

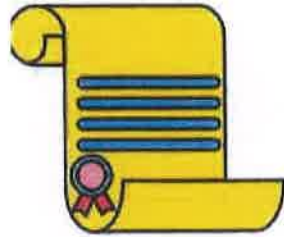
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مدرستنا الثانوية الانجليزية، الشارقة - البنين
OUR OWN ENGLISH HIGH SCHOOL, SHARJAH - BOYS

GEMS
EDUCATION

Gifted & Talented Policy



GEMS
EDUCATION

Date of adoption: August 2014

Date of review: April 2025

Date of next review: April 2026

Verified & Signed

Mr. Srivalsan Murugan

Principal & CEO



Introduction

The Gifted and Talented (G&T) Framework at Our Own English High School Sharjah Boys' is rooted in GEMS Education's policy, the Gagnes' Model of Giftedness and Talent and the Schoolwide Enrichment Model (SEM) developed by Dr. Joseph Renzulli and Dr. Sally Reis. This framework emphasizes that giftedness is not a fixed trait, but a potential that can be nurtured through appropriate opportunities, challenges, and enrichment.

Refer to Annexure – Gagnes' Model and School Enrichment Model

We believe that gifted behaviors can emerge in many students when given the right environment. The SEM model enables schools to move beyond traditional test-based definitions of giftedness and instead recognize and develop strengths, talents, and interests across academic and non-academic domains.

The G&T Framework at OOB is structured into three key components:

- ✓ Identification
- ✓ Intervention
- ✓ Celebration

Refer to Annexure – G&T Framework



Policy Objectives

- To ensure all G&T students are identified and known to staff.
- To provide appropriate provision both within and beyond the curriculum that promotes high achievement and personal success.
- To cultivate an ethos of high expectations and foster an environment of challenge and enrichment.
- To recognize and nurture talent across all domains: academic, creative, athletic, and leadership.

Definitions and Key Concepts

Definitions as per Inspection Framework

- **Giftedness** refers to untrained, spontaneously expressed exceptional natural ability in one or more domains (intellectual, creative, social, physical).
- **Talent** refers to exceptional performance resulting from the development of those gifted abilities.

Gagné's Model of Giftedness and Talent

- **Giftedness:** Natural abilities placing a student in the top 10% of peers (Gagné, 1993).
- **Talent:** Developed abilities (skills or knowledge) in specific fields, placing them in the top 10% of active peers in that field.

Distinction Between Able and Gifted Students

- An able student knows the answer; a gifted student asks the questions.
- Able learners work hard; gifted learners may excel with less effort.
- Gifted students are often more independent, imaginative, and self-directed.



Framework Overview

Identification

Academic Identification

- Triangulation of Data:
 - CAT4: 126 and above in one or more batteries
 - ASSET: Stanine 8 or above in all 3 subjects
 - Internal Assessments: 95% scores or above
- Teacher Recommendation: Based on academic performance and SEM checklists
- Teacher Recommendation – Language: Based on class participation and events -Language checklist.
- ❖ **Teacher Nomination – Academic Checklist (Based on the School Enrichment Model)**

To support teacher nominations for the Gifted and Talented (G&T) Programme, an academic checklist has been developed based on the **School Enrichment Model**, covering the following six categories:

- **Enrichment** (Interest-based Group Learning)
- **Independent Projects** (Self-directed Learning)
- **Learning Experiences** (High-End Learning)
- **Creative and Productive Giftedness** (Creativity, Innovation, and Expression)
- **Leadership and Collaboration**
- **Student Reflection and Goal Setting**

Scoring & Interpretation:

Teachers score students based on observed traits in each category. Provisions are made accordingly, with high scorers considered for nomination and differentiated enrichment opportunities.

Refer to Annexure – Teacher Nomination – Academic Checklist



❖ **Academic Checklist for Language**

To support nominations for the Gifted and Talented (G&T) Programme in the domain of **Language**, an academic checklist has been structured around the following key categories:

- **Skill Level** – Demonstrates advanced language proficiency in reading, writing, speaking, and comprehension.
- **Achievement** – Recognized for excellence in language-related assessments, competitions, or creative writing.
- **Commitment and Discipline** – Shows consistent effort, responsibility, and a positive attitude toward language learning.
- **Creativity and Expression** – Exhibits originality, imagination, and effective expression in both written and spoken forms.

