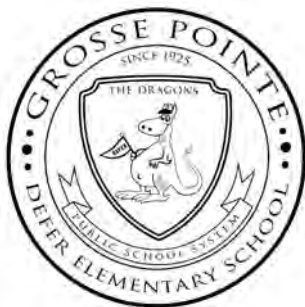


# DEFER DRAGON'S BURNING NEWS

DECEMBER 11, 2013  
Defer Elementary



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Defer Elementary School  
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[www.gpschools.org/defer](http://www.gpschools.org/defer)

*Tina Justice*  
*Anne S. Bethell*  
*Donna Ventimiglia*  
*Anna Boes*  
*Cheryl Lapina*  
*Justin Halpin*  
*Jason Sensha*  
*Mrs. Richards*  
*Karen Sullivan*  
*Elizabeth Moore*  
*Carol Cross*  
*happy holidays!*  
*Nick Humphrey*  
*abigayle Muz*  
*Mrs. Gort*  
*Eleanor Corvadi*  
*Sharon Stearn*  
*Jane Nugent*  
*Naucy Patel*  
*Jackie Borzell*  
*Shirle Russo*  
*Brendy Holt*  
*Shelley Strison*  
*Molly Crawford*  
*Cathy Muehlbach*  
*Karen Labarge*  
*Kari Marinino*  
*Nora Hard*  
*Stepani Maknishi*  
*Christie Bergeron*  
*Ann Gitt body*  
*Janelle High*  
*Deb Raab*  
*Linda Lynch*  
*Anna Rose*  
*Cheryl Quinlan*





PBIS Silent Ball Party



The Third Grade Ukulele Standing Band ride in the Santa Parade



Ryba's Fudge visits Defer



Dear Defer Families,

Last month I began using this front page of the newsletter to highlight school improvement. In November my topic of school improvement was Rtl ( Response to Intervention), a system that builds in a minimum of three twenty minute instructional sessions a week in which specific skills are either retaught for those students struggling in that area or enrichment activities are taught to those students who have mastered the skill. We completed our first round of Rtl at Thanksgiving and our data shows we made a difference. For example, students who hadn't mastered telling time, two-digit subtraction, or prime factorization at their grade level, have now thanks to the intense interventions we put in place during the five week period. We are in the mist of our second session leading up to the Christmas break and although it is a shorter period of time, teachers at each grade level have targeted an important skill for the interventions.

Let's talk about school improvement in **Writing**. Writing is the area of instruction in which our Defer students show the greatest discrepancy between achievers. Our data reveals that boys are scoring significantly below the girls. So let's start at the beginning - *What do I mean by Writing? Why are students struggling in this area?* In elementary school, children are encountering the elements of writing for the first time, from the formation of letters, to organizing their ideas, to using correct grammar, punctuation, and spelling. Elementary school students are expected to advance from learning the rules of writing to applying those rules. By the end of elementary school, your child should be writing independently and producing multiple-paragraph essays that contain formal introductions, supporting evidence, and conclusions.

So how is Defer supporting improvement in Writing for all students? Grosse Pointe Public Schools have adopted **Writing Workshop** as our method of writing instruction. Writing Workshop is designed for use in all grade levels. Each grade level has specific units of study tailored to meet developmental and curricular needs. Students have a large amount of choice in their topic and style of writing. The teacher acts as a mentor author, modeling writing techniques and conferring with students as they move through the writing process. Direct writing instruction takes place in the form of a mini-lesson at the beginning of each workshop and is followed by a minimum of 45 minutes of active writing time. Each workshop ends with a sharing of student work.

Last week at Defer first graders learned during Writing Workshop to 'zoom' in on one small moment and tell that moment in detail. Third graders worked on using their senses to add details to the setting of their story. Fifth graders worked on finding evidence in their reading to support their third fact in their essay writing. All students began writing with a mini-lesson on the topic with the teacher modeling the writing and creating anchor charts outlining the main ideas to be posted in the room. All students then had a significant portion of time to write while the teachers gave meaningful and pertinent feedback to students either individually or in small groups.

