

Nomination Form for Students with Potential in Music, Art, Sports and Drama (Teacher's version)

Part 1 : Basic information

Student's Name : _____ Class : _____ Sex : _____

	<u>Teacher Nominator</u>	<u>Relationship with Student</u>	<u>Length of Acquaintance</u>
1.	_____ Teacher	(Class master/ _____ Subject teacher)	Around _____ Year(s) _____ month(s) in total
2.	_____ Teacher	(Class master/ _____ Subject teacher)	Around _____ Year(s) _____ month(s) in total
3.	_____ Teacher	(Class master/ _____ Subject teacher)	Around _____ Year(s) _____ month(s) in total
4.	_____ Teacher	(Class master/ _____ Subject teacher)	Around _____ Year(s) _____ month(s) in total
5.	_____ Teacher	(Class master/ _____ Subject teacher)	Around _____ Year(s) _____ month(s) in total
6.	_____ Teacher	(Class master/ _____ Subject teacher)	Around _____ Year(s) _____ month(s) in total

The potential of the nominated student is in the area(s) of : (Tick "✓ " the appropriate box(es). More than one may be ticked)

Music Art Sports Drama

Guidelines for answering the questions:

1. Only one form is needed to nominate a student, and relevant sections of the form may be completed according to the nominee's potential. All relevant teachers are advised to discuss and reach a consensus before completing the form.
2. All teachers who fill in the nomination form should have known the student for a long period, for example, half a semester or more.
3. Teachers should judge the student's behaviour and complete the nomination form in accordance with the student's cognitive development and level. Each relevant teacher is advised to observe the student for a substantial period of time beforehand (for example, two to four weeks), and compare his or her behaviour patterns with those of other students of the same age, in terms of performance and level of frequency.

Part 2 : Characteristics of the Nominated Student

(1) Music

Items 1-12 below relate to the student’s learning behaviour and performance in music. Please tick "✓" the appropriate box(es), according to the student’s daily performance.

Table 1 Adaptive Behaviour Scale of the Student’s Musical Talents (Teacher’s Version)

<i>Items</i>	Rarely (1)	Some- times(2)	Often (3)	Always (4)	N/A (0)
1. The student is strongly sensitive to rhythm, pitch and volume					
2. The student is good at remembering melodies					
3. The student is able to distinguish the timbres of different musical instruments, and this is not affected by background noise					
4. The student has a sense of rhythm, and his or her body parts sway to its beats					
5. The student easily grasps the skills of learning how to play a musical instrument					
6. The student can express emotions when performing on a musical instrument					
7. The student likes to express meanings through music					
8. The student is able to learn a musical instrument in a continuous way					
9. The student sings or plays a musical instrument with the correct rhythm					
10. The student likes to create songs in an impromptu manner or perform on different musical instruments					
11. The student pays attention to various types of musical information					
12. The student enjoys listening to various types of music					

Source of references: 1) Department of Education Victoria (1996). Bright Futures: Resource book – Education of gifted students. Australia: Department of Education Victoria
 2) Renzulli, J.S., Smith, L.H., Callahan, C.M., Hartman, R.K., & Westberg, K.L. (1997). Scales for Rating the Behavioral Characteristics of Superior Students. USA: Creative Learning Press.

Other relevant comments or information (for example: “The student has performed outstandingly in inter-school competitions”).

(2) Art

Items 1-8 below refer to the student's learning behaviour and performance in art. Please tick "✓" the appropriate boxes according to the student's daily performance.

