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Exploring Interpersonal Meanings of Report Cards and WISC-V Scores: A Case Study of a Gifted Child

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Abstract—**Using a discourse approach, this study examines interpersonal meanings and judgmental resources constructed in academic assessment reports and Wechsler Intelligence Scale for Children—Fifth Version (WISC-V) results. This research opens fresh avenues for analyzing the linguistic and cognitive elements of a gifted child's early performance. The target child is a gifted student with a Fluid Reasoning score of 132 (98th percentile). In-depth English text analysis was performed on his eight academic report cards from the playgroup, prenursery, kindergarten, first two years of primary school, and one WISC-V test. The appraisal system serves as the study's theoretical foundation, providing an interpersonal analysis of how behavior is evaluated and judged in the areas of capacity, normality, tenacity, veracity, and propriety. The findings indicate that when teachers' observations and the WISC-V are integrated, a gifted student's cognitive abilities and academic performance strengths and weaknesses can be revealed comprehensively. The alignment of teacher evaluations in the areas of languages, mathematics and science, as well as work habits and social attitudes and WISC-V test results, is also examined. This study contributes to the understanding of the behavioural patterns of gifted student and the implications for their education development.**

Index Terms—**interpersonal meanings, judgement, report cards, WISC-V, gifted student**

I. Introduction

Language is critical in report cards as it serves to show academic achievements as well as a tool for evaluating and reporting on students' progress. Understanding a child's behavioral nature, especially during their early years of schooling, is important to their educational development (Ardoin & Bowers, 2020). This study focuses on the performance of a gifted child and explores the interpersonal meanings and judgement resources realized in texts of elementary report cards. This study aims to explore the complex relationship between evaluative linguistics patterns and cognitive abilities by scrutinizing the language choices used in these reports and comparing them to the results of the Wechsler Intelligence Scale for Children—Fifth Edition (WISC-V). Gifted children are expected to demonstrate exceptional cognitive abilities, but it is also essential to support their academic journey by learning more about their behavioral patterns and performance. The WISC-V is a popular standardized psychological test for evaluating a child's intellectual capacity (Wilson et al., 2023). However, a single test result obtained from a specific moment may not accurately reflect the entire profile of a gifted child. A trustworthy investigation into a child's academic behavior and social development can be found in the ongoing teacher evaluations in the report cards. Languages, mathematics and science, as well as work habits and social attitudes, are valuable areas used to investigate and gain a clear picture of how a gifted child behaves and performs in school. A novel combination of these two assessment methods allows for a more thorough evaluation of a student's giftedness. The present study examines the case of a gifted Hong Kong student who was assessed using a combination of teacher comments and WISC-V results. It is beneficial to acknowledge and develop a gifted child's strengths while also focusing on areas that require improvement. Identifying and comprehending their strengths and weaknesses can aid in providing appropriate interventions and promoting optimal development. Drawing on the Systemic Functional Linguistic (SLF) framework, this study uses a linguistic appraisal system developed by Martin and White (2005) to analyze interpersonal meanings in academic report cards and WISC-V results. Table 1 illustrates interpersonal semantics in relation to lexicogrammatical features.

Table 1
Interpersonal Semantics in Relation to Lexicogrammar (adapted from Martin & White, 2005, p. 35)

Register	Discourse semantics	Lexicogrammar
Tenor	Appraisal - engagement - affect - judgement - appreciation - graduation	- evaluative lexis - modal verbs and adjuncts - polarity - pre/numeration - intensification - repetition - vocation

The three subsystems that comprise the appraisal system are engagement, attitude, and graduation. "Attitude is a framework for mapping feelings as they are construed in English texts" (Martin & White, 2005, p. 42). Attitude can be further divided into affect when evaluating feelings, judgement when evaluating behavior, and appreciation when evaluating objects. "Judgement is concerned with resources for assessing behaviour" (Martin & White, 2005, p. 34). The present study investigates how judgement resources manifested as lexicogrammatical features appeared in texts of academic and psychological evaluation of a gifted child. The analysis focuses primarily on the appraisal framework's Judgement and develops the following research questions:

RQ1) How do evaluative judgement recourses in report cards position a gifted student in early childhood?

RQ2) What is the frequency distribution of judgement resources found in different stages of report cards of a gifted student?

RQ3) Do WISC-V results relate to the judgement resources used in school evaluations? How similar are these methods of assessing giftedness?

II. Literature Review

Systemic functional linguistics (SFL) serves as the guiding linguistic theory in this study. The language system, society, and human activity are symbolically related (Halliday & Matthiessen, 2014). Language is used to express meanings and experiences, negotiate relationships, communicate shared values, and advance social understanding (Halliday & Matthiessen, 2014; Martin & Rose, 2007). SFL is widely regarded as a valuable "descriptive and interpretive framework for viewing language as a strategic and meaning-making resource" (Eggins, 2004, p. 2). Semantics, lexicogrammar, and phonology are represented as tri-stratal systems in language (Martin, 1999). The following section will introduce a finer level of reviewing lexicogrammatical features that realize interpersonal meanings in the texts.

A. Appraisal System

SFL allows a researcher to use a systematic framework to analyze interpersonal lexicogrammatical features in texts. The appraisal is the lexicogrammatical-level analytical system that informs the present study. It expands on the work of Labov (1972) and Martin (2004), focusing on the role of interpersonal meaning in narratives. It is intended to comprehend and systematize lexicogrammatical features in texts that realize interpersonal significance (Halliday & Matthiessen, 2014). Lexical words and clauses can encode readers' attitudes and evaluations of the appraised items (Eggins & Slade, 1997). Earlier significant works on appraisal in academic discourse include Hood's (2010) analysis of academic writing, Macken-Horarik and Martin's (2003) investigation of the resources of appraisal in narrative texts, and Rothery and Stenglin's (2000) study of the function of appraisal in literary texts. The resources used in this appraisal study help the reader to understand the various attitudes and interpersonal meanings constructed in the academic report cards.

