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The role of peer nomination forms in the identification of lower elementary gifted and talented students

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The purpose of the current study was to determine if the Reynolds Intellectual Assessment Scale (RIAS) scores, as standardized IQ scores, correlate with the children's judgments of their classmates' intelligence, as peer nomination scores, in terms of their power to identify intellectually superior children. Guess Who: Peer Nomination Form (GWPNF) was developed for the purpose of this study and administered to 103 elementary students within a school district. This study included 39 2nd graders, 10 3rd graders, and 54 4th graders from 10 classrooms of two different elementary schools. The results of correlation analyses indicated that there was a statistically significant correlation between peer nomination scores and nonverbal intelligence scores (*r* = 291), with the correlation being higher in the lower graders. These promising results suggested the use of the GWPNF as a secondary source of information and a revision and optimization of the GWPNF to observe higher correlation in its further use.

Key words: Peer nomination, intelligence, gifted and talented, identification, testing.

INTRODUCTION

The definition and interpretation of intelligence may vary according to the investigator and the model of intelligence to which he or she adheres. A mainstream definition of intelligence proposed by Gottfredson (1997) and signed by 52 scholars in the field is as follows:

Intelligence is a very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not merely book learning, a narrow academic skill, or test-taking smarts. Rather, it reflects a broader and deeper capability for comprehending our surroundings--"catching on," "making sense" of things, or "figuring out" what to do. (p. 13).

Intelligence can be measured well by intelligence tests, which are among the most valid and reliable psychological assessments (Gottfredson, 1997). Assessment of intelligence is an essential element of gifted and talented identification process (Heller, 2004). The Columbus Group (1991) defines giftedness as follows:

Giftedness is an asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching and counseling in order for them to develop optimally.

Gifted and talented children as an exceptional group have unique educational and personal needs (Silverman,

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1993).

Because these exceptional children are different from the norm, they may fail to thrive without appropriate modifications (Rogers, 2002; Ruf, 2005). Therefore, they need to be identified and then treated in educational settings according to their individual needs to accomplish their full potential.

Ruf (2005) stated that a society should want to encourage, nurture, guide, and effectively motivate individuals who have the strongest likelihood of developing advances that would benefit the greater society, because there is a connection between early childhood behaviors and intellectual level and the likelihood of later achievement (Wai et al., 2005, 2010). This connection also heightens the importance of intelligence assessments and identification of gifted and talented students in preschool or early elementary years.

Identification of gifted and talented students

Identification of some able students might be easy, whereas some other students' identification might be more challenging because of some constraints misleading their identification, such as having diverse background and poverty. Some gifted students having backgrounds other than white middle class, whether intentionally or not, may be excluded from gifted programs as a result of culturally biased test results or other kinds of institutional discrimination (Baer, 1980; Borland and Wright, 1994; Callahan, 2001; Ford, 2003; Renzulli, 1982). If there is a belief in the existence of high ability individuals in all ethnic and racial groups (Gandara, 2004) as well as in all socioeconomic strata, ideally one can expect to see proportional representation of students from diverse backgrounds in gifted and talented programs. Thus, the question is how to provide this proportional representation of diverse students in the gifted and talented education programs.

Pooling various assessment tools rather than insisting just on standardized cognitive assessment tools, such as intelligence tests, in order to identify more diverse students should be favored (Renzulli, 2003). The assessment tool that was found to be effective in identifying gifted minority and gifted low SES students should be included in the pool of assessment. Intelligence tests, as a standardized and formal method, have been used for a long time although they have been criticized for not appropriately identifying the gifted students who have diverse backgrounds. Other methods such as achievement tests, parents' nominations, teacher nominations, and peer nominations have been used to identify gifted children in regular classrooms as well.

