

**GENERAL EDUCATION INTERVENTION FORM  
CLASSROOM PERFORMANCE AT SIGNIFICANTLY HIGHER LEVELS  
TEACHER QUESTIONNAIRE K-12**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
Birthdate: \_\_\_\_\_ School: \_\_\_\_\_  
Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

- 5 - Evidence of this behavior is shown **all of the time.**
- 4 - Evidence of this behavior is shown **frequently.**
- 3 - Evidence of this behavior is shown **sometimes.**
- 2 - Evidence of this behavior is shown **rarely.**
- 1 - Evidence of this behavior is shown **never.**

- 5 4 3 2 1 An extraordinary speed in processing information
- 5 4 3 2 1 A rapid and thorough comprehension of the whole idea or concept
- 5 4 3 2 1 An unusual ability to see patterns in relationships and ideas
- 5 4 3 2 1 An ability to synthesize and relate to a broad range of ideas
- 5 4 3 2 1 Capable of complex thinking and finding alternative meanings in problems
- 5 4 3 2 1 An extraordinary degree of intellectual curiosity
- 5 4 3 2 1 An unusual capacity for memory
- 5 4 3 2 1 A long concentration span
- 5 4 3 2 1 A fascination with ideas and words
- 5 4 3 2 1 An extensive vocabulary
- 5 4 3 2 1 Ability to perceive many sides of an issue
- 5 4 3 2 1 Argumentative (learns by arguing)
- 5 4 3 2 1 Ability to visualize models and systems
- 5 4 3 2 1 Ability to learn in great intuitive leaps
- 5 4 3 2 1 Awareness of detail
- 5 4 3 2 1 Unusual intensity and depth of feeling
- 5 4 3 2 1 A high degree of emotional sensitivity
- 5 4 3 2 1 Highly developed morals and ethics (a need to “solve” world issues)
- 5 4 3 2 1 An ability to empathetically understand and relate to ideas and other people
- 5 4 3 2 1 An extraordinary high energy level
- 5 4 3 2 1 A need for the world to be logical and fair