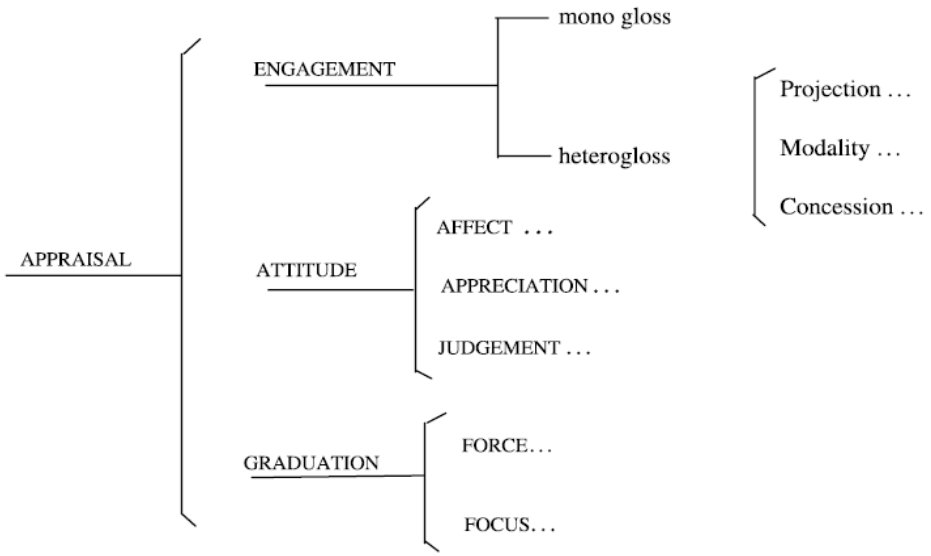

Figure 1. Model of Appraisal (Martin & Rose, 2007, p. 54)

Attitude, engagement, and graduation are the three main areas of study within the appraisal (Martin & Rose, 2007). The semantic expression of these attitude-based meanings is primarily accomplished through lexicogrammatical choices. Affect, judgement, and appreciation are three subcategories of expressing and negotiating attitudes (Martin & Rose, 2007), depicted in Figure 1. Martin and White (2005, p. 52) define judgement as "our attitudes toward people based on how they behave and their character." Judgement resources serve to evaluate behavior and ethics in terms of their

"normality," "capacity," "tenacity," "veracity," and "propriety." Social esteem and social sanction are two examples of judgmental subcategories that we can either admire or criticize and praise or condemn (Martin & White, 2005). Examples of social sanction and esteem realizations are given in Tables 2 and 3.

TABLE 2
JUDGEMENT-SOCIAL ESTEEM (adapted from Martin & White, 2005, p. 53)

SOCIAL ESTEEM	Positive (admire)	Negative (criticize)
normality **"how special?"**	normal, stable, familiar, often, usually, normal	unlucky, odd, peculiar, date, daggy, obscure
capacity **"how capable?"**	experienced, clever, learned, able to, capable, strong	mild, weak, sick, immature, helpless, stupid
tenacity **"how dependable?"**	careful, reliable, brave, cautious, patient, careful	timid, rash, impatient, weak, unreliable, unfaithful

TABLE 3
JUDGEMENT-SOCIAL SANCTION (adapted from Martin & White, 2005, p. 53)

SOCIAL SANCTION	Positive (praise)	Negative (condemn)
veracity (truth) **"how honest?"**	honest, certain, true, honest, credible, probably	dishonest, deceptive, devious, blunt, deceitful, manipulative
propriety (ethics) **"how far beyond reproach?"**	good, ethical, fair, kind, caring, polite	unfair, corrupt, insensitive, arrogant, selfish, rude

According to Martin and White (2005, pp. 52-53), social esteem judgements involve the sharing of values in the formation of social networks (e.g., family, friends, colleagues, etc.). This category is concerned with the positive (admire)/negative (criticize) of "normality" (how special someone is), "capacity" (how capable they are), and "tenacity" (how resolute/ dependable they are). Positive (praise)/negative (condemn) evaluations of behavior for "veracity" (how truthful they are) and "propriety" (how ethical they are) are examples of social sanction (p. 52). Furthermore, White (2008, p. 17) suggested that attitude must be differentiated further between inscribed (or explicit) attitude and invoked attitude (or implicit). In the inscribed/explicit category, the evaluation is explicitly realized through using a lexicogrammatical item with attitudinal value, such as *rudely talking* (White, 2008, p. 17). In the invoked/implicit category, attitudinal values are embedded within factual information; for example, *although he asked for quiet, the children kept on talking* (White, 2008, p. 17). As a result, the attitude subsystem can be realized either explicitly or implicitly. To summarize, in appraisal system, judgement resources are the tools that people use to evaluate and make sense of their experiences. These judgement resources are critical in shaping an individual's behavior. When it comes to understanding gifted children's behavior, examining judgement resources becomes especially important.

B. Gifted Child and WISC-V

Gifted children have exceptional potential in one or more domains, such as intellectual, social, or other abilities (Porter, 2005). Their behavior frequently reflects their distinct cognitive and emotional processes. Early in life, gifted children can gradually reveal distinct cognitive traits, such as focusing and strong curiosity (Porter, 2005). Excellent memory, early reading ability, quick learning, and a strong desire to learn are just a few of the behavioral characteristics of gifted children that are frequently observed throughout their childhood and schooling (Gross, 1999). Numerous studies highlight the critical importance of early and accurate identification of children who may be gifted at creating educational programs that are tailored to their areas of interest and talent (c.f. Erden et al., 2022; Huang, 2008). The Wechsler Intelligence Scale for Children (WISC) is currently the most popular intelligence test used by school psychologists and clinical psychologists to identify gifted children (Benson et al., 2019; Miller et al., 2020). It is a performance-based intellectual capacity test to evaluate general cognitive abilities in children and teenagers between the ages of 6 and 16 and 11 months (Wechsler, 2018). The test generates a full-scale IQ result by combining five subindex scores for verbal comprehension, visual spatial ability, fluid reasoning, working memory, and processing speed (Wechsler, 2018). The fifth edition of the WISC closely aligns with broad cognitive abilities in the significant psychological Cattell–Horn–Carroll theory (CHC) framework (Reynolds & Keith, 2017; Schneider & McGrew, 2018). The test has demonstrated strong reliability of its results and score interpretations because they reveal cognitive strengths and weaknesses, assisting numerous school psychologists and clinicians in determining whether gifted children require additional planning and recommendations (Dombrowski et al., 2018; Na & Burns, 2016).

