   *It is recommended that teachers begin the process with existing class and school data and use ability testing as well as off level testing, checklists and work samples to validate the identification. No one tool will suit all purposes and provide information about ability, what the students know and progress in learning over time.*

3. How will schools identify students with dual exceptionalities?
   
   *This group of students who include underachievers, students with disability, learning difficulties, behaviours, ESL and 'invisibility' require a collaborative approach to assessment. More specialised tools and processes may be required as well as a team approach in order to achieve identification over time.*

4. How will schools share this data with teachers, parents and the system?
   
   *The data may be used for curriculum planning, reporting, parent meetings and as part of the teacher inquiry and knowledge building cycle. The data may also inform class placements, acceleration provisions and the monitoring of well being.*
Qualitative and Quantitative Assessments

- **Qualitative (subjective):** judgements made on structured observations - eg nominations;
- **Quantitative (objective):** standardised tests of ability or achievement - include IQ tests, performance tests, dynamic testing, off-level testing

*Effective identification includes elements of both as well as indicators of underachievement*  
(Merrick & Targett. 2004. AGQTP Module 2)

### Table 1: Qualitative Assessments

<table>
<thead>
<tr>
<th>Identification Assessment</th>
<th>What the tools measure</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
</table>
| **Teacher Nomination**    | Observations of learner behaviours within the school setting. | • Teachers observe learners in different academic and social situations  
• Teachers can compare learner performance with other individuals  
• Teachers observe learners outside the home context | • Teachers may make judgements on their own personal perceptions of a learner  
• Teacher may identify ‘teacher pleasers’ and not students who display negative behaviours.  
• Some students may be excluded due to factors such as off task behaviour, failure to complete work, poor assessment performance, learning difficulties, ESL, disability, ADHD and social/emotional issues. |
| Michael Sayler – Things this child has done checklist  
*Appendix 1* | | | |
| Joanne Whitmore – Underachiever Checklist  
*Appendix 2* | | | |
| Gifted Characteristics Checklist (Merrick 2004)  
*Appendix 3* | | | |
| **Parent nomination**    | Observation of an individual’s behaviours compared with a structured set of descriptors related to the characteristics of gifted learners. | • May identify early milestones  
• Provision of anecdotal evidence  
• Parent has observed child over the long term  
• Provision of a wider view of the child, beyond the school context usually in an environment where the child is the most at ease | • Not objective  
• Parent may not have relevant information  
• Parents may not participate in such a process  
• Parents may not be able to compare their child accurately with other children  
• Students who come from a non English speaking background, (LBOTE ) may be disadvantaged |
### Table 2: Quantitative Assessments: Ability Tests

Ability Tests: measure a student’s untrained ability or potential to achieve academically in school. Note that Ability tests do not necessarily need to be repeated over time.

<table>
<thead>
<tr>
<th>Identification Assessments</th>
<th>What the tools measure</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
</table>
| **Group Aptitude tests Verbal and Non-verbal ability**  
  • eg. AGAT |  
  • Reasoning ability for school type learning  
  • Performance compared to results of chronological peers.  
  • Year 2 to Year 10 |  
  • Screener to measure verbal, numerical and abstract reasoning  
  • Administration to large groups of students simultaneously if required  
  • Administration and scoring online.  
  • Accessible through CSO  
  • Relatively cost effective.  
  • Administration by teachers. |  
  • Students may suffer test anxiety, impacting on score  
  • Have lower ceilings than IQ tests administered by psychologists  
  • Multiple choice, therefore some gifted students may not perform as well on these tests  
  • Less effective for culturally diverse or disadvantaged individuals. |
| **IQ test**  
  • Wechsler Intelligence Scale for Children (WISC – IV or WPPSI)  
  • Stanford-Binet (SB-5) |  
  • Reasoning ability for school type learning  
  • Performance compared to results of chronological peers. |  
  • Individual administration means that test anxiety can be alleviated  
  • High reliability and validity.  
  • Standardised and rigorously developed and tested |  
  • Creativity is not measured.  
  • Less effective for culturally diverse or disadvantaged individuals  
  • Significant amount of time to administer and costly  
  • A psychologist must administer. |
| **Group Ability tests of Non-verbal Ability**  
  • eg. Ravens | Assesses non-verbal reasoning abilities |  
  • Suitable for assessment of reasoning for ESL, underachieving, indigenous students or those from disadvantaged backgrounds. |  
  • Questions around reliability as the test is so widely available  
  • Ability being measured does not often match the programs offered in schools  
  • Focus is only on one area of ability |
| **Individual verbal ability tests**  
  • eg. The Slosson |  
  • Verbal Reasoning ability for school type learning  
  • Normative test compares results to performance of chronological peers. |  
  • Administration by teachers. |  
  • Test questions are highly Americanised, creating cultural bias  
  • Individual administration makes it time consuming  
  • Focus is on one area of ability and relies on good listening skills. |

