

Gifted Standards

Metacognition (Skills) A.

1. Abstract Thinking A.1

- a. Observe, analyze and implement abstract thinking skills modeled by others. A.1.A
 - b. Develop and ask questions for cognitive development:
 - Lower-level questions to develop a foundation for higher-level questions.
 - Hypothetical questions designed to explore possibilities and test relationships.
 - Clarifying questions to examine the coherence and logic of an argument, article, an essay, editorial, or presentation.
 - Elaborating questions to extend and stretch learning.
 - Divergent questions to engage in new ideas and promote sophisticated and/or contradictory thinking.
 - Viewpoint questions from different perspectives.A.1.B
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2. Reflective Thinking A.2

- b. Ask questions: Before, during, and after reading and/or instruction to develop a deeper understanding. That seek reasons and evidence – why, how, what. A.2.B
 - a. Observe, analyze, implement, and record reflective thinking modeled by others A.2.A
 - c. Determine which resources and hands-on activities will develop exploration of the topic. A.2.C
 - d. Analyze and evaluate the learning situation: What is known, what is not yet known, and what has been learned. Summarize and justify the knowledge gained through reading, activities, and/or instruction. A.2.D
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Critical Thinking (Skills) B.

1. Analyze B.1

- a. Identify main ideas in oral, written, and nonverbal form. B.1.A
- b. Recognize relationships among ideas and data.
 - Compare and contrast attributes of varying ideas.
 - Classify information into logical categories.
 - Analyze various perspectives.
 - Analyze discrepancies in thought or information.
 - Determine cause and effect of relationships and events. B.1.B
- c. Utilize inductive reasoning to solve problems. Utilize deductive reasoning to solve problems. B.1.C
- d. Provide supporting evidence.
 - Sequence information to make points.
 - Verify solutions. B.1.D

2. Evaluate B.2

- a. Assess the organization, content, value, effectiveness, and results of action/decision. B.2.A
 - b. Prove or disprove ideas by presenting evidence.
 - Assess accuracy and relevance of points used to support conclusions. B.2.B
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Creative Thinking (Skills) C.

1. Fluency: Develop the ability to use brainstorming techniques. • Create many ideas in order to maximize the possibility of finding the solution to the problem. • Accept the possibility of more than one right answer. C.1

2. Flexibility C.2

- a. Create varied ideas in order to maximize the possibility of finding the solution to the problem. C.2.A
 - b. Adapt a single idea or materials to many different uses. C.2.B
 - c. Substitute, combine, adapt, magnify/minify, put to other uses, eliminate, or rearrange to change an idea or concept. C.2.C
 - d. Question relationships and interpretations. • Discern various interpretations of information. • Apply a principle or concept to different areas. • Develop an ability to shift approaches or change directions in thinking. C.2.D
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3. Originality C.3

- a. Create original ideas in order to maximize the possibility of finding the solution to the problem. C.3.A
 - b. Provide different or alternate outcomes in real-world situations. C.3.B
 - c. Use familiar objects in ways different from their intended purposes. C.3.C
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4. Elaboration: Provide detail that is accurate and complete to enhance meaning and understanding. C.4

5. Synthesis C.5

- a. Combine commonplace ideas or materials in unusual ways. C.5.A
 - b. Combine concepts and generalizations in order to create a new understanding. C.5.B
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Problem Solving (Process) D.

Divergent and Convergent Thinking Skills

The problem solving process requires all of the following steps: a. Recognize and define the problem (hypotheses). b. Gather ideas and data. c. Brainstorm aspects of the problem. d. Identify underlying problems or sub-problems. e. Produce alternative solutions. f. Develop criteria for judging solutions. g. Evaluate alternative solutions using the criteria. h. Determine and implement possible solutions.

Communication & Creative Expression (Process) E.

