



## Characteristics of Giftedness Assessment Form 4th through 8th 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
<sup>1</sup> 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  
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Exceeds the parameters of age-expected knowledge in a field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creates advanced products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creates or interprets symbolic representations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reads above grade level with complex interpretations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comprehends advanced ideas, concepts, or implications	<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"/>
Is verbally proficient; extensive vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses rich imagery; unusually descriptive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses similes, metaphors, or analogies to express insights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modifies language for less experienced students/children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displays verbal skills when teaching others, handling conflicts, or influencing others; persuasive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expresses similarities and differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses the precise language of a discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abstracts; conceptualizes; generalizes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observes intensely; interprets observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thinks clearly, logically, and complexly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinks critically; may lead to skepticism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizes relationships or patterns between diverse ideas or experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoys analyzing and solving more difficult problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoys planning and organizing	<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"/>
Is curious; asks provocative, intellectual questions. Innovatively experiments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generates new ideas and unique solutions to problems; ingenious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remembers; demonstrates extraordinary ability to process and retain information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displays in-depth information in one or more advanced areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is intrinsically motivated to pursue areas of interest; intensely focused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates heightened 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"/>
Interprets another's point of view with insight	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demonstrates complex dimension or perspective in writing, oral discussions, art, or problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interprets past, present or future ramifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops unique graphic products or patterns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporates interesting, subtle components to enhance products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is attuned to the aesthetic characteristics of things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibits intense concern for human issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is intuitive and insightful of others' needs and feelings; interprets behaviors and counsels others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cares deeply but may mask sensitivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expresses empathetic statement through words or art	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bases friendships on similarity of interest rather than age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displays concern for justice; seeks resolution of moral dilemmas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizes others to help promote change and fairness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates high expectations of self and others; high-strung	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prefers solitude part of the time	<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"/>
Uses humor to gain approval or ease tension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Catches an adults subtle or sophisticated humor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displays intellectual playfulness; "plays" with language by using figurative language or puns for humorous effect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses humor that may be absurd or far-out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops a humorous idea to the extreme; "flights of fancy"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>