Scoring & Interpretation:

Students are scored based on observable traits and performance. High scorers are nominated for language enrichment programmes and advanced learning opportunities.

Refer to Annexure – Academic Checklist for Language



✓ **Non-Academic Identification**

- Achievements in:
 - National/International Competitions
 - School Clubs and Extracurriculars
 - Portfolios and Projects
- Nominations:
 - From teachers or parents
- Use of specific checklists for:
 - Sports, Arts, Music, School Clubs, Inter/Intra competition

❖ **School Clubs Nomination Checklist**

To facilitate teacher nominations for the Gifted and Talented (G&T) Programme through **School Club** participation, a comprehensive checklist has been developed focusing on the following areas:

- **Participation and Engagement** – Actively involved and consistently contributes to club activities.
- **Leadership and Responsibility** – Takes initiative, holds roles of responsibility, and guides peers effectively.
- **Achievement and Recognition** – Acknowledged for contributions through awards, certificates, or notable accomplishments.
- **Skills and Creativity** – Displays unique talents, problem-solving abilities, and innovative thinking.
- **Collaboration and Teamwork** – Works well with peers, promotes group success, and demonstrates a team-oriented mindset.

Scoring & Interpretation:

Students are scored based on their performance in each category. High scorers are considered for nomination and given opportunities to further develop their talents through club-led enrichment initiatives.



Refer to Annexure – School Clubs Nomination Checklist

❖ **Music Nomination Checklist**

To support teacher nominations for the Gifted and Talented (G&T) Programme in the non-academic domain of **Music**, a specialized checklist has been developed. This framework focuses on identifying musical potential through the following categories:

- **Skill** – Demonstrates technical proficiency and control over musical elements.
- **Commitment and Discipline** – Shows consistent practice habits, perseverance, and dedication to musical growth.
- **Musical Expression and Innovation** – Exhibits creativity, originality, and emotional depth in musical interpretation and performance.

Scoring & Interpretation:

Teachers assess students based on observable indicators in each category. Provisions are extended accordingly, with high scorers nominated for advanced musical enrichment and performance opportunities.

Refer to Annexure – Music Nomination Checklist



❖ **Sports Nomination Checklist**

To guide teacher nominations for the Gifted and Talented (G&T) Programme in the domain of **Sports**, a structured checklist has been designed focusing on the following categories:

- **Skill Level** – Demonstrates athletic ability, coordination, and technical competence in sport-specific skills.
- **Achievement** – Shows a record of excellence in competitions, tournaments, or school-level performance.
- **Leadership and Motivation** – Exhibits initiative, encourages peers, and maintains high levels of enthusiasm and drive.
- **Sportsmanship and Teamwork** – Displays respect, fair play, and effective collaboration with teammates and opponents.

Scoring & Interpretation:

Students are scored based on teacher observations across the categories. High scorers are nominated for sports-specific enrichment programmes and leadership opportunities in school sports activities.

Refer to Annexure – Sports Nomination Checklist



❖ Art Nomination Checklist

To support teacher nominations for the Gifted and Talented (G&T) Programme in the field of **Visual Arts**, a dedicated checklist has been created focusing on the following categories:

- **Skill and Creativity** – Demonstrates strong artistic techniques along with originality and creative expression.
- **Achievement** – Recognized for excellence in school-level or external art competitions, exhibitions, or projects.
- **Passion and Dedication** – Consistently engaged in artistic activities, showing commitment and a love for the arts.

Scoring & Interpretation:

Teachers evaluate students based on defined indicators. High scorers are nominated for art-based enrichment opportunities, exhibitions, and advanced workshops.

Refer to Annexure - Art Nomination Checklist

❖ Talent Identification through Competitions – Nomination Checklist

To recognize and nominate students for the Gifted and Talented (G&T) Programme based on their performance in **intra-school and inter-school competitions**, a focused checklist has been developed covering the following categories:

- **Intra-School and Inter-School Competitions** – Participation and excellence in school-level and external events.



- **Skill and Creativity** – Demonstrates originality, innovation, and proficiency in the chosen domain.
- **Achievement and Participation** – Acknowledged for accomplishments and active involvement in competitions.
- **Passion and Dedication** – Shows enthusiasm, perseverance, and consistent effort.
- **Collaboration and Leadership** – Effectively works with peers and displays leadership qualities during events.

