SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS
(Renzulli Scales)

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Student Information

Student's Name (or Assigned Code No.):

_____

Date of Rating _____ / _____ / _____
YEAR   MONTH   DAY

Date of Birth _____ / _____ / _____
YEAR   MONTH   DAY

Age in Years _____

Grade ❑ K ❑ 1 ❑ 2 ❑ 3 ❑ 4 ❑ 5 ❑ 6
       ❑ 7 ❑ 8 ❑ 9 ❑ 10 ❑ 11 ❑ 12

Rater's Name: _____

  Relationship to Student: _____

Examiner's Name: _____

School Name: _____

Summary of Scores

I	Learning Characteristics	
II	Creativity Characteristics	
III	Motivation Characteristics	
IV	Leadership Characteristics	
V	Artistic Characteristics	
VI	Musical Characteristics	
VII	Dramatics Characteristics	
VIII	Communication Characteristics (Precision)	
IX	Communication Characteristics (Expressiveness)	
X	Planning Characteristics	
XI	Mathematics Characteristics	
XII	Reading Characteristics	
XIII	Technology Characteristics	
XIV	Science Characteristics	

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, planning, mathematics, reading, technology, and science. The items are derived from the research literature dealing with characteristics of gifted and creative individuals. 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. Because the 14 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. In addition, we have purposefully avoided developing national norms for this instrument. If you choose to develop local norms, they should be constructed for individual schools and grade levels. Instructions for calculating local norms can be found in the *Scales for Rating the Behavioral Characteristics of Superior Students—Revised Edition: Technical and Administration Manual.*

Read each item in each scale and place an "x" in the box that corresponds with the frequency to which you have observed the behavior. Each item should be read with the beginning phrase, **"The student demonstrates . . ."** or **"The student . . ."**.

LEARNING CHARACTERISTICS

The student demonstrates . . .	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1. advanced vocabulary for his or her age or grade level.						
2. the ability to make generalizations about events, people, and things.						
3. a large storehouse of information about a specific topic.						
4. the ability to grasp underlying principles.						
5. insight into cause and effect relationships.						
6. an understanding of complicated material through analytical reasoning ability.						
7. a large storehouse of information about a variety of topics.						
8. the ability to deal with abstractions.						
9. recall of factual information.						
10. keen and insightful observations.						
11. the ability to transfer learning from one situation to another.						
Add Column Total:						
Multiply by Weight:	1	2	3	4	5	6
Add Weighted Column Totals:		+	+	+	+	+
Scale Total:						

Scoring:

- 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 for each dimension on the cover sheet.

STUDENT'S NAME (OR ASSIGNED CODE NO.): _____

CREATIVITY CHARACTERISTICS

The student demonstrates . . .	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1. imaginative thinking ability.						
2. a sense of humor.						
3. the ability to come up with unusual, unique, or clever responses.						
4. an adventurous spirit or a willingness to take risks.						
5. the ability to generate a large number of ideas or solutions to problems or questions.						
6. a tendency to see humor in situations that may not appear to be humorous to others.						
7. the ability to adapt, improve, or modify objects or ideas.						
8. intellectual playfulness, a willingness to fantasize and manipulate ideas.						
9. a nonconforming attitude, does not fear being different.						
Add Column Total:						
Multiply by Weight:	1	2	3	4	5	6
Add Weighted Column Totals:		+	+	+	+	+
Scale Total:						

Scoring:

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MOTIVATION CHARACTERISTICS

The student demonstrates . . .	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1. the ability to concentrate intently on a topic for a long period of time.						
2. behavior that requires little direction from teachers.						
3. sustained interest in certain topics or problems.						
4. tenacity for finding out information on topics of interest.						
5. persistent work on tasks even when setbacks occur.						
6. a preference for situations in which he or she can take personal responsibility for the outcomes of his or her efforts.						
7. follow-through behavior when interested in a topic or problem.						
8. intense involvement in certain topics or problems.						
9. a commitment to long-term projects when interested in a topic.						
10. persistence when pursuing goals.						
11. little need for external motivation to follow through in work that is initially exciting.						
Add Column Total:						
Multiply by Weight:	1	2	3	4	5	6
Add Weighted Column Totals:		+	+	+	+	+
Scale Total:						

Scoring:

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LEADERSHIP CHARACTERISTICS

The student demonstrates . . .	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1. responsible behavior, can be counted on to follow through on activities/projects.						
2. a tendency to be respected by classmates.						
3. the ability to articulate ideas and communicate well with others.						
4. self-confidence when interacting with age peers.						
5. the ability to organize and bring structure to things, people, and situations.						
6. cooperative behavior when working with others.						
7. a tendency to direct an activity when he or she is involved with others.						
Add Column Total:						
Multiply by Weight:	1	2	3	4	5	6
Add Weighted Column Totals:		+	+	+	+	+
Scale Total:						