Adapted from Summary of Objective Identification Tools (R. Phillips, 2012)
Table 3: Quantitative Assessments: Achievement Tests

<table>
<thead>
<tr>
<th>Identification Assessment</th>
<th>What the tools measure</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardised Achievement Tests</td>
<td>Test of the retention of school based knowledge and skills.</td>
<td>Identification of achievement</td>
<td>Identification of performance not potential</td>
</tr>
<tr>
<td></td>
<td>Assessment of reading levels, mathematical achievement and vocabulary development</td>
<td>Assessment of relative performance compared with chronological peers.</td>
<td>Inability to identify underachievers</td>
</tr>
<tr>
<td></td>
<td>Assessment of student achievement beyond grade level.</td>
<td></td>
<td>Discrimination against students who have not had access to high levels of educational experiences.</td>
</tr>
<tr>
<td>Achievement Tests</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Assessment of the retention of school based knowledge and skills in a particular subject area or in a particular area of skill.</td>
<td>Identification of individual student achievement of curriculum content and skills.</td>
<td>Inability to identify potential</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Low ceilings as set at grade level</td>
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<tr>
<td>1 to 1 Task Based Interviews (Dynamic Assessment)</td>
<td>Non teaching situation involving hands on tasks often incorporating concrete materials.</td>
<td>Students can be mapped to a framework of Growth Points.</td>
<td>Individual administration makes them time consuming.</td>
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<tr>
<td></td>
<td>Responses focus on strategies that students use, not only on the correct answer.</td>
<td>Range of questions and entry points.</td>
<td>Gifted/high ability students may ceiling these tests at a young age.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Potential to identify underachievers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Potential to plan and target teaching experiences</td>
<td></td>
</tr>
<tr>
<td>Off-Level/Above-Level tests</td>
<td>Identification of students’ knowledge and skills above grade level.</td>
<td>Identification of the extent of a students learning and any gaps in learning of gifted and talented students.</td>
<td>Inappropriate for students who are highly anxious</td>
</tr>
<tr>
<td></td>
<td>The ceiling of grade level achievement tests is raised.</td>
<td>Potential to identify students who achieve better on more complex tasks.</td>
<td>Identification of students who have not had access to advanced learning experiences (inside or outside school) may occur.</td>
</tr>
</tbody>
</table>

Adapted from Summary of Objective Identification Tools (R. Phillips, 2012)
Appendix 1:  Teacher Nomination Checklist

THINGS THIS STUDENT HAS DONE

The following is a checklist of characteristics of gifted students and the examples after each item are there to help you to understand them. A child may not show all of the examples given and they may exhibit the item characteristic in ways not listed. Indicate how much you think this child is like the item by using the scale below each item. Mark strongly agree (SA) to strongly disagree (SD). Fill in one circle for each item. If you are unclear or haven’t noticed how this child compares to an item, fill in the Unsure or Don’t Know circle.

Use the space below the item for examples concerning the child, add as many details as you can remember. Be a specific as possible in describing the child’s interests and accomplishments. Feel free to add extra pages, information or work samples.