Peer nomination forms

Judging classmates' intelligence, also called peer nomination, is a method or technique to get data about the intellectual level of children in regular classrooms. According to Martinson (1974), peer nomination is possible simply through awareness of comments students make about the knowledge of others. In addition to cognitive ability tests, using peer nomination as a diagnostic measurement, in spite of their measurement inadequacies (Heller, 2004) can provide comprehensive diagnostic information (Campbell et al., 2000). It is also a more appropriate way to identify diverse students who might be excluded by other methods, such as intelligence tests and teacher nomination.

This study investigated to what extent peer nomination forms can be used for the identification of high ability students. Although peer nominations forms have been used by school districts to screen and identify high ability students, there has not been any research examining peer nomination forms in recent decades.

Blackshear (1979) compared peer nomination to teacher nomination in identifying gifted African American primary level students, and found that both are effective in their ability to identify gifted African American students. In addition, Cox and Daniel (1983) stated that peer nomination may be especially helpful in identifying minority and culturally diverse gifted and talented students. Therefore, peer nomination forms can be regarded as an effective assessment tool, along with others such as intelligence tests.

It should be taken into account that the nomination made by peers can be more accurate if they are made in any learning environment. Classmates are the peers in the learning environment; therefore, they have the chance to observe and note their classmates' intellectual capability and academic performance. Norwood (1977) sspecified that peers in general, and gifted students in particular, are better than their teachers in identifying gifted students, which may be due to familiarity with their peers and closer observation of their peers in an academic environment. Children's talents and abilities, which fail to be recognized by their parents and teachers, can be recognized by their peers because peer interaction is typically less inhibited than the interaction between children and adults (Kitano and Kirby, 1986). According to Davis and Rimm (1985), "peers are extraordinarily good at nominating each other for gifted and talented programs" (p. 78). Peer nomination forms are regarded as the most adequate technique for detecting leaders and creative students (Richert et al., 1982), and identifying gifted or talented students from different cultures (Tongue and Sperling, 1976).

Peer nominations have several advantages among other gifted identification tools: the number of judges is large, they produce talent scores based on the number of choices received, and peers can observe abilities and talents that cannot be recognized in the classroom settings (Masse and Gagne, 1996). Gagne (1989) reviewed

thirteen studies on peer nomination and concluded that peer nomination forms are a useful technique to identify gifted and talented students.

However, peers might not be considered as reliable judge of intellect because they might ban peer nomination. That is, peers might nominate their classmates considering their mutual beneficence rather than classmates' intellectual levels (Heyman and Dweck, 1998). Due to these potential drawbacks, some institutions and school districts may not rely on peer nominations.

Schroth and Helfer (2008) surveyed 900 public school educators including administrators, gifted education specialists, and regular classroom teachers regarding the effectiveness of various gifted identification methods. They found parent and peer nominations as the least effective; standardized test, teacher nominations, and portfolios as the most effective methods of identification. They concluded that in spite of the research showing the effectiveness of peer nomination, rejecting peer nomination might be based on the participants' negative experiences.

Developing a peer nomination form

Because developing a peer nomination form is not an easy process, it is important to draw upon the lessons learned from the experiences of researchers who have previously created peer nomination forms. Peer nomination forms as psychometric tools should respect the rules of validity and reliability so that their results can be interpreted with confidence. According to Banburry and Wellington (1989), each item or question in a peer nomination form should be generated based on the characteristics or behaviors relevant to the definition of giftedness so that the peer nomination form can measure what it intends to measure. In addition, interpeer agreement on scores of a peer nomination form is an absolutely essential requirement for the reliability (Gagne et al., 1993). Thus, the agreement in the judgment of classmates is essential to evaluate interpeer reliability.

Earlier studies pointed out that the grade level or developmental level of students should be taken into account for the appropriate implementation of peer nomination forms. Granzin and Granzin (1969) found that students at fourth grade can distinguish their gifted peers from others. In this test of recognition, gifted students are better than non-gifted students (Dove, 1986; Granzin and Granzin, 1969). Granzin and Granzin (1969) also concluded that fourth graders are able to understand the concept of giftedness. Students below the fourth grade may have difficulty in differentiating their peers' specific abilities (Banburry and Wellington, 1989; Johnson, 1986). However, Dove (1986) found that both fourth and third graders could distinguish their gifted peers from other classmates.

