

**1. Behavioural characteristics checklist  
for gifted students (for Teachers)**

**And**

**2. Behavioural characteristics checklist for  
gifted students (for Parents)**

**Please complete the above two questionnaires, “Behavioural characteristics checklists for gifted students (Teacher’s version)” and “Behavioural characteristics checklists for gifted students (Parent’s version)”, under the instruction of staff from Education Department.**

Code : \_\_\_\_\_

### Behavioural characteristics checklist for Gifted Student (for Teachers)

#### 【Basic Information】

Student's name : \_\_\_\_\_ (Chinese) School name : \_\_\_\_\_

Date of completion : \_\_\_\_\_ Year \_\_\_\_\_ Month \_\_\_\_\_ Day \_\_\_\_\_ Student number : \_\_\_\_\_ Sex : Male / Female

Date of birth : \_\_\_\_\_ Year \_\_\_\_\_ Month \_\_\_\_\_ Day \_\_\_\_\_ Class : \_\_\_\_\_ Level \_\_\_\_\_ Class \_\_\_\_\_

Major medium of instruction : Chinese  English  Others (please specify) \_\_\_\_\_

Major teaching approach : Activity approach \_\_\_\_\_ )  
 ( For \_\_\_\_\_ )

Conventional approach ( For \_\_\_\_\_ )

Others ( please specify ) \_\_\_\_\_

	<u>Respondent</u> <sup>*1</sup>	<u>Relationship with the student</u> <sup>*2</sup>	<u>Have known the student for</u> <sup>*3</sup>
1	Mr./Mrs. _____	( Class master / Subject teacher )	Up to _____ Years _____ Months
2	Mr./Mrs. _____	( _____ Subject teacher )	Up to _____ Years _____ Months
3	Mr./Mrs. _____	( _____ Subject teacher )	Up to _____ Years _____ Months
4	Mr./Mrs. _____	( _____ Subject teacher )	Up to _____ Years _____ Months
5	Mr./Mrs. _____	( _____ Subject teacher )	Up to _____ Years _____ Months
6	Mr./Mrs. _____	( _____ Subject teacher )	Up to _____ Years _____ Months

\* 1 For objective assessment, **more than one teacher** is required to fill in the checklists.

- \*2 The checklist can be completed by the principal/ deputy principal or department heads/ class master and related teachers after intensive discussion. They only need to complete one checklist for one student and give the answers they mostly agreed.
- \*3 All respondents must have known the student for **more than six months**.
- \*4 On analysis of the results, any student who gets 4 points or above in average in any section can be preliminarily identified as gifted student.

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## 【Instructions】

This checklist allows teachers to assess the students' characteristics as follows: (1) learning characteristics; (2) mathematics and science learning ability; (3) creativity; (4) leadership and (5) motivation characteristics. These are compiled with reference to the research papers and material on people's talents. The answer of each question should reflect the frequency of student's particular behaviour observed by the teachers. Assessment should be based on the characteristics of each individual student.

Every teacher should read the questions carefully and discuss them in detail. On the right hand side of a question, please choose one from the six choices and add a circle to the correct answer.

1. If you have not seen the student with this characteristics, please circle 「never」.
2. If you seldom see the student with this characteristics, please circle 「seldom」.
3. If you less often see the student with this characteristics, please circle 「less often」.
4. If you sometimes see the student with this characteristics, please circle 「sometimes」.
5. If you often see the student with this characteristics, please circle 「often」.
6. If you always see the student with this characteristics, please circle 「always」.

Please note: (1) Teachers need to complete one checklist for each student.  
(2) Teachers should give the answers they mostly agreed.

## 【Please answer all the questions】

### Part 1 : Learning Characteristics

	Frequency of Performance					
	never	seldom	less often	sometimes	often	always
1. Vocabulary skill outperforms other students of the same age group.	1	2	3	4	5	6
2. Give correct analysis, consolidation and induction of matters concerning people, incidents and physical matters °	1	2	3	4	5	6
3. Able to collect and understand a large amount of information on a particular subject, such as poetry, astronomy and geography	1	2	3	4	5	6
4. Able to master the basic principles of things	1	2	3	4	5	6
5. Have interests in religions, politics, racial issue, morality and other adult issues	1	2	3	4	5	6
6. Have a good understanding of various casual relationships	1	2	3	4	5	6
7. Able to understand complicated things through analysis and reasoning	1	2	3	4	5	6
8. Able to collect and understand a large amount of information on a wide range of subjects	1	2	3	4	5	6
9. Able to use abstract concepts (e.g. express the feelings of happiness and sadness )	1	2	3	4	5	6
10. Able to memorise factual information (e.g. historical events)	1	2	3	4	5	6
11. Sharp and insightful observation	1	2	3	4	5	6
12. Able to describe and explain other people's objectives and know how to re-arrange the priority of these objectives	1	2	3	4	5	6
13. Able to associate and apply the learned knowledge to another areas	1	2	3	4	5	6

