

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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(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.

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.	

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

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

MOTIVATION CHARACTERISTICS

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

LEADERSHIP CHARACTERISTICS

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

ARTISTIC CHARACTERISTICS

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

MUSICAL CHARACTERISTICS

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

DRAMATICS CHARACTERISTICS

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