

The Renzulli Scale for Rating Behavioral Characteristics of Talented and Gifted Students

Name _____

School Grade _____

Name of teacher or person completing form _____

How long have you known this child? _____

Directions: These scales are designed to obtain teacher estimates of a student's characteristics in the area of learning, motivation, creativity, and leadership. The items are derived from the research literature dealing with the characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual difference 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 four 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 a number in the appropriate box according to the following scales 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.

Part I. Learning Characteristics

1. Has unusually advanced vocabulary for age or grade level, uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency.

2. Has quick mastery and recall of factual information.

3. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from information or factual questions); wants to know what makes things or people "tick."

4. Has ready grasp of underlying principles and can quickly make valid generalizations about events, people, and things.

5. Reads a great deal on his/her own; usually prefers adult-level books; does not avoid difficult material; may show a preference for biographies, atlases, autobiographies, and encyclopedias.

6. Possesses a large storehouse of information about a variety of topics.

7. Is a keen and alert observer; usually "see more" or "gets more" out of a story, film, etc., than others.

8. Tries to understand complicated materials by separating it into its respective parts; reasons things out for himself.

Total =

Part II. Motivational Characteristics

1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him/her to move on to another topic.)

2. Is easily bored with routine tasks.

3. Needs little external motivation to follow through in work that initially excites him.

4. Strives toward perfection, is self-critical, is not easily satisfied with his/her own speed or products.

5. Is interested in many “adult” problems such as religion, politics, sex, race—more than usual for age level.

6. Often is self-assertive (sometimes even aggressive); stubborn in his/her beliefs.

7. Likes to organize and bring structure to things, people and situations.

8. Is quite concerned with right and wrong; good and bad; often evaluates and passes judgment on events, people, and things.

Total =

Part III. Creativity Characteristics

1. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.

2. Is a high-risk taker; is adventurous and speculative.

3. Displays a keen sense of humor and sees humor in situations that may not appear humorous to others

4. Is sensitive to beauty; attends to aesthetic characteristics of things.

5. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examinations.

6. Generates a large number of ideas or solutions to problems and questions; often offers unusual (“way out”), unique, clever responses.

7. Is uninhibited in expression of opinion; is sometimes radical and spirited in disagreement; is tenacious.

8. Displays a good deal of intellectual playfulness; fantasizes; imagines (“I wonder what would happen if...”); manipulates ideas; is often concerned with adapting, improving, and modifying institutions, objects, and systems.

9. Is unusually aware of his impulses and more open to the irrational in himself; shows emotional sensitivity.

10. Is nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different.

Total =

Part IV. Leadership Characteristics

1. Carries responsibilities well; can be counted on to do what he/she has promised and usually does it well.

2. Is self-confident with children his/her own age as well as adults; seems comfortable when asked to show his/her own work to the class.

3. Can express him/her self well; has good verbal facility and is usually well understood.

4. Tends to dominate others when they are around; generally directs the activity in which he/she is involved.

5. Participates in most social activities connected with the school; can be counted on to be there for others.

6. Seems to be well-liked by his classmates.

7. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with.

8. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.

9. Seems to enjoy being around other people; is sociable and prefers not to be alone.

10. Tends to dominate others when they are around; generally directs the activity in which he is involved.

11. Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games.

Total =

Additional Information:

Can this student work independently for extended periods of time on projects that are of interest? (please mark with an X)

Almost always _____ Seldom _____ Almost never _____

Can this student work in an environment that is somewhat less structured than a formal classroom setting?

Almost always _____ Seldom _____ Almost never _____

Thank you for your assistance!!!