Writing Workshop provides for daily writing, daily lessons, and daily feedback. It provides for a consistent use of *the language of writing* between grades so students know what it is to write a good lead, or to 'zoom in' on a topic. They are trained in using a story mountain to organize their thoughts and the differences between a personal narrative and an essay. And Writing Workshop provides for daily practice. Students are writing every day and that alone makes a big difference.

Next month you'll learn about the *5 In/ 5 Out* system the Defer staff is using for writing punctuation and spelling along with our *Boys Writing Club* and our *3rd grade girls' Journaling Project*.

At Defer school improvement is not a binder on the shelf or a task for the principal. School Improvement has become a way of life for the Defer teachers. How can we impact student learning? How do we assess to be sure all students have learned? What do we do when our assessments tell us that students haven't learned? We are a school staff determined to have all students learn!!  
More next month . . . .

## Defer's Writing Successes

Already this year our students have had several opportunities to share their writing and have received recognition at several levels.

1. Three fifth grade students were recognized by Senator Johnson for their research and proposal for creating a State Sweet for Michigan. These students have been invited to read their essay on the floor of the Michigan Senate in March. The students involved in this writing project are: **Luke Serbernak, Hayden Barry, and Jake McBride.**

2. Fourth and fifth grade students entered a writing contest through the University of Michigan/Dearborn and were recognized as winners in the following categories:

- 1st place 4th grade – **Igor Trifunovic**
- 2nd place 4th grade – **Ian Plankster**
- 1st place 5th grade – **Alex Levine**

3. Wayne County Community College District sponsors a writing contest every Thanksgiving on family traditions. The following students were recognized for their work:

- **Hannah Lapensee** – 5th grade
- **Shannon Lynch** – 5th grade
- **Guievere Wagstaff** – 2nd grade
- **Mikinzi Allen** – 2nd grade

These are some winners that have been recognized publicly, but every day in every class at Defer, that are young authors hard at work perfecting their craft.

Sincerely,  
*Karen Sullivan*

# DECEMBER 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6 Defer Choir @ Neighborhood Club	7 PTO Craft Fair
12/2 - 12/6 Defer Book Fair 8:40 am - 3:40 pm						
8	9	10 Report Cards Distributed  PTO Meeting 7:00 p.m. Library	11 Evening Conferences  Market Day	12 AM, PM & Evening Conferences  NO SCHOOL for students	13 4th & 5th Grade - Pierce Choir Performance @ Pierce	14
15	16 Winter Vocal Music Concert 7:00 PM Grades 1, 3, 5, and Choir	17 Safety/Service @ Defer Gym	18	19 Pajama Day  PBS Reward Party - 12:45 Movie @ Pierce	20 Instrumental Concert & Holiday Sing Along 8:45 a.m.	21
22	23	24	25	26	27	28
Winter Break Classes Resume 1/6						
29	30	31				



**Pajama Day**  
The Student Council is hosting a Pajama Day on Thursday, December 19th. Every student who would like to wear pajamas brings in \$1.00 to help the people in the Philippines.



# JANUARY 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
Winter Break Classes Resume 1/6						
5	6	7	8	9	10	11
		NWEA testing in Math and Reading begin				
12	13	14	15	16	17	18
		PTO Meeting 7:00 p.m. Library				
19	20	21	22	23	24	25
	MLK Day NO SCHOOL		Market Day	Multi-Age Information Night	Staff Development NO SCHOOL	
26	27	28	29	30	31	
			Safety/Service @ Pierce			



Grosse Pointe Writing Practice  
& Winter NWEA Testing  
throughout the month of January.



