

Summary Sheet

Scales for Rating the Behavioral Characteristics of Superior Students

Joseph S. Renzulli / Linda H. Smith / Alan J. White / Carolyn M. Callahan / Robert K. Hartman

Name	Date	
School	Grade	Age
Teacher or person completing this form		
How long have you known the child?		Months.

Directions. These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, creativity, leadership, art, music, drama, communication and planning. 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 item 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 10 dimensions of the instrument represent relatively different sets of behaviors, the scores 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 scores for each of the ten dimensions may be obtained as follows:

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

I Learning Characteristics	_____
II Motivational Characteristics	_____
III Creativity Characteristics	_____
IV Leadership Characteristics	_____
V Artistic Characteristics	_____
VI Musical Characteristics	_____
VII Dramatics Characteristics	_____
VIII Communication Characteristics — Precision	_____
IX Communication Characteristics — Expressiveness	_____
X Planning Characteristics	_____

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Name _____ Date _____

School _____ Grade _____ Age _____

Teacher or person completing this form _____

How long have you known the child? _____ Months.

	<i>- Seldom or never</i>	<i>- Occasionally</i>	<i>- Considerably</i>	<i>- Almost always</i>
Part X: Planning Characteristics				
1. Determines what information or resources are necessary for accomplishing a task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Grasps the relationship of individual steps to the whole process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Allows time to execute all steps involved in a process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Foresees consequences or effects of actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Organizes his or her work well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Takes into account the details necessary to accomplish a goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is good at games of strategy where it is necessary to anticipate several moves ahead.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Recognizes the various alternative methods for accomplishing a goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Can pinpoint where areas of difficulty might arise in a procedure or activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Arranges steps of a project in a sensible order or time sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Is good at breaking down an activity into step by step procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Establishes priorities when organizing activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Shows awareness of limitations relating to time, space, materials, and abilities when working on group or individual projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Can provide details that contribute to the development of a plan or procedure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Sees alternative ways to distribute work or assign people to accomplish a task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add Column Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multiply by Weight	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Add Weighted Column Totals	<input type="checkbox"/>	> <input type="checkbox"/>	> <input type="checkbox"/>	> <input type="checkbox"/>
				<input type="checkbox"/>