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## Part 2 : Mathematics and science learning ability

Frequency of Performance

	Never	seldom	less often	sometimes	often	always
1. Interested in computation, measurement and arrangement of order	1	2	3	4	5	6
2. Able to complete complicated arithmetic operations	1	2	3	4	5	6
3. Able to fully understand the concept of time (e.g. clock and calendar) or money	1	2	3	4	5	6
4. Understand and memorise many mathematics symbols (e.g. numbers, calculation symbols +, -, ×, ÷)	1	2	3	4	5	6
5. Shows outstanding skills in categorisation or arrangement of order	1	2	3	4	5	6
6. Able to investigate or observe matters in detail	1	2	3	4	5	6
7. Able to continuously focus on scientific and natural activities	1	2	3	4	5	6
8. Able to investigate the casual relationships of matters (e.g. Why water is essential for the growth of plants? Why does water freeze in low temperature? Why does water boil in high temperature?)	1	2	3	4	5	6

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## Part 3 : Creativity

### Frequency of Performance

1. Rich Imagination  
Shows a good sense of humor (for example, the student is able to make people smile)
2. Able to perform extraordinary act or possess unique behaviour
3. Shows strong sensitivity to aesthetics and paying attention to the beauty of everything
4. Shows interests in exploration or willing to take risk.
5. Able to provide opinions or solutions to different types of problems
6. Able to experience the sense of humour that others may not notice
7. Able to adjust, improve or rectify the views of different things
8. Able to generate different ideas (e.g. able to think of different uses of an object)
9. Shows extraordinary ideas and behaviours; able to imagine and utilize these ideas wisely
10. Refuses to follow others without reasons and doesn't mind of being unique

	never	seldom	less often	sometimes	often	always
1	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	

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## Part 4 : Leadership

### Frequency of Performance

1. Accountable and able to complete any task or programme assigned to him/her
2. Well respected by his or her classmates
3. Able to communicate with others effectively and able to clearly express his/her own thoughts
4. Shows strong confidence in getting along with classmates of the same age group.
5. Able to organise and associate the relationship of various matters, people and situations
6. Being cooperative in working with others
7. Demonstrates leadership intention in activities
8. Able to speak with rich content and explain in detail fluently

	never	seldom	less often	sometimes	often	always
1	2	3	4	5	6	
2	2	3	4	5	6	
3	2	3	4	5	6	
4	2	3	4	5	6	
5	2	3	4	5	6	
6	2	3	4	5	6	
7	2	3	4	5	6	
8	2	3	4	5	6	

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## Part 5 : Motivation Characteristics

Frequency of Performance

1. Able to concentrate on one subject insistently
2. Able to learn with minimum guidance from teachers
3. Shows persistent interest in certain topics and issues
4. Shows determination in searching information on topics of his/her own interest
5. Not afraid of failure and difficulties and insists on completing various tasks or duties
6. Able to undertake personal responsibility for the results on which he/she has pursued
7. Able to follow up the topics or issues he/she is interested in
8. Being highly committed to certain topics or issues
9. Able to pledge himself/herself to an interested long-term programme
10. Able to pursue a target consistently
11. Able to insist and complete the work he/she is interested in with minimum incentives or encouragement

	never	seldom	less often	sometimes	often	always
1	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	
1	2	3	4	5	6	

End

Please check if you have completed all items.  
Thank you very much for your support

### 【Sources of reference】

- <1> J.S. Renzulli , L.H. Smith , A.J. White , C.M. Callahan and R.K. Hartmann (1976) , *Scales for Rating the Behavioral Characteristics of Superior Students* , U.S.A.
- <2> J.S. Renzulli and K.L. Westberg (1993) , *Teacher Judgement of Student Characteristics: A Revision of the Scales for Rating the Behavioral Characteristics of Superior Students* , U.S.A.
- <3> M. Karnes and A. Taylor (1978) , *Gifted Project Parent Questionnaire* , U.S.A.: University of Illinois.
- <4> 林寶山、吳武典 (1984) , 《資賦優異學生行為特質評定量表》, 台灣。
- <5> 編製者: 郭靜姿, 指導教授: 吳武典 (1986) , 《測驗中兒童行為觀察量表》 (教師適用) , 台灣。

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