Grade level and developmental level of students hereby are important parameters in designing a peer nomination form. The language and the structure of items should be appropriate for the students who will produce ratings (Banburry and Wellington, 1989). For younger children, a game format including disguised items such as "I am thinking of one member of this class who has a great memory. Who do you think it is?" proposed by Maltby (1984) and then Davis and Rimm (1985) considered it appropriate. Thus, the current study used a peer nomination form adopted in accordance with the game format including disguised items in order to appropriately address students' developmental level.

It is known that using more than one instrument or method together can give more accurate results. Using multiple identification instruments also eliminates the subjectivity of specific instruments, and may provide the students from diverse background and low SES families with equal identification opportunities. Hence, the correlation between any standardized cognitive test and children's judgments of their classmates' intelligence might contribute to the understanding of how accurate children's judgments of their classmates' intelligence are. In other words, in order to be sure of the construct validity of peer nomination, the correlation between the scores of two different assessment tools might be taken into account.

According to the critical analysis of 13 validation studies of peer nomination form conducted by Gagne (1989), six of the 13 studies addressed the issue of construct validity of the peer nomination forms. They compared a peer nomination form to another identification tool, such as individual or group intelligence test, creativity test, standardized achievement test, and teacher and parent nomination forms. Even though the criterion measures vary, most of the researchers concluded that peer nomination form is a worthy technique in the identification of gifted and talented potentials.

The purpose of the current research was to examine if the Reynolds Intellectual Assessment Scale (RIAS) scores correlate with the children's judgments of their classmates' intelligence in terms of their power to identify intellectually superior children. In addition, this study was expected to contribute to the understanding of how accurate children's judgments of their classmates' intelligence is so that there will be confidence for relying on peer nomination scales as well as standardized intelligence scores.

METHOD

Participants

The sample of the current study was composed of 103 elementary students from a school district located in West Texas. In this study, 39 (38%) second graders, 10 (10%) third graders, and 54 (%52)

fourth graders from ten classrooms in two different elementary schools were conveniently sampled by the school district to administer the peer nomination form. The intelligence scores of the same students had already been collected one year before by administering the RIAS. All of the participants, except two students, are Latino or Hispanic as a reflection of the demographic of the region. The percentages of male and female students were 43 and 57% respectively.

Instruments

A correlational research design was used. The aim was to explore the relationship between the students' judgment of their classmates' intelligence and IQ scores. Therefore, the Reynolds Intellectual Assessment Scales (RIAS) and the Guess Who: Peer Nomination Form (GWPNF) (see Appendix) were used to collect data.

RIAS, developed by Reynolds and Kamphaus, (2003), was administered to obtain standardized IQ scores of participants. "RIAS provides a reliable and valid measurement of g, general intelligence factor, and its two components, verbal and non-verbal intelligence. It also has correspondence with crystallized and fluid intelligence" (Reynolds and Kamphaus, 2003, p.13). RIAS was developed in accordance with the Cattell-Horn factorial model of intelligence. Reynolds and Kamphaus (2003) stated "In the Cattell-Horn model (Horn and Cattell, 1966; Kamphaus, 2001) of intelligence, *g* is the dominant factor in the hierarchy of multiple abilities, with the next two dominant facets being crystallized and fluid intelligence" (p. 2).

RIAS produces 6 subtest scores, two index scores, and a global intelligence score. The Verbal Intelligence Index (VIX) score is calculated based on Guess What (GWH) and Verbal Reasoning (VRZ) subtests. Nonverbal Intelligence Index (NIX) score is based on Odd-Item Out (OIO) and What's Missing (WHM) subtests. Finally, Composite Memory Index (CMX) score consists of Verbal Memory (VRM) and Nonverbal Memory (NVM) subtests. RIAS with its subtests measures verbal and non-verbal intelligence and provides accurate IQ scores (Reynolds and Kamphaus, 2003). Administration of the RIAS is time efficient without sacrificing the reliability and validity.

