



# Areas of Giftedness and General Characteristics

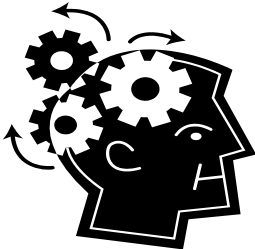


<b>General Intellectual Ability</b>	<b>Specific Academic Ability</b>	<b>Creative Thinking Ability</b>	<b>Visual and/or Performing Arts</b>	<b>Leadership Ability</b>
understands complex concepts	strong memorization skills	independent or flexible thinker	communicates ideas through arts	takes an active role in decision making
draws inferences between content areas	advanced comprehension	generates original solutions to given problem	unusual ability for aesthetic expression	high expectations for self and others
sees beyond the obvious	intense interest in a specific academic area	possesses a keen sense of humor	compelled to produce or perform	expresses self with confidence
thrives on new or complex concepts	pursues special interests with enthusiasm	resists conformity	exhibits creative expression	follows through on a plan
enjoys hypothesizing	asks poignant questions	risk taker	keenly observant	appears to be well-liked by peers

The chart below defines and summarizes some of characteristics of each area of giftedness recognized by HASD.

## Intellectual Ability

The general definition is a demonstrated excellence in most academic areas as opposed to one specific area. For example:



- exemplary academic content knowledge.
- advanced vocabulary.
- prefers the complex to the obvious.
- has high achievement in most subject areas, but has specialties he/she excels in.
- phenomenal memory; needs little or no drill to memorize.

## Specific Academic Ability:

A general definition of academic ability is extended and effective performance in a single academic area. Examples may include:



- possesses a long or extended attention span for one topic.
- makes independent contact with, or carries on correspondence with experts in a field of interest.
- puts forth extensive effort into a project.
- manages to change every topic under discussion to a discipline of his/her interest (i.e. weather discussion becomes one of the Ice Age and dinosaurs).

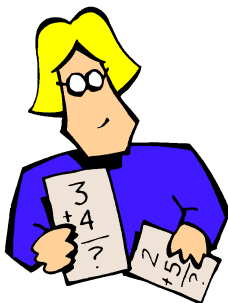
## Language Arts

- large vocabulary
- exemplary reasoning, analysis and/or synthesis skills
- advanced ability in critical thinking and/or problem solving
- high I.Q.
- demonstrates high achievement



## Math

- gets accurate answers, but unable to explain how.
- performs calculations easily and accurately, but resists extensive calculating.
- hypothesizes frequently.
- works a long time on challenging problems, although there is no solution (I.e. trisecting a triangle).



- interested in scales, statistics, records, etc..

## Science

- participates in extra-curricular activities such as science fairs.
- invents systems.



World Map



## Social Studies

- reads avidly in a wide range of subjects.
- fascinated with biographies, arts, or aesthetics, etc..
- shows ability to think in an interdisciplinary manner.
- shows dedication to a social cause.

## Leadership

There are three major theories associated with this area of giftedness. Trait theories suggest leaders are born; not made. Situational theory suggests that the situation dictates emerging leadership. The leadership style theory suggests behavioral patterns that range from power-by position to creative and self-directed leadership as styles of leadership.

A more general definition is an unusual ability to relate to and motivate others. Examples may include:

- organizes others for an activity and with extraordinary results.
- demonstrates high levels of self-assurance.
- able to make decisions effortlessly; seldom waivers; has many and free-flowing ideas.
- subtly devises strategies to convince peers to do a job.
- demonstrates a personality that assures peers of his/her competence.
- has a broader perspective about a problem with many disconnected pieces; sees the whole while others focus on the parts.
- takes risks.



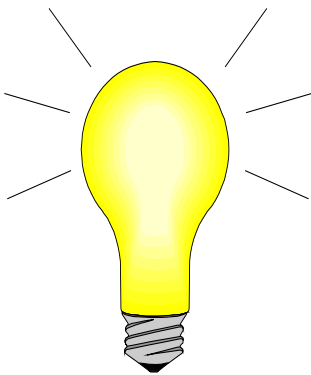
## Creative Thinking:

Typically, these students exhibit creativeness in oral, written, and nonverbal expression because they tend to produce many original ideas. They are flexible and elaborative in their thinking; tend to resist one-answer

solutions; possess strong visualization; and imagination abilities; and tend to be different from the norm, resisting conformity.

A general definition of **Creative or Productive Thinking** is an unusual ability to use divergent and evaluative thinking, often evidenced by frequent and exploratory questioning. Examples include, but are not limited to:

- displays a keen sense of humor and sees humor in situation that other may not; a sense of the "absurd".
- prefers variety and novelty when solving problems.
- collects things, sometimes randomly, other times with a definite purpose.
- invents solutions to established problems; creates problems for which there are no apparent solutions.
- assembles or disassembles mechanical objects with little or no training.
- asks many and unusual question which may be advanced or controversial; unaffected by peer criticism.
- imbues inanimate objects with life-like qualities; vivid imagination.
- appears forgetful, chaotic, and oblivious to time constraints and mundane chores (but there is logic to the child).
- leaves out steps; proceeds from A to Z in one jump and reaches a valid conclusion.
- displays innate ability to view both sides of an issue.
- creates unique methods of solving problems; uses a wide variety of approaches.
- devises extraordinary uses for ordinary objects.
- distinguishes between data that confirms or rejects a hypothesis.
- demonstrates fluent thinking and can make an unusual number of meaningful responses.



## Visual and Performing Arts Ability

Students who have demonstrated their ability or show high potential for significant contributions in the visual and performing arts, including acting, writing, painting, sculpting, singing, dancing, playing a musical instrument, and composing.



A general definition of ability in the **Visual Arts** is the ability to draw, paint, sculpt, photograph, or arrange media in a way that suggests unusual talent. Examples may include:



- expresses self in a non-prescribed way (typically not taught by the teacher).
- constructs objects from relatively unsophisticated scraps.
- observant about details, either in his/her own art or the art of others.
- sensitive to touch, sounds, words, emotions.
- experiments with color; chooses unconventional combinations when given opportunities to interpret visual stimuli; responds with imagination and perception.
- illustrates written work with quality drawing.
- able to capture the subject.

A general definition of the ability in the **Performing Arts** is the ability to create or perform in the areas of music and/or drama. Examples may include:



- composes music; creates original melodies.
- initiates clever lyric changes to well-known songs.
- performs in non-prescribed ways (typically untaught by teachers).
- responds with unique emotion to aesthetic situations involving music, poetry readings, etc..
- uses body language to convey feelings in an unusual but clear manner.
- plays one or more instruments with proficiency and feeling.
- immerses oneself rapidly and completely in a role.
- demonstrates natural stage presence.
- demonstrates a high level of sophistication in one or more of the performing arts areas.