III. METHOD

A mixed-methods approach was used in the study, combining quantitative analysis of the WISC-V results with qualitative analysis of teachers' comments. Written elementary report cards and WISC-V assessment of a gifted child serve as the study's core data. Ernest, an 8-year-old Hong Kong Chinese boy, was chosen as the target child because of his exceptional cognitive abilities, ongoing academic success, and distinctive school progress. To investigate the interpersonal meanings and judgement resources embedded in the texts, a thorough linguistic analysis was conducted. These significant written texts create an extensive overview of the gifted child's test results, teacher feedback, and

pertinent academic records. The following sections will discuss the target child's profile, specifics of the report cards, excerpts from the WISC-V results, and ethical concerns.

A. Profile of the Target Child

Ernest had some emotional difficulties in playgroup, nursery, and lower kindergarten, such as not speaking as much as other kids, sometimes crying uncontrollably during new tasks or hearing strange noises, and preferring routine and certain class rules. He is, on the other hand, very caring and respectful of his family, teachers, and peers. He could add and subtract negative and positive 20-digit numbers at the age of four, displaying excellent math abilities. He expressed a strong desire and an extraordinary memory to learn the phonics and vocabulary of English and Chinese, but he rarely initiated conversations. Due to his mixed behaviors, the community health specialist referred him to a pediatrician and a language therapist when he was four years old. Because Ernest is bilingual, two speech tests were given to him in English (US version) and Cantonese (Chinese version). Compared to a toddler at that age, the boy had a mild speech delay in English by one year and a more serious delay in Chinese by two years. He was diagnosed with no evidence of autism or Asperger's syndrome. Ernest later spent two years outside of school for language therapy training, and his speech delay improved significantly. He no longer has problems participating in school and is adapting well to the school program. The WISC-V test was given to him when he was 6 years and 8 months old. His classification as a gifted child made his behaviors more understandable. More of his behavior can be explained: for example, long attention span, rapid learning, and persistence. At the same time, his strong academic ability was sharply caught up and displayed after he entered primary 1. During these early years of schooling, Ernest received the same curriculum as other children in the school. No additional language enhancement or special gifted program was incorporated into his early education.

B. Summary of the Report Cards

In Hong Kong, children may start optional playgroup and pre-nursery school at age 2, one year before beginning fundamental kindergarten education at age 3. This study focused on observed behaviors, strengths, areas for improvement, and teacher–student interactions in school report comments for the target child from playgroup (age 2) to primary 2 (age 8). Through observations of the child's interactions with peers, participation in group activities, and general classroom behavior, teachers evaluated the child's social development and work attitude. The student's academic performance and social and learning skills were the main topics of the comments. The behavior of the student was assessed using written data derived from teacher comments that were gathered over six years. Information from the target child's report cards is summarized in Table 4.

TABLE 4
SUMMARY DETAILS OF THE REPORT CARDS (PLAYGROUP TO PRIMARY 2)

Text(s)	School/Medium of Instruction	Date of Report	Age (year/ month)	Areas of Assessment	Word(s)
Text 1	playgroup/English	2017 Aug	2Y2M	language, arts and crafts, music, physical development, social and self-care	197
Text 2	pre-nursery/English	2018 Jun	3Y	learning attitude and behaviors, social and emotional, English language, Chinese language, mathematics, physical fitness and health, music, arts and crafts	370
Text 3	kindergarten (K1) Chinese and English	2019 Jul	4Y1M	Chinese, English, Putonghua, preschool math, nature and life, individuals and groups, physical fitness and health, art and creativity	816
Text 4	kindergarten (K1) Chinese and English	2019 Jul	4Y1M	class observation report	218
Text 5	kindergarten (K2) English	2020 Jun*	5Y	comments from class teachers and Chinese teachers	79
Text 6	kindergarten (K3) English	2021 Jun*	6Y	comments from class teachers and Chinese teachers	118
Text 7	primary (P1)/English	2022 Jul	7Y1M	Chinese, general studies, physical education, conduct, English, mathematics, music and art	224
Text 8	primary (P2)/English	2023 Jul	8Y 1M	literacy, mathematics, mandarin, sciences, I.C.T., DT/ART, history and geography, music, physical education, work habits and social attitudes	925
Text 9		2022 Feb	6Y8M	WISC-V results and interpretations	330
Total	**9 reports**	**2017-2022**	**2Y2M-8Y1M**		**3277**

*Note: These reports were created during COVID-19. The teaching and learning were conducted entirely via online recordings.

C. Remarks on WISC-V Results

The targeted student underwent a comprehensive intellectual assessment at 6 years and 8 months old using the WISC-V to evaluate his general cognitive abilities. Wechsler (2018) proposed that a child with an FSIQ of 120 or higher is gifted with superior intelligence. The target student achieved a Full-Scale IQ of 125. His overall performance

was classified as superior, placing him in the 95th percentile of intellectual functioning. That means he outperformed roughly 95% of the children his age in the American norm group. The target child is mildly gifted, with an FSIQ ranging from 120 to 129. Ernest is endowed with gifted intellectual potential in the fluid reasoning domain, with a score of 132.

TABLE 5
COGNITIVE CHARACTERISTIC OF THE TARGET CHILD
(WECHSLER INTELLIGENCE SCALE FOR CHILDREN-5TH EDITION AMERICAN ENGLISH VERSION)*

Domains of Intelligence	Composite Scores	Percentile Rank	Classification
Fluid Reasoning	132	98th	Very Superior
Work Memory	125	95th	Superior
Processing Speed	120	90th	High Average
Visual Spatial	117	87th	High Average
Verbal Comprehension	95	37th	Average
Full IQ Score	**125**	**95th**	**Superior**

* The mean of the scaled score is 100, with a standard deviation of 15.