Scoring & Interpretation:

Based on cumulative scores, students are considered for G&T nominations and are provided with enrichment opportunities aligned to their area of talent.

Refer to Annexure - Talent Identification through Competitions – Nomination Checklist

Intervention

Academic Enrichment

- Advanced Learning Plans (ALPs)
- SEM-Based Interventions (Type I, II, III)
- Talent Development Activities
- Interdisciplinary Projects
- ASSET Talent Search
- Student Portfolios



School Programs & Clubs

- Debate, TEDx Youth, MUN
- Kutubee App (Arabic & French)
- School Magazine, Innovation Groups
- Special interest clubs and academic forums

Competitions & Events

- TEDx, MUN, Shastra Pratibha
- Look Who's Answering, Spell Bee
- School concerts and sporting meets

Internships and Mentoring

- In-House and External Internships
- Guest Talks and Leadership Trainings
- GEMS For Life mentorship initiatives

Celebration

In-School Recognition

- Young Scholar Award
- Ace Scholar Awards (Triple Ace, Six Ace)
- Principal's Award
- Valedictorian Medal
- Certificates of Excellence



External Awards

- Sharjah Excellence Award
- Sheikh Sultan Award
- Hamdan Bin Rashid Award
- NetZero Heroes, Diana Award
- GEMS Student of the Year

Public Recognition

- School Magazine Features
- Exhibitions and Award Ceremonies
- Student-Led Panels and Events

Review & Exit Process

Annual Review

- Conducted yearly based on:
 - Academic data and test scores
 - Student portfolios and achievements
 - SEM evaluation checklists

Exit Guidelines

- Re-evaluation if benchmarks not met
- Use of academic checklist and support period before exit
- Re-entry upon re-qualification



Advanced Learning Plan (ALP)

The Advanced Learning Plan (ALP) for identified Gifted and Talented (G&T) students is designed to cater to their unique learning needs and provide enriched academic opportunities. The ALP includes the following key components:

- **Identification & Triangulation of Data**
(Based on CAT4 scores, ASSET scores, Internal scores, and teacher recommendations)
- **Domain-Specific Identification**
(Including Academics, Non-Academics and G&T Language)
- **Learning Preferences**
(Documented to personalize instructional strategies)
- **Intervention Strategies**
(Differentiated tasks, content extensions, real-world applications, and inquiry-based learning)
- **Resources & Support Plan**
(Access to books, technology platforms, external programs)
- **Parental Engagement Strategies**
(Home extension tasks, enrichment events, regular updates)
- **Roles & Responsibilities**
(For teachers, coordinators, parents, and students)
- **Achievements & Milestones**
(Recognition of academic and creative accomplishments)

This ALP ensures that G&T students receive consistent, targeted support that aligns with their strengths and promotes holistic growth.

Refer to Annexure – Advance Learning Plan



Successful Provision Indicators

- G&T learners will be provided with differentiated instruction embedded in classroom lessons through enriched content, open-ended problem-solving, inquiry-based tasks, and access to tiered learning materials.
- The curriculum will incorporate critical thinking modules, interdisciplinary links, and application-based challenges suitable for gifted learners.
- Language enrichment will involve advanced vocabulary use, literary analysis, and exposure to diverse global texts.

Impact measurement framework

- Student growth will be tracked through formative and summative assessments, progress in ALPs, and teacher observations.
- Rubrics tailored to higher-order thinking, innovation, and creativity will be used to assess project-based and research tasks.
- CAT4 and ASSET scores will be revisited annually, along with teacher feedback, to reassess G&T placement.
- Portfolios showcasing enrichment work will support performance reviews.

A student remains on the G&T list based on triangulation of data (ASSET/CAT4/internal scores for academic; achievements/teacher feedback for non-academic). Annual reviews with department heads ensure continued accuracy and effectiveness.

Roles and Responsibilities

The Senior Leadership Team, Supervisors, G&T Teacher Champions, and the G&T Lead (Student Counsellor) collaboratively ensure the effective implementation of the G&T programme, along with consistent monitoring and observations to ensure that teachers are meeting the needs of gifted and talented students.



Ethical Considerations and Student Well-being

It ensures that all actions taken under the G&T policy are guided by fairness, inclusivity, and a commitment to the student's overall well-being.

