

# APPENDIX D

Teacher Training Exercise For Completing the  
*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.	

SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS: TECHNICAL AND ADMINISTRATION MANUAL

---

Teacher Training Exercise For Completing the  
*Scales For Rating The Behavioral Characteristics Of Superior Students-III*  
 (SRBCSS-III)

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 nonconforming attitude, does not fear being different.	

**Teacher Training Exercise For Completing the  
Scales For Rating The Behavioral Characteristics Of Superior Students-III  
(SRBCSS-III)**

**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.

<b>Key Concepts</b>		
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	

<b>The student demonstrates . . .</b>	
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.	

SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS: TECHNICAL AND ADMINISTRATION MANUAL

---

Teacher Training Exercise For Completing the  
*Scales For Rating The Behavioral Characteristics Of Superior Students-III*  
 (SRBCSS-III)

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	D. Facilitator	F. Director
B. Dependable	E. Highly Regarded	G. Articulate
C. Collaborative		

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.	

**Teacher Training Exercise For Completing the  
Scales For Rating The Behavioral Characteristics Of Superior Students-III  
(SRBCSS-III)**

**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.

<b>Key Concepts</b>		
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	

<b>The student . . .</b>	
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.	

SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS: TECHNICAL AND ADMINISTRATION MANUAL

---

Teacher Training Exercise For Completing the  
*Scales For Rating The Behavioral Characteristics Of Superior Students-III*  
 (SRBCSS-III)

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 sound	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.	

**Teacher Training Exercise For Completing the  
Scales For Rating The Behavioral Characteristics Of Superior Students-III  
(SRBCSS-III)**

**DRAMATICS 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.

<b>Key Concepts</b>		
A. Storytelling/Narration	E. Extemporaneous acting	H. Stage presence
B. Physical grace	F. Non-verbal communication	I. Playwriting
C. Evokes audience response, incites empathy	G. Identifies with characters, has empathy for characters, connects	J. Interest in performing
D. Mimicry		

<b>The student . . .</b>	
1. volunteers to participate in classroom plays or skits.	
2. easily tells a story or gives an account of some experience.	
3. effectively uses gestures and facial expressions to communicate feelings.	
4. is adept at role-playing, improvising, acting out situations “on the spot.”	
5. can readily identify himself or herself with the moods and motivations of others.	
6. handles body with ease and poise for his or her particular age.	
7. creates original plays or makes up plays from stories.	
8. commands and holds the attention of a group when speaking.	
9. is able to evoke emotional responses from listeners—can get people to laugh, frown, feel tense, etc.	
10. can imitate others—is able to mimic the way people speak, walk, gesture.	

SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS OF  
SUPERIOR STUDENTS: TECHNICAL AND ADMINISTRATION MANUAL

---

Teacher Training Exercise For Completing the  
*Scales For Rating The Behavioral Characteristics Of Superior Students-III*  
(SRBCSS-III)

COMMUNICATION (PRECISION) 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. Attention to audience	E. Internal thesaurus	I. Large vocabulary
B. Articulate self-expression	F. Editing for an audience	J. Explains comprehensively
C. Chooses words sparingly	G. Uses figurative language	K. Demonstrative
D. Succinct	H. Skilled at revision	

The student . . .	
1. speaks and writes directly and to the point.	
2. modifies and adjusts expression of ideas for maximum reception.	
3. is able to revise and edit in a way which is concise, yet retains essential ideas.	
4. explains things precisely and clearly.	
5. uses descriptive words to add color, emotion, and beauty.	
6. expresses thoughts and needs clearly and concisely.	
7. can find various ways of expressing ideas so that others will understand.	
8. can describe things in a few very appropriate words.	
9. is able to express fine shades of meaning by using a large stock of synonyms.	
10. is able to express ideas in a variety of alternate ways.	
11. knows and can use many words closely related in meaning.	

