

DIVERSITY IN GIFTED LEARNERS

Geoffrey Moon (2007)
based on Nielsen (2000)

Student Name: _____ **Birthdate:** _____ **Grade:** _____

Teacher Name: _____ **School:** _____

PURPOSE: This scale exists in order to discover factors that may influence classroom performance or test scores of gifted students. It does not weigh for or against qualification, but aids the evaluator in making good judgments about how to proceed with the evaluation process.

INSTRUCTIONS: Read each item and rate the frequency with which the student exhibits each characteristic according to this scale:

1. Rarely, seldom or never
 2. Occasionally, sometimes
 3. Quite often or frequently
 4. Always or almost always
- DK Don't know or have never observed

	1. Requires more repetition or hands-on experience when at an introductory level
	2. Acquires reading skills more slowly than peers
	3. Struggles to learn basic skills, develops compensatory behaviors
	4. Displays verbal ability in speech but has difficulty in written language
	5. Strong observational skills but difficulty with recall
	6. Unusual imagination; original or bizarre ideas; may appear to daydream while thinking
	7. Confrontational or challenging ways of questioning
	8. Displays symptoms of a cognitive difficulty related to reading
	9. Large difference in the amount of support and feedback required in strength and weakness areas of learning
	10. Student displays street smarts
	11. Takes risks often without consideration of consequences
	12. Strong questioning attitude about information or facts
	13. Unwilling to take risks with regard to academics but willing to take non-scholastic risks
	14. Humor may be displayed through unique use of language and responses
	15. Humor used to attract attention, deal with stressful situations, or avoid trouble
	16. Crying, anger, withdrawal, etc. are used to express feelings and deal with difficulties

TURN TO PAGE 2 . . .

INSTRUCTIONS: Please give all the information you have available for the following two questions about learning opportunities.

A. To the best of your ability, describe the time, resources, and opportunities the student has available to study and extend learning *outside* of the school day (learning opportunities might be at home or anyplace else):

B. To the best of your ability, characterize the parents' language usage as *casual* (frequent use of slang/vernacular, very limited use of academic vocabulary, simple sentence or phrase construction) *somewhat formal* (moderate use of slang/vernacular, some use of academic vocabulary, some complex sentence or phrase construction), or *formal* (little use of slang/vernacular, substantial use of academic vocabulary, much use of complex sentence or phrase construction).

C. To the best of your ability, describe the student's educational opportunities *at school* in the areas of language arts, math, social studies, and science using the table below.

Content Area	1. Curriculum Name the author and publisher of the curriculum, if available.	2. Level of Complexity Indicate whether the content taught is mostly <i>remedial, grade-level, or advanced.</i>	3. Reading Level of Materials and Resources Indicate whether the teaching materials used are mostly <i>remedial, grade-level, or advanced.</i>	4. Classroom Time per Week Estimate the total time spent on instruction, practice and assessment for the content area in hours per week.
Language Arts				
Math				
Social Studies				
Science				