Table 2 Adaptive Behaviour Scale of the Student's Artistic Talents (Teacher's Version)

<i>Items</i>	Rarely (1)	Sometimes (2)	Often (3)	Always (4)	N/A (0)
1. The student's eyes coordinate well with his or her hands; and the student can easily grasp basic skills when learning how to sketch and paint					
2. The student is good at appreciating works of art, and is capable of describing lines, colours and ideas expressed in works of art in detail					
3. The student likes to express his or her feelings in graphic form					
4. Sketching, painting, creating other forms of art, etc. are his or her hobbies during leisure time					
5. His or her sketches, paintings or artwork express personal originality					
6. The student is good at feeling the messages and emotions expressed in works of art					
7. The student has an aesthetic sense, and is much more sophisticated when criticising works of art than other students of the same age					
8. The student is interested in works of art, and likes to visit galleries and exhibitions					

Source of references: 1) Department of Education Victoria (1996). Bright Futures: Resource book – Education of gifted students. Australia: Department of Education Victoria
 2) Renzulli, J.S., Smith, L.H., Callahan, C.M., Hartman, R.K., & Westberg, K.L. (1997). Scales for Rating the Behavioral Characteristics of Superior Students. USA: Creative Learning Press.

Other relevant comments or information:

(A) Evaluation of student's work

Table 3 Evaluation Scale of Student's Works of Fine Art

Items	General standard (1)	Above average (2)	Excellent (3)	N/A(0)
1. The student's creative expression of themes				
2. Artistic knowledge expressed in his or her work				
3. Mastery of relevant skills in his or her work				
4. Attitudes and enthusiasm reflected in his or her work				
5. Overall quality of his or her work				

(B) Other comments or information (for example: “The student has performed outstandingly in inter-school competitions”).

(3) Sports

Items 1-5 below relate to the student’s learning behaviour and performance in sports. Please tick "✓ " the appropriate boxes according to the student’s daily performance.

Table 4 Adaptive Behaviour Scale of the Student’s Talents in Sports (Teacher’s Version)

<i>Items</i>	Rarely (1)	Some-times (2)	Often (3)	Always (4)	N/A (0)
1. The student is very energetic					
2. The student has potential in sports and is nimble. It is easy for him or her to grasp the skills involved in various kinds of sports.					
3. The student likes various kinds of sports and outdoor activities, such as ball games, swimming, hiking and camping					
4. The student shows his or her determination and endurance in the course of practice and training					
5. The student always performs outstandingly in relevant sports competitions					

Source of references: 1) Department of Education Victoria (1996). Bright Futures: Resource book – Education of gifted students. Australia: Department of Education Victoria
 2) Renzulli, J.S., Smith, L.H., Callahan, C.M., Hartman, R.K., & Westberg, K.L. (1997). Scales for Rating the Behavioral Characteristics of Superior Students. USA: Creative Learning Press.

Other relevant comments or information (for example: “The student has performed outstandingly in inter-school competitions”)

(4) Drama

Items 1-7 below relate to the student’s learning behaviour and performance in drama. Please tick "✓" the appropriate boxes according to the student’s daily performance.

Table 5 Adaptive Behaviour Scale of the Student’s Talents in Drama (Teacher’s Version)

<i>Items</i>	Rarely (1)	Some-times (2)	Often (3)	Always (4)	N/A (0)
1. The student is good at observing and memorising the words and movements of other people					
2. The student is good at imitating the tones, facial expressions and gestures of others when they are talking					
3. The student is able to communicate with others through gestures, facial expressions and body language					
4. The student likes to take part in role-play and relevant performances in class					
5. When acting as various characters, the student’s voice, gestures and facial expressions are so lifelike they can arouse the audience’s sympathy					
6. The student is able to present stories or different types of subject matter in a dramatic way					
7. The student is very interested in performing arts, and likes to watch dramas and movies					

Source of references: 1) Department of Education Victoria (1996). Bright Futures: Resource book – Education of gifted students. Australia: Department of Education Victoria
 2) Renzulli, J.S., Smith, L.H., Callahan, C.M., Hartman, R.K., & Westberg, K.L. (1997). Scales for Rating the Behavioral Characteristics of Superior Students. USA: Creative Learning Press.

Other relevant comments or information (for instance: “The student has performed outstandingly in inter-school competitions”).

(End)