

Characteristics Instrument for Screening Students (CISS)

Record student names in any of the 10 boxes when the student demonstrates superior/exceptional ability(ies) noted in the **characteristic category**. Refer to description of each characteristic. This form is to be kept on file in the school. Students will be screened with this form once a year.

Teacher Name: _____ **Grade/Class:** _____ **School:** _____ **Date:** _____

MOTIVATION	INTERESTS	COMMUNICATION SKILLS	PROBLEM-SOLVING ABILITY	MEMORY
Evidences an intense desire to achieve Strives to satisfy a need or attain set goals	Intense(unusual interests) Activities, avocations, objects, etc. have special worth or significance	Highly expressive and effective use of words, numbers, or symbols	Effective, inventive strategies for recognizing and solving problems	Large storehouse of information Innate ability to retain and retrieve information
<p style="text-align: center;">Student may</p> <ul style="list-style-type: none"> • be persistent in pursuing/completing self-selected tasks • be a self-starter • be an enthusiastic learner • aspire to be somebody/do something 	<p style="text-align: center;">Student may</p> <ul style="list-style-type: none"> • demonstrate unusual or advanced interests in a topic or activity • be beyond age-group • pursue an activity unceasingly • demonstrate perseverance in pursuit of an interest 	<p style="text-align: center;">Student may</p> <ul style="list-style-type: none"> • demonstrate unusual ability to communicate (verbally, physically, artistically, symbolically) • use particularly clever examples, illustrations or elaborations 	<p style="text-align: center;">Student may</p> <ul style="list-style-type: none"> • devise or adapt a systematic strategy for solving problems or change the strategy if it is not working • create a new design, invent • understand what questions to ask to solve the problem 	<p style="text-align: center;">Student may</p> <ul style="list-style-type: none"> • need only 1-2 repetitions for mastery • have a wealth of information • pay attention to details • manipulate information • remember experiences from the past (e.g., “When I was one...”)

INQUIRY	INSIGHT	REASONING	CREATIVITY	HUMOR
Questions, experiments, explores Seeks in-depth knowledge, understanding , or information	Quickly grasps new concepts and makes connections Sudden discovery of the correct solution following incorrect attempts	Logical approaches to figuring out solutions Forward-looking, goal oriented thought.	Inventiveness Problem-solving through non-traditional patterns of thinking	Conveys and picks up on humor Ability to synthesize key ideas or problems in complex situations in humorous ways
<p style="text-align: center;">Student may</p> <ul style="list-style-type: none"> • ask unusual questions for age • play around with ideas • demonstrate extensive exploratory behaviors 	<p style="text-align: center;">Student may</p> <ul style="list-style-type: none"> • demonstrate exceptional ability to draw inferences • appear to be a good guesser • be keen observer • possess capacity for seeing unusual and diverse relationships • integrate ideas and disciplines 	<p style="text-align: center;">Student may</p> <ul style="list-style-type: none"> • make generalizations • use metaphors and analogies • think things through logically • think critically • be an excellent planner 	<p style="text-align: center;">Student may</p> <ul style="list-style-type: none"> • show ingenuity in using everyday materials • exhibit wild, seemingly silly ideas • produces ideas fluently/flexibly • be curious 	<p style="text-align: center;">Student may</p> <ul style="list-style-type: none"> • exhibit keen sense of humor—gentle or hostile • see relationships and create jokes or puns • extreme sense of fairness • sensitive to feelings of others • use inappropriate humor (class clown)