As shown in Table 5, the child has exceptional abilities in the Fluid Reasoning domain, including fluid reasoning (98th percentile), working memory (95th percentile), processing speed (90th percentile), visual spatial (87th percentile), and verbal comprehension (37th percentile). Except for verbal comprehension (average), the student's scores in the other domains ranged from high average to very superior.

D. Ethical Concerns

All sensitive names, numbers, and information in the data that could reveal the identity of the target child were carefully coded. The targeted gifted child's parental consent was obtained in writing. With his parents' permission, the present study hopes to provide education professionals with a better understanding of the intricate behavioral patterns of gifted children to assist these children in their academic journeys.

IV. FINDINGS AND DISCUSSION

The findings of this research study highlight the significance of analyzing both qualitative and quantitative data in order to obtain a comprehensive assessment of a student's giftedness and behavior. The combination of the WISC-V results and teacher comments allowed for a reliable and meaningful evaluation of the student's early childhood behavior and development. The presence of various interpersonal meanings is revealed by an examination of the report cards. Evaluative terms such as positive or negative adjectives and modal adjuncts are used to express judgement, which is important in shaping the overall performance of the gifted child. An appraisal system evaluates a child's performance, accomplishments, and interpersonal meaning potential. It also denotes the teacher–student and peer relationship, frequently expressed using various evaluative lexis. The findings in this section will address the three research questions mentioned in the introduction. In Section A, an overview of evaluative judgement resources from report cards is presented. Section B examines the specific frequency distributions of judgement resources at various stages, and Section C looks at the connection between judgement resources and WISC-V results in the areas of languages, mathematics and sciences, and work habits and social attitudes.

A. Evaluative Judgement Resources in Report Cards

Martin and White (2005) define judgement as attitudinal resources toward people based on how they behave and their character, using two major categories: social esteem (i.e., normality, capacity, and tenacity) and social sanction (i.e., veracity and propriety). This section addresses the first research question, which is, "how do evaluative judgement recourses in elementary report cards position a gifted student?" Table 6 illustrates appraising items, the lexico-grammatical realization(s) of Judgement categories.

TABLE 6
EXAMPLE JUDGEMENT ANALYSIS OF SOCIAL ESTEEM AND SOCIAL SANCTION

Judgement	Subcategories	Selected appraising items	Example from the data [Text: Year (Y) Month (M)]
Social esteem	Normality	always	He **always** tries to complete tasks within the time constraints that have been set. [Text 8: 8Y1M]
	Capacity	good	He performs with a **good** sense of pulse and rhythm. [Text 7: 7Y1M]
	Tenacity	interest	He shows an **interest** in story books and enjoys reading with others. [Text 3: 4Y1M]
Social sanction	Veracity	certain	He has a **certain** understanding of himself and can distinguish the similarities and differences between himself and others. [Text 3: 4Y1M]
	Propriety	respect	He always **respects** the rights & property of other. [Text 8: 8Y1M]

Most judgement resources in report cards are "admire" in the social esteem categories and "praise" in the social sanction categories. In the texts, there are no direct and explicit "criticize" and "condemn" to describe negative behavior;

instead, negative behavior is expressed through invoked attitudinal resources. Normality describes the behavioral characteristic of being special or expected of a gifted child. "Modalities of usuality can be related to judgements of normality" (Martin & White, 2005, p. 54). In Text 8, for example, *he **always** tries to complete tasks within the time constraints that have been set*. The primary school teacher noticed he always completed the assigned tasks on time. Capacity is used to discuss a person's ability; for example, *he performs with a **good** sense of pulse and rhythm* during the music lesson in Text 7. Tenacity is exhibited by someone who perseveres until they achieve their goal. This is about a person's trustworthiness and dependability. In Text 3, *he shows an **interest** in story books and enjoys reading with others.* Lower kindergarten teachers express the gifted child's consistency in developing reading habits through a lexical–grammatical choice of ***interest***. The truthfulness or accuracy of behavior is addressed by veracity. The data's use of veracity resources is extremely limited. In Text 3, for example, *he has a **certain** understanding of himself … and others.* According to the lower kindergarten teacher, the gifted child has a clear and accurate understanding of the distinction between oneself and others. Propriety refers to the conduct that is proper and appropriate. In Text 8, the primary teacher praises the gifted child that *he always **respects** the rights & property of other*. A total of 176 appraisal items across 5 categories of judgement were found in the data, as shown in Table 7.

TABLE 7
A SUMMARY OF THE DATA'S JUDGEMENT FREQUENCY DISTRIBUTION

JUDGEMENT				
Social esteem	**Subcategories**	**Grammatical realizations**	**Number**	**Percentage**
	Normality	often (14), sometimes (7), average (6), always (5), familiar (1)	33	19%
	Capacity	can (64), able to (11), well (8), strength (7), good (6), excellent (4), superior (4), capable (3), produce (2), strong (2), better (2), great (2), powerful (1), smart (1), learned (1), sound (1), helpful (1)	120	68%
	Tenacity	interest (6), careful (4), reliable (2), initiative (2), enthusiasm (1), takes time (1)	16	9%
Social sanction	Veracity	certain (1)	1	0%
	Propriety	fair (2), caring (2), respect (1), sensitive (1)	6	3%
Total			**176**	**100%**

The appraisal items in the capacity and normality categories accounted for 68% and 19% of the total data, respectively. *Can* was the most frequently used item in the categories of capacity, *often* in the category of normality, *interest* in the category of tenacity, and *fair* and *caring* in the category of propriety. The frequency distribution of realizations of normality, capacity, propriety and veracity, is shown in Figure 2.

