# Silverman checklist

Checklist to identify high-ability (based on Silverman, 1993)

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Characteristics**  | **Tick if YES** | **Notes** |
| Reasons well/good thinker  |  |  |
| Learns Rapidly   |  |  |
| Has an extensive vocabulary   |  |  |
| Has an excellent memory |  |  |
| Has a long attention span (if interested)  |  |  |
| Has strong curiosity  |  |  |
| Perseveres (if interested) |  |  |
| Has a wide range of interest  |  |  |
| Is an early or avid reader/read to  |  |  |
| Is concerned with justice/fairness  |  |  |
| Has keen powers of observation  |  |  |
| Demonstrates a judgment that is mature for age  |  |  |
| Has facility with numbers |  |  |
| Is skilled with jigsaw puzzles  |  |  |
| Has a vivid imagination  |  |  |
| Is highly creative  |  |  |
| Is a perfectionist  |  |  |
| Has a great sense of humour  |  |  |
| Has a high degree of energy  |  |  |
| Prefers older companions  |  |  |
| Is sensitive (feels hurt) |  |  |
| Shows compassion  |  |  |
| Tends to question authority  |  |  |
| Is intense  |  |  |
| Is morally sensitive  |  |  |

## EXEMPLAR

**Student Name: Jessica (Year 6)**

|  |  |  |
| --- | --- | --- |
| **Characteristics**  | **Tick if YES** | **Notes** |
| Reasons well/good thinker  |   |   |
| Learns Rapidly   | ✓ | Learns new material in 1-2 repetitions. |
| Has an extensive vocabulary   | ✓ | Uses sophisticated language in her written work and in everyday communication. |
| Has an excellent memory | ✓ | Has extensive knowledge – particularly in topics of interest, e.g., knows all the generals of WW1 and the role they played throughout the conflict. |
| Has a long attention span (if interested)  | ✓ | When Jessica is enjoying a learning activity, it can be hard to move her on to a new topic. |
| Has strong curiosity  | ✓ | Jessica asks extensive questions. |
| Perseveres (if interested) | ✓ | When Jessica is enjoying a learning activity, it can be hard to move her on to a new topic, even when it gets hard. |
| Has a wide range of interest  |  |  |
| Is an early or avid reader/read to  | ✓ | Jessica reads constantly. Her parents report that she was reading before starting school. She will often rush through her school work (when not interested) so she can go back to her reading. |
| Is concerned with justice/fairness  | ✓ | Jessica is often involved in inter-personal conflict related to things she perceives as unfair or unjust. She will step in when an older child is picking on a younger child, for example. |
| Has keen powers of observation  |  |  |
| Demonstrates a judgment that is mature for age  |  |  |
| Has facility with numbers | ✓ | Jessica has excellent numeracy skills. Her parents report that she worked out percentages independently by looking at sale signs in the supermarket. |
| Is skilled with jigsaw puzzles  |  |  |
| Has a vivid imagination  | ✓ | Jessica tells and writes stories that are highly imaginative. She often appears to be daydreaming. |
| Is highly creative  | ✓ | Jessica always generates numerous interesting ideas in response to a stimulus. She often has difficulty settling on an approach to a task as she just has so many ideas! |
| Is a perfectionist  |  |  |
| Has a great sense of humour  |  |  |
| Has a high degree of energy  |  |  |
| Prefers older companions  | ✓ | Up unit Year 5, Jessica’s friendship group were in the year above. Now, Jessica tends to try and spend time with teachers at recess and lunch. |
| Is sensitive (feels hurt) |  |  |
| Shows compassion  | ✓ | Jessica is highly compassionate and always willing to help others or give up things of her own if she thinks it will make a positive difference to someone else. |
| Tends to question authority  | ✓ | Jessica will question authority if she thinks something is unfair or unjust. This is usually her classroom teacher or her parents. |
| Is intense  |  |  |
| Is morally sensitive  |  |  |

Not all traits need to be present to indicate high-ability in the intellectual domain.