Student Name: ____________________________________________

Date of Birth: _______________________

Your name: ______________________________________________

School name: ____________________________________________

Checklist date: ________________

This student:

1. **Has quick accurate recall of information**
   (eg: good short and long term memory; quick to provide facts, details or stories related to complex events; learns quickly and recalls accurately words to songs, poems, stories or conversations; points out connections between ideas and events)

   SA 10 9 8 7 6 5 4 3 2 1 0 SD

   - Unsure or don’t know

   An example:
2. **Shows intense curiosity and deeper knowledge than other students.**
(eg, asks questions incessantly once imagination has been aroused, pays close attention when learning, has an enthusiastic need to know and explore, remembers things in great detail).

![Rating Scale]

An example:

3. **Is empathetic, feels more deeply than other students that age.**
(eg. Exhibits maturity usually associated with older students; shows unusual hurt or pain when he or she displeases someone; displays pride in advanced accomplishments; is sensitive to others’ feelings and shows distress at other people’s distress; will subjugate their needs to the needs of others; reads body language)

![Rating Scale]

An example:

4. **May not always display their advanced understanding in everyday situations.**
(eg. Becomes irritable or non-compliant when fatigued or stressed; playground behaviour may not reflect their verbal reasoning about the same situations; may be frustrated with their ability to meet their own high expectations)

![Rating Scale]

An example:

*Adapted from: Michael Sayler, Investigation of Talented Students, University of North Texas, Denton TX*
Appendix 2: Joanne Whitmore - Underachiever Checklist

A CHECKLIST TO IDENTIFY GIFTED UNDERACHIEVERS

Observe and interact with the student over a period of at least two weeks to determine if he or she possesses the following characteristics. If the student exhibits ten or more of the listed traits, including some that are asterisked, further investigation is warranted.

- Poor test performance (*)
- Achieving at or below grade-level expectations in one or all of the basic skill areas; reading, language arts, mathematics (*)
- Daily work frequently incomplete or poorly done (*)
- Superior comprehension and retention of concepts when interested (*)
- Vast gap between qualitative level of oral and written work (*)
- Exceptionally large repertoire of factual knowledge
- Vitality of imagination: Creative
- Persistent dissatisfaction with work accomplished, even in art
- Seems to avoid trying new activities to prevent imperfect performance, evidences perfectionism, self-criticism (*)
- Shows initiative in pursuing self-selected projects at home
- Has a wide range of interests and possible special expertise in an area of investigation and research (*)
- Evidences low self-esteem in tendencies to withdraw or be aggressive in the classroom (*)
- Does not function comfortably of constructively in a group of any size
- Shows acute sensitivity and perceptions related to self, others and life in general
- Tends to set unrealistic self-expectations: goals too high or too low
- Dislikes practice work or drill for memorisation and mastery
- Easily distracted; unable to focus attention and concentrate efforts on tasks
- Has an indifferent or negative attitude towards school
- Resists teacher efforts to motivate or discipline behaviour in class
- Has difficulty in peer relationships: maintains few friendships

Notes:

Adapted from Joanne Whitmore (1980) Giftedness, Conflict and Underachievement, Allyn and Bacon.
## Appendix 3: Gifted Characteristics Checklist

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Positive Behaviours</th>
<th>Negative Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highly curious</strong></td>
<td>• asks lots of questions</td>
<td>• asks inappropriate questions</td>
</tr>
<tr>
<td></td>
<td>• inquisitive; remembers details</td>
<td>• poor group participant</td>
</tr>
<tr>
<td><strong>Abstract thinker</strong></td>
<td>• makes generalisations</td>
<td>• questions others</td>
</tr>
<tr>
<td></td>
<td>• tests out ideas</td>
<td>• questions authority</td>
</tr>
<tr>
<td><strong>Flexible thinker</strong></td>
<td>• employs variety of strategies to work something out</td>
<td>• manipulates people and situations by using a variety of strategies</td>
</tr>
<tr>
<td><strong>Clever use of humour</strong></td>
<td>• enjoys ‘adult’ humour gets teachers’ jokes!</td>
<td>• uses humour to put down others</td>
</tr>
<tr>
<td><strong>Superior Vocabulary</strong></td>
<td>• heightened involvement in discussions</td>
<td>• may be bossy or overbearing when working with others</td>
</tr>
<tr>
<td></td>
<td>• enjoys adult-like discussions</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced Reading</strong></td>
<td>• reads widely</td>
<td>• reads constantly</td>
</tr>
<tr>
<td></td>
<td>• advanced vocab and comprehension</td>
<td>• neglects peer interaction - prefers to read</td>
</tr>
<tr>
<td><strong>Retention of knowledge</strong></td>
<td>• moves beyond core content / skills quickly</td>
<td>• rushes work, then disrupts</td>
</tr>
<tr>
<td></td>
<td>• detailed recall of facts</td>
<td>• monopolises class discussions</td>
</tr>
<tr>
<td><strong>Long attention span</strong></td>
<td>• concentrates and focuses on an area of interest for a long period of time</td>
<td>• easily distracted unless the task is an area of passion or interest</td>
</tr>
<tr>
<td><strong>Independent</strong></td>
<td>• self-directed</td>
<td>• reduced involvement in group work</td>
</tr>
<tr>
<td></td>
<td>• focused on task in research or study</td>
<td>• uncooperative in a group</td>
</tr>
<tr>
<td><strong>High level of responsibility</strong></td>
<td>• sets attainable goals</td>
<td>• self-critical</td>
</tr>
<tr>
<td>/ commitment</td>
<td>• learns to accept own limitations</td>
<td>• perfectionist when completing tasks</td>
</tr>
<tr>
<td></td>
<td>• tolerant of peers in a group</td>
<td>• sets unrealistic expectations for others</td>
</tr>
<tr>
<td><strong>Strong feelings and opinions</strong></td>
<td>• listens to others</td>
<td>• speaks out and lacks tact</td>
</tr>
<tr>
<td></td>
<td>• shows concern and interest</td>
<td>• displays heightened sensitivity to others’</td>
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<tr>
<td></td>
<td>• considers others’ points of view comments and reactions</td>
<td>• confrontational</td>
</tr>
<tr>
<td></td>
<td>• aware of others’ feelings</td>
<td></td>
</tr>
<tr>
<td><strong>Strong sense of justice</strong></td>
<td>• empathises with those less fortunate</td>
<td>• argues the rules in games eg handball</td>
</tr>
<tr>
<td></td>
<td>• wants to save the world</td>
<td>• frustration when others don’t play exactly by rules</td>
</tr>
<tr>
<td></td>
<td>• stands up for others if they think there has been an injustice</td>
<td>• asks adults to solve issues seen as ‘unfair’</td>
</tr>
<tr>
<td><strong>Original and creative</strong></td>
<td>• comes up with ideas ‘out of the box’</td>
<td>• unaccepting of status quo</td>
</tr>
<tr>
<td></td>
<td>• sees problems as a whole</td>
<td>• absent-minded, daydreamer, disorganised</td>
</tr>
<tr>
<td></td>
<td>• connects thoughts and feelings</td>
<td>• asks unrelated questions</td>
</tr>
<tr>
<td><strong>High energy level, less sleep</strong></td>
<td>• wide variety of interests</td>
<td>• often difficult to live with</td>
</tr>
<tr>
<td>needed**</td>
<td>• organises time well</td>
<td>• may appear hyperactive, easily bored so seeks out new things to explore</td>
</tr>
<tr>
<td></td>
<td>• high level of individualised learning</td>
<td></td>
</tr>
<tr>
<td><strong>Immersion learner</strong></td>
<td>• wants to know everything</td>
<td>• focuses in depth on things</td>
</tr>
<tr>
<td></td>
<td>• becomes an expert on a topic by reading widely or talking to people</td>
<td>• shows off knowledge to prove others wrong</td>
</tr>
</tbody>
</table>