GWPNF was used to assess children's judgments of their classmates' intelligence. This form was adopted from Eisenberg and Epstein (1981) by the author in 2010 for this study, and can be administered to an entire class at once. Although the adopted form keeps some questions of the original form, some others were slightly changed to make their language difficulty level be more appropriate to the current sample. All eleven questions listed in the form were developed according to the gifted and talented students' characteristics and behaviors drawn from the Silverman's Characteristics of Giftedness Scale (1978). The adapted form is based on a game format, which was proposed by Maltby (1984) and Davis and Rimm (1985). For example, the question in the original form "Whose stories do you enjoy listening to?" was transformed into "I am thinking of someone in this room who tells interesting stories. Who am I thinking of?" The appearance of the form was also modified so that it conforms to the game format. One of the aims of this study was to develop a peer nomination form that is appropriate for lower graders. That is why the GWPNF based on a game format was developed instead of using an existing peer nomination form.

Procedure

Intelligence test scores of the sample were obtained by the school district. One year later, peer nomination forms were administered to the same students by their classroom teachers. Those existing data were analyzed; no additional data were collected.

The administration of the RIAS was a part of the assessment process implemented by the school district to identify potentially gifted students. Moreover, the idea of utilizing a peer nomination form in the identification of gifted students had received attention of the school district. Consequently, the GWPNF for each classroom with accompanying instruction to teachers were sent to the school principals. Each teacher was supposed to read each question of the GWPNF to the classroom and asked students to write one of their classmates' name in accordance with the description addressed in the questions. The completed forms were collected by teachers, and sent to the researcher in closed envelopes.

Data analyses

The scoring process proposed by Banbury and Wellington (1989) was used for the GWPNG. According to the scoring procedure, students' names in each class were listed alphabetically. A student received a one tally mark each time his or her name was chosen for a question by his or her classmates. All marks for each student were summed and then divided by the class size in order to produce the mean peer nomination score, which allowed evaluation of the scores across classrooms irrespective of class size.

The possible raw score in the GWPNF ranged from zero to the number of classmates. The higher the score a student had, the more intelligent he or she was judged by his or her classmates. Each participant had an identification number (ID) assigned by the school district; therefore, students' names were converted to ID numbers after the forms were scored. ID numbers, instead of students' names, were employed for the sake of confidentiality.

IBM SPSS program was used for data analysis. Means and standard deviations of peer nomination scores and intelligence scores were calculated. In order to ascertain the relationship between two variables, the correlation between these variables was calculated. Spearman rank-order correlation coefficient was the best estimate of the correlation in this study because the rank-order of the students on the RIAS and the GWPNF's scores was the interest.

RESULTS

Descriptive statistics of the sample are indicated in Table 1. The mean for the GWPNF scores is .63 with the standard deviation of .45. Means for verbal, nonverbal, composite intelligence and composite memory scores are 82.99, 107.66, 93.57, and 97.02 respectively. The mean of verbal IQ and composite IQ scores were lower because most of the students in the sample were English Language Learners and minority students.

Spearman's rho correlation analysis produced a moderate correlation between the GWPNF and nonverbal IQ scores, and a low correlation between the GWPNF and verbal IQ and composite scores. As shown in Table 2, the GWPNF scores' correlations with verbal, nonverbal, and composite IQ scores were .066, .291, and .181 respectively. The correlation between the GWPNF and nonverbal IQ scores was statistically significant $r(101) = .291$, $p = .003$. This means that any increase or decrease in the peer nomination scores and the nonverbal IQ scores did relate to an increase or decrease in each other. The effect size was calculated as $r^2 = .08$,

Table 1. Descriptive statistics.

