

<b>G/T Attributes</b>	<b>What you might notice</b>
<b>ADVANCED LANGUAGE</b>	<p>Gifted learners often exhibit <b>advanced language</b> characteristics, such as: using advanced vocabulary, complex sentences, and metaphors; using verbal skills to handle conflict or influence others; and modifying or rewording language for understanding.</p> <p>Students who are <b>twice-exceptional (SPED or 504)</b> may also demonstrate: strong listening comprehension, alternate ways of communicating, compensatory language systems (Braille or sign language), or skilled drawing ability but poor handwriting.</p> <p>Students identified as <b>emergent bilingual (EB)</b> may also demonstrate the ability to: use inventive vocabulary, to transfer new language quickly, ask questions to reinforce relationships between languages, or express their thinking more fully in their native language.</p> <p>Students who are <b>economically disadvantaged (LOW SES)</b> may also demonstrate: vocabulary limited to informal language, advanced nonverbal expression, frustration with skill gaps, and the ability to personify, mimic, or imitate.</p>
<b>ANALYTICAL THINKING</b>	<p>Gifted learners often exhibit <b>analytical thinking</b>, such as: solving problems creatively, synthesizing information easily, making deliberate decisions, thinking logically, identifying unique relationships or patterns that connect ideas or experiences, and liking to plan and organize.</p> <p>Students who are <b>twice-exceptional (SPED or 504)</b> may also demonstrate: high levels of problem-solving and reasoning skills, nontraditional ways to get information and to demonstrate learning, superior abilities in forming concepts and manipulating abstract ideas, or excellence in solving "real world" problems.</p> <p>Students identified as <b>emergent bilingual (EB)</b> may also demonstrate: intense observation and attention to detail, strong critical thinking in primary language, high levels of visual or auditory memory, or the ability to reflect complex thoughts through art or original illustrations.</p> <p>Students who are <b>economically disadvantaged (LOW SES)</b> may also demonstrate: excellence in solving "real world" problems, rapid decision-making, strong observation skills, or the ability to use figures/images instead of words to express thoughts.</p>
<b>MEANING MOTIVATION</b>	<p>Gifted learners often exhibit <b>meaning motivation</b> characteristics, such as: curiosity and passion for learning, persistent and intense concentration, intrinsic motivation, task commitment, intense need to understand, and independence.</p> <p>Students who are <b>twice-exceptional (SPED or 504)</b> may also demonstrate: difficulty pursuing interests due to learning/organization struggles; questioning attitude; active inquiry, experimentation, and discussion; persistence in areas of strength or interest; or the ability to compensate for own learning differences.</p> <p>Students identified as <b>emergent bilingual (EB)</b> may also demonstrate: an interest in things and ideas relevant to home and family, heightened task commitment when pursuing own interests, curiosity and independence, resistance to questions due to culture, or the need to reinforce relationships and fairness.</p> <p>Students who are <b>economically disadvantaged (LOW SES)</b> may also demonstrate: asking questions to shock others, difficulty staying focused, interest in relationships and fairness, a lack of exposure to topics of potential interest, or the ability to persist in areas of interest often unrelated to school.</p>
<b>PERSPECTIVE</b>	<p>Gifted learners often exhibit <b>perspective</b> characteristics, such as: interpreting multiple points of view, approaching problems in unique manner, creating complex patterns or graphics, adding interesting components to enhance work or products, and determining past, present, and future aspects/elements of an issue.</p> <p>Students who are <b>twice-exceptional (SPED or 504)</b> may also demonstrate: the inability to recognize own strengths/potential because of low self-esteem, a tendency to blame others for problems, a belief that successes are due to "luck", the ability to perceive multi-dimensionally, or advanced ideas and opinions and willingness to express them.</p> <p>Students identified as <b>emergent bilingual (EB)</b> may also demonstrate: complex perspective in writing, oral discussion, art, and or problem-solving; a willingness to share home or life experiences; defending the needs of the group; the need for sincerity and honesty; or</p>

