

Checklist for identifying Able, Gifted and Talented pupils

Characteristic:	Yes/No
Gifted and Talented pupils may:	
Possess extensive general knowledge, often know more than most adults and find usual reference books superficial.	
Show good insight into cause-effect relationships.	
Easily grasp underlying principles and need the minimum of explanation.	
Quickly make generalisations and extract the relevant points from complex material.	
Have mental speeds faster than physical capabilities and so be often reluctant to write at length.	
Prefer to talk rather than write and often talk at speed with fluency and expression.	
Be reluctant to practise skills already mastered, finding such practice futile.	
Have exceptional curiosity and constantly want to know why.	
Be inventive and original when interested.	
Ask searching questions, which tend to be like other children's questions.	
Often see the unusual rather than the conventional relationships.	
Be able to pose problems and solve ingeniously.	
Display intellectual playfulness, fantasise and imagine and be quick to see connections and to manipulate ideas.	
Read rapidly and retain what is read and can recall detail.	
Listen only to part of the explanation and appear to lack concentration or even interest but always know what is going on.	
Jumps stages in learning and be often frustrated by having to fill in the stages missed.	
Leap from concrete examples to abstract rules and general principles.	
Have quick absorption and recall of information, seem to need no revision and be impatient with repetition.	
Be keen and alert observers, note detail and be quick to see similarities and differences.	
See greater significance in a story or film and continue the story.	
See problems quickly and take the initiative.	
Have advanced understanding and use of language but sometimes be hesitant as they search for and use the correct word.	
Become absorbed for long periods when interested and may be impatient with interference or abrupt change.	
Persists in completing activities when motivated.	
Often set very high standards – are perfectionists.	
More usually interested in 'adult' problems such as important issues in current affairs (local and world), evolution, justice, the universe etc.	
Be concerned to adapt and improve institutions, objects systems (e.g. can be particularly critical of school).	
Be philosophical about everyday problems and common sense issues.	
Be perceptive in discussion about people's motives, needs and frailties.	
Daydream and seem lost in another world (not to be confused with not paying attention).	
Show sensitivity and react strongly to things causing distress or injustice.	
Often take a leadership role.	
Empathise with others and be very understanding and sympathetic.	
Be confident and competent.	
Express their own feelings.	
Attribute ideas to others.	
Be self-effacing.	
Reflect on their own performance.	
Give inventive responses to open-ended questions.	
Have a keen sense of humour in the unusual and be quick to appreciate nuances and hidden meanings.	
Appreciate verbal puns, cartoons, jokes and often enjoy bizarre humour, satire and irony.	
Criticise constructively, even if sometimes argumentatively.	
Be unwilling to accept authoritarian pronouncements without critical examination and want to debate and find reasons to justify the why and wherefore.	