Primary and Secondary
Teacher Nomination Form

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

Name of Student: _______________________________ Age: ________________

Teacher: _______________________________ Date: ________________

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Positive Behaviours</th>
<th>Negative Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly curious</td>
<td>• asks lots of questions</td>
<td>• asks inappropriate questions</td>
</tr>
<tr>
<td></td>
<td>• inquisitive</td>
<td>• poor group participant</td>
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<tr>
<td></td>
<td>• remembers details</td>
<td>• easily diverted from task</td>
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<tr>
<td>Abstract thinker</td>
<td>• makes generalisations</td>
<td>• questions others</td>
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<tr>
<td></td>
<td>• tests out ideas</td>
<td>• questions authority</td>
</tr>
<tr>
<td>Flexible thinker</td>
<td>• employs variety of strategies to work something out</td>
<td>• manipulates people and situations by using a variety of strategies</td>
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<tr>
<td>Clever use of humour</td>
<td>• enjoys ‘adult’ humour</td>
<td>• uses humour at the expense of others</td>
</tr>
<tr>
<td>Superior vocabulary</td>
<td>• heightened involvement in discussions</td>
<td>• may be bossy or overbearing when working with others</td>
</tr>
<tr>
<td></td>
<td>• enjoys adult-like discussions</td>
<td></td>
</tr>
<tr>
<td>Advanced reading</td>
<td>• reads widely</td>
<td>• reads constantly</td>
</tr>
<tr>
<td></td>
<td>• advanced vocabulary and comprehension</td>
<td>• neglects peer interaction and work - prefers to read</td>
</tr>
<tr>
<td>Retention of knowledge; fast learner</td>
<td>• moves beyond core content and skills quickly</td>
<td>• rushes work, then disrupts others</td>
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<tr>
<td></td>
<td>• detailed recall of facts</td>
<td>• monopolises class discussions</td>
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<tr>
<td>Long attention span</td>
<td>• concentrates and focuses on an area of interest for a long period of time</td>
<td>• easily distracted unless the task is an area of passion or interest</td>
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<tr>
<td>Independent</td>
<td>• self-directed</td>
<td>• reduced involvement in discussion or group work</td>
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<tr>
<td></td>
<td>• focused on task in research or study</td>
<td>• uncooperative in a group</td>
</tr>
<tr>
<td>High level of responsibility and</td>
<td>• sets attainable goals</td>
<td>• self-critical</td>
</tr>
<tr>
<td>commitment</td>
<td>• learns to accept own limitations</td>
<td>• perfectionist when completing tasks</td>
</tr>
<tr>
<td></td>
<td>• tolerant of peers in a group</td>
<td>• sets unrealistic expectations for other group members</td>
</tr>
<tr>
<td>Strong feelings</td>
<td>• listens to others</td>
<td>• speaks out and lacks tact</td>
</tr>
</tbody>
</table>
| and opinions | • shows concern and interest  
• considers others’ points of view  
• aware of others’ feelings | • over-reacts to others’ comments and reactions  
• confrontational |
| Strong sense of justice | • empathises with those less fortunate  
• wants to ‘save the world’  
• stands up for other children thought to have been poorly treated | • argues the rules in games, eg handball  
• frustration when others don’t play exactly by rules  
• asks older children or adults to solve issues seen as ‘unfair’ |
| Original and creative | • comes up with ideas ‘out of the box’  
• sees problems as a whole  
• connects thoughts and feelings | • unaccepting of status quo  
• absent-minded or daydreamer  
• asks unrelated questions  
• disorganised |
| High energy level | • wide variety of interests  
• organises time well  
• high level of individualised learning | • often difficult to live with  
• may appear hyperactive  
• easily bored so seeks out new things to explore |
| Immersion learner | • wants to know everything about a topic  
• becomes an expert on a topic by reading widely or talking to people | • focuses on topics of interest to them, at the expense of classroom work  
• shows off knowledge to prove others wrong |

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

**Scoring the Checklist**

How many positive behaviours are being displayed? ____________________________

How many negative behaviours are being displayed? ____________________________

Have you highlighted behaviours in more than 5 different behaviour boxes? YES / NO

Of which behaviours are you observing more: POSITIVE / NEGATIVE

Conclusions: ________________________________________________________________

________________________________________________________________________

________________________________________________________________________