

Using checklists as part of multiple criteria identification

Teacher Nomination Form (DEST, 2005)

Record the name of your student. Use a highlighter to show each behaviour you observe.

Name of Student: _____ Age: ____ Teacher: _____ Date: _____

Characteristic	Positive Behaviours	Negative Behaviours
<i>Highly curious</i>	<ul style="list-style-type: none"> ○ asks lots of questions; inquisitive ○ remembers details 	<ul style="list-style-type: none"> ○ asks inappropriate questions ○ poor group member; easily diverted from task
<i>Abstract thinker</i>	<ul style="list-style-type: none"> ○ makes generalisations ○ tests out ideas 	<ul style="list-style-type: none"> ○ questions others ○ questions authority
<i>Flexible thinker</i>	<ul style="list-style-type: none"> ○ employs variety of strategies to work something out 	<ul style="list-style-type: none"> ○ manipulates people and situations by using a variety of strategies
Clever use of humour	<ul style="list-style-type: none"> ○ enjoys 'adult' humour ○ gets teachers' jokes! 	<ul style="list-style-type: none"> ○ uses humour to put down others
<i>Superior Vocabulary</i>	<ul style="list-style-type: none"> ○ heightened involvement in discussions ○ enjoys adult-like discussions 	<ul style="list-style-type: none"> ○ may be bossy or overbearing when working with others
Advanced Reading	<ul style="list-style-type: none"> ○ reads widely ○ advanced vocab and comprehension 	<ul style="list-style-type: none"> ○ reads constantly ○ neglects peer interaction - prefers to read
<i>Retention of knowledge;</i>	<ul style="list-style-type: none"> ○ moves beyond core content / skills quickly, detailed recall of facts 	<ul style="list-style-type: none"> ○ rushes work, then disrupts; monopolises class discussions
Long attention span	<ul style="list-style-type: none"> ○ concentrates and focuses on an area of interest for a long period of time 	<ul style="list-style-type: none"> ○ easily distracted unless the task is an area of passion or interest
Independent	<ul style="list-style-type: none"> ○ self-directed ○ focused on task in research or study 	<ul style="list-style-type: none"> ○ reduced involvement in group work ○ uncooperative in a group
<i>High level of responsibility /commitment</i>	<ul style="list-style-type: none"> ○ sets attainable goals; learns to accept own limitations ○ tolerant of peers in a group 	<ul style="list-style-type: none"> ○ self-critical; perfectionist when completing tasks; sets unrealistic expectations for others ○ intolerant of other's mistakes
<i>Strong feelings and opinions</i>	<ul style="list-style-type: none"> ○ listens to others, aware of their feelings ○ shows concern and interest ○ considers others' points of view 	<ul style="list-style-type: none"> ○ speaks out and lacks tact ○ displays heightened sensitivity to others' ○ comments and reactions; confrontational

Characteristic	Positive Behaviours	Negative Behaviours
<i>Strong sense of justice</i>	<ul style="list-style-type: none"> ○ empathises with those less fortunate ○ wants to save the world ○ stands up for others if they think there has been an injustice 	<ul style="list-style-type: none"> ○ argues the rules in games e.g., handball ○ frustration when others don't play exactly by rules ○ asks adults to solve issues seen as 'unfair'
<i>Original and creative</i>	<ul style="list-style-type: none"> ○ comes up with ideas 'out of the box' ○ sees problems as a whole ○ connects thoughts and feelings 	<ul style="list-style-type: none"> ○ unaccepting of status quo ○ absent-minded, daydreamer, disorganised ○ asks unrelated questions
High energy level, less sleep needed	<ul style="list-style-type: none"> ○ wide variety of interests ○ organises time well ○ high level of individualised learning 	<ul style="list-style-type: none"> ○ often difficult to live with ○ may appear hyperactive, easily bored so ○ seeks out new things to explore
<i>Immersion learner</i>	<ul style="list-style-type: none"> ○ wants to know everything ○ becomes an expert on a topic 	<ul style="list-style-type: none"> ○ focuses in depth on things ○ shows off knowledge to prove others wrong

Merrick & Targett, 2004. Adapted from Gross, MacLeod, Drummond & Merrick (2001), Clark (1983) & Baska (1989)

Scoring the Checklist

Have you highlighted more than 5 different behaviour boxes? Yes No

How many characteristics (in the first column) are being displayed? _____

Which types of behaviour are you observing more? Positive Negative

Comment: