

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
Highly curious	<ul style="list-style-type: none"> asks lots of questions inquisitive; remembers details 	<ul style="list-style-type: none"> asks inappropriate questions poor group participant
Abstract thinker	<ul style="list-style-type: none"> makes generalisations tests out ideas 	<ul style="list-style-type: none"> questions others questions authority
Flexible thinker	<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
Superior vocabulary	<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
Retention of knowledge	<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
High level of responsibility / commitment	<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
Strong feelings and opinions	<ul style="list-style-type: none"> listens to others shows concern and interest considers others' points of view aware of others' feelings 	<ul style="list-style-type: none"> speaks out and lacks tact displays heightened sensitivity to others' comments and reactions confrontational
Strong sense of justice	<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 eg handball frustration when others don't play exactly by rules asks adults to solve issues seen as 'unfair'
Original and creative	<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 levels, 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
Immersion learner	<ul style="list-style-type: none"> wants to know everything becomes an expert on a topic by reading widely or talking to people 	<ul style="list-style-type: none"> focuses in depth on things shows off knowledge to prove others wrong

Caroline Merrick (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?

Of which behaviours are you observing more:

POSITIVE/NEGATIVE

Conclusions: