

GIFTED AND TALENTED SCREENING CHECKLIST FOR PARENTS

The following is a checklist of characteristics which will assist the Gifted and Talented Identification Committee in determining if your child qualifies for gifted and talented services as defined in Maryland Gifted and Talented COMAR, Annotated Code of Maryland §8-201. The examples after each item are there to help you to understand that item. *A child may not show all of the examples given and they may exhibit the item's characteristic in ways not listed.* Please indicate how much you think your child is like the item by using the scale to the right of each item.

Please use the answer key below each question. The scale is on a scale of 1-4 with 4 being the highest degree of demonstrating the behavior or you may use the word cues below to generalize the frequency of a behavior or skill. If you haven't noticed how your child compares to an item, fill in the Unsure or don't know circle. Use the space below the item for examples concerning your child, add as many details as you can remember. Be as specific as possible in describing your child's interests and accomplishments. The space is small, so please feel free to add extra pages of stories or examples to tell us more. If you can share some copies of your child's creative work, we would be delighted to have them. Use additional pages to describe anything you think is important about this child that we have not asked about.

Child's name: _____

Child's birthday: ____/____/____

Your name: _____

School: _____

Date: _____

My child:

1. Has quick accurate recall of information.

(e.g. remembers complex happenings and describes them long afterwards in clear details; learns notes and words to songs quickly; remembers landmarks and turns on the way to familiar places)

4 - 3 - 2 - 1 Unsure or don't know
always often sometimes never

A personal example:

2. Shows intense curiosity and deeper knowledge than other children.

(e.g. insatiable need to know and explore; later on he or she collects things and then learns all he or she can about them; remembers things in great detail)

4 - 3 - 2 - 1 Unsure or don't know
always often sometimes never

A personal example:

3. Is empathetic, feels more deeply than do other children the same age.

(e.g. feels unusual hurt or pain when he or she displeases someone; shows pride in advanced accomplishments; is sensitive to others' feelings and shows distress at other children's distress or adult's distress; will subjugate their needs to the needs of others; reads body language)

4 - 3 - 2 - 1 Unsure or don't know
always often sometimes never

A personal example:

4. Uses advanced vocabulary for his/her age.

(e.g. correctly uses vocabulary adults would expect from older children; surprises adults and children with big words they use; knows more words than other children; stops to ask about new words then remembers them and uses them correctly later)

4 - 3 - 2 - 1 Unsure or don't know
always often sometimes never

A personal example:

5. Began to read, write or use numbers early.

(e.g. early interest in the alphabet and or numbers; liked to imitate writing as a toddler; copied letters, words or numbers; learned to read or count early without formal instruction; developed computational skills earlier than others)

4 - 3 - 2 - 1 Unsure or don't know
always often sometimes never

A personal example and approximate age of your child at the time:

6. Understood phrases or brief sentences as an infant.

(e.g. listened intently; understood and acted on short sentences such as 'Give mum a hug' or 'Bring me the book and I will read to you')

4 - 3 - 2 - 1 Unsure or don't know
always often sometimes never

A personal example and approximate age of your child at the time:

7. Began speaking first in words and sentences earlier than other children.

(e.g. spoke first words before age one; went from saying individual words to speaking in sentences quickly or, spoke first words later than age one and quickly moved to speaking in complete sentences; carried on conversations with adults as if they were peers)

4 - 3 - 2 - 1 Unsure or don't know
always often sometimes never

A personal example and approximate age of your child at the time:

8. Early motor development.

(e.g. very visually attentive during the first six months, watched people carefully; followed movement intently; walked early; fed himself or herself sooner than other children; active use of toys and puzzles)

4 - 3 - 2 - 1 Unsure or don't know
always often sometimes never

A personal example and approximate age of your child at the time:

9. Shows unusually intense interest and enjoyment when learning new things.

(e.g. listens for long periods of time to stories and conversations; retells events and stories in great detail; entertains self for long periods of time; shows unwavering attention sometimes to the point of stubbornness; sits patiently when reading or listening to books)

4 - 3 - 2 - 1 Unsure or don't know
always often sometimes never

A personal example:

10. Has an advanced sense of humor or sees incongruities as funny.

(e.g. is humorous in speech, social interactions, art or story telling; makes jokes, puns, plays on words)

4 - 3 - 2 - 1 Unsure or don't know
always often sometimes never

A personal example:

11. Understands things well enough to teach others.

(e.g. likes to play school with other children, dolls or stuffed animals; talks like an 'expert' or likes to discuss certain topics a lot; explains ideas to adults when he or she doesn't think the adult understands very well)

4 - 3 - 2 - 1 Unsure or don't know
always often sometimes never

A personal example and approximate age of your child at the time:

12. Is comfortable around older children and adults.

(e.g. craves for attention from adults; likes to be with older children and adults; listens to or joins in adult conversations; likes to play board games designed for older children, teens or adults; often plays with and is accepted by older children)

4 - 3 - 2 - 1 Unsure or don't know
always often sometimes never

A personal example and approximate age of your child at the time:

13. Shows leadership abilities.

(e.g. sought out by other children for play ideas; adapts his or her own words and expectations to needs or skill level of playmates; may be seen as bossy; uses verbal skills to deal with conflicts or to influence other children)

4 - 3 - 2 - 1 Unsure or don't know
always often sometimes never

A personal example and approximate age of your child at the time:

14. Is resourceful and improvises well.

(e.g. finds unique or nontraditional ways; plays for long periods of time with imaginary friends; diligent in getting things they want regardless of where you've put them; makes believable endings to stories)

4 - 3 - 2 - 1 Unsure or don't know
always often sometimes never

A personal example and approximate age of your child at the time:

