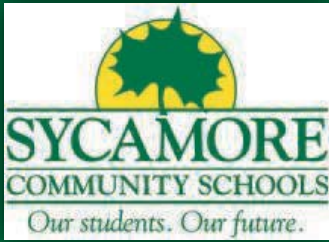


Sycamore Community Schools Gifted Information

Sycamore Community Schools

Revised April 2025



Introduction

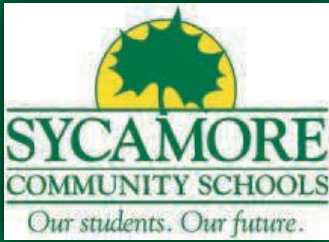
Sycamore Community Schools' mission and vision is to create a culture of academic excellence through inclusive and innovative learning opportunities for the whole child, which empowers all learners to reach their full potential in a globally competitive world. Sycamore values academic excellence, diversity and inclusion, community, character, and collaboration.

All students have special contributions to make to society, and they deserve equal access to educational opportunities. With that in mind, gifted students are different from their peers because of their advanced and unique cognitive and psychosocial development. Because of this, Sycamore has developed a continuum of support and services, which provide rich opportunities to fully develop their strengths and talents.

The purpose of this guidebook is to provide families with information about gifted identification and services in the Sycamore Community School District. For additional information or questions, please contact Jamie Jackson, Supervisor of Gifted Programming at jacksonja@sycamoreschools.org

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State Requirements for Identification of Gifted Students

The state of Ohio defines a gifted student as one who “performs or shows potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment.” In Ohio, a student may be assessed in grades K-12 for **gifted identification** in the following areas:

- Superior cognitive ability
- Specific academic ability: reading/writing, mathematics, science, and social studies
- Creative thinking ability
- Visual and performing arts ability: dance, drama, music, and visual arts

Sycamore must provide a report of all students who are identified as gifted to the Ohio Department of Education and Workforce (ODEW) each year. The law also requires that schools notify parents when their child has met the state’s criteria for gifted identification. However, the state **does not require** a school district to provide gifted students with gifted services.

Superior Cognitive Ability

Ohio Revised Code -Districts shall identify students as gifted in the area of **superior cognitive ability** when they accomplish any of the following:

- Score two standard deviations (SD) above the mean minus the standard error of measurement (SEM) on an intelligence test
- Perform at or above the 95th percentile on a composite battery of a nationally normed achievement test
- Attain an approved score on an above grade level standardized, nationally normed test.

Specific Academic Ability

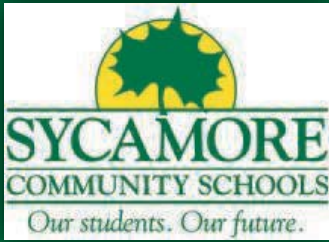
Ohio Revised Code - Students are identified as exhibiting a **specific academic ability** superior to that of children of similar age in a specific academic field when they accomplish the following:

- Perform at or above the 95th percentile at the national level on a standardized achievement test of specific academic ability in that field.
- Students may be identified as gifted in more than one academic ability field

Creative Thinking

Ohio Revised Code - A student shall be identified as exhibiting "creative thinking ability" superior to children of a similar age, if within the previous twenty-four months, the student scored one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test and also did either of the following:

- Attained a sufficient score, as established by the Department of Education and Workforce, on an approved individual or group test of creative ability



Approved Assessments for Identification

State law requires that the Ohio Department of Education and Workforce (ODEW) maintain lists of [approved assessments](#) for various purposes, including gifted pre-screening and identification. School districts must use approved assessments and recognize qualifying scores from them when identifying students who are gifted. **Once students are identified as gifted learners, they will always be identified as gifted.**

Sycamore's Commonly Used Assessments for Identification

Sycamore most commonly uses CogAT (Cognitive Abilities Test) and MAP (Measures of Academic Progress) scores to identify a student with superior cognitive ability and/or specific academic ability in reading or mathematics.

Superior Cognitive Ability

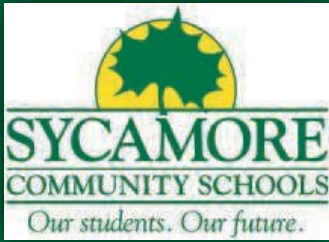
CogAT 7/8 - Cognitive Abilities Assessment, Form 7 or 8

- The CogAT is a computerized administered assessment.
- CogAT assesses superior cognitive ability. It measures students' reasoning abilities in the three cognitive domains most closely related to success in school: verbal reasoning, quantitative reasoning, and nonverbal reasoning.
- The Verbal Battery assesses a student's ability to use search, retrieval, and comparison processes that are essential for verbal reasoning.
- The Quantitative Battery assesses a student's ability to reason about patterns and relations using concepts that are essential in quantitative thinking.
- The Nonverbal Battery assesses a student's ability to reason with somewhat more novel questions that use spatial and figural content.
- The minimum ability score to meet gifted identification criteria is determined by the state and varies by grade level.

