

Teacher Rating of Student Behaviours*

Student:	Age:	Date:
Person completing this form:	Person initiating referral:	

Directions: Offer the student a challenging learning activity (group or individual) that requires learning and complex thinking. Watch the student while she or he is learning and rate the frequency of each of these behaviours when you compare this student to others of the same age, gender, temperament and cultural background.

Behaviours	Never	1	2	Sometimes	3	4	Always	5
Humour: Exceptionally keen sense of the comical, the bizarre, absurd.	1	2	3	4	5			
Imagination & Creativity: Extraordinary ability to use ideas, materials or anything else in ingenious, flexible or surprising ways.	1	2	3	4	5			
Inquiry: Probes deeply while exploring ideas & topics; asks deep questions; experiments with events, ideas, feelings, sounds, symbols, movement, etc.	1	2	3	4	5			
Memory and Processing: Tremendous capacity for dealing with large amounts of information and skills.	1	2	3	4	5			
Sensitivity: Unusually aware of or responsive to her/his own experiences and feelings and/or those of others.	1	2	3	4	5			
Expressiveness: Extraordinary ability to communicate meaning or emotion through words, actions, symbols, sounds, or media.	1	2	3	4	5			
Reasoning: Loves to think; considers implications or alternatives; rich, flexible, analytical or logical thought. Thinking is not necessarily directed toward a goal or solution.	1	2	3	4	5			
Problem-solving: Outstanding ability to find systematic solutions to problems; is able to invent and monitor many paths to a goal; seeks out challenging problems.	1	2	3	4	5			
Intuition: Suddenly discovers connections or deeper meanings without conscious awareness of reasoning or thought.	1	2	3	4	5			
Learning: Extremely able to grasp and use sophisticated new understandings quickly and easily.	1	2	3	4	5			
Interests: Advanced, intensely focused curiosity; passionate; may focus on unusual topics; interest is sometimes fleeting but always intense.	1	2	3	4	5			
Moral and ethical concerns: Extreme need for fairness and justice; will take action to resolve injustices; deeply concerned with the consequences of their actions.	1	2	3	4	5			
Motivation: Persistent, intense need to know, do, feel, create, or understand.	1	2	3	4	5			
TOTAL IN EACH COLUMN								
				OVERALL TOTAL				

List talents, special abilities or accomplishments: _____

Do you feel this student needs special learning experiences beyond those provided in the regular classroom?

Yes _____ No _____

* Judy Rogers and her colleagues in the Tucson Unified School District created this handout based on the work of Kanevsky, Maker, Nielson & Rogers (1994)

