

A High Achiever ...

A Gifted Learner...

A Creative Thinker...

Knows the Answers.
Is interested.
Is attentive.
Had good ideas.

Works hard to achieve
Answers the questions.
Top group.
Listens with interest.

Learns with ease.
6-8 repetitions for mastery.
Understands ideas.

Enjoys age peers.

Grasps the meaning.
Completes assignments.

Is receptive.
Is accurate & complete.
Enjoys school.

Absorbs information.
Technician.

Good memorizer.
Enjoys simple, sequential lessons,
Is alert.
Is pleased with own learning.
Gets A's
Is able.

Asks the Questions.
Is highly curious.
Is selectively mentally involved.
Has complex, abstract ideas.

Plays around, yet tests well.
Discusses in detail, elaborates.
Beyond the group.
Shows strong feelings and opinions.

Already knows.
1-2 repetitions for mastery.
Constructs in depth abstractions.

Prefers intellectual peers.

Infers & connects concepts.
Initiates projects & extensions

In intense.
Is original & continually developing.
Enjoys self directed learning.

Manipulates information.
Expert who abstracts beyond the field.

Guesses & infers well.
Thrives on complexity.
Is keenly observant.
Is highly self-critical.
May not be motivated by grades
Is intellectual.

Sees exceptions.
Wonders.
Daydreams; Seems off task
Ideas overflow; not develop

Plays with ideas & concepts.
Injects new possibilities
Is in own group.
Shares bizarre, sometimes
conflicting opinions

Questions: What if...
Questions need for mastery
Constructs in depth abstractions

Prefers creative peers or
works alone
Makes mental leaps: Aha!
Initiates more projects than
will ever finish.

Is independent, unconventional
Is original & continually developing
Enjoys creating.

Improvises.
Inventor.

Creates & brainstorms well.
Creates new design.
Is intuitive.
Is never finished with possibilities.
May not be motivated by grades.
Is idiosyncratic.

Identification of gifted students is clouded when concerned adults misinterpret high achievement as giftedness. High-achieving students are noticed for their on-time, neat, well-developed and correct learning products. Adults comment on their consistent high grades and how well they acclimate to class procedures and discussions. Some adults assume these students are gifted because their school-appropriate behaviors and products surface above the typical responses of grade-level peers.

While high achievers are valuable participants whose high-level modeling is welcomed in classes, they learn differently than gifted learners. In situations in which they are respected and encouraged, gifted students' thinking is more complex, with abstract inferences and more diverse perceptions than is typical of high achievers. Articulating those differences to educators and parents can be difficult.

No column in this three way chart is intended to be mutually exclusive. A high achiever might also be a creative thinker, and a gifted learner might also be a creative thinker or high achiever. *from Bertie Kingore "High Achiever, Gifted Learner, Creative Thinker: How can we differentiate between these three types of learners?" Understanding Our Gifted, Spring 03