Scoring:
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ARTISTIC CHARACTERISTICS

The student . . .	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1. likes to participate in art activities; is eager to visually express ideas.						
2. incorporates a large number of elements into artwork; varies the subject and content of artwork.						
3. arrives at unique, unconventional solutions to artistic problems as opposed to traditional, conventional ones.						
4. concentrates for long periods of time on art projects.						
5. willingly tries out different media; experiments with a variety of materials and techniques.						
6. tends to select art media for free activity or classroom projects.						
7. is particularly sensitive to the environment; is a keen observer—sees the unusual, what may be overlooked by others.						
8. produces balance and order in artwork.						
9. is critical of his or her own work; sets high standards of quality; often reworks creation in order to refine it.						
10. shows an interest in other students' work—spends time studying and discussing their work.						
11. elaborates on ideas from other people—uses them as a "jumping-off point" as opposed to copying them.						
Add Column Total:						
Multiply by Weight:	1	2	3	4	5	6
Add Weighted Column Totals:		+	+	+	+	+
Scale Total:						

Scoring:

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STUDENT'S NAME (OR ASSIGNED CODE NO.): _____

MUSICAL CHARACTERISTICS

The student . . .	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1. shows a sustained interest in music—seeks out opportunities to hear and create music.						
2. perceives fine differences in musical tone (pitch, loudness, timbre, duration).						
3. easily remembers melodies and can produce them accurately.						
4. eagerly participates in musical activities.						
5. plays a musical instrument (or indicates a strong desire to).						
6. is sensitive to the rhythm of music; responds to changes in the tempo of music through body movements.						
7. is aware of and can identify a variety of sounds heard at a given moment—is sensitive to "background" noises, to chords that accompany a melody, to the different sounds of singers or instrumentalists in a performance.						
Add Column Total:						
Multiply by Weight:	1	2	3	4	5	6
Add Weighted Column Totals:		+	+	+	+	+
Scale Total:						

Scoring:

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DRAMATICS CHARACTERISTICS

The student . . .	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1. volunteers to participate in classroom plays or skits.						
2. easily tells a story or gives an account of some experience.						
3. effectively uses gestures and facial expressions to communicate feelings.						
4. is adept at role-playing, improvising, acting out situations "on the spot."						
5. can readily identify himself or herself with the moods and motivations of characters.						
6. handles body with ease and poise for his or her particular age.						
7. creates original plays or makes up plays from stories.						
8. commands and holds the attention of a group when speaking.						
9. is able to evoke emotional responses from listeners— can get people to laugh, frown, feel tense, etc.						
10. can imitate others—is able to mimic the way people speak, walk, gesture.						
Add Column Total:						
Multiply by Weight:	1	2	3	4	5	6
Add Weighted Column Totals:	+	+	+	+	+	
Scale Total:						

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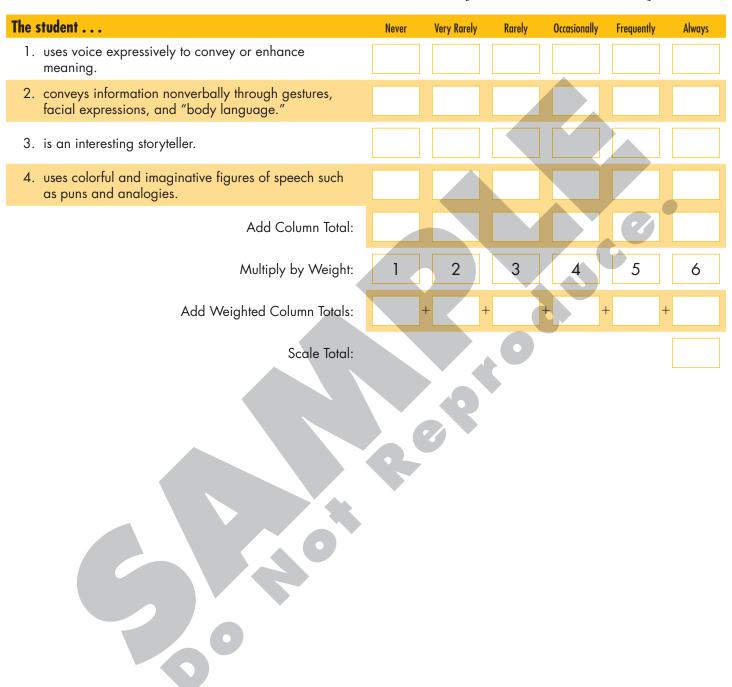- Enter the Scores for each dimension on the cover sheet.

