# General Intellectual

**Definition:** Students identified as intellectually gifted prefer more complex learning. They may exhibit advanced cognitive skills and comprehend at advanced levels. Mastery and deep thinking are readily observable.

**Common Characteristics:**

- ❏ Thrives on the opportunity to process complex information.
- ❏ Observant and inquisitive; enjoys thinking / hypothesizing.
- ❏ Learns rapidly and gets excited by new concepts.
- ❏ Formulates abstractions; manipulates information.
- ❏ Uses an extensive vocabulary compared to peers.

**Criteria for Identification:**

The following criteria will guide conversations about identifying gifted learners in general intellect. These students may require a written Differentiated Education Plan [DEP]. Students identified as gifted in general intellect will meet three of the quantitative criteria below for the specific academic area and a preponderance of evidence.

- ❏ A rolling average of three MAP scores is at or above the 98th percentile in multiple subject areas
- ❏ FORWARD scores are at or above the 98th percentile in multiple subject areas
- ❏ Additional Normed Assessment Scores (SAGES, K-Bit2, Iowa Acceleration Scale, CogAT, etc.) are at or above the 98th percentile
- ❏ Performance evidence (observations, work samples, portfolios, etc.)
- ❏ Additional data as needed/appropriate

**Potential Programming Implications:**

The learning needs of the student may be met through the following programming:

- ❏ Additional co-curricular opportunities
- ❏ Cluster grouping with high ability peers
- ❏ Curriculum Compacting opportunities
- ❏ Differentiated Learning opportunities based on needs, interests, and abilities
- ❏ Distance Learning (online) experiences
- ❏ Extension and enrichment opportunities
- ❏ Independent Study opportunities
- ❏ Post-Secondary Learning opportunities (Dual Enrollment)
- ❏ Project-Based Learning opportunities
- ❏ Tiered and/or modified assignments
- ❏ Subject acceleration in specific subject areas
- ❏ Whole grade acceleration