Specific Academic Ability

MAP Growth (Measures of Academic Progress Growth) is used with grades two through eight.

- MAP is an achievement assessment. MAP Growth is a nationally normed, standardized achievement test which measures what students know and informs what they're ready to learn next by using a computerized adaptive test that adjusts to the ability and knowledge of the student.
- Assesses specific academic ability in reading and mathematics
- A student must score at or above the 95th percentile rank to meet gifted identification criteria in reading and/or math.
- Note - MPG (Map for Primary Grades) assessments are not on the approved list of assessments for identification of students in kindergarten and first grade.



Alternative Assessments

- Sycamore recognizes scores obtained through individual testing performed by a licensed psychologist, as long as the scores are from an Ohio state-approved test.
- Minimum scores vary based on the ODEW Approved Assessment minimum score requirement.

Gifted Testing Dates

According to Gifted Operating Standards, Sycamore Community Schools provides at least two opportunities per year for gifted identification testing when K-12 students request assessment or when parents, teachers, or other students recommend them for testing.

Sycamore provides whole-grade screenings in the areas of superior cognitive ability, specific academic ability reading/writing, and specific academic ability mathematics.

CogAT Testing

CogAT Whole Grade Level Testing: Sycamore Community Schools assess every student in the area of Superior Cognitive Ability in the winter of grades two, four, and six.

New to the District Testing: Families who are new to the district have an optional fall opportunity for gifted testing. The Supervisor of Gifted Programming will notify new families through email and also send a Google Form registration link that they can use to sign their children up for testing. Students will be pulled from their general education classrooms so that testing can be completed during the regular school day.

CogAT Optional Testing for Elementary Students (K-6): Optional testing is available in the winter for children in grades one, three, five, seven, and eight. Optional testing is also available for students in kindergarten through eighth grade in the spring. Families will receive communication about testing from their child's school, which will include the location, testing time, registration requirements, registration deadline, as well as a registration link to a Google Form to sign your child up.

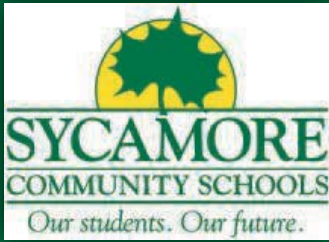
Optional testing for children in kindergarten and grades one and three is administered before school over three days. Students must attend all three days of testing. Families will bring their child to the elementary building at the designated times. After the students complete the testing, they will report to their classroom for the school day.

CogAT Optional Testing for Intermediate and Junior High: EH Greene School and Sycamore Junior High will communicate testing details for grades five, six, seven, and eight. Testing will be conducted during the regular school day.

In order to have appropriate staffing and test materials, we must adhere to the registration deadlines. **We will not be able to accept late registrations for any reason.**

Specific Academic Ability Testing

All students in grades two, three, four, five, six, seven, and eight take the MAP Growth Assessment to identify their reading and math ability. The test is given in the general education classroom in the fall, winter, and spring.



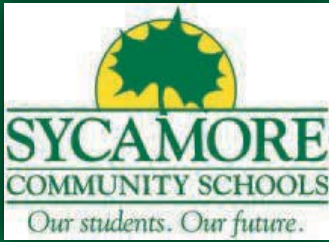
Testing Accommodations

- The District is aware of the unique assessment needs of diverse learners. Every effort is made to administer the most appropriate assessment to every student; this includes individual tests, tests with non-verbal components, tests in the learner's native language when available, additional follow-up assessments, as well as tests valid for special populations.
- Any student who has an individualized education plan (IEP) or a 504 Plan will have testing accommodations detailed in his/her plan.
- Students for whom English is a Second Language (ESL) and is considered an English Learner (EL) will have testing accommodations detailed in his/her plan. District personnel consult the instrument's technical manual for assurance of use with diverse populations. Students for whom English is a Second Language (ESL) and is considered an English Learner (EL) will have the following testing accommodations: Students in kindergarten, first grade, and second grade will be exempt from the sentence completion subtest that is part of the verbal battery. Third, fourth, and fifth grade students will be exempt from the verbal battery test; they will complete the quantitative and nonverbal portions. Directions to the assessment may be provided in their native language if it is available.

