

Scales for Rating the Behavioral Characteristics of Superior Students-III (SRBCSS-III)

LEARNING CHARACTERISTICS

TASK No. 1: Individually, select the letter of a key concept that you believe most closely matches each item.

TASK No. 2: In a small group, discuss specific examples of when you have observed each behavior in a student.

Key: Concepts

- | | | |
|---------------------|-----------------------------|---------------|
| A. Analytical | E. Conceptual Understanding | I. Inductive |
| B. Knowledgeable | F. Widely Knowledgeable | J. Articulate |
| C. Applied Thinking | G. Reasoning Ability | K. Insightful |
| D. Memory | H. Abstract Thinking | |

The student demonstrates ...

1. advanced vocabulary for his or her age or grade level. _____
2. the ability to make generalizations about events, people, and things. _____
3. a large storehouse of information about a specific topic. _____
4. the ability to grasp underlying principles. _____
5. insight into cause and effect relationships. _____
6. an understanding of complicated material through analytical reasoning ability. _____
7. a large storehouse of information about a variety of topics. _____
8. the ability to deal with abstractions. _____
9. recall of factual information. _____
10. keen and insightful observations. _____
11. the ability to transfer learnings from one situation to another. _____

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CREATIVITY CHARACTERISTICS

TASK No. 1: Individually, select the letter of a key concept that you believe most closely matches each item.

TASK No. 2: In a small group, discuss specific examples of when you have observed each behavior in a student.

Key: Concepts

- | | | |
|---------------------|-------------------------|---------------------|
| A. Flexible Thinker | D. Astute | G. Original Thinker |
| B. Imaginative | E. Non-Conformist | H. Fluent Thinker |
| C. Risk-Taker | F. Mentally Mischievous | I. Witty |

The student demonstrates ...

1. imaginative thinking ability. _____
2. a sense of humor. _____
3. the ability to come up with unusual, unique, or clever responses. _____
4. an adventurous spirit or a willingness to take risks. _____
5. the ability to generate a large number of ideas or solutions to problems or questions. _____
6. a tendency to see humor in situations that may not appear to be humorous to others. _____
7. the ability to adapt, improve, or modify objects or ideas. _____
8. intellectual playfulness, willingness to fantasize, and manipulate ideas. _____
9. a non-conforming attitude, does not fear being different. _____

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MOTIVATION CHARACTERISTICS

TASK No. 1: Individually, select the letter of a key concept that you believe most closely matches each item.

TASK No. 2: In a small group, discuss specific examples of when you have observed each behavior in a student.

Key: Concepts

- | | | |
|---------------------|----------------------------|----------------------------------|
| A. Goal Directed | E. Intrinsically Motivated | I. Totally Consumed |
| B. Unwavering Drive | F. Task Committed | J. Dogged Pursuit |
| C. Self-Directed | G. Focused Concentration | K. Unyielding
Inquisitiveness |
| D. Self-Reliant | H. Continuously Intrigued | |

The student demonstrates ...

1. the ability to concentrate intently on a topic for a long period of time. _____
2. behavior that requires little direction from teachers. _____
3. sustained interest in certain topics or problems. _____
4. tenacity for finding out information on topics of interest. _____
5. persistent work on tasks even when setbacks occur. _____
6. a preference for situations in which he or she can take personal responsibility for the outcomes of his or her efforts. _____
7. follow-through behavior when interested in a topic or problem. _____
8. intense involvement in certain topics or problems. _____
9. a commitment to long term projects when interested in a topic. _____
10. persistence when pursuing goals. _____
11. little need for external motivation to follow through in work that is initially exciting. _____

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LEADERSHIP CHARACTERISTICS

TASK No. 1: Individually, select the letter of a key concept that you believe most closely matches each item.

TASK No. 2: In a small group, discuss specific examples of when you have observed each behavior in a student.

Key: Concepts

- A. Poised
- B. Dependable
- C. Collaborative

- D. Facilitator
- E. Highly Regarded

- F. Director
- G. Articulate

The student demonstrates ...

1. responsible behavior; can be counted on to follow through on activities/projects. _____
2. a tendency to be respected by classmates. _____
3. the ability to articulate ideas and communicate well with others. _____
4. self-confidence when interacting with age peers. _____
5. the ability to organize and bring structure to things, people, and situations. _____
6. cooperative behavior when working with others. _____
7. a tendency to direct an activity when he or she is involved with others. _____

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ARTISTIC CHARACTERISTICS

TASK No. 1: Individually, select the letter of a key concept that you believe most closely matches each item.

