

Scale for Rating Behavioral Characteristics of Superior Students  
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Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_

Teacher or person completing this form \_\_\_\_\_

How long have you known this child? \_\_\_\_\_ Months

Directions. These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, creativity, and leadership. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual differences can be found within this population; and therefore, the profiles are likely to vary a great deal. Each time in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Since the four dimensions of the instrument represent different sets of behaviors, the score obtained from the separate scales should not be summed to yield a total score. Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

1. If you have seldom or never observed this characteristic.
2. If you have observed this characteristic occasionally.
3. If you have observed this characteristic to a considerable degree.
4. If you have observed this characteristic almost all of the time.

Space has been provided following each item for your comments.

Scoring. Separate score for each of the three dimensions may be obtained as follows:

1. Add the total number of X's in each column to obtain the "Column Total."
2. Multiply the Column Total by the "Weight" for each column to obtain the "Weighted Column Total."
3. Sum the Weighted Column Totals across to obtain the "Score" for each dimension of the scale.
4. Enter the Scores below.

Learning Characteristics \_\_\_\_\_

Motivational Characteristics \_\_\_\_\_

Part I: Learning Characteristics

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| <ol style="list-style-type: none"> <li>1. Has unusually advanced vocabulary for age or grade level; used terms in meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency. (National Education Association, 1960 Terman &amp; Oden, 1947; Witty, 1955)</li> </ol> | <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1   | 2   | 3 | 4 | 5 |   |   |

- |   |                  |
|---|------------------|
| <p>2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his/her age). (Ward, 1961, Terman, 1925; Witty, 1958)</p> <p>3. Has quick mastery and recall of factual information. (Goodhart &amp; Schmidt, 1940. Terman &amp; Oden, 1947; National Education Association, 1960)</p> <p>4. Has rapid insight into cause effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions): Wants to know what makes things (or people) “tick.” (Carroll 1940; Witty, 1958; Goodhart &amp; Schmidt, 1940)</p> <p>5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things. (Bristow, 1951; Carroll, 1940; Ward 1961)</p> <p>6. Is a keen and alert observer; usually “sees more” or “gets more” out of a story, film, etc. than others. (Witty, 1958; Carroll, 1940; National Education Association, 1960)</p> <p>7. Reads a great deal on his/her own; usually prefers adult books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases. (Hollingworth, 1942; Witty, 1958; Terman &amp; Oden 1947)</p> <p>8. Tries to understand complicated material by separating it into its respective parts; reasons things out for him/herself; sees logical and common sense answers. (Freehill, 1961; Ward, 1962 Strang, 1958)</p> | <p>1 2 3 4 5</p> |
|---|------------------|

|                   |          |                       |
|-------------------|----------|-----------------------|
| 1-Seldom or never | 4-Almost | Column Total          |
| 2-Occasionally    |          | Weight                |
| 3-Considerably    |          | Weighted Column Total |
|                   |          | Total                 |

Part II: Motivational Characteristics

- |   |                  |
|---|------------------|
| <p>1. Becomes absorbed and truly involved in certain topics or problems: is persistent in seeking task completion. (it is sometimes difficult to get him to move on to another topic.) (Freehill, 1961; Brandwein, 1955; Strang, 1958)</p> <p>2. Is easily bored with routine tasks. (Ward, 1962; Terman &amp; Oden, 1947; Ward 1961)</p> | <p>1 2 3 4 5</p> |
|---|------------------|

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
3. Needs little external motivation to follow through in work that initially excites him. (Carroll, 1940; Ward, 1961; Villars, 1957)
  4. Strives toward perfection; is self critical; is not easily satisfied with his/her own speed or products. (Strang, 1958; Freehill 1961; Carroll, 1940)
  5. Prefers to work independently; requires little direction from teachers. (Torrance, 1965; Gowan & Demos, 1964; Mokovic, 1953)
  6. Is interested in many “adult” problems such as religion, politics, sex, race-more than usual for age level. (Witty, 1955; Ward, 1961; Chaffee, 1963)
  7. Often is self assertive (sometimes even aggressive): stubborn in his/her beliefs. (Buhler & Buirl, 1963; Gowan & Demos 1964; Ward, 1961)
  8. Like to organize and bring structure to things, people, and situations.(Ward, 1961; Gowan & Demos, 1964; Buhler & Guirl, 1963)
  9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things. (Getzels & Jackson, 1962; Buhler & Guirl, 1963; Carroll, 1940)

Column Total

Weight

Weighted Column Total

Total