Possible Outcomes

After the initial screening, a few outcomes are possible:

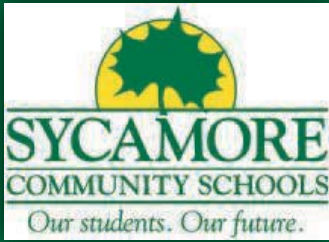
- A student obtains a score that meets Ohio's eligibility criteria for being gifted.
- A student's score may be close to the eligibility criteria. The student can sign up for the next optional round of gifted testing for possible gifted identification.
- A student's score may be distant from the gifted identification criteria. However, no matter what scores the child received, a family has the right to request that any student be re-tested.
- Optional testing opportunities are communicated through building newsletters, and parents may contact the school counselor or principal to request further evaluation of their child.



Screening and Assessment Procedures

Sycamore Community Schools provides all learners with an equal opportunity to be screened for potential giftedness. The district employs the following procedures:

- Once testing is complete, including makeup testing, and after the district receives the results, the district will identify newly qualified gifted students and provide parents with written notification via email (using the address that parents provide in [Final Forms](#)). The notification will include students' area(s) of identification. Additionally, Sycamore will also notify personnel who provide gifted services of a student's area(s) of giftedness. Families will receive a letter by the end of the school year that outlines the services that will be available for their child the next school year.
- Parents may appeal the assessment result, the assessment scheduling, or the student's placement. The appeal must be made in writing to the superintendent within thirty days of the district's notification of results. Then, using district timelines and service criteria, the district will work with the parents to resolve those appeals.
- The district reviews the cumulative records of all students transferring into the district. Those learners meeting the criteria for gifted identification and/or service are notified. Additionally, parents of transfer students may request gifted testing, and the student will be assessed during the next testing round or within ninety days of that referral.
- Upon submission, the district accepts scores from ODEW approved instruments provided by other school districts or trained personnel outside the school district; this includes but is not limited to private schools, talent search organizations, and testing facilities. Assessment scores obtained outside of a school district must be enclosed within professional reports and/or certified by evaluators in writing. Assessment scores less than twenty-four months old are considered valid for identification purposes.
- In each area of gifted identification, qualified employees who are trained in using the assessments screen learners. These employees can access personnel who are licensed in gifted education during testing.
- In Sycamore Community Schools, students are tested regularly throughout the school year, and their scores may fluctuate. In certain situations, a student's score may "drop" below the eligibility criteria for gifted identification and services. Sycamore Community Schools has no desire to remove students from the enrichment program for cognitively gifted students and will not remove them from gifted services due to a drop in test scores.
- It is possible that a student may be withdrawn from an accelerated placement and/or enrichment program if the gifted service is having a negative impact on the student. In this situation, the school team, along with the parents, would meet to discuss the best options for the student to determine if he/she should remain in the enrichment program and/or accelerated program.



Delivery and Continuum of Services for Gifted Students

While Ohio law does not mandate gifted services, Sycamore believes in providing a rigorous, high quality education that challenges all students. All students who meet the criteria for gifted services are provided an equal opportunity to receive that service. Through a large menu of opportunities, gifted students in grades two through twelve may participate in a wide continuum of programs or services that are designed to meet their unique learning needs, including:

- An advanced curriculum
- Use of differentiated instructional strategies
- Placement in specific gifted programs
- Subject or whole grade acceleration or advancement
- Honors courses for junior high students
- Honors and advanced placement classes for secondary students
- Early Entrance to Kindergarten
- Early graduation.

K -1 Students

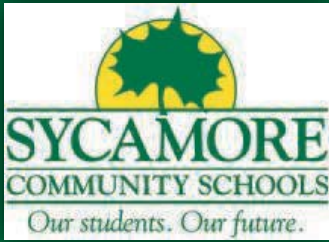
Any optional testing that identifies a student as having superior cognitive ability will be recorded in the student's gifted record, but no formal services will be provided. *Sycamore does not provide formal gifted services until second grade.*

K-2 Students

Although it is not a formal gifted service, a Gifted Intervention Specialist (GIS) provides K -2 students with whole class lessons on creative and critical thinking within the general education classroom. In addition, the classroom teacher and the GIS may select students for participation in small group enrichment and extension activities in which challenging materials and activities allow students to think critically in the areas of math, reasoning, and problem solving skills.

