

Gifted Learners versus High Achievers

A Gifted Learner

Poses unforeseen questions
Is curious
Is selectively mentally engaged
Generates complex, abstract ideas
Knows without working hard
Ponders with depth and multiple
Perspectives
Is beyond the group
Exhibits feelings and opinions from
multiple perspectives
Already knows
Needs 1 to 3 repetitions to master
Comprehends in-depth complex ideas
Prefers the company of intellectual peers
Creates complex, abstract humor
Infers and connects concepts
Initiates projects and extensions of
assignments
Is intense
Is original and continually developing
Enjoys self-directed learning
Manipulates information
Is an expert who abstracts beyond the
field
Guesses and infers well
Anticipates and relates observations
Is self-critical
May not be motivated by grades
Is intellectual

A High Achiever

Remembers the answers
Is interested
Is attentive
Generated advanced ideas
Works hard to achieve
Answers the questions in detail
Performs at the top of the group
Responds with interest and opinions
Learns with ease
Needs 6 to 8 repetitions to master
Comprehends at a high level
Enjoys the company of peers
Understands complex, abstract humor
Grasps the meaning
Completes assignments on time
Is receptive
Is accurate and complete
Enjoys school often
Absorbs information
Is a technician with an expertise in a
field
Memorizes well
Is highly alert and observant
Is pleased with own learning
Gets A's
Is able

References

Kingore, B. (Spring 2004). High Achiever, Gifted Learner, Creative Learner
Understanding Our Gifted
Szabos, J. Bright Child, gifted learner. Challenge, 34. Good Apple