

No.: \_\_\_\_\_

**Behavioural characteristics checklist for Gifted Students (Applicable to Parents)**

[Basic information]

Child's name	Name in Chinese	_____			School	_____			
Date of completion	Year	Month	Date	Sex	Male/ Female _____				
Date of birth	Year	Month	Date	Class	_____	Level	_____	Class	
Address	_____								
Contact number:	(Daytime)	_____			(Night-time)	_____		(Fax)	_____

[Notes]

- 1 For objective assessment, both parents are required to **jointly fill in the checklist after intensive discussion.**
- 2 In case the checklist cannot be filled in jointly by both parents, the guardian or the people who are familiar with the child may fill in the checklist after discussion.
- 3 All respondents must have known the student for **more than six months.**
- 4 Only **one checklist** is needed to be filled in for each student with **the answers mostly agreed.**

Respondent	Relationship with the child <b>Please circle the one appropriate</b>	<u>Time to get long with the child daily</u>
1 _____ Mr/Ms	Father/ Mother	around _____ hours
2 _____ Mr/Ms	Father/ Mother	around _____ hours
3 _____ Mr/Ms	Relatives / Friends/ Others	around _____ hours
4 _____ Mr/Ms	Relatives / Friends/ _____ Others	around _____ hours
5 _____ Mr/Ms	Relatives / Friends/ _____ Others	around _____ hours

**【Instructions】**

This checklist allows parents/guardians 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 rate of a student's particular behaviour observed by the parents/guardians **in normal circumstances**. Assessment should be based on the characteristics of each individual child.

Parents/guardians should read the questions carefully and discuss them in detail. On the right hand side of each question, please choose one from the six choices and circle the correct answer. Please refer to the following examples:

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

Samples

Frequency of Performance

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

1. He/She shows sympathy for others

- Please note: (1) Only one checklist for each student.  
 (2) Parents/guardians should give the answers they mostly agreed.

**【Please answer all the questions】**

Part 1: Learning ability

Frequency of Performance

	never	seldom	less often	sometimes	often	always
1. He/She outperforms other students of the same age group in using longer and more complex sentences.	1	2	3	4	5	6
2. He/She has good general knowledge and knows more than the children of the same age group.	1	2	3	4	5	6
3. He/She is able to collect and understand a lot of information on a particular subject, such as poetry, astronomy and geography.	1	2	3	4	5	6
4. He/She can quickly master the basic principles of matters, such as things fall due to gravity.	1	2	3	4	5	6
5. He/She is interested in religions, politics, racial issues, morality and other adult issues.	1	2	3	4	5	6
6. He/She is able to understand abstract concepts (e.g. the difference of happiness and sadness)	1	2	3	4	5	6
7. He/She likes reading more than other children of the same age group	1	2	3	4	5	6
8. He/She can memorise factual information (e.g. historical events)	1	2	3	4	5	6
9. He/She shows high learning ability and acquires new skills instantly.	1	2	3	4	5	6
10. He/She has a sharp and insightful observation.	1	2	3	4	5	6

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Part 2: Mathematics and science learning ability

Frequency of Performance

1. He/ She is very interested in computation, measurement and arrangement of order.
2. He/ She can easily complete complicated arithmetic operations.
3. He/ She can fully understand the concept of time (e.g. clock and calendar) or money.
4. He/ She can understand and memorise many mathematics symbols (e.g. numbers, calculation symbols  $+$ ,  $-$ ,  $\times$ ,  $\div$ )
5. He/She shows outstanding skills in categorisation or arrangement of order.
6. He/She can investigate or observe matters in detail.
7. He/She can continuously focus on scientific and natural activities.
8. He/ She is 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?)

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

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Part 3: Creativity

Frequency of Performance

1. He/She has rich imagination, for example, writing his/her own story.
2. He/She shows a good sense of humour (e.g. making people smiles with happiness).
3. He/She performs extraordinary or possesses unique behaviour (e.g. able to create an ending of a story beyond others' imagination.)
4. He/She shows strong sensitivity to aesthetics and paying attention to the beauty of everything.
5. He/She shows interest of exploration or willing to take risk.
6. He/She is able to raise suggestions or solutions to different problems.
7. He/She is able to tell the different uses of an object.
8. He/She often shows extraordinary ideas, which are different from other people.
9. He/She insists on his/her view and refuses to follow others' suggestions without reasons.
10. He/She is able to tell stories or draw pictures in detail.

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. He/She is accountable and able to successfully complete any task assigned to him/her.
2. He/She is popular among classmates.
3. He/She is able to communicate with others effectively and clearly express his/her own thoughts.
4. He/She shows strong confidence in getting along with children of the same age group and behaves relatively mature.
5. He/She is cooperative to work with others and maintain a good relationship with others.
6. He/She demonstrates leadership in activities.
7. He/She enjoys making friends with others.
8. He/She can speak with rich content and explain in detail fluently

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

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Part 5: Learning attitude

Frequency of Performance

1. He/She can concentrate on one subject for a long period of time.
2. He/She can learn with minimum guidance from parents
3. He/She shows persistent interest in certain topics and issues
4. He/She shows determination on searching information or solutions on various topics of his/her own interest.
5. He/She does not fear failure or difficulties and insists on completing various tasks or duties
6. He/She is fully committed to completing the task assigned by the parents.
7. He/She is able to insist on completing the task on the topics or issues he/she is interested
8. He/She is able to pledge himself/herself to various topics and problems on long-term basis.
9. He/She is able to pursue a target consistently
10. He/She pursues perfection.

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

End

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

### Sources of reference

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- <4> 林寶山、吳武典 (1984) ,《資賦優異學生行為特質評定量表》, 台灣。Lin Baoshan and Wu Wudian, 《資賦優異學生行為特質評定量表》(Trans: Evaluation checklist of behavioural characteristics of gifted and talent students), Taiwan, 1984.
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