

## TEACHER CHECKLIST FOR MIDDLE SCHOOL MATH IN-STEP

Please mark those characteristics that the student exhibits most of the time.

GIFTED AREA	CHARACTERISTICS
General Intellectual	<ul style="list-style-type: none"> <li>🍏 Understands complex concepts</li> <li>🍏 Sees beyond the obvious</li> <li>🍏 Thrives on new or complex ideas</li> <li>🍏 Enjoys hypothesizing</li> <li>🍏 Evidence of strong desire to learn</li> <li>🍏 Intuitively knows before being taught</li> <li>🍏 Learns at a rapid pace</li> </ul>
Specific Academic (Math)	<ul style="list-style-type: none"> <li>🍏 Grasps complex ideas with ease</li> <li>🍏 Learns new ideas quickly</li> <li>🍏 Curiosity and understanding about quantitative information</li> <li>🍏 Analytical reasoning skills</li> <li>🍏 Energy and persistence in solving problems</li> <li>🍏 Ability to visualize patterns and spatial relationships</li> <li>🍏 Ability to construct and evaluate mathematical arguments</li> <li>🍏 Has a passion for math</li> <li>🍏 Operates at a higher level of generalization/abstraction</li> <li>🍏 Asks poignant questions</li> <li>🍏 Discusses and elaborates in detail</li> <li>🍏 Consistently scores at an advanced level on classroom assessments</li> <li>🍏 Consistently self-motivated as a mathematics learner</li> <li>🍏 Functioning 2 or more grade levels beyond 5<sup>th</sup> grade</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>🍏 Effective (often inventive) strategies for recognizing and solving problems</li> <li>🍏 Questions, experiments, and explores</li> <li>🍏 Improvises and sees unique possibilities</li> <li>🍏 Intrigued by creative tasks</li> </ul>

**Please Note:**

“While each mathematically talented student may not have all of these abilities, researchers agree that these students do not necessarily have the ability to compute. Miller’s (1990) definition emphasizes this point by stating that mathematical talent ‘refers to an unusually high ability to understand mathematical ideas and to reason mathematically, rather than just a high ability to do arithmetic computations.’” [from the TOMAGS testing kit, 1990.]

Student Name: _____	Student ID #: _____
Teacher Name: _____	School: _____
Principal Signature: _____	