# Talent Spotting List (TSL)

*What is the Talent Spotting List?*

The Talent Spotting List helps you in getting an overview over all the students in your class who might be suitable for Honors Programs at your university. Please be aware that this tool is not part of the selection and admission process for an Honors Program. Instead, this **screening** tool helps identify more students who could possibly be interested in and suited for an Honors Program, but who might be unaware of the programs that are offered or who might not consider themselves suitable candidates for such programs. As a teacher you play a critical role in making students aware of the programs offered and in encouraging them to apply for an Honors Program.

The Talent Spotting List is best suited for you, if:
- your class size is 30 students or less,
- you have known all students for at least one semester already.

**How do I fill out the Talent Spotting List?**

Before filling out the Talent Spotting List, please make sure that you have **all the students in your class** in mind. Therefore, please put a name list of the students in your class in front of you or have it displayed on your monitor while filling out the tool.

On the following pages, different characteristics of students are described. Below each characteristic, examples for behaviors are listed that point to these abilities/qualities/characteristics. In the blank lines marked with "obvious talents", please **fill in the names** of all students that show this kind of behavior, regardless of whether you think they would like to participate in an honors program or not. Please also fill in the blank space behind "hidden talents" with the names of those students where you strongly suspect these characteristics but have not observed them yet. In case of doubt, naming too many students is much better than omitting a student.

If you feel that a certain talent aspect from your domain or study track should be considered and is not yet on the list, you can add this at the end of the Talent Spotting List and, like before, fill in the names of students with obvious and hidden talents.

When you are finished with all characteristics, please take a few more minutes to re-read your list and to reflect about whether you have considered all students in your class and have not missed anyone.

*What should I do with the completed Talent Spotting List?*

For a visual overview of your assessments, please fill in the in the table on the last. Copy the names of all students who show or whom you suspect of possessing a certain characteristic into the respective cells. The table shows you a **pool of possible candidates** for Honors Programs. Please inform all students on your list (both "obvious" and "hidden" talents) about the respective Honors Programs and refer them to the relevant contact persons. If you want to forward your completed list to other colleagues in your institution, please keep in mind possible restrictions and data privacy regulations.

## Talent Spotting List (TSL)

**Class name:** _____

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### Intellectual abilities

e.g. high cognitive and analytical thinking skills, quick comprehension of complex and abstract ideas, ability to identify complicated patterns

*Students with…*

- obvious talents: _____

- hidden talents: _____

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### Critical evaluation

e.g. asks questions relating to course content (during class), challenges assumptions and hypotheses, analyzes, synthesizes and integrates information, applies theories, rebellious attitude

*Students with…*

- obvious talents: _____

- hidden talents: _____

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### Task orientation and task responsibility

e.g. generally well-prepared for class, prepared according to curriculum and beyond, takes tasks and obligations seriously

*Students with…*

- obvious talents: _____

- hidden talents: _____

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### Academic interaction with peers

e.g. learning groups, study-related discussion and project groups, student research projects, engages in team competitions related to discipline

*Students with…*

- obvious talents: _____

- hidden talents: _____

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## Academic interaction with teachers

e.g. seeks out academic discussion beyond class content or schedule, asks for additional feedback on assignments and projects, talks about career plans with faculty members or advisors

*Students with…*

- obvious talents: _____

- hidden talents: _____

## Extracurricular engagement

e.g. participates in extracurricular activities and university initiatives, volunteers in committees

*Students with…*

- obvious talents: _____

- hidden talents: _____

## Motivation for academic self-development

e.g. passion for learning, ambition, initiative, willingness to engage in challenging assignments and projects, drive to excel

*Students with…*

- obvious talents: _____

- hidden talents: _____

## Openness

e.g. excitement and enthusiasm about new ideas, openness to new teaching and learning methods, curiosity, seeks information and new knowledge

*Students with…*

- obvious talents: _____

- hidden talents: _____

## Academic self-confidence

e.g. confident in own academic abilities and competences, shares own standpoint in content-related discussions (i.e. in class), presents hypotheses and own findings in presentations and/or manuscripts

*Students with…*

- obvious talents: _____

- hidden talents: _____

**High academic achievement** measured in grades

*Students with…*
● obvious talents: _____

**Low academic achievement** due to boredom due to boredom, mental under load or under challenge, sense of frustration with current education system

*Students with…*
● obvious talents: _____

***Optional:***
**An important talent aspect in my domain, discipline or study track:**

**_____**

*Students with…*
● obvious talents: _____

● hidden talents: _____

# Talent Spotting List - Class Overview 1

| Talent Characteristic | Obvious Talents | Hidden Talents |
|---|---|---|
| Intellectual abilities | | |
| Critical evaluation | | |
| Task orientation and task responsibility | | |
| Academic interaction with peers | | |
| Academic interaction with teachers | | |
| Extracurricular engagement | | |
| Motivation for academic self-development | | |
| Openness | | |
| Academic self-confidence | | |
| High academic achievement | | |
| Low academic achievement | | |
| Optional Talent Aspect: _____ | | |

Co-funded by the
Erasmus+ Programme
of the European Union

## Talent Spotting List – Overview 2

To give yourself a better overview you can use the following table. On the left side you can add the names of your students. Above are the Talent Characteristics based on researches. Now you can fill in the table with crosses behind the names matched to the competences which you think belongs to this student. The following picture is an example of how to use this table.

| Name of student | Competences | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Intellectual abilities | Critical evaluation | Task orientation and task responsibility | Academic interaction with peers | Academic interaction with teachers | Extracurricular engagement | Motivation for academic self-development | Openness | Academic self-confidence | High academic achievement |
| 1. Daan | X | | | | | | | | | |
| 2. John | | | X | | X | | X | X | | |
| 3. Elise | | X | | X | | | | | X | |
| 4. Sarah | | | | | | X | | | | X |
| 5. Patrick | | X | | | X | | X | | X | |
| 6. Bogdan | X | | | X | | | | X | | |
| 7. Susan | | X | | | | | | | | |
| 8. Ed | | | X | | X | | | X | | X |
| 9. Rick | | | | X | | | | | | |
| 10. Bram | | | X | | | | | | X | |
| 11. Charlie | | | | | | X | X | X | | |
| 12. Mohammed | | | | X | | | | | | |
| 13. Eva | X | | X | | | | | | | |
| 14. Sander | | | | X | | X | X | X | | |

# Talent Spotting List (TSL) – Overview No. 2

| Name of student | Competences | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Intellectual abilities | Critical evaluation | Task orientation and task responsibility | Academic interaction with peers | Academic interaction with teachers | Extracurricular engagement | Motivation for academic self-development | Openness | Academic self-confidence | High academic achievement | Low academic achievement |
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