Second Grade Students

Students that meet Sycamore's service criteria will receive additional enrichment with a GIS. This will happen during "no new instructional" time so that students do not miss any core instruction or specials time. A GIS will design and deliver enrichment to enhance a student's unique abilities in critical and creative thinking, problem-solving, and independent learning. Second grade enrichment begins second quarter.



Elementary Continuum of Services

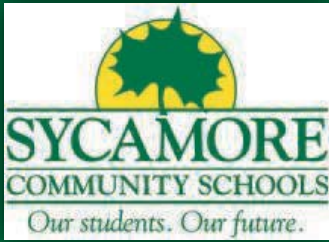
Third and Fourth Grade Students

Superior Cognitive Ability

- Sycamore Community Schools provides students who meet the criteria a continuum of services for the development of creativity, critical thinking, and problem-solving skills, all the while building upon Ohio's Learning Standards.
 - Students who meet Sycamore's service criteria will receive additional enrichment with a GIS. This will happen during "no new instructional" time so that students do not miss any core instruction or specials time. A GIS will design and deliver enrichment to enhance a student's unique abilities in critical and creative thinking, problem-solving, and independent learning.

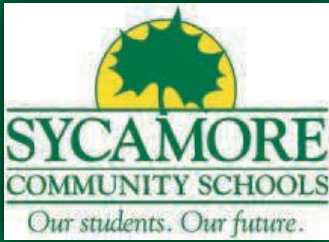
Specific Academic Ability

- Sycamore Community Schools provides a continuum of services for students identified with specific academic ability in reading.
 - Students identified as gifted in reading at the 95th percentile or above on MAP testing will be offered on- grade level, rigorous learning opportunities within the general education English Language Arts classroom, including differentiated instructional approaches for reading and writing. Gifted students will also be placed in small groups with other gifted ELA students.
 - Third-grade, general education reading teachers will provide instruction. These teachers complete highly qualified professional development focused on the academic, social, and emotional needs of gifted children, the unique needs and developmental characteristics of gifted learners, the difference between a high-achieving student and a gifted learner, and how to implement a differentiated and enriched curriculum within instructional practices.
 - English Language Arts meets daily for 90-minutes per day.
- Sycamore Community Schools provides a continuum of services for students identified with specific academic ability in mathematics.
 - **All third grade students** identified as gifted in math with a 95th percentile or above on MAP **AND** an ability score of 128 or above on CogAT will receive services with the GIS during a pull-out math class. The GIS is the teacher of record and is responsible for math grades.
 - Third-grade, accelerated math students will receive an above grade level, compacted curriculum by a GIS. Third graders will master the fourth grade curriculum.
 - The Accelerated Math class meets for one hour, five days a week during the scheduled math time. Students will not miss any core instructional time.
 - Summer support is not necessary for 3rd grade accelerated math.



Third and Fourth Grade, Continued

- **All fourth grade, single accelerated** students identified as gifted in math with a 95th percentile or above on MAP **AND** an ability score of 128 or above on CogAT will receive services with the GIS during a pull-out math class.
 - Single accelerated, fourth grade students will receive an above grade level curriculum by a GIS. Fourth graders will master the fifth grade curriculum.
 - The accelerated math class meets for one hour, five days a week during the scheduled math time. Students will not miss any core instructional time.
 - The GIS is the teacher of record and is responsible for math grades.
 - Summer Support is optional and is not a prerequisite for entering the course.
- **All fourth grade, double accelerated** students identified as gifted in math with a 98th percentile or above on MAP **AND** an ability score of 144 or above on CogAT will receive services with the GIS
 - Double accelerated fourth grade students will receive an above grade level curriculum taught by a GIS. Fourth graders will master the sixth grade curriculum.
 - The double accelerated math class meets for one hour, five days a week during the first period at E.H. Greene Intermediate.
 - Double accelerated students ride the bus with E.H. Greene students from their pick-up locations in the morning. After the class, students are transported to their home elementary buildings for the remainder of the school day. Parents have the option to drop students off at E.H. Greene in the morning.
 - The GIS is the teacher of record and is responsible for math grades.
 - Summer support is optional and is not a prerequisite for entering the course.