# CLASSROOM NOTES

## **PBIS SILENT BALL SCHOOL CHAMPIONSHIP**

November's PBIS Reward Party is becoming a school tradition! On Tuesday, November 26th, the school competed in the third annual Silent Ball School Championship. But what is our PBIS program? The premise of PBIS is that continual teaching of behavior expectations, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning in a school. Each month the Defer learning community celebrates positive student behavior with a school-wide party. November's celebration was attended by over 97% of the Defer students!

So what is Silent Ball and what is a school tournament? The Reward Party began with all students playing a game or two of Silent Ball in their classrooms. A soft koosch ball or similar type of ball is thrown from student to student who are silently sitting on top of their desks. If the ball is missed, the student that failed to catch it is 'out'.

The school tournament involved the two winners from each 3rd, 4th, and 5th grade class. These students sat in chairs in a circle in the center of the gym with the entire student body standing around the circle cheering on classmates, friends, siblings, and neighbors. It was an exciting round filled as the two finalists were brothers. In the end, Doug Tengler won the competition and will hold the title next time this year. He joins the 2012 -13 champion, Liam Kaiser, in this elite group of PBIS students!



## **DECEMBER CHOIR HAPPENINGS-----**

The Christmas spirit is alive and well in the music room at Defer! Our 4/5 choir of 54 students are busy preparing for a variety of performances this month....the Neighborhood Club, GPT White Christmas and the annual Winter Concert.

New this year, the Defer Choir has been invited to sing at two community events. First, a luncheon at the Neighborhood Club for the senior citizens on Friday, December 6th, and second as a guest "caroling" group for the Grosse Pointe Theater's production of White Christmas on Saturday, December 14th at 1:30 pm pre-show and intermission.



## Holiday Book Recommendations From The Library



***Christmas and Hanukkah origami* by Ruth Owen.**

"Full-color step-by-step instructions teach children how to fold Christmas- and Hanukkah-themed origami decorations"-- Provided by publisher.



***Dinosaur Christmas* by Jerry Pallotta.**

After he gets a postcard from a little girl, Santa Claus reminisces about all the trouble he had when dinosaurs pulled his sleigh.



**The Berenstain Bears' old-fashioned Christmas / Jan & Mike Berenstain.**

"The Berenstain Bears celebrate Christmas just like in the olden days, without all their gadgets



***Is It Christmas Yet?* By: Jane Chapman**

While waiting impatiently for the big day to arrive, Teddy tries to help Big Bear with Christmas preparations.



***Elmer's Christmas* By: David McKee.** Elmer the patchwork elephant helps the excited youngsters prepare for the Christmas visit of Papa Red.





**P.E. - DETROIT PISTON'S RAFFLE**

Defer's Detroit Piston raffle was a success with our Defer students just before Thanksgiving! Thank you Defer families that participated in the raffle. \$190 was raised to go toward our Jump Rope for Heart pledges for the American Heart Association!!

Congratulations to Nia Rahmaan who won the 4 tickets to the Piston game on December 1st!

**WINTER RECESS REMINDER**

Defer students go outdoors for recess two times each day throughout the school year unless it is raining hard or the wind chill is below zero degrees Fahrenheit. All students must have boots and snowpants to play on the field once the snow is on the ground - otherwise they must stay on the blacktop areas. Please make sure your child comes to school dressed properly for the weather. We ask that you write you child's name on his/her gloves, hats, boots, and coat.



**ARTSONIA**

Check out Defer's online student art gallery:  
<http://www.artsonia.com/schools/school.asp?id=40783>

[www.deferart.com](http://www.deferart.com)

## SAFETY/SERVICE

In November, Defer Safety/Service walked to TCBY for a waffle cone. Kim and Ashley at TCBY were fabulous to everyone. It was a beautiful fall day and it was wonderful to see all the Students interacting so well outside of school.

This year we had two Pierce students join us on our walk Zander Westfall an 8th grader that led the group and was very impressive and Lauren Reno a 6th grader who mingled in the middle. What a great example the safeties had from these two middle school students.

