

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
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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. | |

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

Teacher Training Exercise For Completing the
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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 | 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
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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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Teacher Training Exercise For Completing the
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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 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.

| Key Concepts | | |
|--|---|---------------------------|
| 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 | | |

| The student . . . | |
|---|--|
| 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.

| Key Concepts | |
|----------------------------|---------------------------------|
| A. Nonverbal communication | C. Uses figurative language |
| B. Eloquence | D. Entertains through narration |

| The student . . . | |
|---|--|
| 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
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 (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.

| Key Concepts | | |
|--------------------------------|-------------------------------|--------------------------|
| 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 | | |

| 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.). | |

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
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(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.

| Key Concepts | | |
|---------------------|--------------|--------------------|
| A. Interest | D. Mentoring | F. Experimentation |
| B. Integration | E. Expertise | G. Breadth |
| C. Initiative | | |

| 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 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 | |