



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
Excellent ability with puzzles, mazes, construction; shows very advanced performance in these areas before school age.	1	2	3	4	5
Astute questioning ability.	1	2	3	4	5
Learns in great intuitive leaps, often skipping many of the simpler steps.	1	2	3	4	5
Often arrives at correct conclusions in mathematics (and in other areas), but may not be able to "show the work" because he or she did not take a series of steps to get to the conclusions.	1	2	3	4	5
Learning is permanent. Once a concept is understood, it is remembered forever, without need for drill or repetition.	1	2	3	4	5
Often develops his or her own methods of problem solving.	1	2	3	4	5
Photographic visual memory. Can remember how to get to anywhere he or she has ever been. Can "see" where information is on the page when recalling what has been read.	1	2	3	4	5
May be attracted to computer technology, and able to invent shortcuts on the computer.	1	2	3	4	5
Can view from many different perspectives in imagination.	1	2	3	4	5
Extraordinary performance on spatial tasks: e.g., Block Design, Block Counting, Mental 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 prefers to see the gestalt and use a holistic method of problem solving; uses sequential abilities as a back-up when spatial skills don't work.	1	2	3	4	5
Systems thinker—comfortable with complexity and sees complex inter-relationships. Thrives on complexity.	1	2	3	4	5
Excellent grasp of metaphors, analogies, satire.	1	2	3	4	5
Good problem finder. Sees discrepancies between what is and what ought to be.	1	2	3	4	5
Original, creative thinker with sophisticated end results.	1	2	3	4	5
Learns complex systems easily, but may struggle with easy work. (Especially Gifted/LD)	1	2	3	4	5