### Member of the Month-November

Safety: Katherine Bshara  
Service: Noah Petropoulos

Have a Safe and Happy Holiday,  
*Helen Srebernak*  
Safety/Service

## PAJAMA DAY

The Student Council is hosting a Pajama Day on Thursday, December 19th. Every student who would like to wear pajamas brings in \$1.00 to help the people in the Philippines. Our goal is \$200.00. Just \$5.00 can buy...



## STUDENT COUNCIL

Thank you to all who donated to UNICEF at Halloween. Our total donation was \$206.20. Thank you for passing out the boxes and for supporting poor children and families around the world.

The Student Council sponsored a Michigan vs Michigan State day for the Family Center of Grosse Pointe. A Sports Basket purchased with the \$128.00 Defer students donated to the Family Center auction.





### STATE SWEET -Bill 571

Last Friday, December 6th, the Defer gym had something in common with Mackinac Island. Both places can now boast that they are locations where the famous Mackinac Island fudge is made. The Ryba Fudge Company set up shop in the Defer gym last Friday and while the students watched and asked questions the owners of Ryba's made chocolate fudge for the school. If you closed your eyes and took a deep breath of the rich chocolate smell that filled the gym you could easily imagine yourself on the Island.

The Friday assemblies were the result of a problem-based learning experience Mrs. Mannino's 4/5 students participated in last year while, as a part of Social Studies students learned how a bill was created. Mrs. Mannino challenged her students to propose a bill suggesting the addition of a State Symbol. Students formed teams and brainstormed ideas for new symbols. Their goal was to write a persuasive letter to Senator Bert Johnson presenting their ideas with the research to support the formation of a bill. The student bill purposing that Mackinac Island Fudge be named the State Sweet caught the Senator's eye and the eye of the Ryba Fudge Company. The owners of Ryba Fudge are lifetime Grosse Pointe residents. The end result -

- Senator Johnson has invited Jake McBride, Hayden Barry, and Luke Srebernek to read their letter on the floor of the Senate as part of the proposed bill - Bill 571.
- Ryba Fudge and the Senator combined to visit Defer school last Friday and share not only the news of the State Sweet but demonstrate for students the fudge making process.
- You can get a taste of the assemblies by clicking on the Defer website. There is a link to a WDIV interview that appeared on last Friday on the 5:00 pm news. You'll see that students and staff alike got a taste of fudge that day!

# PARENT CORNER

## Common Problems in Elementary School Writing

Learning to write is uniquely challenging. Writing requires the mastery and concurrent use of a complex array of language skills, from vocabulary and spelling to the ability to organize and convey ideas. Indeed, the intricacies of writing make it one of the highest forms of human expression. Is it any wonder that many elementary school students need extra support along the way to becoming writers?

### Does your child's writing look like this?

The errors and awkward phrasing in their children's essays often surprise parents of elementary school students. Usually children exhibit a stronger command of language in conversation than on paper and don't begin to write at a level equivalent until grades four to seven. Here are some common errors in grammar, usage, and mechanics that will help you identify the trouble spots in your child's writing.

**Problem:** *Proper Nouns Not Capitalized*

**Example:** I saw dr. smith in new york.

**Solution:** I saw Dr. Smith in New York.

**Problem:** *Sentence Fragments*

**Example:** Going to the grocery store for milk.

**Solution:** I am going to the grocery store for milk.

**Problem:** *Run-on Sentences*

**Example:** I like riding my bike after dinner first I have to help with the dishes.

**Solution:** I like riding my bike after dinner, but first I have to help with the dishes.

**Problem:** *Lack of Subject-Verb Agreement*

**Example:** He run every day.

**Solution:** He runs every day.

**Problem:** *Incorrect Noun Plurals*

**Example:** The berrys are ripe.

**Solution:** The berries are ripe.

**Problem:** *Incorrect Plural and Possessive Nouns*

**Example:** My parent's wedding photo is beautiful.

**Solution:** My parents' wedding photo is beautiful.

**Problem:** *Wrong End Punctuation*

**Example:** What are you doing.

**Solution:** What are you doing?

**Problem:** *Not Forming Compound Sentences*

**Example:** Tom likes baseball his friend likes hockey.

**Solution:** Tom likes baseball, but his friend likes hockey.

**Problem:** *Lack of Commas in a Series*

**Example:** Our flag's colors are red white and blue.

**Solution:** Our flag's colors are red, white, and blue.

### How Parents Can Help


There are many ways you can help your children enjoy and improve their writing.