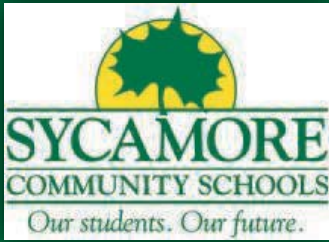
Fifth and Sixth Grade Students

- Sycamore Community Schools provides a continuum of services in grades five and six for students identified with specific academic ability in reading.
 - **All** students identified as gifted in reading with a 95th percentile or above on MAP **AND** an ability score of 128 or above on CogAT will receive services within the grade level team assignment.
 - Advanced Language Arts (ALA) class is an on-grade level course developed to provide an adapted and differentiated, high level language arts curriculum that effectively meets and advances the academic progress of the high ability students. Specifically, the ALA program incorporates a higher level of expectation and rigor in respect to content, process, and concept demands, and it utilizes the following differentiation strategies: curricular extension, acceleration, depth, complexity, challenge, and creativity. The course provides a diagnostic-prescriptive approach to instruction that allows students to move at a fast pace and avoid repeating instruction in skills already learned. Teachers utilize high level materials that support a rigorous and challenging curriculum and provide carefully differentiated projects, activities, and tasks that meet the criteria of creativity.
 - Advanced language arts meets daily.

25-26 Upcoming Services for fifth grade ELA:

Specific Academic Ability

- Sycamore Community Schools provides a continuum of services for students identified with specific academic ability in reading.
 - Students identified as gifted in reading at the 95th percentile or above on MAP testing will be offered on- grade level, rigorous learning opportunities within the general education English Language Arts classroom, including differentiated instructional approaches for reading and writing. Gifted students will also be placed in small groups with other gifted ELA students.
 - Fifth-grade, general education reading teachers will provide instruction. These teachers complete highly qualified professional development focused on the academic, social, and emotional needs of gifted children, the unique needs and developmental characteristics of gifted learners, the difference between a high-achieving student and a gifted learner, and how to implement a differentiated and enriched curriculum within instructional practices.
 - English Language Arts meets daily.
- Sycamore Community Schools provides a continuum of services in fifth and sixth grade for students identified with specific academic ability in mathematics.
 - **All single accelerated** students identified as gifted in math with a 95th percentile or above on MAP **AND** an ability score of 128 or above on CogAT will receive services within the grade level team assignment.
 - Single accelerated fifth grade students will receive an above grade level curriculum. Fifth grade students will master the sixth grade curriculum. Sixth grade students will master the seventh grade curriculum.
 - The accelerated math class meets for one class period a week during the scheduled math time. Students will not miss any core instructional time.
 - The district [math matrix](#) is an additional set of criteria used for eligibility in grades five through eight for entrance into single accelerated math.
 - Summer Support is optional and is not a prerequisite for entering the course.

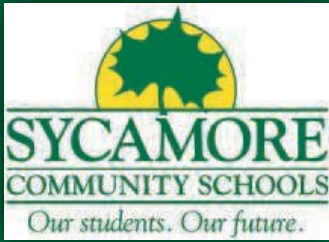


- **All double accelerated** students identified as gifted in math with a 98th percentile or above on MAP **AND** an ability score of 144 or above on CogAT will receive services with the gifted intervention specialist
- Double accelerated fifth and sixth grade students will receive an above grade level curriculum by a GIS. Fifth grade double accelerated students will master the seventh grade curriculum. Sixth grade double accelerated students will master the eighth grade curriculum.
- The double accelerated math class meets for one hour, five days a week.
- The district math matrix does not apply for entrance into double accelerated math in grades five through eight.
- Summer Support is optional and is not a prerequisite for entering the course.

Seventh and Eighth Grade Students

Students will be provided with authentic learning experiences, including real-world problem-solving skills as well as curricular differentiation, extensions, and enrichment activities.

- Sycamore Community Schools provides a continuum of services in grades seven and eight for students identified with specific academic ability in reading.
 - **All** students identified as gifted in reading with a 95th percentile or above on MAP **AND** an ability score of 128 or above on CogAT will receive services.
 - Language Arts Honors Seven and Eight is an on-grade level course designed with increased rigor to provide more in-depth instruction in reading, writing, and critical thinking. It demands high cognitive ability as well as an interest in language arts. It requires task management skills to complete concurrent, short and long-term reading and writing assignments. The students will have multiple opportunities for a wide range of speaking, listening, and viewing activities, as well as varied multi-paragraph and multi-faceted writing assignments.
 - Language Arts Honors Seven and Eight meets daily.
- Sycamore Community Schools is devoted to providing a continuum of services in seventh and eighth grade for students identified with specific academic ability in mathematics.
 - Algebra I Accelerated-Seventh or eighth grade math students who have met gifted identification criteria may be eligible for an accelerated math course. This is an advanced, accredited high school Algebra I course. It is theoretical in nature and contains complex examples that can be applied to physics and other science subjects. This course will emphasize Ohio's Learning Standards for Mathematics with an emphasis on deeper levels of understanding and application of the content to real-life situations such as physics and geometry.
 - Seventh grade criteria -**All** students identified as gifted in math with a 98th percentile or above on MAP **AND** an ability score of 144 or above on CogAT will receive service.
 - Eighth grade criteria-**All** students identified as gifted in math with a 95th percentile or above on MAP **AND** an ability score of 128 or above on CogAT will receive services.
 - The district [math matrix](#) is an additional set of criteria used for seventh and eighth grade eligibility.