- 1. Oral:** • Plan, create, and present information orally in order to share thoughts and ideas to a variety of authentic audiences. • Contribute (with confidence) to a group or class discussion of a concept, topic, theme, issue, or problem. • Develop appropriate listening and speaking skills to effectively communicate a concept and/or idea to an audience and respond appropriately. • Support and defend personal opinions while collaborating with and respecting the opinions of others. • Demonstrate effective speaking skills such as appropriate rate, volume, tone, pitch, enunciation, and pace and effective body language, such as eye contact, inflection, and gestures. E.1

- 2. Written:** • Plan, create, and present written information in order to share thoughts and ideas to a variety of authentic audiences. • Create unique compositions that utilize their own voice. • Edit and refine all written communications by applying proofreading and editing skills. E.2

- 3. Nonverbal (including Artistic and Kinesthetic):** • Plan, create, and present a nonverbal performance in order to share thoughts and ideas to a variety of authentic audiences. • Experience expression through various nonverbal forms. • Select, analyze, and utilize appropriate visual aids for effective communication. E.3

Information Literacy: Research (Process) F.

- 1. Identify a topic and formulate questions for research:** • Analyze the topic/problem/issue to determine areas to be researched. • Brainstorm questions related to the topic/problem/issue. • Identify related topics/problems/issues. • Identify a specific topic for research. • Formulate significant, complex questions for study. F.1

- 2. Select and apply a research methodology appropriate for the topic:** • Select appropriate research method: case studies; historical studies; interviews; surveys; scientific method; descriptive research. • Construct a hypothesis. • Design a plan or experiment to test the hypothesis. F.2

- 3. Collect information from primary and secondary sources using print and electronic media:** • Analyze the differences between primary and secondary sources. • Employ various digital tools, media, and strategies to locate and collect accurate and reliable information. • Take simple, accurate notes. • Understand ethics in copyright/fair use and cite sources to avoid plagiarism. F.3

- 4. Assess the validity, reliability, and relevance of the information collected:** • Evaluate sources with respect to date, aspects covered, information provided, and relevance to the study. • Compare and contrast authors/interview subjects with respect to qualifications. F.4

- 5. Organize and integrate information/data** Create and visually organize your data (Chart, table, graph, map, web, or outline) using the various categories: • Chronological order. • Sequence of steps. • Generalizations. • Evidence. • Patterns. • Outline. • Compare/contrast. • Cause/effect. F.5

6. Synthesize and interpret information: Make inferences about the data with respect to trends, future directions, similarities, and differences. F.6

7. Develop conclusions and implications based on the problem: Draw conclusions and develop generalizations based on and supported by data gathered in the course of research. F.7

8. Demonstrate the ability to communicate research findings: • Identify appropriate audience. • Select an appropriate medium (form) in terms of audience, impact and type of information/data for which it is best suited. F.8

**Information Literacy:
Technology (Process) G.**

1. Technology Use: • Apply troubleshooting strategies to correct issues. • Use digital tools and strategies to locate, collect, organize, evaluate, and synthesize information. • Apply the principles of safe and appropriate Internet use including cyber-safety and “netiquette.” • Use digital environments to collaborate and communicate. G.1

2. Software: • Identify and use software appropriate to educational tasks, including but not limited to, web browsers and office-productivity suites. • Explore and evaluate alternative software options (e.g., compare and contrast different office-productivity programs such as Word and OpenOffice). G.2

3. Project Development: • Identify appropriate technological tools for use in academic and creative projects. • Plan, create, and upload technological communications and/or presentations, using technological software, online applications, or apps that may include blogs, WIKIS, podcasts, videos, and webinars. G.3

4. Web Site Creation: • Design Web sites that appropriately convey desired information. • Understand principles of good Web site design including differences between Web site design and other forms of presentation. G.4

5. Computer Programming: • Write basic programs and macros in one or more computer programming languages. • Be familiar with differences among programming languages. • Understand the principles of good software design. G.5

Social-Emotional H.

1. Cope with inner feelings: • Understand and evaluate the social, emotional, and academic implications of giftedness. • Understand and analyze feelings and emotions in self. • Identify feelings and emotions in self. • Identify and utilize appropriate personal perceptual filters and defense systems for situations. H.1

2. Cope with perfectionism, goal setting, emotional intensity, anxiety, and stress: • Develop a healthy perception of perfectionism in accomplishing tasks. • Express and manage emotions in positive ways. • Develop a healthy response toward peer pressure and expectations of others. • Develop behavioral strategies appropriate to the situation. • Identify sources and possible solutions of stress and anxiety. H.2

3. Develop self-acceptance: • Appreciate their personality styles. • Understand their asynchronous development. • Develop ethical practices. • Embrace their giftedness. • Develop and demonstrate appropriate self-efficacy and self-talk.