Key Elements:

- **Equity and Inclusion:**

Identification processes are unbiased, accessible to students from diverse backgrounds, and sensitive to cultural and linguistic differences.

- **Avoidance of Labels and Pressure:**

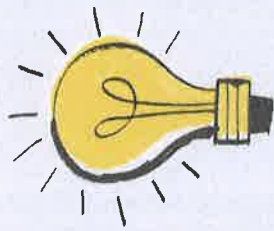
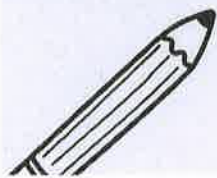
Emphasis on supporting students' growth without creating unhealthy competition, pressure, or labels that may impact their emotional development.

- **Mental Health and Counselling Support:**

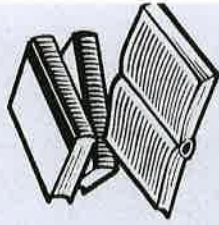
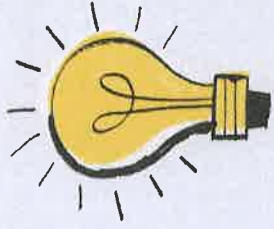
Access to counseling and emotional support is available to help G&T students manage stress, perfectionism, or isolation.

- **Student Voice:**

Opportunities for students to reflect on their learning preferences, choose enrichment opportunities, and provide feedback on their experience in the G&T program.



GIFTED & TALENTED FRAMEWORK



Identification

Intervention

Celebration

Academic

Non-Academic

Academic

Non-Academic

Academic / Non-Academic

Triangulation of Data

- CAT4 - 126 and above (1 or more batteries)

- ASSET Stanine 8 and above in all 3 subjects

- Internal Scores 95% and above scores

Teacher Recommendation checklist

Teacher Recommendation - Language checklist

Competitions & School Activities

- Teacher/Parent Nomination
- School Enrichment checklists -SEM
- National/International Competitions

Academic Enrichment

- Advance Learning Plan
- Student Portfolios
- Internships programmes
- ASSET Talent Search
- Kutubee App (Arabic and French)

School Programmes

- School Clubs
 - Research
 - Groups
- Competition and Events**
- TEDX
 - MUN
 - School concerts

In-School Awards

- Young Scholar Award
 - Principal's Award
- External Awards**
- Sharjah Excellence Award
 - Diana Award

Public Recognition

- Student led events
- Award Ceremonies



GIFTED AND TALENTED PROGRAMME

ADVANCE LEARNING PLAN

STUDENT DETAILS	
Student Name	
Grade and Section	
Teacher In Charge	
ALP Start Date – May 2025	Review Date – March 2026

ACADEMIC STRENGTHS - Highlight the student's areas of proficiency or skills where they consistently excel, demonstrating their strengths in specific subjects or tasks.

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ACHIEVEMENTS -Mention the specific achievement, the year it was accomplished, and provide relevant details to support and contextualize the achievement.

Achievement	Year	Details



TRIANGULATION OF DATA

Basis of Identification: Triangulation of Data Teacher Recommendation (Tick)

Category	Verbal (English)	Non-Verbal (Logical Reasoning, Art)	Spatial (Science - Physics/Chemistry)	Quantitative (Mathematics, Science)	Overall Average (Academic Excellence)
CAT4 Scores					
Rule	126 and above in one or more batteries				
ASSET Score (Math, Science, Social)	NA	NA			
Rule	Stanine 8 and above in all 3 subjects				
Internal Assessment Score					
Rule	95% and above (term wise)				



LEARNING PREFERENCES (TICK APPLICABLE) - Learning preferences should be identified for each student and appropriately addressed through tailored strategies within the lesson plan and during its execution.

Learning Preference	Tick
Prefers independent projects	
Enjoys hands-on experiments and activities	
Learns best through visual aids (charts, videos, diagrams)	
Benefits from small group discussions	
Prefers technology-integrated learning (online modules/apps)	
Thrives with research-based and inquiry tasks	
Learns well through peer collaboration	
Responds better to real-world problem-solving activities	

INTERVENTION STRATEGIES (TICK APPLICABLE) The selected intervention strategies should be individualized, clearly outlined within the Lesson plan and effectively executed during the lesson.