	N	*M*	*SD*	Minimum	Maximum
GWPNF	103	.63	.45	.05	2.31
VIX	103	82.99	18.61	40	133
NIX	103	107.59	14.59	77	142
CIX	103	93.57	14.86	54	135
CMX	103	97.02	9.63	70	115

Note. GWPNF = Guess Who: Peer Nomination Form; VIX = Verbal Intelligence; NIX = Nonverbal Intelligence; CIX = Composite Intelligence; CMX = Composite Memory.

Table 2. Correlations between each item of the GWPNF and the IQ scores.

Questions	VIX	NIX	CIX	CMX
1 - I am thinking of someone in this room who can help me when I have problems with my school work. Who am I thinking of?	.041	.091	.069	.096
2 - I am thinking of someone in this room who would help me get back safely if our class was on a trip and I became separated from the teacher. Who am I thinking of?	-.169	.026	-.101	-.036
3 - I am thinking of someone in this room who tells interesting stories. Who am I thinking of?	.097	*.202	.148	.188
4 - I am thinking of someone in this room who has the best ideas for games and activities in and outside of school? Who am I thinking of?	-.029	.136	.040	-.020
5 - I am thinking of someone in this room who knows want to do when things go wrong? Who am I thinking of?	.127	*.220	*.194	.101
6 - I am thinking of someone in this room who likes to try new things? Who am I thinking of?	.093	.131	.127	-.033
7 - I am thinking of someone in this room who makes good decisions? Who am I thinking of?	.041	-.041	.000	-.007
8 - I am thinking of someone in this room who has a good imagination? Who am I thinking of?	.187	*.211	*.235	.107
9 - I am thinking of someone in this room who is interested in many things? Who am I thinking of?	.109	.192	.154	-.071
10 - I am thinking of someone in this room who says things in class that I had not thought of before? Who am I thinking of?	.009	.158	.090	.040
11 - I am thinking of someone in this room who knows a lot of information? Who am I thinking of?	.023	.080	.074	.043
Total	.066	*.291	.181	.099

Note. VIX = Verbal Intelligence; NIX = Nonverbal Intelligence; CIX = Composite Intelligence; CMX = Composite Memory. *Correlation is significant at the 0.05 level (2-tailed).

which means the peer nomination scores and the non-verbal IQ scores can explain 8 percent of the variation in each other. r^2 was also variance accounted effect size. *Cohen's d* = .36 as a standardized effect size was reported by converting *r* to *Cohen's d* using Friedman's (1968, p.246) formula.

Table 2 shows the correlation of each item of the GWPNF with verbal, nonverbal, and composite IQ scores. Items 3, 5, and 8 had statistically significant correlations with nonverbal IQ scores. Items 5 and 8 also produced statistically significant correlation with composite IQ scores.

Because the grade level and developmental level of students are important for the accuracy of their judgments, 49 second and third graders (lower grades) were separated from 54 fourth graders (upper grade), and the correlation coefficients were calculated. As shown in Table 3, the correlations for the upper grade were found .124, .092, and .143, whereas the correlations for the lower grades were .077, .373, and .215 respectively. In general, the correlations between the GWPNF and IQ scores are higher for the lower grades. Furthermore, the only statistically significant correlation was found between the lower graders' GWPNF and nonverbal IQ scores $r(47) = .373$, $p = .008$.

When each item of the peer nomination form is taken into account, item 8 was the only item that produced a statistically significant correlation with nonverbal IQ scores, $r(52) = .287$, $p = .035$ and composite IQ scores, $r(52) = .343$, $p = .011$ for the upper grade group. In addition, item 9 was the source of the significant correlation that was reported between lower graders' GWPNF and nonverbal IQ scores, $r(47) = .303$, $p = .034$.

All of the reported correlations are positive, which

Table 3. Correlations between each item of the GWPNF and IQ scores for lower and upper graders.