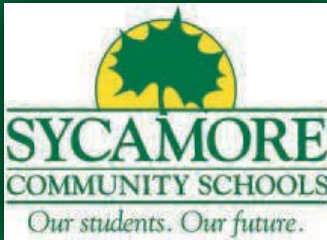


- Geometry Accelerated eighth grade math students who have met gifted identification criteria may be eligible for an accelerated math course. This is an advanced, high school-level course and accredited approach to the study of Euclidean geometry in which deduction and logic are used to build a mathematical system. Rigorous proofs are emphasized to gain an understanding of plane, solid, coordinate, and transformational geometry. This course follows Ohio's Learning Standards for Mathematics in Geometry with a heavy emphasis on higher-order thinking and the application of mathematical concepts.
 - **All** students identified as gifted in math with a 98th percentile or above on MAP **AND** an ability score of 144 or above on CogAT will receive services.
- Summer Support is optional and is not a prerequisite for entering the course.

High School Students

Sycamore Community Schools provides gifted service options for students who are identified in math, reading, and cognitive ability. Gifted identified students in ninth through twelfth grade may potentially be served through advanced placement courses.

- English 9 Accelerated
- English 10 Accelerated
- AP Language & Composition
- AP Literature & Composition
- Geometry Accelerated
- Algebra II Accelerated
- Pre Calculus/Calculus
- AP AB Calculus
- AP BC Calculus
- Multivariable Calculus
- AP Statistics



Characteristics & Traits of Giftedness

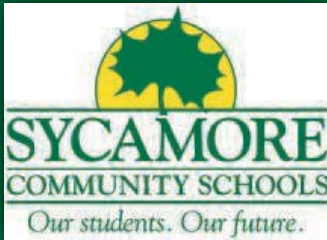
Sycamore Community School recognizes that no gifted individual is exactly the same. Gifted students possess unique patterns and traits. The following chart shows the traits that gifted learners may have in common. Gifted learners may not fit into every category. Additionally, a list of characteristics are included as well as a graphic of the various areas of giftedness.

Traits of a Gifted Learner

Cognitive	Creative	Affective	Behavioral
Keen power of abstraction Interest in problem-solving and applying concepts Voracious and early reader Large vocabulary Intellectual curiosity Power of critical thinking, skepticism, self-criticism Persistent, goal-directed behavior Independence in work and study Diversity of interests and abilities	Creativeness and inventiveness Keen sense of humor Ability for fantasy Openness to stimuli, wide interests Intuitiveness Flexibility Independence in attitude and social behavior Self-acceptance and unconcern for social norms Radicalism Aesthetic and moral commitment to self-selected work	Unusual emotional depth and intensity Sensitivity or empathy to the feelings of others High expectations of self and others, often leading to feelings of frustration Heightened self-awareness, accompanied by feelings of being different Easily wounded, need for emotional support Need for consistency between abstract values and personal actions Advanced levels of moral judgment Idealism and sense of justice	Spontaneity Boundless enthusiasm Intensely focused on passions—resists changing activities when engrossed in own interests Highly energetic—needs little sleep or down time Constantly questions Insatiable curiosity Impulsive, eager and spirited Perseverance—strong determination in areas of importance High levels of frustration—particularly when having difficulty meeting standards of performance (either imposed by self or others) Volatile temper, especially related to perceptions of failure Non-stop talking/chattering

Source: Clark, B. (2008). *Growing up gifted (7th ed.)* Upper Saddle River, NJ: Pearson Prentice Hall.

- See more at: <http://www.nagc.org/resources-publications/resources/my-child-gifted/common-characteristics-gifted-individuals/traits#sthash.1uUwLhuw.dpuf>