Advanced level resources	
Open-ended questions/tasks	
Content extensions	
Differentiated questioning techniques	
Student choice in activities, products	
Tiered assignments/homework	
Real-world applications	
Advanced use of technology	
Experimentation/Inquiry/Research	



RESOURCES AND SUPPORT PLAN -It should include essential books, materials, technology platforms, and relevant external courses or programs to support the student's learning and development.

Resource	Details
Books/Materials	
Technology/Online Platforms	
External Courses/Programs	

PARENTAL ENGAGEMENT STRATEGIES - It should involve regular communication, active participation in learning activities, and collaboration to support the student's academic and behavioral growth at home and school.

Strategy	Details
Resources at Home	Suggest enrichment books, online courses, and interactive tools that complement classroom learning across various subjects (e.g., Math, Science, Humanities).
Participation in Enrichment Events	Encourage parents to attend or volunteer in school-based enrichment events such as Science Fairs, Art Exhibitions, or Competitions.
Home Extension Activities	Provide optional enrichment activities that extend classroom learning, such as project-based learning or research projects over vacations.



Regular Progress Updates	Send term-wise email reports to parents, updating them on their child's progress in enrichment activities, achievements, and areas of focus.
Parent-Student Learning Sessions	Encourage parents to engage in study sessions with their child to review key learnings, work on enrichment tasks, or explore new topics covered in class.
Collaborative Learning Projects	Suggest collaborative projects where parents can join in supporting their child's independent learning, such as science experiments, creative writing, or coding tasks.
Subject-Specific Enrichment	Recommend additional resources such as clubs, workshops, or online activities that support specific subject areas and enhance learning (e.g., coding bootcamps, math Olympiads, creative writing workshops).
Critical Thinking & Problem Solving	Suggest activities at home that stimulate critical thinking and problem-solving skills, such as puzzles, logic games, or real-world problem-solving scenarios related to classroom topics.



GIFTED AND TALENTED –ACADEMICS

AY 2025-2026

Student Name	
Grade & Section	
Domain	Academics
G&T Areas	Verbal/ Non-Verbal/ Quantitative/ Spatial / Creative
Referral Type	Triangulation of Data/Teacher Referral
Date	

Academic Checklist

Section 1: Enrichment (Interest-based Group Learning)

Criterion	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
Actively participates in enrichment clusters or groups focused on specific interests.					
Demonstrates leadership or initiative in group discussions or activities.					
Contributes creative ideas or solutions during enrichment cluster activities.					
Shows enthusiasm for exploring topics or areas not covered in the standard curriculum.					

Section 2: Independent Projects (Self-directed Learning)



Criterion	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
Takes responsibility for initiating and completing independent projects or investigations.					
Exhibits high-level problem-solving skills during independent work.					
Uses available resources (e.g., books, internet, experts) to enhance project development.					
Demonstrates ability to set realistic goals and meet deadlines for individual projects.					

Section 3: Learning Experiences (High-End Learning)

Criterion	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
Engages deeply in learning activities that require higher-order thinking skills.					
Displays curiosity and asks probing questions to extend learning beyond the classroom.					
Demonstrates advanced understanding of complex concepts, applying them to new situations.					
Seeks out additional learning opportunities beyond what is offered in class.					



Section 4: Creative and Productive Giftedness (Creativity, Innovation, and Expression)

Criterion	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
Demonstrates creativity in problem-solving or generating novel ideas and approaches.					
Integrates original or inventive thinking into academic work or projects.					
Exhibits the ability to create new products, presentations, or solutions that stand out.					
Responds positively to challenges that involve creative thinking or exploration.					

Section 5: Leadership and Collaboration

Criterion	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
Takes on leadership roles during group projects or enrichment activities.					
Encourages collaboration and the sharing of ideas among peers.					
Works well with others in team-based enrichment or learning activities.					



Motivates and supports classmates to achieve shared goals in enrichment tasks.					
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Section 6: Student Reflection and Goal Setting

Criterion	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
Reflects on learning experiences and identifies areas of improvement.					
Sets personal goals related to academic and enrichment activities.					
Self-assesses progress towards individual or group project goals.					
Demonstrates a growth mindset, showing persistence even when faced with challenges.					

Scoring Scale for Each Item

- 1. Never** – The student does not demonstrate this behavior or ability at all.
- 2. Rarely** – The student shows minimal evidence of this behavior or ability.
- 3. Sometimes** – The student demonstrates this behavior or ability inconsistently or at a developing level.
- 4. Often** – The student frequently exhibits this behavior or ability in various settings.
- 5. Always** – The student consistently demonstrates this behavior or ability at a high level.



