

Gifted and Talented Students Recognizing Questionnaire

The purpose of this questionnaire is to identify characteristics observable in class for a learner with specific attitudes and skills. If a majority of items are ticked in several categories, a suspicion of giftedness and/or talent could be raised. Learning should therefore be differentiated in this sense to meet/correspond to the needs of this learner.

Item	<i>Understanding</i>	YES
1.	Understands quickly and autonomously	
2.	Is bored by repetitive tasks or tasks that seem easy to him/her, may oppose	
3.	Shows an above-average understanding for areas of interest	
4.	Shows high motivation to solve complex tasks or problems	
5.	Gets impatient with lack of understanding or slowness of peers	
	<i>Memorization</i>	YES
1.	Presents facilities for rote learning	
2.	Shows very good short-term (instructions) and long-term (lessons, subjects) memorization skills, in terms of speed and ability	
3.	Likes to know but is not very willing/invested in memorization work (e.g. vocabulary/spelling in a foreign language)	
4.	Remembers many facts and details, dates, names, poems, lists	
5.	Tends to correct teachers and peers (points out mistakes)	
6.	Easily memorizes plays, choreographies	
7.	Easily memorizes strategies and templates or patterns developed to easily integrate them into new situations	
	<i>Rhythm</i>	YES
1.	Learns new concepts/content in an accelerated way, especially if interested	
2.	Completes requested tasks quickly and correctly	
3.	Gets bored and impatient when he/she has to wait for other students, disturbs them	
4.	Is quick to verbalize and reformulate ideas	
5.	Performs well without time constraints, performs significantly less when time is limited or timed (marked stress)	

6.	Writes more easily and quickly on the computer tool than by hand	
7.	Makes the work inaccurate/neglected because his/her hands cannot keep up with his/her thoughts	
	<i>Knowledge – vocabulary</i>	YES
1.	Presents an elaborate language (complex sentence structures), rich and precise vocabulary, rapid learning of oral language	
2.	Learned to read alone before entering the first primary year	
3.	Shows significant general knowledge, fields of interest sometimes uncommon for age	
4.	Shows a significant interest in reading encyclopaedias, dictionaries, documentaries, at a level above his/her age	
5.	Is very comfortable speaking, expresses himself/herself easily, communicates clearly, easily exposes his/her thoughts	
6.	Writes very rich texts using examples, illustrations or relevant elaborations	
7.	Expresses less easily in writing than orally in terms of sophistication	
8.	Likes to read for pleasure, for long periods of time, different types of literature	
	<i>Reasoning</i>	YES
1.	May be struggling to structure his/her thinking (too many ideas at the same time), to find the essential elements, to anticipate	
2.	Makes many multiple connections, relevant or unusual relationships (that others do not see), cause-and-effect relationships	
3.	Has a great capacity for abstraction, synthesis of information, easily sorts between relevant and irrelevant information for a given problem	
4.	Understands math almost intuitively but is in difficulty or unable to justify his/her answers, does not go through the intermediate steps	
5.	Needs to understand and master everything	
6.	Prefers the complex, tendency to neglect what seems simple to him/her. He/she can fail a simple exercise because he/she looks for the trap	
7.	Easily generalizes and transfers information, easily integrates ideas and materials	
8.	Finds answers without always knowing how to explain them	
9.	Regularly questions the rules, argues or discusses logic, gives the teacher another way of doing things	

10.	Opposes following the proposed steps to complete tasks or solve problems, solves exercises by methods other than those proposed by the teacher	
11.	Easily understands game tactics, rules, techniques to use depending on the situation	
	<i>Curiosity – interests</i>	YES
1.	Enjoys the book corner, reads often (including at inopportune times)	
2.	Exhibits great curiosity, great desire to learn, great insight	
3.	Needs to ask a lot of questions about details (varied and original), questions not of his/her age, also questions the answers given	
4.	Shows interest in existential questions (about the functioning of the world), his/her interests are sometimes restricted in certain areas	
5.	Mobilizes according to his/her particular interests, takes original initiatives and shows persistence in the pursuit of his/her interests	
6.	Refuses to do the requested activities if he/she is not interested in them	
7.	Constantly observes what is happening around him/her	
8.	Likes to make discoveries and solve problems on his/her own	
9.	Likes to discuss and learn about abstract ideas (religion, love, justice, equality, universe, etc.)	
10.	Asks tough questions on sharp topics	
	<i>Task behavior</i>	YES
1.	Rejects application exercises	
2.	Gives the impression of not listening (talkative, dissipated, dreamy or agitated) but has heard and understood	
3.	Tends to perfectionism	
4.	Shows a high level of attention and concentration (can focus on two or three tasks simultaneously and does not seem aware of what is happening around) or on the contrary is too easily distracted	
5.	Gets frustrated when inactive	
6.	Has specific attention to detail but struggles to organize them into a coherent whole	
7.	May be stubborn to pursue purpose/areas of interest	
8.	Hides his/her talents to be like others	
9.	Shows a keen sense of observation	