- **Give positive feedback.** When reviewing your child's writing, give positive feedback along with talking about what needs improvement. Engage your child in the revision process by discussing the mechanics of writing without disapproval of their ideas. Students should understand that writing is a process and all writers revise their work. Remember, children need encouragement as much as correction. Also, speak in private to avoid possible embarrassment.
- **Incorporate writing into family activities.** There are lots of ways to bring writing into daily family life. Ask your children to help you make lists and record messages. Have your children write poems or skits for family events, or movie reviews to share at the dinner table. Journals and pen pals are also great writing outlets. And don't forget, writing a thank you note to grandma and grandpa for a gift provides a great reason to write. Encourage your children to write about what interests them—even if it's just a paragraph.
- **Don't rush writing.** Make sure your child has a quiet place to write and help them gauge how long it will take to complete a writing assignment. Writing usually takes longer than we think. If the assignment is rushed, students may feel they can't write, when they really just needed more time to revise.

*Grosse Pointe Public School System*

**Kindergarten 2014-15**  
**Information Night**

*Head to your home elementary school*  
**7 p.m., Thursday, January 16.**



## On Line Registration is coming to GPPSS elementary schools in 2014

All Defer parents:

Is your e-mail current with the school district? Like our secondary schools, the elementary schools are moving to a mandatory online pre-registration for all Grosse Pointe Public School students next school year. Your “access key” for the online pre-registration will be coming to you this summer via your current e-mail that is on file with the school district.

If you need to **update your e-mail** with the school district, log in to ParentPortal and click on “My Information” in the upper right corner.

You can also e-mail ParentConnect@gpschools.org from your email we have on file, or call 313-432-3131 from the phone number in our records so we can verify who you are, and provide:

- your name
- child’s name
- present school name and
- your old and new e-mail address as soon as possible.

We are asking families to do this by **February 1** to ensure you receive registration communications in a timely manner. However, we always seek to have your most current contact information on file in case of emergency.

If you do not have an email address or access to a computer, please know that our school computer labs will be open and stations are available at the administration building, 389 St. Clair Avenue, to complete the online registration process.

Thank you for helping with this.

## Technology bond ballot language passes 5-1

After months of development utilizing input from staff, students, community members and outside consultants through an RFQ process, the final ballot language was approved 5-1 for a \$50.2 million technology bond. The election will be Tuesday, February 25, 2014. For the owner of a home with a market value of \$200,000 (taxable value of \$100,000) this will cost \$228 per year or \$19 per month.

Market Value	Home Taxable Value	Average Mills	Cost Per Day*	Cost Per Month*	Cost Per Year*
\$200,000	\$100,000	2.2839	63¢	\$19.03	\$228.39
\$300,000	\$150,000	2.2839	94¢	\$28.55	\$342.59

Ballot language, an FAQ document, and the list of infrastructure and safety upgrades and student computing devices are all linked from the front page of the district website [www.gpschools.org](http://www.gpschools.org) under Technology Bond. If you are not yet registered to vote, please do so. Again, please mark your calendars to vote 2-25-14.



November 2013

Dear Families:

The Grosse Pointe Public School System is beginning our identification of students for learning opportunities where they are most appropriately challenged. These learning opportunities include: differentiation in a general education classroom, cluster groups of students working collaboratively with identifiable and shared strengths in math and/or language arts, and our Magnet program focusing of the specific needs of academically gifted children.