COMMUNICATION CHARACTERISTICS (PRECISION)

The student . . .	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1. speaks and writes directly and to the point.						
2. modifies and adjusts expression of ideas for maximum reception.						
3. is able to revise and edit in a way that is concise, yet retains essential ideas.						
4. explains things precisely and clearly.						
5. uses descriptive words to add color, emotion, and beauty.						
6. expresses thoughts and needs clearly and concisely.						
7. can find various ways of expressing ideas so others will understand.						
8. can describe things in a few very appropriate words.						
9. is able to express fine shades of meaning by using a large stock of synonyms.						
10. is able to express ideas in a variety of alternate ways.						
11. knows and can use many words closely related in meaning.						
Add Column Total:						
Multiply by Weight:	1	2	3	4	5	6
Add Weighted Column Totals:		+	+	+	+	+
Scale Total:						

Scoring:

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COMMUNICATION CHARACTERISTICS (EXPRESSIVENESS)

The student . . .	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1. uses voice expressively to convey or enhance meaning.						
2. conveys information nonverbally through gestures, facial expressions, and "body language."						
3. is an interesting storyteller.						
4. uses colorful and imaginative figures of speech such as puns and analogies.						
Add Column Total:						
Multiply by Weight:	1	2	3	4	5	6
Add Weighted Column Totals:		+	+	+	+	+
Scale Total:						

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PLANNING CHARACTERISTICS

The student . . .	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1. determines what information or resources are necessary for accomplishing a task.						
2. grasps the relationship of individual steps to a whole process.						
3. allows time to execute all steps involved in a process.						
4. foresees consequences or effects of action.						
5. organizes his or her work well.						
6. takes into account the details necessary to accomplish a goal.						
7. is good at games of strategy where it is necessary to anticipate several moves ahead.						
8. recognizes the various alternative methods for accomplishing a goal.						
9. can pinpoint where areas of difficulty might arise in a procedure or activity.						
10. arranges steps of a project in a sensible order or time sequence.						
11. is good at breaking down an activity into step-by-step procedures.						
12. establishes priorities when organizing activities.						
13. shows awareness of limitations relating to time, space, materials, and abilities when working on group or individual projects.						
14. can provide details that contribute to the development of a plan or procedure.						
15. sees alternative ways to distribute work or assign people to accomplish a task.						
Add Column Total:						
Multiply by Weight:	1	2	3	4	5	6
Add Weighted Column Totals:	+	+	+	+	+	
Scale Total:						

STUDENT'S NAME (OR ASSIGNED CODE NO.): _____

MATHEMATICS CHARACTERISTICS

The student . . .	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1. is eager to solve challenging math problems. (A problem is defined as a task for which the solution is not known in advance.)						
2. organizes data and information to discover mathematical patterns.						
3. enjoys challenging math puzzles, games, and logic problems.						
4. understands new math concepts and processes more easily than other students.						
5. has creative (unusual and divergent) ways of solving math problems.						
6. displays a strong number sense (e.g., makes sense of large and small numbers, estimates easily and appropriately).						
7. frequently solves math problems abstractly, without the need for manipulatives or concrete materials.						
8. has an interest in analyzing the mathematical structure of a problem.						
9. when solving a math problem, can switch strategies easily, if appropriate or necessary.						
10. regularly uses a variety of representations to explain math concepts (written explanations, pictorial, graphic, equations, etc.).						
Add Column Total:						
Multiply by Weight:	1	2	3	4	5	6
Add Weighted Column Totals:	+	+	+	+	+	
Scale Total:						

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READING CHARACTERISTICS

The student . . .	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1. eagerly engages in reading related activities.						
2. applies previously learned literary concepts to new reading experiences.						
3. focuses on reading for an extended period of time.						
4. pursues advanced reading material.						
5. demonstrates tenacity when posed with challenging reading.						
6. shows interest in reading other types of interest-based reading materials.						
Add Column Total:						
Multiply by Weight:	1	2	3	4	5	6
Add Weighted Column Totals:		+	+	+	+	+
Scale Total:						

Scoring:

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TECHNOLOGY CHARACTERISTICS

The student . . .	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1. demonstrates a wide range of technology skills.						
2. learns new software without formal training.						
3. spends free time developing technology skills.						
4. assists others with technology-related problems.						
5. incorporates technology in developing creative products/assignments/presentations.						
6. eagerly pursues opportunities to use technology.						
7. demonstrates more advanced technology skills than other students his or her age.						
Add Column Total:						
Multiply by Weight:	1	2	3	4	5	6
Add Weighted Column Totals:		+	+	+	+	+
Scale Total:						

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SCIENCE CHARACTERISTICS

The student . . .	Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1. demonstrates curiosity about scientific processes.						
2. demonstrates creative thinking about scientific debates or issues.						
3. demonstrates enthusiasm in discussion of scientific topics.						
4. is curious about why things are as they are.						
5. reads about science-related topics in his or her free time.						
6. expresses interest in science projects or research.						
7. clearly articulates data interpretation.						
Add Column Total:						
Multiply by Weight:	1	2	3	4	5	6
Add Weighted Column Totals:		+	+	+	+	+
Scale Total:						

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