

out suggests that the CGS is a method which can be used to roughly assess the intellectual level of giftedness in pre-school children in our terms. Although the method, originally devised to identify extraordinarily gifted children, was verified on a file of children with average IQ, the results show a great extent of concurrence with the IQ test.

Despite a high level of concurrence in assessment provided by both groups (nursery school teachers and parents) with the outside criterion, in some items assessment by the teachers differs from that provided by the parents. The fact that the teachers display higher concurrence with the IQ test may be attributed to several factors, the most important one of them being the possibility to compare the child with his or her peers, the lack of tendency to project one's own ambitions in the child, which is typical of parents, and also the teachers' higher awareness of the issue of extraordinary giftedness. Especially the last factor is gratifying in the light of practice and future of extraordinarily gifted children education. With regard to the limitations of our completed studies, resulting mainly from the above-mentioned characteristics of the research file of children, this is, however, only an assumption which should be verified through future research.

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