

Assessment of Knowledge of Gifted Learners

This assessment instrument will give you an opportunity to assess the level of knowledge that you or groups to which you belong have regarding some areas in the education of gifted learners. The items will allow you to become aware of the information that is already known, beliefs that are presently held, and misconceptions that may inhibit understanding of gifted learners. Before each statement, place the number that you feel most closely represents your present position. The results are discussed at the end of this exercise. Be as open as you can. You may discover some new insights about this area.

1. I strongly agree 2. I agree 3. I have no opinion 4. I disagree 5. I strongly disagree

_____ 1.	The term <i>gifted</i> can mean different things to different people and often causes confusion and miscommunication.
_____ 2.	Intelligence can be developed and must be nurtured if giftedness is to occur and be maintained.
_____ 3.	We seldom find very highly gifted children or the exceptionably gifted children we could call <i>geniuses</i> ; therefore, we know comparatively little about them.
_____ 4.	Thinking of, or speaking of, gifted children as superior people is inaccurate and misleading.
_____ 5.	As schools are currently organized, it is not always possible for gifted children to receive appropriate educational experiences without special programs.
_____ 6.	Equal opportunity in education does not mean having the same curriculum and activities for everyone, but rather educational adaptations to meet the specific needs of each child.
_____ 7.	Gifted children, although interested in many things, usually are not gifted in everything.
_____ 8.	Difficulty conforming to group tasks may be the result of the unusually varied interests or advanced comprehension of a gifted child.
_____ 9.	Teachers often see gifted learners as challenging their authority, disrespectful, and disruptive.
_____ 10.	Some gifted children use their high level of verbal skill to avoid difficult thinking tasks.
_____ 11.	The demand for products or meeting deadlines can inhibit the development of a gifted child's ability to integrate new ideas.
_____ 12.	Work that is too easy or boring frustrates a gifted child just as work that is too difficult frustrates an average learner.
_____ 13.	Most gifted children in our present school system are underachievers.
_____ 14.	Commonly used sequences of learning are often inappropriate and can be limiting to gifted learners.
_____ 15.	Gifted children, who can be very critical of themselves, often hold lower than average self-concepts.
_____ 16.	Gifted children often expect others to live up to standards they have set for themselves, with resulting problems in interpersonal relations.
_____ 17.	Gifted children are more challenged and more motivated when they work with students at their level of ability.
_____ 18.	Some gifted children may perform poorly or even fail subjects in which they are bored or unmotivated.
_____ 19.	The ability of gifted learners to generalize, synthesize, solve problems, study in depth, engage in abstract and complex thought patterns, and think at an accelerated pace most commonly differentiates gifted learners from average learners; therefore programs for gifted students should stress using these abilities.
_____ 20.	The persistent goal-directed behavior of gifted children can result in others perceiving them as stubborn, willful and uncooperative.
_____ 21.	If not challenged, gifted children can waste their ability and become mediocre, average learners.
_____ 22.	Gifted children often express their idealism and sense of justice at a very early age.
_____ 23.	Not all gifted children show creativity, leadership, or physical expertise.
_____ 24.	People who work with, study and try to understand gifted children have more success educating the gifted than those who have limited contact and have not educated themselves as to the unique needs of these children.
_____ 25.	I would be pleased to be considered gifted, and I enjoy people who are.

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The questionnaire you have just completed should give you some indication of opinions of gifted children that are supportive to their educational growth. The more “I strongly agree” answers you were able to give, the more closely your opinions match those of people who have devoted their energy to understanding gifted children. In the pages of this text, we examine these issues and others that augment our understanding of and ability to better educate gifted children.