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 . . ."**.

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:

- 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.

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:

- 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.

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:

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.