



## Characteristics of Giftedness Assessment Form<sup>1</sup> Kindergarten through 3rd Grade

Child's Name: \_\_\_\_\_

Date: \_\_\_\_\_

DOB: \_\_\_\_\_

Respondent/s: \_\_\_\_\_

The purpose of this document is to provide additional information about your child. Thank you in advance for taking the time to answer these questions.

If at all possible, please use [Adobe Acrobat](#) to fill this document (as opposed to other applications that allow you to work with PDF files. Please download this form to fill in this document, then rename the document using the name of your child appended with "CGA." E.g., the file name should look something like this: *First Name Last Name CGA (Jane Jones CGA)*).

Please submit to Helios School by uploading your completed forms to your child's Ravenna profile along with your child's IQ results.

These forms are used with generous permission from the Gifted Support Center [[giftedsupportcenter.com](http://giftedsupportcenter.com)].

If you have any questions, please feel free to email [admissions@heliosns.org](mailto:admissions@heliosns.org) or call our office at 408.475.0017.

Characteristic	Little Evidence	Some Evidence	Strong Evidence
Requires minimum repetition for mastery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<sup>1</sup> Adapted from Kingore, B. (1990). The Kingore observation inventory. Des Moines, IA: Leadership Publishers  
Characteristics of Giftedness Assessment Form (K-3)

Increases rate of learning after introduction and exposure; rapidly accelerates learning after onset of a new concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Categorizes by multiple, often less-obvious, attributes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comprehends symbolic representations, e.g., musical, numerical, alphabetical, mapping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reads and interprets consecutive passages at an advanced level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates an unexpected mastery of complex science or math concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applies mathematical operations with sophisticated mastery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creates advanced products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accesses data with ease using an unexpected variety of tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses multisyllabic words unassumingly; descriptive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asks questions about words (in print or oral language)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses similes, metaphors, or analogies; rich imagery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modifies language for less mature children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Displays verbal skills when teaching others, handling conflicts, or influencing the behavior of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expresses similarities and differences (such as between unrelated objects)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses the specific language of a discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates complex and abstract thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzes classroom tasks and instructional techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observes intensely; is unusually attentive to details in their environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes apart and reassembles ideas, objects, or experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzes cause and effect, consequences, or alternatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creates songs, stories, and riddles related to their learning experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizes collections or ideas in unique ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is philosophical; pursues issues atypical of age-mates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asks penetrating, intellectual questions; intense need to understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is curious: innovatively experiments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Remembers!	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displays an unexpected depth of knowledge in one or more areas; an "expert"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates intense task commitment and energy when pursuing interests; persistent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wants to do things independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthesizes meaning through words, graphics, structures, or movement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates complex dimension or perspective in language, art, and problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interprets another's point of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creates and interprets more complex shapes, patterns, or graphics than age-mates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates that directionality is relative to position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adds interesting components to enhance products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibits intense concern for human issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acts spontaneously to help someone in need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows nonverbal awareness of another's needs and feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expresses empathy through words or art	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Displays a strong sense of fairness and justice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expresses high expectations of self and others: high strung	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senses discord or dissatisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overreacts at times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Says or does something indicating a sense of humor beyond age-mates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Catches an adult's subtle or sophisticated humor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses figurative language for humorous effect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands and responds to the use of puns and riddles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops a humorous idea to the extreme: "flights of fantasy"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>