Questions	Grade	VIX	NIX	CIX	CMX
1 - I am thinking of someone in this room who can help me when I have problems with my school work. Who am I thinking of?	Lower	-.001	.189	.082	.165
	Upper	.030	.001	.034	-.023
2 - I am thinking of someone in this room who would help me get back safely if our class was on a trip and I became separated from the teacher. Who am I thinking of?	Lower	-.151	.164	-.004	.054
	Upper	-.165	-.162	-.201	-.100
3 - I am thinking of someone in this room who tells interesting stories. Who am I thinking of?	Lower	.147	.254	.214	.165
	Upper	.126	.110	.115	.248
4 - I am thinking of someone in this room who has the best ideas for games and activities in and outside of school? Who am I thinking of?	Lower	-.005	.010	-.005	.052
	Upper	-.028	.180	.077	-.065
5 - I am thinking of someone in this room who knows want to do when things go wrong? Who am I thinking of?	Lower	.102	.254	.170	.111
	Upper	.167	.228	.220	.105
6 - I am thinking of someone in this room who likes to try new things? Who am I thinking of?	Lower	.173	.108	.151	-.156
	Upper	.055	.190	.135	.082
7 - I am thinking of someone in this room who makes good decisions? Who am I thinking of?	Lower	.090	.039	.098	.009
	Upper	.009	-.136	-.065	-.053
8 - I am thinking of someone in this room who has a good imagination? Who am I thinking of?	Lower	.095	.142	.116	.010
	Upper	.247	*.287	*.343	.175
9 - I am thinking of someone in this room who is interested in many things? Who am I thinking of?	Lower	.100	*.303	.199	-.027
	Upper	.146	.041	.118	-.098
10 - I am thinking of someone in this room who says things in class that I had not thought of before? Who am I thinking of?	Lower	-.028	.124	.038	-.136
	Upper	.130	.174	.178	.228
11 - I am thinking of someone in this room who knows a lot of information? Who am I thinking of?	Lower	-.042	.171	.050	.031
	Upper	.113	-.039	.107	.048
Total	Lower	.077	*.373	.215	.104
	Upper	.124	.092	.143	.092

Note. VIX = Verbal Intelligence; NIX = Nonverbal Intelligence; CIX = Composite Intelligence; CMX = Composite Memory. * Correlation is significant at the 0.05 level (2-tailed).

means a student with higher IQ score tends to have higher GWPNF score or vice versa. Moreover, all correlations were moderate to low except the moderate correlation between the GWPNF and nonverbal IQ scores. It should also be noted that the only statistically significant correlation was derived from the first and second graders' GWPNF scores with nonverbal IQ scores. As a result, first and second graders were better in nominating their classmates' nonverbal intelligence scores than third graders.

DISCUSSION

The GWPNF provided a statistically significant correlation with nonverbal IQ scores. It was also found that the lower graders are better to nominate, which is in contrast with what Banburry and Wellington (1989), and Johnson (1986) asserted. They claimed that realizing peers' specific abilities is not an easy job for the students below fourth grade. In this study, second and third graders demonstrated better performance than fourth graders in nominating their friends.

It should also be noted that the lower correlation between the GWPNF scores and verbal IQ scores should be questioned. The reasons why the GWPNF failed to produce higher correlation with the standardized intelligence scores should be examined. Lower verbal intelligence scores on the RIAS may be a reason for the reported lower correlation of the GWPNF with the verbal

and composite intelligence scores.

Students might not be reliable judges of their classmates' intellectual capabilities. As asserted by Heyman and Dweck (1998), peers may consider their mutual beneficence rather than classmates' actual intellectual levels while nominating. However, the modest correlations observed in the current study provided a reason to use peer nomination forms as a secondary source of information while identifying gifted and talented students. In order to have higher correlations, future researchers should use larger samples and the peer nomination form should be revised item by item before its further use.