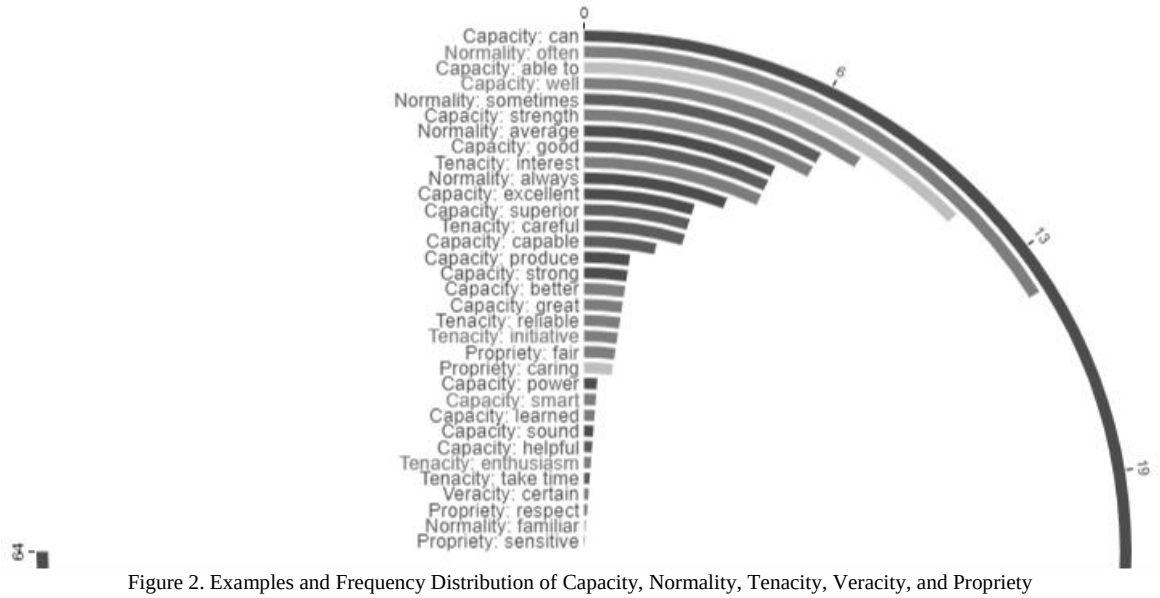

Figure 2. Examples and Frequency Distribution of Capacity, Normality, Tenacity, Veracity, and Propriety

Can, which had 64 items, was the most common item in the capacity category, as shown in Figure 3. The short extracts are introduced below as examples of capacity in the data.

(1) He **can** complete various activities according to class instructions, get along with others harmoniously, and is willing to apologize and correct his behavior when he makes mistakes. [Text 4: 4Y1M]
(2) He **can** identify and explain what it is to be a good team player. [Text7: 7Y1M]
(3) He **can** plan investigations and can make careful observations in the lessons. [Text 8: 8Y1M]

(4) He **can** also move appropriately to a variety of music, as well as understanding and having awareness of how it is performed. [Text 8: 8Y1M]

The kindergarten and lower primary school teachers admired the gifted child's capacity for social skills, like adhering to group rules and cooperating with others in extracts (1) and (2), as well as the gifted child's own capacity for inquiry, observation, and comprehension of the lesson contents in extracts (3) and (4). The normality category's most prevalent item, *often*, had 14 items. The extracts (5) to (8) are presented as illustrations of normality in the data.

(5) The toddler **often** responds to the teacher. [Text 1: 2Y2M]

(6) The toddler **often** enjoys himself while taking part in lessons. [Text 1: 2Y2M]

(7) The toddler **often** makes eye contact with the teachers. [Text 1: 2Y2M]

(8) During group activities, He picked up the number puzzles he **often** played and sat down to build them by himself. [Text 4: 4Y1M]

In Text 1 of the playgroup report, the teacher observes that the toddler behaves normally and consistently with other children his age: he *often* responds to the teacher, looks her in the eye, and enjoys the lessons in extracts (5) to (7). The gifted child's interest in mathematics was first noticed by the lower kindergarten teacher in extract (8) of Text 4, who observed him frequently playing and building number puzzles. The target child has a relatively high score in fluid reasoning, which is commonly interpreted by school psychologists and teachers as mathematical talent (Green et al., 2017). Among all the reports, Text 4 is the earliest behavior observation related to mathematics. More detailed frequency distributions of these five judgement subcategories across different stages will be analyzed in Section B using data examples.

B. Frequency Distributions of Judgement Resources in Different Stages

This section offers valuable insights into the abilities, challenges, and areas of growth of the gifted child at three different stages, namely Stage I (playgroup and prenursery), Stage II (kindergarten), and Stage III (primary 1 and 2). Judgement resources in Texts 1 to 2 are counted in Stage I (playgroup and prenursery), Texts 3 to 6 are calculated in Stage II (Kindergarten), and Texts 7 to 9 are included in Stage III. Table 8 demonstrates the frequency distribution of the five Judgement subcategories across the three stages.

TABLE 8
JUDGEMENT DISTRIBUTION PATTERNS OF DIFFERENT STAGES OF A GIFTED STUDENT

Judgement	**Stage I (Playgroup and Prenursery)**	**Stage II (Kindergarten)**	**Stage III (Primary 1-2)**
Social esteem: Normality	61% (n=17)	3% (n=2)	18% (n=14)
Social esteem: Capacity	36% (n=10)	79% (n=57)	70% (n=53)
Social esteem: Tenacity	4% (n=1)	13% (n=9)	8% (n=6)
Social sanction: Propriety	0% (n=0)	4% (n=3)	4% (n=3)
Social sanction: Veracity	0% (n=0)	1% (n=1)	0% (n=0)
Total percentage (n=176)	100% (n=28)	100% (n=72)	100% (n=76)

Figure 3 depicts the evolution of the Judgement categories over time in playgroup, preschool, kindergarten, and primary report cards. Stage I places a high proportion on normality (61%), Stage II emphasizes capacity (79%) and tenacity (13%), and Stage III concentrates on capacity (70%) and normality (18%). The disparity in Judgement resources may be caused by differences in educational goals and instructional approaches used at various academic levels.