Score Range & Interpretation

Score Range	Description
110-120	High Score – Strong indicators of giftedness; student qualifies for new identification as gifted.
70-109	Intermediate Score – Student shows some gifted traits but requires review and ongoing monitoring for consistent performance.
28-69	Low Score – Limited evidence of gifted characteristics; student may no longer meet the gifted criteria and should be considered for removal from the list.

Total Scores:

Interpretation:

Remark:



Interpretation Criteria

1. New G&T Referral (Triangulation of Data and Teacher Referral)

- **Score:** 110–120
- **Traits:** Strong engagement, creativity, leadership, and advanced problem-solving consistently.
- **Recommendation:** Student qualifies for the **Gifted and Talented (G&T) Program** or **Advanced Enrichment opportunities**.

2. Existing G&T Referral (Triangulation of Data and Teacher Referral)

- **Score:** 70–109
- **Traits:** Moderate gifted traits, but requires **monitoring and support** in some areas. Some inconsistencies in engagement or performance.
- **Recommendation:** **Continued placement in G&T**, with **progress monitoring** and possible targeted interventions.

3. Removal from List (Triangulation of Data and Teacher Referral)

- **Score:** Below 70
- **Traits:** Low or inconsistent engagement in enrichment activities, does not **consistently** demonstrate gifted characteristics.
- **Recommendation:** **Exit from the G&T program** and transition to **standard academic programs** with **general enrichment support** as needed



G & T

Non - Academics Checklist for Arts

AY 2025-2026

Student Name	
Grade & Section	
Domain	Non – Academics (Arts)
Type of Art	
Teacher In Charge	
Date	

Criteria for Identifying Talent in Art

Criteria	Never	Rarely	Sometimes	Often	Always
	1	2	3	4	5
Skill & Creativity					
Demonstrates exceptional artistic skills in drawing, painting, sculpture, or digital art.					
Consistently creates artwork that stands out in originality and creativity.					
Shows continuous improvement and mastery of artistic techniques over time.					



Achievement	Never	Rarely	Sometimes	Often	Always
	1	2	3	4	5
Participates in and excels in intra-school art events (e.g., school art exhibitions, competitions).					
Participates in and excels in inter-school competitions (e.g., district, state, or regional level).					
Participates in international art contests or has been selected for major art showcases.					
Passion & Dedication	Never	Rarely	Sometimes	Often	Always
	1	2	3	4	5
Invests extra time in practicing and improving artistic techniques outside school hours.					
Seeks feedback and actively works on refining artistic techniques					
Shows consistent enthusiasm and initiates in taking up art related tasks or projects					



Total Scores:

Interpretation:

Remark:

Scoring Criteria	Instructions for Scoring
<p>➤ Each checklist consists of 12 criteria, each worth a score between 1 to 5 points. Therefore, the maximum total score for each checklist is 60 points (12 criteria x 5 points).</p> <p>Maximum Total Score: 60 points.</p> <p>Minimum Total Score: 12 points.</p>	<p>➤ For each "Always" box, award 5 points.</p> <p>➤ For each "Often" box, award 4 points.</p> <p>➤ For each "Sometimes" box, award 3 points.</p> <p>➤ For each "Rarely" box, award 2 points.</p> <p>➤ For each "Never" box, award 1 point</p>



Interpretation of Scores

50-60 points: Exceptional Talent

The student displays outstanding skill, leadership, and consistent achievement. They should be further encouraged to take on advanced roles and engage in more competitive opportunities.

40-49 points: Strong Talent

The student demonstrates strong talent and commitment. Encourage them to take on more challenging responsibilities and participate in higher-level competitions or initiatives.

30-39 points: Moderate Talent

The student is involved and shows potential. They may benefit from additional mentoring, exposure to more advanced opportunities, and further development of their skills.

12-29 points: Emerging Talent

The student shows promise but requires more experience and practice. They should be encouraged to engage more actively and work on improving specific areas within their club activities.