Students in grades first through fourth may be nominated by parents and/or their teachers. All nominations will be reviewed by our Child Study Committee consisting of teachers and principals. This committee will review all nomination information as well as student testing data. As a committee we will make recommendations to parents and the nominated student's elementary school.

If your child's academic needs are being currently met, there is no need to nominate your child. If you would like your child considered for cluster grouping, or the Magnet program, please complete the nomination form. All nomination forms will be submitted directly to the Administration Building, 389 St. Clair, second floor c/o Patty Divirgil or Sue Vogel ***on or before Thursday, December 19<sup>th</sup> 2013.***

The Child Study recommendations will be finalized by mid-May. After that time, families will be notified of your child's recommendation.

If you have questions and/or need further information regarding the nomination process, please contact your child's teacher.

Sincerely yours,

Mrs. Maureen Bur and Ms. Ann Passino  
Office of Curriculum and Instruction GPPS  
389 St. Clair Avenue  
[ann.passino@gpschools.org](mailto:ann.passino@gpschools.org)  
313.432.5584

## Differentiation Instructional Philosophy

Differentiated instruction is the philosophy of the Grosse Pointe School District. This means children have the right to learn material at a rate, format, and depth that maximizes their learning. Differentiation is just one of many teaching practices used in our district. It can be subtle or very visible – that often depends on the needs of the individual learners and the goals for the group. All students experience some degree of differentiation in their classroom. It is not an accelerated program or a remediation of material – it is a constantly changing blend of the two based on the professionalism of the educator and the individual needs of the student.

The Grosse Pointe Public School District believes that providing differentiated learning opportunities to all students is a critical component of our educational system. It is a teaching strategy and one tool that all of our teaching professionals use daily with students to guarantee their personal and academic growth. It is challenging and informal; it is flexible and makes learning fun.

**How will I know when Differentiated Instruction is happening in my child's classroom?**

Differentiation provides all students formal and informal opportunities to stretch and learn. This philosophy stresses teachers focus on individuals - we guide their individual learning and celebrate their individual success. By focusing on student strengths, we bring forth their best. Differentiated learning opportunities may be clear when the child discusses how they worked in a small group on a different learning task while other students in the classroom worked on their different learning task. Differentiation learning opportunities may be less obvious through a teacher's questioning technique, or by having different expectations for a student's writing progress. Differentiation could also occur in math instruction through learning opportunities to explore a topic further or the need for additional support and practice. Our teachers make thoughtful and meaningful decisions for all of their students using differentiated instruction throughout their teaching day.

**If you have further questions regarding differentiated instruction, please consult your child's teacher.**

## Cluster Grouping in Math, Language Arts or Both

Cluster grouping is a formalized process for guaranteeing differentiation for our most capable learners. The Grosse Pointe Schools offer formal cluster grouping for grades 2-5 in Math and Language Arts. Cluster grouping will look different in each teacher's classroom. Typically a clustered student is ready to move at a more rapid pace once they have the base knowledge of the concept(s) being taught. Teachers may use different instructional strategies to meet the needs of these students within their homeroom. Clustering could be a small group of learners who already have mastered a concept accepting a more challenging problem to solve collectively, with a learning partner, or alone. Cluster grouping is not increasing the quantity of the work produced or changing the grade level of the curriculum being explored. It impacts the complexity of their grade level assignments and their curriculum. Cluster groupings yield deeper, richer experiences that challenge all students at their individual learning level.

**Is Cluster Grouping always formal?**

No, Cluster Grouping can occur as the product of formal and informal identification. A student may be nominated by parents, teachers and/or the Child Study Committee and that process will be influenced by a combination of observation, work product and formal /informal assessment. Cluster groups may be based on ability, interest, learning styles, etc. Our teaching professionals are adept at identifying the individual needs of our learners and will cluster them appropriately so that each and every child shows growth.