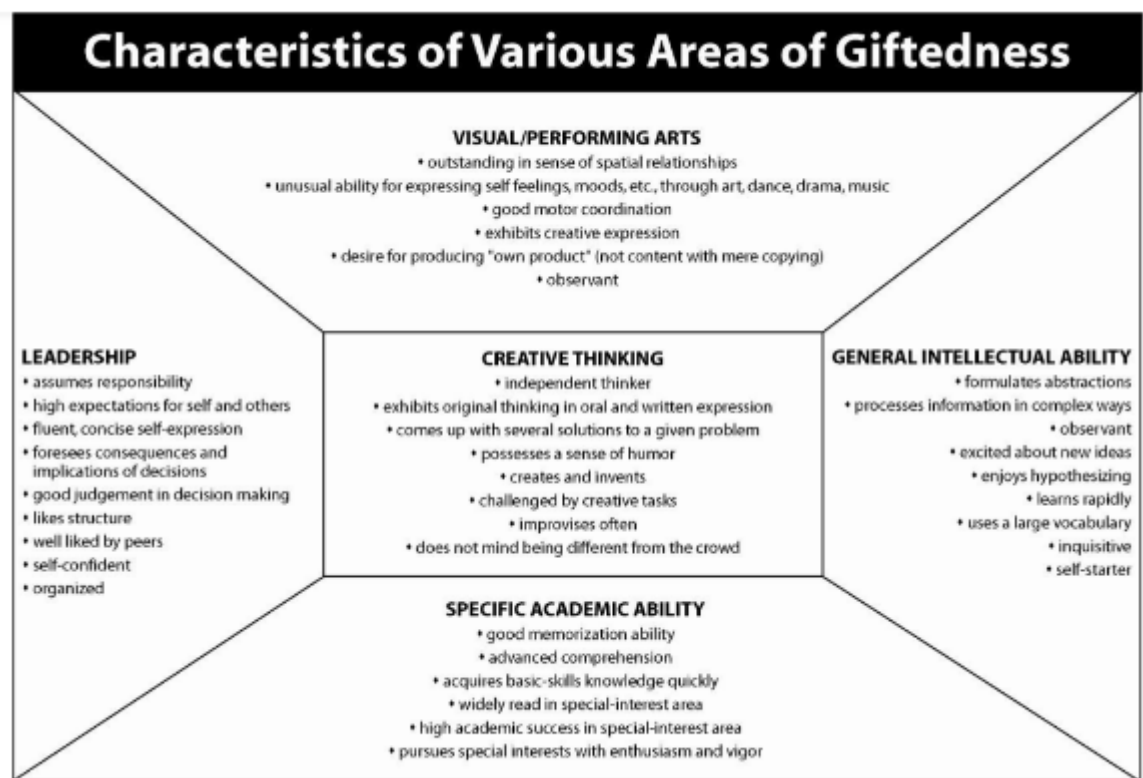
List of Characteristics of Gifted Learners

The following is a list of characteristics typical of gifted children with positive and negative behaviors that may be exhibited. This list was developed from a broad base of research reviewed by the Ohio Association for Gifted Children, <http://OAGC>. (Used with permission.) A child will probably exhibit both the positive and negative behaviors of a characteristic depending on the environment.

Characteristic	Positive Behavior	Negative Behavior
<ul style="list-style-type: none"> ▪ Learns rapidly/easily ▪ Reads intensively ▪ Advanced vocabulary ▪ Retains a quantity of information ▪ Long attention span ▪ Curious, has a variety of interests ▪ Works independently ▪ Alert and observant ▪ Has a good sense of humor ▪ Comprehends, recognizes relationships ▪ High academic achievement ▪ Fluent, verbal facility ▪ Individualistic ▪ Self-motivated, self-sufficient 	<ul style="list-style-type: none"> ▪ Memorizes and masters basic facts quickly ▪ Reads many books and uses library on their own ▪ Communicates ideas well ▪ Ready recall and responses ▪ Sticks with a task or project ▪ Asks questions, gets excited about ideas ▪ Creates and invents beyond assigned tasks ▪ Recognizes problems ▪ Able to laugh at self ▪ Able to solve social problems alone ▪ Does school work well ▪ Forceful with words, numbers ▪ Leads peers in positive ways ▪ Asserts self and ideas, has sense of own uniqueness ▪ Requires minimum teacher direction or help 	<ul style="list-style-type: none"> ▪ Gets bored easily, resists drill, disturbs others ▪ Neglects other responsibilities ▪ Shows off, invokes peer resentment ▪ Monopolizes discussions ▪ Resists class routine, dislikes interruptions ▪ Goes on tangents, no follow-through ▪ Refuses to work with others ▪ Impolitely corrects adults ▪ Plays cruel jokes or tricks on others ▪ Brags, egotistical, impatient with others ▪ Leads others into negative behaviors ▪ Has few friends, stubborn in beliefs ▪ Is overly aggressive, challenges authority

As we teach and serve a diverse population of gifted learners from many different backgrounds, it is imperative to understand characteristics in various areas of giftedness. The graphic below spotlights five main areas: Leadership, Specific Academic Ability, General Intellectual Ability, Visual and Performing Arts, and Creative thinking.