	<p>avoidance of drawing attention to self.</p> <p>Students who are <b>economically disadvantaged (LOW SES)</b> may also demonstrate: strong observation skills, unwillingness to follow the rules, the need to draw attention to self through shocking statements or questions, a perceived lack of control over one's destiny, or the ability to incorporate unusual points of view through oral language, manipulatives, and art.</p>
<p><b>SENSE OF HUMOR</b></p>	<p>Gifted learners often exhibit a <b>sense of humor</b>, such as: using puns or jokes, understanding satire, using humor to gain approval or ease tension, developing humorous ideas to the extreme, and catching an adult's subtle humor.</p> <p>Students who are <b>twice-exceptional (SPED or 504)</b> may also demonstrate: using humor to divert attention from failure, to make fun of peers, or to avoid trouble; creativity and wit; ability to dream up clever jokes and stories; or the ability to grasp metaphors, analogies, and satire.</p> <p>Students identified as <b>emergent bilingual (EB)</b> may also demonstrate: unique use of language or responses to display humor, an understanding of subtle and straightforward humor in second language, or the ability to play with language for humorous effect in second language.</p> <p>Students who are <b>economically disadvantaged (LOW SES)</b> may also demonstrate the ability to: imitate people and events, tell stories in colorful ways, create original jokes, use humor to deal with stressful situations or to avoid conflict, be the class clown.</p>
<p><b>SENSITIVITY</b></p>	<p>Gifted learners often exhibit characteristics of <b>sensitivity</b>, such as: displaying a strong sense of justice, demanding fairness and consistency, challenging authority, taking calculated risks, expressing empathy, expressing high expectations for self and others, and preferring the company of adults.</p> <p>Students who are <b>twice-exceptional (SPED or 504)</b> may also demonstrate: immature behavior to disguise low self-esteem, sensitivity to criticism, stubbornness or inflexibility, difficulty relating to peers due to poor social skills, or willingness to express advanced ideas and opinions.</p> <p>Students identified as <b>emergent bilingual (EB)</b> may also demonstrate: a need to be valued by peers, attempts to hide academic ability from peers, isolation from others, or a high need for peer group or family relationships.</p> <p>Students who are <b>economically disadvantaged (LOW SES)</b> may also demonstrate: passing judgment on others or on an unfair system, use of situational ethics, withholding trust, hiding academic ability from peers, or the ability to assume more responsibility due to increased responsibilities at home.</p>
<p><b>ACCELERATED LEARNING</b></p>	<p>Gifted students often exhibit <b>accelerated learning</b>, such as: needing minimum repetition for mastery, exceeding parameters of age-expected knowledge in a field, creating products that are advanced when compared to age-level expectations, and understanding and displaying advanced ideas or concepts.</p> <p>Students who are <b>twice-exceptional (SPED or 504)</b> may also demonstrate the ability to: learn quickly when shown how to do things considered meaningful, perform better with more challenging or complex work, avoid rote/fact/skill level learning, or demonstrate strength in spatial skills.</p> <p>Students identified as <b>emergent bilingual (EB)</b> may also demonstrate: minimum need for repetition, easy second language acquisition, or the ability to create advanced products or to interpret symbolic representations.</p> <p>Students who are <b>economically disadvantaged (LOW SES)</b> may also demonstrate: the ability to learn quickly when shown how to do things deemed meaningful, the need for more hands-on experiences, a large storehouse of information related to "street smart" topics.</p>
<p><b>OTHER</b></p>	<p>Gifted students may also exhibit these <b>additional characteristics</b>: showing boredom with routine tasks; refusing to do classwork or homework; being more concerned with big ideas over details; making jokes at inappropriate times; demonstrating stubbornness or nonconformity; resisting moving on to new topic until first task is completed; struggling to begin work on tasks; criticizing self, peers, or teacher; showing anger or crying when things go wrong; and taking over during partner or group work.</p>