**If you have further questions regarding cluster grouping, please consult your child's teacher.**



# Grosse Pointe Public Schools Parent Nomination

## Clustering in Language Arts, Math *or* Gifted Services

- Return this form to Patty Divirgil or Sue Vogel at Grosse Pointe School's Central Office  
389 St. Clair Avenue 2<sup>nd</sup> floor ***on or before Thursday, December 19<sup>th</sup>, 2013.***

Student's Name: \_\_\_\_\_

Current School: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

Current Grade: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>

Phone Number: \_\_\_\_\_

Child's Teacher: \_\_\_\_\_

Home Address: \_\_\_\_\_

Child's Birth Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_

Today's Date: \_\_\_\_/\_\_\_\_/2013

1. Child's Age at Kindergarten Entry: \_\_\_\_\_ years \_\_\_\_\_ months

2. Did your child repeat Kindergarten?  
Yes                      No

At which school?

3. Did your child participate in a Young 5's Program?  
Yes                      No

At which school?

### Cluster Nomination *or* Gifted Services/Magnet Nomination

4. I am nominating my child for Academic Clustering:

- Math Clustering
- Language Arts Clustering
- Both Math and Language Arts

5. I am nominating my child for the Magnet Program:

- 2/3 Magnet    Defer or Ferry
- 4/5 Magnet    Defer or Ferry

### Clustering Nomination

6. We believe cluster grouping would help to meet my child's educational needs because:

### Gifted Services/Magnet Nomination

7. We believe Magnet grouping would help to meet my child's educational needs because:

8. What additional information would you like the Child Study Committee to consider when reviewing your child's nomination for Clustering and/or Magnet services?

# Parent Evaluation of Academic Talent Traits

Please evaluate your child based on the following descriptions of academic talent.

1 = Seldom  
2 = Sometimes  
3 = Often  
4 = Always

1. **Motivation** - Evidence of desire to learn.

**Initiates learning and is an enthusiastic learner.**

1	2	3	4
---	---	---	---

2. **Interests** - Intense and sometimes unusual interests. Advanced interests in topics or activities.

**Pursues activity beyond other children their age.**

1	2	3	4
---	---	---	---

3. **Communication skills** - Highly expressive with words, numbers or symbols.

**Unusual ability to communicate (verbally, nonverbally, physically, artistically, symbolically)**

1	2	3	4
---	---	---	---

4. **Problem-solving Ability** - Effective, often inventive, strategies for recognizing and solving problems.

**Uses a system to solve problems; invents and creates new ways to approach a task.**

1	2	3	4
---	---	---	---

5. **Memory** - Large storehouse of information on school or non-school topics.

**Exceptional ability to retain and retrieve information. Masters information in one or two repetitions.**

1	2	3	4
---	---	---	---

6. **Inquiry/Curiosity** - Questions, experiments, explores.

**Asks unusual questions and is curious about their environment.**

1	2	3	4
---	---	---	---

7. **Insight** - Quickly grasps new concepts; sees connections; senses deeper meaning.

**Sees relationships and is keenly observant. Sudden discovery of correct solutions.**

1	2	3	4
---	---	---	---

8. **Reasoning** - Logical approaches to figuring out solutions.

**Thinks things through in a logical manner. Is a critical thinker.**

1	2	3	4
---	---	---	---

9. **Imagination/Creativity** - Produces many ideas; highly original.

**Shows exceptional ingenuity and has unusual ideas.**

1	2	3	4
---	---	---	---

10. **Humor** - Conveys and picks up humor well.

**Keen sense of humor.**

1	2	3	4
---	---	---	---

11. **Intensity** - Strength of reaction, responses and behaviors.

**Very strong, even extreme, responses socially and emotionally.**

1	2	3	4
---	---	---	---

12. **Sensitivity** - Strong emotions to emotional stimuli.

**Strong sense of compassion, justice, empathy and is often self-critical.**

1	2	3	4
---	---	---	---