G&T

Non - Academics Checklist for School Clubs

AY 2025-2026

Student Name	
Grade and Section	
Domain	Non-Academics (School Clubs)
Name of the Club	
Teacher in charge	
Date	

Criteria for identifying talent in school clubs

Criteria	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
Participation and Engagement					
Actively participates in club meetings and activities.					
Shows consistent involvement in club events and projects.					
Takes initiative in proposing or leading new club activities or events.					
Leadership and Responsibility					
Takes on leadership roles, such as president, vice-president, or event organizer.					
Acts as a role model, encouraging others to participate and excel in club activities.					
Demonstrates responsibility and reliability in carrying out club-related tasks.					
Achievement and Recognition					
Has been recognized for achievements in club competitions or performances (e.g., awards, certificates).					
Participates and excels in intra-school club competitions or events.					
Competes or participates in inter-school or international competitions/events and wins/receives recognition.					



Skills and Creativity	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
Demonstrates advanced skills in a particular area of the club (e.g., writing in linguistic clubs, sports techniques in sports clubs, musical talent in music clubs).					
Shows creativity and innovation in contributions to club projects or activities.					
Continually improves and refines their skills through practice and feedback.					
Collaboration and Teamwork	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
Works well with other club members to achieve common goals.					
Actively helps other club members improve and develops a collaborative environment.					
Demonstrates strong communication skills, listening, and offering constructive feedback.					

Total Scores:
Interpretation:
Remark:



Scoring Criteria	Instructions for Scoring
<p>➤ Each checklist consists of 12 criteria, each worth a score between 1 to 5 points. Therefore, the maximum total score for each checklist is 60 points (12 criteria x 5 points).</p> <p>Maximum Total Score: 60 points.</p> <p>Minimum Total Score: 12 points.</p>	<p>➤ For each "Always" box, award 5 points.</p> <p>➤ For each "Often" box, award 4 points.</p> <p>➤ For each "Sometimes" box, award 3 points.</p> <p>➤ For each "Rarely" box, award 2 points.</p> <p>➤ For each "Never" box, award 1 point</p>

Interpretation of Scores

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30-39 points: Moderate Talent

The student is involved and shows potential. They may benefit from additional mentoring, exposure to more advanced opportunities, and further development of their skills.



12-29 points: Emerging Talent

The student shows promise but requires more experience and practice. They should be encouraged to engage more actively and work on improving specific areas within their club activities.



G & T

Non - Academics Checklist for School Competitions

AY 2025-2026

STUDENT NAME	
GRADE & SECTION	
DOMAIN	NON-ACADEMICS
TALENT AREA	
DATE	

Non-Academic Talent Checklist

Criteria for Identifying Talent Intra-School and Inter-School Competitions

Criteria	Never	Rarely	Sometimes	Often	Always
A. Skill & Creativity					
Demonstrates exceptional talent and skill in their chosen non-academic field.					
Consistently performs at a higher level than peers in practice or competitions.					
Shows continuous improvement and mastery of techniques over time.					
B. Achievement & Participation					
Participates in and excels in intra-school events (e.g., school competitions, performances, exhibitions).					
Participates in and excels in inter-school competitions (District, State)					
Participates in national/international events or has been selected for trials.					
C. Passion & Dedication					
Invests extra time in improving skills outside school hours.					



Total Scores:

Interpretation:

Remark:

Demonstrates deep interest in learning about different styles, techniques, or formats within their field.					
Proactively seeks opportunities to showcase or share their talent.					
D. Collaboration & Leadership					
Takes initiative and shows leadership in group activities or team settings.					
Supports and encourages peers in their non-academic pursuits.					
Demonstrates professionalism, discipline, and respect towards mentors, peers, and competition guidelines.					



Scoring Criteria	Instructions for Scoring
<p>➤ Each checklist consists of 12 criteria, each worth a score between 1 to 5 points. Therefore, the maximum total score for each checklist is 60 points (12 criteria x 5 points).</p> <p>Maximum Total Score: 60 points.</p> <p>Minimum Total Score: 12 points.</p>	<p>➤ For each "Always" box, award 5 points.</p> <p>➤ For each "Often" box, award 4 points.</p> <p>➤ For each "Sometimes" box, award 3 points.</p> <p>➤ For each "Rarely" box, award 2 points.</p> <p>➤ For each "Never" box, award 1 point</p>

Interpretation of Scores

50-60 points: Exceptional Talent

The student displays outstanding skill, leadership, and consistent achievement. They should be further encouraged to take on advanced roles and engage in more competitive opportunities.