TASK No. 2: In a small group, discuss specific examples of when you have observed each behavior in a student.

Key: Concepts

- | | | |
|-------------------------------|----------------------------------|-----------------------|
| A. Project Choice | E. Evaluates Other Work | I. Innovative |
| B. Observant | F. Piggy-Backs Artistic Ideas | J. Task Commitment |
| C. Symmetry in Work | G. Enthusiasm for Producing Art | K. Variation of Media |
| D. Constructive Self-Critique | H. Exploration of Subject Matter | |

The student ...

1. likes to participate in art activities; is eager to visually express ideas. _____
2. incorporates a large number of elements into art work; varies the subject and content of art work. _____
3. arrives at unique, unconventional solutions to artistic problems, as opposed to traditional, conventional ones. _____
4. concentrates for long periods of time on art projects. _____
5. willingly tries out different media; experiments with a variety of materials and techniques. _____
6. tends to select art media for free activity or classroom projects. _____
7. is particularly sensitive to the environment; is a keen observer—sees the unusual, what may be overlooked by others. _____
8. produces balance and order in art work. _____
9. is critical of his or her own work; sets high standards of quality; often reworks creation in order to refine it. _____
10. shows an interest in other students' work—spends time studying and discussing their work. _____
11. elaborates on ideas from other people—uses them as a “jumping-off point” as opposed to copying them. _____

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MUSICAL CHARACTERISTICS

TASK No. 1: Individually, select the letter of a key concept that you believe most closely matches each item.

TASK No. 2: In a small group, discuss specific examples of when you have observed each behavior in a student.

Key: Concepts

- | | | |
|------------------|------------------------|-----------------------------|
| A. Ear for Music | D. Musical Memory | F. Rhythmic Sense |
| B. Passion | E. Sensitive to Sounds | G. Enthusiastic Participant |
| C. Musicianship | | |

The student ...

1. shows a sustained interest in music—seeks out opportunities to hear and create music. _____
2. perceives fine differences in musical tone (pitch, loudness, timbre, duration). _____
3. easily remembers melodies and can produce them accurately. _____
4. eagerly participates in musical activities. _____
5. plays a musical instrument (or indicates a strong desire to). _____
6. is sensitive to the rhythm of music; responds to changes in the tempo of music through body movements. _____
7. is aware of and can identify a variety of sounds heard at a given moment—is sensitive to “background” noises, to chords that accompany a melody, to the different sounds of singers or instrumentalists in a performance. _____

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MATHEMATICS CHARACTERISTICS

TASK No. 1: Individually, select the letter of a key concept that you believe most closely matches each item.

TASK No. 2: In a small group, discuss specific examples of when you have observed each behavior in a student.

Key: Concepts

- | | | |
|--------------------------------|-------------------------------|--------------------------|
| A. Multiple Illustrations | E. Mental Manipulation | H. Readily Absorbs |
| B. Finds Challenge Pleasurable | F. Diverges from the Ordinary | I. Strives to Understand |
| C. Organizer | G. Variety of Methods | J. Seeks Solutions |
| D. Numeracy | | |

The student ...

1. is eager to solve challenging math problems. (A problem is defined as a task for which the solution is not known in advance.) _____
2. organizes data and information to discover mathematical patterns. _____
3. enjoys challenging math puzzles, games, and logic problems. _____
4. understands new math concepts and processes more easily than other students. _____
5. has creative (unusual and divergent) ways of solving math problems. _____
6. displays a strong number sense (e.g., makes sense of large and small numbers, estimates easily and appropriately). _____
7. frequently solves math problems abstractly, without the need for manipulatives or concrete materials. _____
8. has an interest in analyzing the mathematical structure of a problem. _____
9. when solving a math problem, can switch strategies easily, if appropriate or necessary. _____
10. regularly uses a variety of representations to explain math concepts (written explanations, pictorial, graphic, equations, etc.). _____

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READING CHARACTERISTICS

TASK No. 1: Individually, select the letter of a key concept that you believe most closely matches each item.

TASK No. 2: In a small group, discuss specific examples of when you have observed each behavior in a student.

Key: Concepts

- | | |
|--------------------|-------------------------|
| A. Application | D. Independence |
| B. Self Regulation | E. Participates Eagerly |
| C. Drive and Focus | F. Interest |

The student ...

- | | |
|---|-------|
| 1. eagerly engages in reading related activities. | _____ |
| 2. applies previously learned literary concepts to new reading experiences. | _____ |
| 3. focuses on reading for an extended period of time. | _____ |
| 4. pursues advanced reading material. | _____ |
| 5. demonstrates tenacity when posed with challenging reading. | _____ |
| 6. shows interest in reading other types of interest-based reading materials. | _____ |

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TECHNOLOGY CHARACTERISTICS

TASK No. 1: Individually, select the letter of a key concept that you believe most closely matches each item.

