

GSNS-T (Gifted Student Nomination Scale for Teachers)

Instructions for teachers:

Following is the list of learning characteristics/behaviors demonstrated by potentially gifted students in classroom learning situations. Though many students may demonstrate these behaviors at some point of time during classroom learning but potentially gifted children will exhibit these traits more frequently and more strongly. Please consider each behavior in the list and rate the learning behavior of the child in different learning contexts.

Frequency of Behaviour:

RATING	FREQUENCY
4	The behavior was observed ALWAYS
3	The behavior was observed MOST OF THE TIME
2	The behavior was observed SOMETIMES
1	The behavior was observed RARELY
0	The behavior was NEVER observed

Instructions to use GSNS-T scale:

The scale consists of fifteen traits (behaviors) which a child may demonstrate during classroom learning.

- Teacher must read each trait (behavior) carefully. Each trait is followed by example of behavior in italics with the trait.
- Teacher shall carefully observe the learning behaviors of students in multiple classroom situations before rating the students.
- Teacher shall deliberately create challenging learning situations to see the response and enthusiasm among students.
- Teacher shall repeatedly rate students in different learning situations before doing the final rating.
- Teacher shall rate the students without any prejudice and biases.

NAME OF THE NOMINEE: _____ CLASS: _____

SCHOOL: _____ DATE OF BIRTH _____

YOUR NAME & DESIGNATION: _____

YOUR SUBJECT SPECIALIZATION: _____

S.NO.	Traits (Classroom Behaviors)	0	1	2	3	4
1	Shows intellectual curiosity (<i>By asking out of course/book questions but related to the topic</i>)					
2	Enjoys and excels in challenging intellectual tasks (<i>By taking initiative to solve advanced problems; taking part in high level competition</i>)					
3	Excellent memory and recall of information for the topics of interest (<i>Quick to answer with detailed explanation even if topics are discussed long back in previous classes</i>)					
4	Seeks reasons and explanations regarding sources and causes (<i>Asks for reference books, supplementary books and other resources to study the topic in greater depth</i>)					
5	Possesses keen observation and able to draw highly close inferences (<i>Looks for minute details in any experiment/discussion/problem solving and quickly draws inferences</i>)					
6	Displays capacity for advanced thinking, reasoning and judgment beyond the age group (<i>Learns very fast as compare to his/her age peer, gives sound reasoning and concludes his/her point of view with logical argument</i>)					
7	Possess as wealth of knowledge from varied source of information (<i>Varied interest in multiple topics and collect information from various sources such as magazines, newspaper, TV/Radio channels</i>)					
8	Has unusual and out of box ideas (<i>Gives very different ideas/answers which can surprises you</i>)					
9	Shows sensitivity and concerns for others (<i>Always ready to help classmates in their academic work</i>)					
10	Gets easily bored in a non-challenging situation (<i>Does not enjoy repetitive questions/revision exercises</i>)					
11	Strives for accuracy and precision and not easily satisfied with own achievements (<i>Always asks teacher for more suggestions to improve his/her own work</i>)					
12	Shows high sense of responsibilities in handling instructions (<i>Very responsible, understands instructions and carry out task in a highly responsible manner</i>)					
13	Shows marked interest in the discussion about topics of choice (<i>Can be seen in the company of older peer group discussing topics at their level</i>)					
14	Quick, smart and mature in response as compare to the age group (<i>Speaks his/her own mind; sometimes even contradicts the teacher</i>)					
15	Reflective/self-regulatory (<i>Critically analyze his/her progress, never compares self with classmates but always sets more and more high standards for self</i>)					