10.	Gives up the task if the job does not meet his/her requirements or if he/she makes a mistake	
	<i>Humor</i>	YES
1.	Possesses a keen sense of humor, understands different levels of meaning	
2.	Plays with words, metaphors, sometimes has an irrelevant humor, humor at the expense of others, ironically	
3.	Has a sense of timing in words or gestures, has a sense of repartee	
	<i>Imagination</i>	YES
1.	Has a lot of original, creative and relevant ideas, has a playful spirit	
2.	Is quick in designing ideas, has many ideas spontaneously	
3.	Presents a developed artistic sense (drawing, painting, writing, construction, experiences, stories, theater)	
4.	Makes original connections between ideas	
5.	Exhibits ingenuity in the use of common materials, invents games/toys/other objects	
6.	Solves problems in non-traditional ways, considers different possible responses	
7.	Draws or doodles constantly, during explanations and exercises	
8.	Exhibits some aesthetic sensitivity, appreciates complexity in artworks and is able to interpret them	
	<i>Leadership</i>	YES
1.	Demonstrates leadership to peers, leads the group positively to carry out a project	
2.	Easily resolves interpersonal conflicts	
3.	May be authoritarian, impatient with others, does not accept authority	
	<i>Emotions</i>	YES
1.	Refuses to work to escape confrontation with the risk of failure, does not tolerate failure, avoids new activities	
2.	Presents hypersensitivity (strong sensitivity and affective reactivity), intense emotions	
3.	Shows heightened empathy (towards people and their problems), feels what others feel	
4.	Shows anxiety, worry, especially at the time of evaluations	
5.	Is never satisfied with him/herself and his/her performance, clearly underestimates him/herself	

6.	Has affective-cognitive dyssynchrony (difference between cognitive abilities and emotional skills)	
7.	May be frustrated by his/her own imperfection	
	<i>Relational</i>	YES
1.	Prefers conversations with adults or older students	
2.	Integrates with difficulty into the class group (not comfortable), enters little relationship with peers	
3.	Requires a positive emotional relationship with the teacher, which represents a source of motivation and a sense of competence, his/her academic results may depend on it. This need is significantly more pronounced than among his/her peers.	
4.	Does not participate constructively in group work	
5.	Irritates others with his/her incessant questions	
6.	Has strong ties with animals	
	<i>Sense of justice</i>	YES
1.	Has a strong sense of justice, sensitivity to injustice, wants to save the world	
2.	Is hypersensitive to his/her environment and others	
3.	Feels a need for intense coherence between values and actions	
4.	Feels frustrated when others don't follow the rules, claims if he/she sees something as unfair or illogical	
	<i>Maturity</i>	YES
1.	Acts in social situations with maturity	
2.	Feels marginal in the classroom, bored with children of his/her age	
3.	Is sensitive to spiritual values or beliefs and reflects on philosophical issues	
	<i>General behaviour</i>	YES
1.	Tends to monopolize speech	
2.	Resists the efforts of the teacher who wishes to motivate or discipline him/her	
3.	Shows a behavior of Mr. – Mrs. "I know everything"	

4.	Is highly flexible in behaviour: adapts easily to new requirements and modifies his/her usual processes to be more efficient	
	<i>Perceptive</i>	YES
1.	Has hyperesthesia (hypersensitivity to one or more senses)	
2.	Easily discriminates sounds	
3.	Has an absolute ear	
4.	Can effortlessly produce or reproduce musical rhythms or sequences	
5.	Easily discriminates smells and tastes	
6.	Has a good sense of direction, is easily located in space	
7.	Assimilates the forms of expression and vocabulary of different people, easily imitates them through stories, music and role-playing	
8.	Reacts with emotion to different art forms	
9.	Accurately perceives paths, contours, colors, shapes, spaces, and the relationships between all these elements	
10.	Easily recognizes the elements of nature	
	<i>Muscular</i>	YES
1.	Shows some muscle strength	
2.	Shows some power (ability to perform an activity quickly and repeatedly with some force)	
3.	Shows a certain speed (of realization of the movement, of running)	
4.	Shows above-average endurance, good physical condition	
	<i>Motor control</i>	YES
1.	Shows fast and precise reflexes	
2.	Shows great dexterity and very good motor coordination	
3.	Manipulates with precision and speed the tools at disposal, quickly learning this manipulation	
4.	Shows a very good balance	
5.	Uses his/her body to express emotions	
6.	Shows excess of physical energy (high level of enthusiasm), with multiple gestures or impulsive acts	

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