

Rating Scale for High IQ Visual-Spatial Learners

Please rate the child on the following factors from untrue (1) to very true (5)

	Untrue Very True				
Extraordinary performance on spatial tasks: Block Design, Block Counting, Rotations, Transformations, Orientation Problems	1	2	3	4	5
Excellent math conceptualization--particularly higher level mathematics: geometry, calculus, physics.	1	2	3	4	5
May have excellent sequential skills, but prefer to see the gestalt and use a holistic method of problem solving; they use their sequential abilities as backup when spatial skills don't work.	1	2	3	4	5
Learn in great intuitive leaps, often skipping many of the simpler steps.	1	2	3	4	5
Often arrive at correct conclusions in mathematics (and in other areas), but may not be able to "show their work" because they did not take a series of steps to get to their conclusions.	1	2	3	4	5
Often develop their own methods of problem solving.	1	2	3	4	5
Systems thinkers--they are comfortable with complexity and see complex inter-relationships. They often thrive on complexity.	1	2	3	4	5
Learning is permanent. Once they understand a concept it is theirs forever, without need for drill or repetition.	1	2	3	4	5
May be attracted to computer technology, and able to invent shortcuts on the computer.	1	2	3	4	5
Excellent ability with puzzles and mazes; show very advanced performance in these areas before school age.	1	2	3	4	5
Excellent grasp of metaphors, analogies, satire.	1	2	3	4	5
Good problem finders. See discrepancies between what is and what ought to be.	1	2	3	4	5

Astute questioning ability.	1	2	3	4	5
Photographic visual memory. Can remember anywhere they have ever been. Can "see" where information is on the page when they recall what they've read.	1	2	3	4	5
Original, creative thinking with sophisticated end results.	1	2	3	4	5
Can view from many different perspectives in imagination.	1	2	3	4	5
Learn complex systems easily, but struggle with easy work. (Especially Gifted/LD)	1	2	3	4	5
Sophisticated sense of humor. (Also true of gifted sequential learner.)	1	2	3	4	5
High abstract reasoning ability. (Also true of gifted sequential learner.)	1	2	3	4	5
Penetrating insights; perceptiveness. (Also true of gifted sequential learner.)	1	2	3	4	5
Good synthesizers. (Also true of gifted sequential learner.)	1	2	3	4	5

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