

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:** _____

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 • easily diverted from task
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 at the expense of 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 vocabulary and comprehension 	<ul style="list-style-type: none"> • reads constantly • neglects peer interaction and work - prefers to read
Retention of knowledge; fast learner	<ul style="list-style-type: none"> • moves beyond core content and skills quickly • detailed recall of facts 	<ul style="list-style-type: none"> • rushes work, then disrupts others • 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 discussion or group work • uncooperative in a group
High level of responsibility and 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 other group members
Strong feelings	<ul style="list-style-type: none"> • listens to others 	<ul style="list-style-type: none"> • speaks out and lacks tact

and opinions	<ul style="list-style-type: none"> • shows concern and interest • considers others' points of view • aware of others' feelings 	<ul style="list-style-type: none"> • over-reacts 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 other children thought to have been poorly treated 	<ul style="list-style-type: none"> • 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	<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 or daydreamer • asks unrelated questions • disorganised
High energy level	<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 about a topic • becomes an expert on a topic by reading widely or talking to people 	<ul style="list-style-type: none"> • 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: _____