TASK No. 2: In a small group, discuss specific examples of when you have observed each behavior in a student.

Key: Concepts

A. Interest

B. Integration

C. Initiative

D. Mentoring

E. Expertise

F. Experimentation

G. Breadth

The student ...

1. demonstrates a wide range of technology skills. _____
2. learns new software without formal training. _____
3. spends free time developing technology skills. _____
4. assists others with technology related problems. _____
5. incorporates technology in developing creative products
assignments/presentations. _____
6. eagerly pursues opportunities to use technology. _____
7. demonstrates more advanced technology skills than other students
his or her age. _____

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SCIENCE CHARACTERISTICS

TASK No. 1: Individually, select the letter of a key concept that you believe most closely matches each item.

TASK No. 2: In a small group, discuss specific examples of when you have observed each behavior in a student.

Key: Concepts

- | | | |
|----------------------------------|---|---------------------------------------|
| A. Curiosity (General or Global) | D. Communicates Data Well | F. Research (or Hands-on Involvement) |
| B. Choice (Science in Free Time) | E. General (Broad) Interest in Science Topics | G. Interested in Process and Method |
| C. Creative Thinking | | |

The student ...

1. demonstrates curiosity about scientific processes. _____
2. demonstrates creative thinking about scientific debates or issues. _____
3. demonstrates enthusiasm in discussion of scientific topics. _____
4. is curious about why things are as they are. _____
5. reads about science-related topics in his or her free time. _____
6. expresses interest in science projects or research. _____
7. clearly articulates data interpretation. _____

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LEARNING CHARACTERISTICS

- | | | |
|------|------|-------|
| 1. J | 5. G | 9. D |
| 2. I | 6. A | 10. K |
| 3. B | 7. F | 11. C |
| 4. E | 8. H | |

CREATIVITY CHARACTERISTICS

- | | | |
|------|------|------|
| 1. B | 4. C | 7. A |
| 2. I | 5. H | 8. F |
| 3. G | 6. D | 9. E |

MOTIVATION CHARACTERISTICS

- | | | |
|------|------|-------|
| 1. G | 5. B | 9. F |
| 2. C | 6. D | 10. A |
| 3. H | 7. J | 11. E |
| 4. K | 8. I | |

LEADERSHIP CHARACTERISTICS

- | | | |
|------|------|------|
| 1. B | 4. A | 6. C |
| 2. E | 5. D | 7. F |
| 3. G | | |

Artistic Characteristics

- | | |
|------|-------|
| 1. G | 7. B |
| 2. H | 8. C |
| 3. I | 9. D |
| 4. J | 10. E |
| 5. K | 11. F |
| 6. A | |

Musical Characteristics

- | | |
|------|------|
| 1. B | 5. C |
| 2. A | 6. F |
| 3. D | 7. E |
| 4. G | |

Dramatics Characteristics

- | | |
|------|-------|
| 1. J | 6. B |
| 2. A | 7. I |
| 3. F | 8. H |
| 4. E | 9. C |
| 5. G | 10. D |

Communication (Precision) Characteristics

- | | |
|------|-------|
| 1. D | 7. A |
| 2. F | 8. C |
| 3. H | 9. E |
| 4. J | 10. K |
| 5. G | 11. I |
| 6. B | |

Communication (Expressiveness) Characteristics

- | | |
|------|------|
| 1. B | 3. D |
| 2. A | 4. C |

Planning Characteristics

- | | |
|------|-------|
| 1. M | 9. K |
| 2. B | 10. I |
| 3. D | 11. C |
| 4. G | 12. N |
| 5. O | 13. F |
| 6. H | 14. J |
| 7. E | 15. L |
| 8. A | |

Mathematics Characteristics

- | | |
|------|-------|
| 1. J | 6. D |
| 2. C | 7. E |
| 3. B | 8. I |
| 4. H | 9. G |
| 5. F | 10. A |

Reading Characteristics

- | | |
|------|------|
| 1. E | 4. D |
| 2. A | 5. C |
| 3. B | 6. F |

Technology Characteristics

- | | |
|------|------|
| 1. G | 5. B |
| 2. F | 6. A |
| 3. C | 7. E |
| 4. D | |

Science Characteristics

- | | |
|------|------|
| 1. G | 5. B |
| 2. C | 6. F |
| 3. E | 7. D |
| 4. A | |