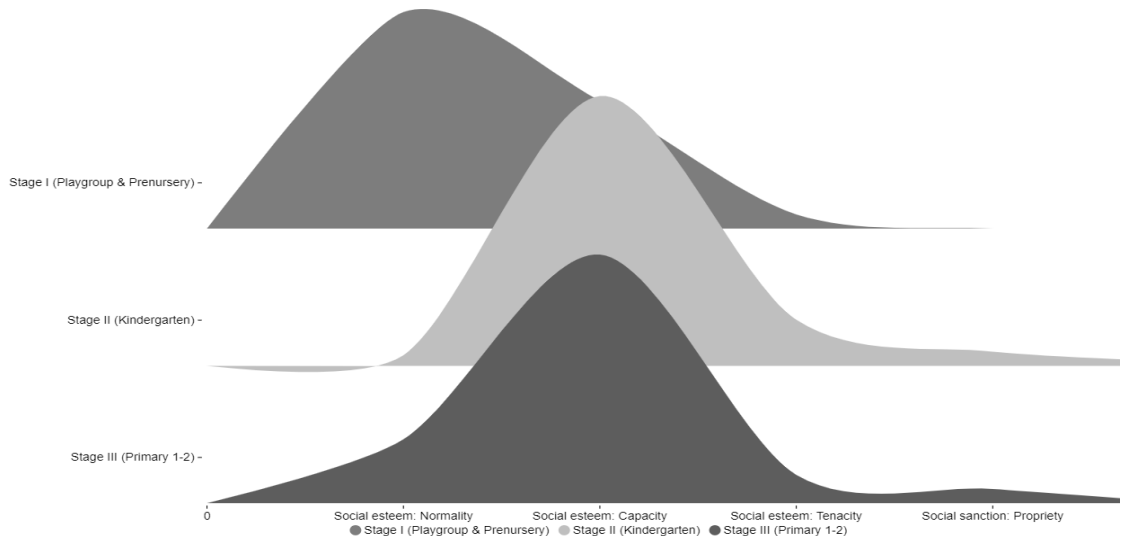

Figure 3. The Evolution of Judgement Resources in the Report Cards of a Gifted Student

In Stage I, playgroup and prenursery report cards frequently highlight normality (61%), as these are the age-appropriate milestones that children are expected to reach.

(9) The toddler **sometimes** completes artistic tasks independently. [Text 1: 2Y2M]

(10) The toddler can **sometimes** pick up small objects using a pincer grip. [Text 1: 2Y2M]

(11) The toddler can **sometimes** express his/her emotions appropriately. [Text 1: 2Y2M]

(12) The toddler is in **an early stage** of having **willingness** to communicate orally. (Text 2: 36M]

Teachers evaluate each student's progress to see if it is within the normal range for their age group. The emphasis is primarily on his typical development, as evidenced by the statements in extracts 9 and 10 that *he can **sometimes** pick up small objects using a pincer grip* and *can **sometimes** complete artistic tasks independently*, as well as the example in extract 11 that he *can **sometimes** express his emotions appropriately*. The emphasis on normality is intended to lay a solid foundation for future learning and social adaptation. Furthermore, teachers evaluate the child's language acquisition process, such as *in an early stage*. Although the speech assessment has not yet been conducted at the prenursery school, we can see in Texts 1 and 2 that the playgroup and prenursery teachers used the normality resources, *sometimes, an early stage* as invoked judgement patterns to describe how the student expresses himself verbally. In extract (12), *the toddler is in **an early stage** of having **willingness** to communicate orally*, implying that the student's verbal speaking ability may have a delay.

Stage II, kindergarten, marks the transition from prenursery to a more structured learning environment. Teachers at this stage are more concerned with a student's learning potential. The patterns of the judgement resource in the reports also shifted from normality to capacity and tenacity. Data indicate that in kindergarten reports, the focus is on the cognitive ability of the child's interest in extract (13) and learning ability in extracts (14) and (15).

(13) He has an excellent memory and a **strong** sense of academic interests. [Text 6: 6Y]

(14) His schoolwork is accurate, and his observation is **strong** and **powerful**. [Text 5: 5Y]

(15) He is a **well**-mannered and **smart** learner. [Text 6: 6Y]

Additionally, at this stage, educational goals are more academically focused, and it becomes important for students to understand and apply new concepts, as shown in extracts (16) and (17).

(16) He displays **excellent** understanding of the learning concepts in class. [Text 6: 6Y]

(17) He **produces** attractively presented work in an organized way. [Text 6: 6Y]

(18) Take the **initiative** to introduce your work to others, and be willing to display your work in the activity room. [Text 3: 4Y1M]

The teachers' recognition and appreciation of Ernest's talent is likely to be reflected. The reports made extensive use of words like *strong*, *powerful*, *well-*, *smart*, *excellent*, and *produces attractively presented work*. Apart from exceptional cognitive abilities, the report cards show the child's initiative to overcome the challenges presented by his speech delay, as found in extract (18). The gifted child with speech delay began to exhibit his giftedness more frequently in kindergarten than in prenursery, such as *a strong sense of academic interests*, *smart learner*, *powerful observation*, and *excellent understanding of the learning concepts*, as well as taking more *initiative* to communicate with others to fulfill the demands of the curriculum.

In Stage III, in addition to the child's normal behavior and social skills in kindergarten, primary report cards cover the child's capacity with regard to academic progress, performance, and assessment results, such as in extract (19), noting *he performs **well*** on musical instruments; in extract (20), noting his ***good** progress*; and in extract (21), where *he is **able to** carry out assignments to the best of his ability.*

(19) He performs **well** when playing a number of music instruments. [Text 8: 8Y1M]

(20) He has made **good** progress this year. [Text 8: 8Y1M]

(21) He is receptive to the teacher's suggestions and is **able to** carry out assignments to the best of his ability. [Text 8: 8Y1M]

In Stage III, we discovered that the ability of gifted children to achieve academic excellence is well-established and acknowledged, as can be shown in extracts (22) and (23).

(22) Award (s): gold award of English subject; gold award of Chinese subject; gold award of physical education; silver award in mathematics; silver award in music; champion for English scheme vocabulary & grammar 2022; year-end star student award [Text 7: 7Y1M]

(23) Award(s): champion of in-class mathematics competition for 12 times; best spellers for English vocabulary for 15 times; weekly star student awards for 6 times; term star student awards for Chinese subject for 2 times. [Text 8: 8Y1M]

The gifted child's speech delay may still affect his language and communication abilities, so normality resources were still considered. The gifted child has shown evidence to overcome obstacles in order to succeed academically; for instance, the child is ***well-behaved** and actively joints discussions, **always** willing to share his ideas, is **able to** explain his findings in a group*, as demonstrated in extracts (26) to (28).

(26) **Well**-behaved and actively joins discussion. [Text 7: 7Y1M]

(27) He is a good team member who is **always** willing to share his ideas. [Text 8: 8Y1M]

(28) He is able to work in a group to collect results and is **able to** explain his findings. [Text 8: 8Y1M]

In conclusion, the primary system demands students to attain a certain level of academic performance. In the data, the gifted child's report cards utilize judgement resources to realize his capacity and normality for effective communication and his development and performance in meeting age-appropriate benchmarks.

C. Relationship Between WISC-V Results and Interpersonal Resources in Report Cards

This section demonstrated the relationship between the gifted child's WISCV results and the judgement resources in the elementary report cards in the areas of languages and mathematical abilities, as well as work habits and social attitudes. In the WISC-V test, cognitive strength is indicated by a higher domain score, while a lower score suggests cognitive weakness (Schneider & McGrew, 2018; Wasserman, 2019). If a person has a high level of cognitive potential, specific behavioral traits can be observed as early as childhood (Renati et al., 2023). The gifted child of the present study was rated very superior in the domain of fluid reasoning, superior in the domain of working memory, high average in the domains of processing speed and visual spatial, and average in verbal comprehension. These cognitive abilities are the foundation for the growth of the behavior of the gifted child and are manifested in the various performance areas during early schooling.

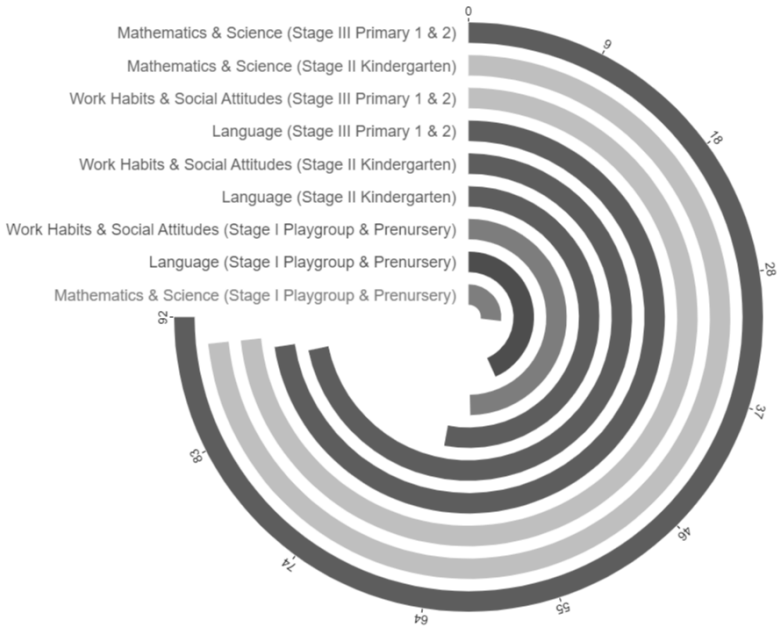

Figure 4. The Gifted Child's Performance in Key Subjects in Early Childhood Education

It is frequently thought that gifted children should be able to excel in different subjects due to their high levels of cognitive and intellectual ability (Koshy, 2012). Figure 4 depicts the gifted child's assessment/test marks in language, mathematics, and science, as well as work habits and attitudes, at Stages I, II, and III. Language (53%) and mathematics and science (33%) were significantly below average in Stage I; in Stage II, mathematics and science, as well as work habits and attitudes, caught up to 90% and 88%, respectively. In Stage III, all key subjects were performed excellently, with an average score of 90%, equivalent to Grade A.

Verbal comprehension (VC) is the ability to understand and communicate shared knowledge verbally (Wechsler, 2018). Compared to other superior domains in the WISC-V report, the target child's VC scores are only average. He had some difficulty understanding verbal instructions during the WISC-V test, and it is suggested that he work on areas such as public speaking. These WISC-V recommendations are also aligned with teacher evaluations at various stages. The gifted child's relatively weaker verbal skills are mirrored by the teachers in extracts (29) to (31):

(29) The toddler is in **an early stage** of following and carrying out instruction from teachers. [Text 2: 3Y]

(30) There is **still room for improvement** in its language development. It is advisable to encourage the expression of opinions and ideas. [Text 4: 4Y1M]

(31) Reading aloud texts and stories more **often** may help him become a more fluent speaker. [Text 8: 8Y1M]

According to Stanley (1990), male children who are mathematically gifted may not have exceptionally strong verbal skills. The target child is not very advanced in *following and carrying out instructions* in extract (29), so he is advised to *encourage* the *expression of opinions and ideas* in extract (30) and read *aloud texts and stories* in extract (31) to become a fluent speaker. In order to facilitate effective communication and support his overall academic growth, teachers advise him to develop verbal skills.

Visual *spatial* (VS) skill is the ability to recognize shapes and patterns in a specific order (Wechsler, 2018). Ernest has a high average score in this VS domain. The present study believes that spatial cognition is important in acquiring written language, especially in Chinese characters.

