



VAL VERDE UNIFIED SCHOOL DISTRICT Gifted and Talented Education (GATE) Program

Characteristics of Gifted and Talented Students

Do you think that your child might qualify for the Gifted and Talented Education (GATE) program in Val Verde Unified School District? Listed below are characteristic behaviors of gifted and talented students that may help you make this determination. GATE students may exhibit many, but not all, of these characteristics. When you observe your child consistently exhibiting these behaviors, the possibility that they are gifted is very strong. The district uses a multiple measure approach that includes a parent survey, teacher survey, report card grades, standardized test performance, and Raven's Standard Progressive Matrices. If you think your child meets many of the characteristics listed below, please ask his/her teacher for the GATE referral paperwork. You may also contact the GATE Facilitator at your child's school.

<p><u>In General</u></p> <ul style="list-style-type: none"> • Advanced vocabulary for chronological age • Outstanding memory; possesses lots of information • Curious; asks endless questions (“why?” and then “what?”) • Has many interests, hobbies, and collections • Has a “passionate interest” that has lasted for many years • Intense; gets totally absorbed in activities and thoughts • Strongly motivated to do things that interest him/her; may be unwilling to work on other activities • May be reluctant to move from one subject area to another • Operates on higher levels of thinking than his/her age peers; is comfortable with abstract thinking • Perceives subtle cause-and-effect relationships • Prefers complex and challenging tasks to “basic” work • May be able to “track” two or more things simultaneously • Catches on quickly, then resists doing work, or works in a sloppy, careless manner • Comes up with “better ways” for doing things; suggests them to peers, teachers, and other adults • Sensitive to beauty and other people’s feelings and emotions • Advanced sense of justice and fairness • Aware of global issues many age peers are uninterested in • Sophisticated sense of humor; may be “class clown” • Transfers concepts and learning to new situations • Sees connections between apparently unconnected ideas and activities • May prefer the company of older children or adults • May prefer to work alone; resists cooperative learning • Bossy in group situations • Needs to consistently share all he/she knows; impatient when not called on to respond • May be “street smart” while not doing well on school tasks 	<p><u>Creative Thinking</u></p> <ul style="list-style-type: none"> • Displays original ideas • Sees endless possibilities for various situations or uses for objects • Says what he/she thinks without regard for consequences • Brilliant thinker, but absentminded about details or when his/her work might be found • Outstanding sense of humor; loves to play with words and ideas • Passionately interested in some topic or field of endeavor • May be talented in the fine arts • Fluent in idea generation and development • Able to elaborate on ideas • Experiments with ideas and hunches • Great imagination; frequent daydreamer • Values nonconformity in appearance, thought, etc. • Standardized test scores may be significantly better than class performance <p><u>Perfectionism</u></p> <ul style="list-style-type: none"> • Believes he/she is valued for what he/she can do rather than who he/she is • Has been praised consistently for his/her “greatness and exceptional ability” • Fears he/she will lose the regard of others if he/she loses that exceptionality • May cry easily in frustration that his/her work at school can never be perfect • Works very slowly in hopes that his/her product will be perfect • Discovers a mistake in his/her work; erases until there is a hole in the paper or crumples up paper and throws it away • Asks for lots of help and reassurance (examples: “Is this alright? Is this what you want?”) • Cannot take any criticism or suggestions for improvement without being defensive • Expects other people to be perfect too • Resists challenging work for fear his/her struggle will be seen by others • Procrastinates to the point that work never even gets started
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You will be notified of your child’s eligibility for the GATE program after the screening process.

Bien Harris, District GATE Coordinator

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