The examination of the correlation between each item of the GWPNF and intelligence scores evidenced valueble results for further revision of the form. The current peer nomination form does not directly assess intelligence. Rather, it intended to assess giftedness by having various items assessing creativity, leadership, problem solving skills, and so on. The items producing statistically significant correlations with IQ scores have a commonality that they intended to assess creativity. Telling interesting stories, knowing what to do when things go wrong, having a good imagination, and being interested in many things are somehow related to creativity. Therefore, the next revision of the peer nomination form may be eligible to conduct factor analysis so that grouping items into different factors such as creativity, leadership, and being knowledgeable according to what they intend to measure may produce higher correlations.

Implications

Any high correlation between two different assessment tools would not change the principle of using more than one instrument for the identification of gifted and talented students. That is to say, a high correlation does not imply that intelligence tests and peer nomination forms can be used alternately but shows that peer nomination forms can be utilized with confidence as well as intelligence tests.

This study contributed to the understanding of how accurate children's judgments of their classmates' intelligence are so that there will be confidence for relying on peer nomination forms as well as standardized intelligence scores. The results obtained from the first form of the GWPNF are promising; therefore, it is hoped that revised versions of the form will produce higher correlations with IQ scores.

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Appendix

Guess Who? - Peer Nomination Form

1. I am thinking of someone in this room who can help me when I have problems with my school work. Who am I thinking of?

2. I am thinking of someone in this room who would help me get back safely if our class was on a trip and I became separated from the teacher. Who am I thinking of?

3. I am thinking of someone in this room who tells interesting stories. Who am I thinking of?

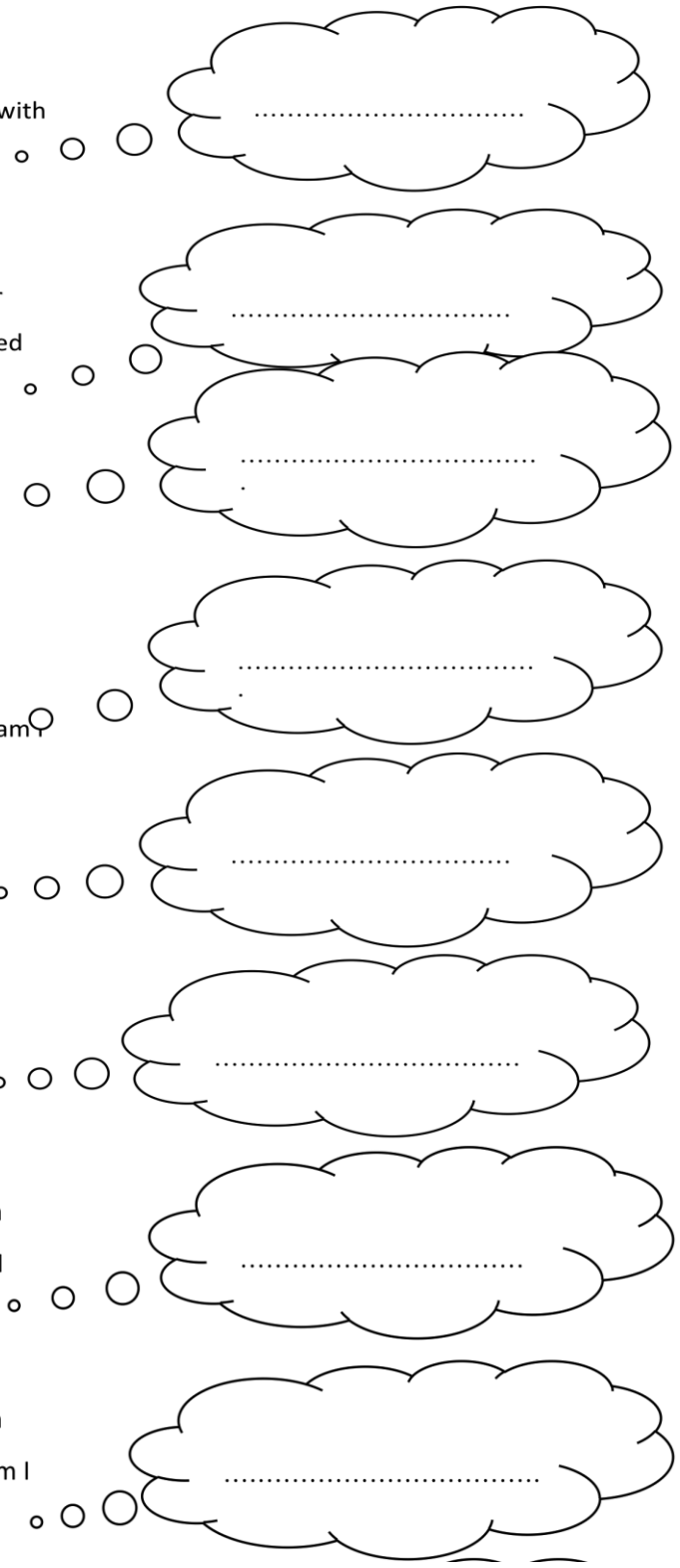
4. I am thinking of someone in this room who has the best ideas for games and activities in and outside of school? Who am I thinking of?