(32) The Chinese font is neat and beautiful. His schoolwork is accurate. The coursework's content is rich and creative. [Text 5: 5Y]

It can be seen in extract (32) that Ernest can write *beautiful, neat,* and *accurate* Chinese words. Chinese characters have a long history that began with hieroglyphics, which evolved from graphical representations over time. These characters are visual symbols that convey meaning rather than phonetic characters (Feldman & Siok, 1999). Ernest, who has advanced visual spatial skills, is aware of the subtleties of character formation, and he can accurately memorize and reproduce Chinese characters. This laid the groundwork for his further writing development.

Fluid reasoning (FR) refers to a person's ability to interpret complex patterns and predict the next step (Wechsler, 2018). It is closely related to analytical thinking and logic. The target child ranks very superior in FR skills, which are the strongest of all his intelligence domains. Strong FR skills enable the child to quickly process and interpret new information. Mastery of mathematical concepts indicates sophisticated problem-solving abilities combined with high fluid reasoning abilities, as shown in extracts (33) to (35):

(33) He is particularly **interested** in mathematics. He likes to play with mathematics teaching aids, and he already understands the basic concepts of number and various combinations. [Text 4: 4Y1M]

(34) His performance is above year group **expectation**. He assimilates new concepts **well** and has shown that he is **willing** to try new mathematical strategies. [Text 8: 8Y1M]

(35) He has demonstrated a **sound** understanding of division as the inverse of multiplication. [Text 8: 8Y1M]

The comments in the report cards were consistent with WISC-V results in noting the child's exceptional eagerness to learn and strong problem-solving skills in mathematics and sciences. With a very superior FR ability, Ernest also performs exceptionally well in written tests in general studies and languages. He uses his strong analytical thinking abilities in the multiple-choice and fill-in-the-blank sections to interpret the questions, rule out the less likely options, and predict the right answers.

Working memory is the ability to memorize information while maintaining focused attention (Wechsler, 2018). The targeted child has ranked superior in this domain. The working memory capacity is essential for task completion, such as remembering task sequences and regulations. Extract (36) demonstrates his superior ability in the domain of working memory. The capacity resources of ***can*** *organize work* and ***can*** *work independently* are employed.

(36) He mostly takes pride in own work, **can** organize work, **can** work independently, and can operate in groups. [Text 8: 8Y1M]

Working memory ability is closely related to work habits, which include self-motivation skills to keep track of his own work in terms of time management and planning. Gifted students have high expectations of themselves, and they strive for excellence, as evidenced by extracts (37) and (38):

(37) He **produces** an exceptionally high standard of work. [Text 5: 5Y]

(38) He **always** exceeds expectation with the quality of his work. [Text 6: 6Y]

(39) He works confidently in all areas with **enthusiasm** and **initiative**. [Text 5: 5Y]

Tenacity resources *enthusiasm* and *initiative* are included in extract (39) to reflect his ability to maintain focus on tasks of interest. Domain of working memory is beneficial to the processing speed (Wechsler, 2018). Working memory aids in remembering and storing information, whereas processing speed is the capacity to quickly retrieve information and carry out repetitive cognitive tasks with ease (Wechsler, 2018). The present study believes that advanced processing speed aids not only in quickly comprehending individual tasks but also in adapting to social norms and expectations, allowing one to respond appropriately to group requirements.

(40) He is **willing to participate** in activities or work with friends. [Text 4: 4Y1M]

(41) He always **respects** rights and property of other, completes homework appropriately, is considerate and helpful, behaves appropriately, accepts responsibility, expresses needs and wishes. [Text 8: 8Y1M]

The target child demonstrated positive work attitudes, as realized by the Judgement propriety resources *willing to participate* in group projects and appropriate behavior such as *respects rights* and *considerate and helpful,* as shown in extracts (40) and (41). Positive propriety resources in the texts indicate that the student demonstrated good social skills by cooperating well with his classmates. These findings point to interesting connections between a child's cognitive ability and his behaviors evaluated by teachers in early education. The WISC-V result provides useful information about cognitive abilities; teachers' observations, based on firsthand knowledge of the child's performance in a classroom setting, provide accurate and ongoing information about the child's academic performance and social–emotional development. These combined perceptions can aid us in comprehending the strengths, weaknesses, and potentials of the gifted child.

V. Conclusion

Using the framework of appraisal system, specifically judgement resources (Martin & White, 2005), this study aims to investigate the interpersonal meanings and judgement resources of a gifted student's report cards in his early years. This study demonstrates how appraisal system can work in conjunction with WISC-V scores to assess giftedness. The results from RQ1 showed that the two main categories of report cards that portray the gifted child as an exceptional learner with high academic achievement and potential are capacity and normal resources. *Can* and *often* are largely used to construct evaluative meanings about a student's ability, achievement, and potential. RQ2 findings revealed some

interesting patterns in the frequency distribution of judgement resources across the various stages of report cards. Stage I (playgroup and preschool) focuses on normality resources, whereas Stages II (kindergarten) and III (primary P.1 to P.2) focus on capacity resources. It has been noted that as students move through the various stages of the educational system, their educational needs alter, and so do their resources for evaluative judgement. Negative behavior, in particular, can be constructed through invoked expressions such as *sometimes*, *an early stage* for falling behind age-appropriate goals. The comparison of WISC-V scores in the specific areas of verbal comprehension, visual spatial reasoning, fluid reasoning, working memory, and processing speed with judgement resources was presented in RQ3. The WISC-V results overlapped with the evaluative linguistic practices used in report cards; thus, the two methods of evaluating giftedness have high similarities. In order to fully comprehend the capabilities and potential of a gifted student, the use of both quantitative and qualitative approaches is also emphasized. The present study is a discourse analysis that provides insight into understanding gifted children's judgement resources. It does, however, have some limitations, including a lack of comparison with the reports of non-gifted students. This investigation could be extended to compare the judgement resources of non-gifted students and consider other factors that may influence the use of evaluative judgement resources, such as differences in how private and public teachers conduct school evaluations. The present study hopes to efficiently combine the efforts of educators, linguists, and psychologists in order to better understand the complex behavioral patterns of these gifted students and, ultimately, to maximize their strengths and successful development.

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