*Caroline Merrick 2004 Adapted from Gross, Macleod, Drummond & Merrick (2001), Clark (1983) & Baska (1989)*
Appendix 4: Things My Child Has Done – Parent Checklist

THINGS MY CHILD HAS DONE

Child’s name __________________________ Date of birth: ______________

Parent name: __________________________ Date:____________________

Carefully read each of the following descriptions. Each item is followed by a series of example to help you understand the description. Decide how much you agree that your child is like the description and mark your agreement on the scale from strongly agree (SA) to strongly disagree (SD). If you are unclear about an item, fill in the unsure or don’t know circle. You can include specific incidents or examples about your child and feel free to add extra information.

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Example</th>
<th>Agreement Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Has quick recall of information. (e.g. immediately remembers facts, series of numbers, events, words from songs or movies, or parts of conversations heard earlier) A personal example:</td>
<td>11 10 9 8 7 6 5 4 3 2 1 SA ( ) Unsure or don’t know</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Knows a lot more about topics than do other children that age. (e.g. recounts facts about dinosaurs, sports, electronics, math, books, animals, music, art; finds out a lot about a particular subject on his/her own) A personal example:</td>
<td>11 10 9 8 7 6 5 4 3 2 1 SA ( ) Unsure or don’t know</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Uses advanced vocabulary. (e.g. surprises adults with their sophisticated vocabulary; uses words unusual for their age, knows the correct terms, exact word, or labels for things; acts and speaks like an adult when talking to adults; uses simpler words when talking to peers or younger children) A personal example:</td>
<td>11 10 9 8 7 6 5 4 3 2 1 SA ( ) Unsure or don’t know</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Began to read or write early. (e.g. said or could read individual words at a very young age, started to read before entering school, likes to write or tell stories, learned to read without being taught) A personal example:</td>
<td>11 10 9 8 7 6 5 4 3 2 1 SA ( ) Unsure or don’t know</td>
<td></td>
</tr>
</tbody>
</table>
5. Shows unusually intense interest and enjoyment when learning about new things. (e.g. has lots of energy and interest when learning; frequently and persistently asks how and why questions; is not satisfied with simple answers, wants to know details; loves how-to-do-it and non-fiction books)  
A personal example:

<table>
<thead>
<tr>
<th>11</th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>SD</td>
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</tr>
</tbody>
</table>

( ) Unsure or don’t know

6. Understands things well enough to teach others. (e.g. teaches other children how to do things, explains things so that others can understand, explains areas of interest to adults)  
A personal example:

<table>
<thead>
<tr>
<th>11</th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
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<tr>
<td>SA</td>
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</table>

( ) Unsure or don’t know

7. Is comfortable around adults. (e.g. spends time with and talks to adults who visit the house; likes the company of adults; enjoys talking with adults; understands adult humour and creates funny sayings or jokes adults can appreciate)  
A personal example:

<table>
<thead>
<tr>
<th>11</th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>SA</td>
<td>SD</td>
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</tbody>
</table>

( ) Unsure or don’t know

8. Shows leadership abilities. (e.g. is often asked for help; organises games and activities for self or others, makes up the rules, and directs group activities; may be bossy)  
A personal example:

<table>
<thead>
<tr>
<th>11</th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>SD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

( ) Unsure or don’t know

9. Is resourceful and improvises well. (e.g. puts together various household objects to make inventions or solve a problem, uses unusual objects for projects, uses objects in unusual ways, makes "something out of nothing")  
A personal example:

<table>
<thead>
<tr>
<th>11</th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA</td>
<td>SD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

( ) Unsure or don’t know

10. Uses imaginative methods to accomplish tasks. (e.g. makes creative shortcuts, doesn’t always follow the rules, good at finding creative ways to get out of work)  
A personal example:

<table>
<thead>
<tr>
<th>11</th>
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<th>9</th>
<th>8</th>
<th>7</th>
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</tr>
</tbody>
</table>

( ) Unsure or don’t know

Adapted from: Michael Sayler, Investigation of Talented Students, University of North Texas, Denton TX