Characteristics of Various Areas of Giftedness



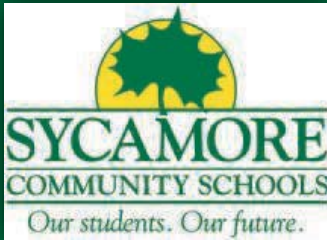
Copyright National Association of Gifted Children (<http://www.nagc.org/ParentInfo/index.html>) Used with permission.

The Differences Between the Bright & Gifted Learner

Bertie Kingore created the following comparison between bright learners, gifted learners, and creative learners (**Copyright: Kingore, B. (Spring 2003). High Achiever, Gifted Learner, Creative Learner.**

Understanding Our Gifted.-In Press. Used with permission). These comparisons may be helpful in answering some tough questions about why a student who achieves all A's in his or her schoolwork may not be considered gifted.

A High Achiever...	A Gifted Learner...	A Creative Learner...
<ul style="list-style-type: none"> • Remembers the answers. • Is interested. • Is attentive. • Generates advanced ideas. • Works hard to achieve. • Answer the questions in detail. • Performs at the top of the group. • Responds with interest and opinions. • Learns with ease. • Needs 6 to 8 repetitions to master. • Comprehends at a high level. • Enjoys the company of age peers. • Understands complex, abstract humor. • Grasps the meaning. • Completes assignments on time. • Is receptive. • Is accurate and complete. • Enjoys school often. • Absorbs information. • Is a technician with expertise in a field. • Memorizes well. • Is highly alert and observant. • Is pleased with own learning. • Gets A's. • Is able. 	<ul style="list-style-type: none"> • Poses unforeseen questions. • Is curious. • Is selectively mentally engaged. • Generates complex, abstract ideas. • Knows without working hard. • Ponders with depth and multiple perspectives. • Is beyond the group. • Exhibits feelings and opinions from multiple perspectives. • Already knows. • Needs 1 to 3 repetitions to master. • Comprehends in-depth, complex ideas. • Prefers the company of intellectual peers. • Creates complex, abstract humor. • Infers and connects concepts. • Initiates projects and extensions of assignments. • Is intense. • Is original and continually developing. • Enjoys self-directed learning. • Manipulates information. • Is an expert who abstracts beyond the field. • Guesses and infers well. • Anticipates and relates observations. • Is self-critical. • May not be motivated by grades. • Is intellectual. 	<ul style="list-style-type: none"> • Sees exceptions. • Wonders. • Daydreams; may seem off task. • Overflows with ideas, many of which will never be developed. • Plays with ideas and concepts. • Injects new possibilities. • Is in own group. • Shares bizarre, sometimes conflicting opinions. • Questions: What if... • Questions the need for mastery. • Comprehends in-depth, complex ideas. • Prefers the company of creative peers but often works alone. • Relishes wild, off-the-wall humor. • Makes mental leaps: Aha! • Initiates more projects that will ever be completed. • Is independent and unconventional. • Is original and continually developing. • Enjoys creating. • Improvises. • Is an inventor and idea generator. • Creates and brainstorms well. • Is intuitive. • Is never finished with possibilities. • May not be motivated by grades. • Is idiosyncratic.



Characteristics of Young Gifted Children

The following characteristics are from the Queensland Association for Gifted and Talented Children, Inc. (Used with permission).

- Advanced development
- Early intellectual ability
- A thirst for knowledge
- A very high level of activity
- Caution
- Sensitivity
- Uneven development
- The early ability to distinguish between reality and fantasy
- An early insight into social/moral issues
- Greater reasoning power and manipulation
- Social skills
- Individuality
- Understanding of the importance of adults
- Perfectionism

Internet Resources

- [Hoagies' Gifted Education Page](#). Exceptionally comprehensive, this site is outstanding for finding the latest research on educating and parenting gifted children. The Gifted 101 section clearly covers all of the common concerns and definitions relating to gifted education. Great ideas, great resources! Hoagie is also the webmistress for Hollingworth Center for Highly Gifted Children
- [SENG \(Supporting the Emotional Needs of the Gifted\)](#).
- [National Association for Gifted Children](#). NAGC's mission is to support those who enhance the growth and development of gifted and talented children through education, advocacy,
- [Ohio Association for Gifted Children](#) Since 1952, The Ohio Association for Gifted Children has been working with families and educators to promote the best interest of gifted children.
- It is the only organization in Ohio dedicated to gifted education advocacy.