5. I am thinking of someone in this room who knows want to do when things go wrong? Who am I thinking of?

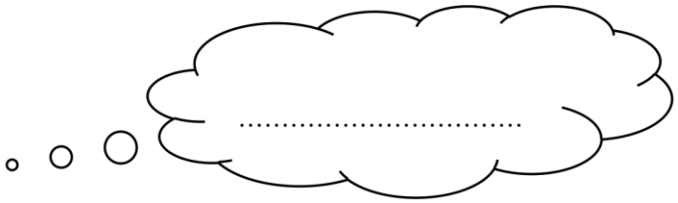
6. I am thinking of someone in this room who likes to try new things? Who am I thinking of?

7. I am thinking of someone in this room who makes good decisions? Who am I thinking of?

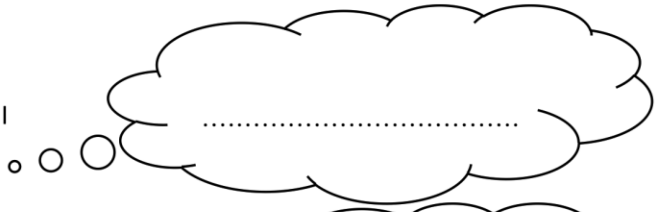
8. I am thinking of someone in this room who has a good imagination? Who am I thinking of?



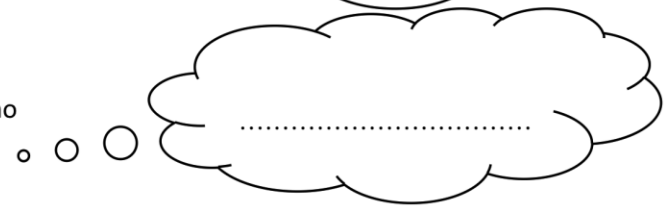
'. I am thinking of someone in this room who makes good decisions? Who am I thinking of?



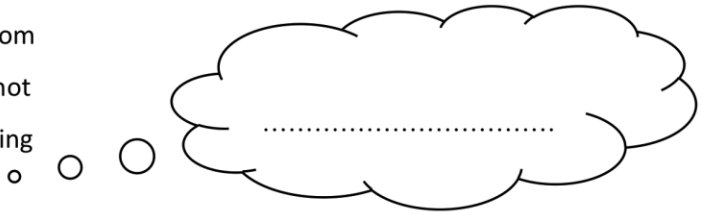
8. I am thinking of someone in this room who has a good imagination? Who am I thinking of?



9. I am thinking of someone in this room who is interested in many things? Who am I thinking of?



10. I am thinking of someone in this room who says things in class that I had not thought of before? Who am I thinking of?



11. I am thinking of someone in this room who knows a lot of information? Who am I thinking of?