Teacher Training Exercise For Completing the  
*Scales For Rating The Behavioral Characteristics Of Superior Students-III*  
 (SRBCSS-III)

**COMMUNICATION (EXPRESSIVENESS) 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.

<b>Key Concepts</b>	
A. Nonverbal communication	C. Uses figurative language
B. Eloquence	D. Entertains through narration

<b>The student . . .</b>	
1. uses voice expressively to convey or enhance meaning.	
2. conveys information nonverbally through gestures, facial expressions, and "body language."	
3. is an interesting storyteller.	
4. uses colorful and imaginative figures of speech such as puns and analogies.	

SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS: TECHNICAL AND ADMINISTRATION MANUAL

---

Teacher Training Exercise For Completing the  
*Scales For Rating The Behavioral Characteristics Of Superior Students-III*  
 (SRBCSS-III)

PLANNING 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. Creative problem solving	F. Works within project confines	K. Recognizes potential pitfalls
B. Connects parts to whole	G. Forecasts potential outcomes	L. Leadership
C. Makes tasks manageable	H. Detail-oriented	M. Resource allocation
D. Time management	I. Sequencing	N. Prioritization
E. Strategizing	J. Supports ideas with details	O. Organization

The student . . .	
1. determines what information or resources are necessary for accomplishing a task.	
2. grasps the relationship of individual steps to a whole process.	
3. allows time to execute all steps involved in a process.	
4. foresees consequences or effects of action.	
5. organizes his or her work well.	
6. takes into account the details necessary to accomplish a goal.	
7. is good at games of strategy where it is necessary to anticipate several moves ahead.	
8. recognizes the various alternative methods for accomplishing a goal.	
9. can pinpoint where areas of difficulty might arise in a procedure or activity.	
10. arranges steps of a project in a sensible order to time sequence.	
11. is good at breaking down an activity into step-by-step procedures.	
12. establishes priorities when organizing activities.	
13. shows awareness of limitations relating to time, space, materials, and abilities when working on group or individual projects.	
14. can provide details that contribute to the development of a plan or procedure.	
15. sees alternative ways to distribute work or assign people to accomplish a task.	

**Teacher Training Exercise For Completing the  
Scales For Rating The Behavioral Characteristics Of Superior Students-III  
(SRBCSS-III)**

**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.

<b>Key Concepts</b>		
A. Finds challenge pleasurable	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		

<b>The student . . .</b>	
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.).	

SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS: TECHNICAL AND ADMINISTRATION MANUAL

---

Teacher Training Exercise For Completing the  
*Scales For Rating The Behavioral Characteristics Of Superior Students-III*  
 (SRBCSS-III)

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.	

**Teacher Training Exercise For Completing the  
Scales For Rating The Behavioral Characteristics Of Superior Students-III  
(SRBCSS-III)**

**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.

<b>Key Concepts</b>		
A. Interest	D. Mentoring	F. Experimentation
B. Integration	E. Expertise	G. Breadth
C. Initiative		

<b>The student . . .</b>	
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.	

SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS OF  
SUPERIOR STUDENTS: TECHNICAL AND ADMINISTRATION MANUAL

---

Teacher Training Exercise For Completing the  
*Scales For Rating The Behavioral Characteristics Of Superior Students-III*  
(SRBCSS-III)

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 or 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.	

**Suggested Answer Key for the Teacher Training Exercise for Completing the  
Scales for Rating the Behavioral Characteristics of Superior Students-III  
(SRBCSS-III)**

**LEARNING CHARACTERISTICS**

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

**CREATIVITY CHARACTERISTICS**

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

**MOTIVATION CHARACTERISTICS**

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

**LEADERSHIP CHARACTERISTICS**

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

**ARTISTIC CHARACTERISTICS**

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

**MUSICAL CHARACTERISTICS**

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

**DRAMATICS CHARACTERISTICS**

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

SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS OF  
SUPERIOR STUDENTS: TECHNICAL AND ADMINISTRATION MANUAL

---

COMMUNICATION (PRECISION) CHARACTERISTICS

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

COMMUNICATION (EXPRESSIVENESS) CHARACTERISTICS

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

PLANNING CHARACTERISTICS

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

MATHEMATICS CHARACTERISTICS

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

READING CHARACTERISTICS

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

TECHNOLOGY CHARACTERISTICS

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

SCIENCE CHARACTERISTICS

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