H.3

4. Demonstrate and evaluate responsibility for personal growth: • Understand how attitudes, attention, and commitment can affect one's knowledge and self-control. • Identify and assess strengths and weaknesses as a baseline for improvement. • Set goals for self-improvement and take the necessary steps to reach them. • Accept responsibility for choices made. • Develop and model self-discipline. • Show evidence of delayed gratification and impulse control. • Demonstrate leadership skills. • Accept failure as part of growth. H.4

5. Enhance relationships with others: • Analyze, evaluate, and respond appropriately to various forms of body language. • Demonstrate respect for and empathy with others. • Participate in community building skills. • Differentiate constructive or destructive criticism. H.5

6. Demonstrate an awareness of cultural diversity: • Recognize contributions and achievements of various cultures. • Recognize various forms of bias. • Question stereotypes. H.6

Autonomous Learner I.

1. Demonstrate independent learning: • Gather, organize, analyze, and apply new knowledge. • Exhaust resources prior to asking for help. • Formulate questions that will aid in learning. • Set, prioritize, and achieve goals. • Utilize time management skills. I.1

2. Monitor and evaluate learning: • Reflect on progress as determined by established goals/timelines. • Self-evaluate progress of completing final tasks. • Revise, refine, and modify final tasks in relation to original goals and timelines. • Revise, refine, and modify goals and timelines in relation to the constraints of the project/situation/issue. I.2

3. Increase intrinsic motivation: • Explore and pursue areas of personal interests/curiosity/passion. • Demonstrate personal motivation and task commitment. • Develop persistence when working on challenging activities. I.3

4. Take academic risks: • Identify personal learning comfort zone. • Analyze the value of academic risk-taking by weighing the positive/negative outcomes of taking that risk. • Express the importance of risk-taking. • Take academic risks by accepting challenges outside of comfort zones. I.4

5. Demonstrate personal flexibility: • Identify alternative methods of accomplishing a task. • Describe the benefits of developing alternative processes to accomplish a task. • Develop a method of transitioning from one process to an alternative. I.5

6. Grow from constructive criticism: • Develop a receptive attitude towards feedback. • Reflect on the meaning of feedback received. • Differentiate constructive or destructive criticism. • Determine how to improve based upon feedback. • Respond to feedback with well-reasoned explanations. • Provide constructive criticism to others. [I.6](#)

7. Exhibit professional or business ethical behavior: • Define attributes of ethical principles. • Identify and analyze outcomes of individual actions. • Evaluate the individual actions for ethical practices. • Uphold ethical principles. [I.7](#)

Executive Skills [J.](#)

1. Organizational Skills: • Develop and adhere to a time schedule. • Develop a priority list and adjust it as needed. • Develop lists of goals, projects, or “to-do’s” and complete the items on the lists. • Re-evaluate the lists in order to prioritize greatest needs first or adjust to changing deadlines. [J.1](#)

2. Decision-Making: • Develop, evaluate, and select criteria when given multiple alternatives. • Prioritize criteria. • Apply criteria to alternatives. • Explain your chosen decision based on criteria. • Act on selected decision. [J.2](#)

3. Impulse Control: • Self-monitor verbal, non-verbal, and physical responses to others (including teachers) through wait time, self-talk, and reflection. • Code-switch according to audience. [J.3](#)

4. Project Management: • Prioritize project elements. • Plan long- and short-term tasks. • Execute ideas to completion. • Self-evaluate the final projects/ideas/tasks. [J.4](#)

5. Time Management: • Transition from one task to another. • Prioritize competing interests. • Create schedules and to-do lists in order to adhere to time constraints. [J.5](#)

6. Adaptability: • Adjust expectations and behavior according to various academic environments. • Identify and articulate multiple solutions, goals, or perspectives. • Establish a unified solution, goal, perspective from consensus among the group. [J.6](#)

7. Goal-Setting: • Develop realistic goals and objectives. • Evaluate the time to accomplish objectives. • Seek resources to accomplish objectives. • Set benchmarks to complete objectives. [J.7](#)

8. Collaboration: • Use listening skills with others. • Respect perspectives of others. • Compromise and negotiate to accomplish tasks. • Relinquish control while working with others. [J.8](#)