**Characteristics of Students with Factors**

**Instructions, Checklist and Scoring Guide**

**PURPOSE**

This checklist 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 Student Assistance Team (SAT) in making good judgments about how to proceed with the evaluation process.

**INSTRUCTIONS**

The form should be sent to a person or person with knowledge of the student and his/her circumstances. They should check all of items that they find to be true. If more than one characteristic is listed beside a check box, they should check if more than one of the characteristics is present. If the person completing the information is not sure if the characteristics exist to a significant enough degree, he or she should check the box.

**PROVENANCE**

Adapted from: E. Nielsen, APS Gifted Task Force (1999) in New Mexico State Department of Education – Special Education Office (2000) *Technical Assistance and Training Document for Gifted Education.*

***This form has been adapted from the New Mexico Public Education Department.***

**Student Name:**

**Birth date:**

**Grade:**

**Teacher Name:**

**School:**

**PURPOSE:** This checklist 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 team in making good judgments about how to proceed with the process.

**INSTRUCTIONS:** Please check all of the following that you find to be true. If more than one characteristic is listed beside a check box, check if more than one of the characteristics is present.

1. Requires more repetition or hands-on experience when at an introductory level
2. Has few opportunities to access school-readiness materials
3. High ability in a language other than primary language of the school or local culture
4. Delay in acquisition of reading skills
5. Long attention span, persistence, and intense concentration
6. Faster maturation than age peers and conspicuous inexperience in new social situations
7. Struggles to learn basic skills, develops compensatory behaviors
8. High verbal ability paired with difficulty in written language
9. Strong observational skills but difficulty with recall
10. Unusual imagination; original or bizarre ideas; may appear to daydream while thinking
11. Delay in verbal skills in any language
12. High levels of visual or auditory memory
13. Confrontational or challenging ways of questioning
14. Strong storytelling ability
15. Diagnosed or suspected cognitive difficulty related to reading
16. Attention deficits except in areas of personal interest
17. Large difference in the amount of support and feedback required in strength and weakness areas of learning
18. Street-smart observational skills
19. Solves problems in creative ways; interest in real-world problems
20. Takes risks often without consideration of consequences
21. Independently develops compensatory problem-solving skills
22. Humor used to divert attention from scholastic difficulties, make fun of peers, or avoid trouble
23. Persistent interest in subjects not generally studied in school
24. Prefers to work in groups rather than independently
25. Absence of questioning of authority
26. Understands and expresses concern about the feelings of others even while engaging in anti-social behavior
27. Strong, perhaps disrespectful, questioning attitude about information or facts
28. Leadership with friends outside of school, but not friends from school
29. Richness of imagery in ideas, art, music, language other than that dominant in the school or community
30. Wide range of interests that are unrelated to school topics
31. Avoids taking risks in culturally unfamiliar situations
32. Unwilling to take risks with regard to academics but willing to take non-scholastic risks
33. Humor may be displayed through unique use of language and responses
34. Humor used to attract attention, deal with stressful situations, or avoid trouble
35. Accepts responsibilities at home normally reserved for older children
36. Crying, anger, withdrawal, etc. are used to express feelings and deal with difficulties
37. Extreme, perhaps radical independence and self-sufficiency
38. Particular sensitivity to racial and cultural issues
39. Excels in problem solving with social issues
40. Interest in cultural activities of home culture
41. Wide range of interests, but difficulty in developing them

Other documentation of factors (see suggestions on page 4):

**Additional Reasons to Suspect Cultural, Linguistic, Socioeconomic or Disability Factors:**

**Check for documentation of any of the following:**

• Student retained for one or more years

• Student does not have CALP (Academic Language Proficiency) in the language of the

school

• Student does not have CALP (Academic Language Proficiency) in the language of the

home

• Student has poor attendance

• Student has not had access to a research based academic intervention program

• Less than two years of post-secondary schooling for primary caregiver/parent/guardian

• Less than two years at the same school for child

• Less than full medical coverage for family

• Caretaker at a job for less than two years

• Identification for additional education services (IDEA, 504, Title I, bilingual, etc.)

• Birth in another country

• Less than 1:1 ratio of caretakers to children living in the home

• Less than one caretaker of each sex living in the home

• Lack of natural light in the home

• Lack of contrast and color in home décor

• Age disparity of child with classmates

• Qualification for free or reduced lunch

• Not being a member of the school’s dominant racial or ethnic group

• Not being a member of the school’s dominant economic group

• Lack of routine in home activities (meals, bed, bathing, entertainment)

• Lack of regular travel more than 50 miles from home

• Lack of significant relationships with caregivers

• Child owning fewer than two books per year of the child’s age

• Fewer than two magazines and one daily newspaper subscription

• Use of casual-register (informal) speech or written language among parents

• Primary use of a language other than English among adults in the home

From R. Payne & P. Slocumb. (2000). *Removing the Mask; Giftedness in Poverty.* Highlands.

TX: aha Process Inc.

**SCORING:**

Place a one (1) beside each number corresponding to a checked item. Add them and divide by the total possible for the factor percentage.

**CULTURAL LINGUISTIC SOCIOECONOMIC DISABILITY**

1. ­­­\_\_\_ 2. \_\_\_ 7. \_\_\_

3. 4. 8.

5. 6. 9.

12. 11. 10.

14. 13. 15.

19. 18. 17.

24. 20. 16.

25. 23. 21.

28. 26. 22.

29. 30. 26.

31. 34. 27.

33. 37. 32.

35. 39. 36.

38. 41.

40.

**TOTAL: \_\_\_of 15 possible TOTAL: \_\_\_of 13 possible TOTAL: \_\_\_of 14 possible**

**% of total: % of total: % of total:**

**INTERPRETATION:**

Any occurrence of 30% or more of factors in one area may be significant. Quantitative data from this checklist should be combined with qualitative data for consideration by the SAT in determining whether or not a student referred for gifted services would be considered to have “factors.”

**If there are factors that are determined to be significant through the use of this instrument and other qualitative data, the student would be referred by the SAT to the team administering the alternative protocol that has been approved by the Public Education Department/Special Education Bureau and adopted by the district/charter school for screening and evaluation.**