40-49 points: Strong Talent

The student demonstrates strong talent and commitment. Encourage them to take on more challenging responsibilities and participate in higher-level competitions or initiatives.

30-39 points: Moderate Talent



The student is involved and shows potential. They may benefit from additional mentoring, exposure to more advanced opportunities, and further development of their skills.

12-29 points: Emerging Talent

The student shows promise but requires more experience and practice. They should be encouraged to engage more actively and work on improving specific areas within their club activities.



G & T

Non - Academics Checklist for Language

AY 2025-2026

Student Name	
Grade & Section	
Domain	Academics – Language
Type of Music	
Teacher In charge	
Date	

Academic Checklist for Language

Criteria for identifying talent in music

Criteria	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
Skill Level					
Demonstrates advanced vocabulary and command over language.					
Speaks fluently and clearly, expressing ideas coherently.					
Writes creatively and effectively with structure and depth.					
Achievement					
Excels in inter-school literary or communication-based events.					



Represents school or is selected for national/international language events (e.g., MUN, writing programs).					
Commitment and Discipline					
Consistently seeks improvement through reading, writing, or speaking.					
Takes initiative to engage in extra reading or participate in public speaking opportunities.					
Demonstrates discipline in language practice, editing, or speech preparation.					
Creativity and Expression					
Uses metaphors, analogies, humor, or rhetorical devices creatively.					
Brings originality and insight into storytelling, debates, or written work.					
Displays an intuitive grasp of language rules and applies them innovatively.					



Total Scores:

Interpretation:

Remark:

Scoring Criteria	Instructions for Scoring
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Interpretation of Scores

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12-29 points: Emerging Talent

The student shows promise but requires more experience and practice. They should be encouraged to engage more actively and work on improving specific areas within their club activities.



G & T

Non - Academics Checklist for Music

AY 2025-2026

Student Name	
Grade & Section	
Domain	Non-Academics (Music)
Type of Music	
Teacher In charge	
Date	

Non – Academic Checklist for Music

Criteria for identifying talent in music

Criteria	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
Skill Level					
Demonstrates exceptional musical ability in an instrument or vocal performance.					
Exhibits advanced technical proficiency compared to peers.					
Shows musical creativity (e.g., composition, improvisation).					
Achievement					
Participates in and excels in intra-school music events (e.g., school concerts, talent shows).					
Participates in and excels in inter-school music competitions (e.g., regional music festivals).					



Participates in or is selected for international music events, auditions, or masterclasses.					
Commitment and Discipline	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
Demonstrates strong dedication to practicing regularly and improving musical skills.					
Responds positively to feedback and seeks opportunities for improvement in performance.					
Participates in group musical activities (e.g., school band, choir) and works well with others.					
Musical Expression and Innovation	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
Shows originality and creativity in musical expression (e.g., composing, improvising).					
Brings unique musical ideas or interpretations to performances.					
Demonstrates a strong understanding of music theory and applies it creatively.					

Total Scores:

Interpretation:

Remark:



Scoring Criteria	Instructions for Scoring
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Gifted and Talented – Non-Academics



G & T

Non - Academics Checklist for Sports

AY 2025-2026

Student Name	
Grade & Section	
Domain	Non-academics (Sports)
Type of Sports	
Date	

Non – Academics Checklist for Sports

Criteria for identifying talent in Sports

Criteria	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
Skill Level					
Demonstrates exceptional skill in specific sports or athletic activities.					
Consistently performs at a higher level than peers in practice or competition.					
Shows improvement and development in skills over time.					
Achievement	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
Participates in and excels in intra-school competitions (e.g., school sports day).					
Participates in and excels in inter-school competitions (e.g., district, state, or regional level).					
Participates in international sports events or has been selected for trials.					



Leadership and Motivation	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
Takes a leadership role in team sports or motivates teammates during training or competitions.					
Shows resilience and a strong mental attitude during competitive situations.					
Demonstrates a high level of commitment to training and practice schedules.					
Sportsmanship and Teamwork	Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
Demonstrates positive sportsmanship, respects teammates, coaches, and opponents.					
Works well in team settings, contributing to team success.					
Handles winning and losing with maturity and grace.					

Total:

Interpretation:

Remarks:

Scoring Criteria	Instructions for Scoring
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