

# Scale for Rating Behavioral Characteristics of Superior Students

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Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_  
Years Months

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 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 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 three 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.

Learning Characteristics ..... \_\_\_\_\_  
Motivational Characteristics ..... \_\_\_\_\_  
Creativity Characteristics ..... \_\_\_\_\_  
Leadership Characteristics..... \_\_\_\_\_

## Part I: Learning Characteristics

	1 *	2	3	4
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. (National Education Association, 1960; Terman & Oden, 1947; Witty, 1955)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age). (Terman, 1925; Ward, 1961; Witty, 1958)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Has quick mastery and recall of factual information. (Goodhart & Schmidt, 1940; National Education Association, 1960; Terman & Oden, 1947)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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; Goodhart & Schmidt, 1940; Witty, 1958)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others. (Carroll, 1940; National Education Association, 1960; Witty, 1958)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Reads a great deal on his own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases. (Hollingworth, 1942; Terman & Oden, 1947; Witty, 1958)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers. (Freehill, 1961; Strang, 1958; Ward, 1962)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Column Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weighted Column Total	<input type="checkbox" value="1"/>	<input type="checkbox" value="2"/>	<input type="checkbox" value="3"/>	<input type="checkbox" value="4"/>
Total				<input type="checkbox"/>

- \* 1—Seldom or never  
 2—Occasionally  
 3—Considerably  
 4—Almost always

## Part II: Motivational Characteristics

	1	2	3	4
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.) (Brandwein, 1955; Freehill, 1961; Strang, 1958)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is easily bored with routine tasks. (Terman & Oden, 1947; Ward, 1961; Ward, 1962)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Needs little external motivation to follow through in work that initially excites him. (Carroll, 1940; Villars, 1957; Ward, 1961)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Strives toward perfection; is self critical; is not easily satisfied with his own speed or products. (Carroll, 1940; Freehill, 1961; Strang, 1958)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Prefers to work independently; requires little direction from teachers. (Gowan & Demos, 1964; Makovic, 1953; Torrance, 1965)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is interested in many "adult" problems such as religion, politics, sex, race—more than usual for age level. (Chaffee, 1963; Ward, 1961; Witty, 1955)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Often is self assertive (sometimes even aggressive); stubborn in his beliefs. (Buhler & Guirl, 1963; Gowan & Demos, 1964; Ward, 1961)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Likes to organize and bring structure to things, people, and situations. (Buhler & Guirl, 1963; Gowan & Demos, 1964; Ward, 1961)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things. (Buhler & Guirl, 1963; Carroll, 1940; Getzels & Jackson, 1962)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Column Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weighted Column Total	<input type="checkbox" value="1"/>	<input type="checkbox" value="2"/>	<input type="checkbox" value="3"/>	<input type="checkbox" value="4"/>
Total				<input type="checkbox"/>

### Part III: Creativity Characteristics

	1	2	3	4
1. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything. (National Education Association, 1960; Goodhart & Schmidt, 1940; Torrance, 1962)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Generates a large number of ideas or solutions to problems and questions; often offers unusual (“way out”), unique, clever responses. (Carroll, 1940; Hollingworth, 1942; National Education Association, 1960)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious. (Torrance, 1965; Gowan & Demos, 1964; Getzels & Jackson, 1962)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is a high risk taker; is adventurous and speculative. (Getzels & Jackson, 1962; Torrance, 1965; Villars, 1957)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Displays a good deal of intellectual playfulness; fantasizes; imagines (“I wonder what would happen if...”); manipulates ideas (i.e., changes, elaborates upon them); is often concerned with adapting, improving, and modifying institutions, objects, and systems. (Getzels & Jackson, 1962; Gowan & Demos, 1964; Rogers, 1959)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others. (Getzels & Jackson, 1962; Gowan & Demos, 1964; Torrance, 1962)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is unusually aware of his impulses and more open to the irrational in himself (freer expression of feminine interest for boys, greater than usual amount of independence for girls); shows emotional sensitivity. (Gowan & Demos, 1964; Rothney & Coopman, 1958; Torrance, 1962)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Is sensitive to beauty; attends to aesthetic characteristics of things. (Villars, 1957; Wilson, 1965; Witty, 1958)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different. (Buhler & Guirl, 1963; Carroll, 1940; Getzels & Jackson, 1962)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination. (Martinson, 1963; Torrance, 1962; Ward, 1962)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Column Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weighted Column Total	<input type="checkbox" value="1"/>	<input type="checkbox" value="2"/>	<input type="checkbox" value="3"/>	<input type="checkbox" value="4"/>
Total				<input type="checkbox"/>

## Part IV: Leadership Characteristics

	1	2	3	4
1. Carries responsibility well; can be counted on to do what he has promised and usually does it well. (Baldwin, 1932; Bellingrath, 1930; Burks, 1938)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is self confident with children his own age as well as adults; seems comfortable when asked to show his work to the class. (Bellingrath, 1930; Cowley, 1931; Drake, 1944)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Seems to be well liked by his classmates. (Bellingrath, 1930; Garrison, 1933; Zeleny, 1939)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with. (Dunkerly, 1940; Fauquier & Gilchrist, 1942; Newcomb, 1943)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Can express himself well; has good verbal facility and is usually well understood. (Burks, 1938; Simpson, 1938; Terman, 1904)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed. (Caldwell, 1926; Eichler, 1934; Flemming, 1935)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Seems to enjoy being around other people; is sociable and prefers not to be alone. (Bonney, 1943; Drake, 1944; Goodenough, 1930)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Tends to dominate others when they are around; generally directs the activity in which he is involved. (Bowden, 1926; Hunter & Jordan, 1939; Richardson & Hanawalt, 1943)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Participates in most social activities connected with the school; can be counted on to be there if anyone is. (Courtenay, 1938; Link, 1944; Zeleny, 1939)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games. (Flemming, 1935; Partridge, 1934; Spaulding, 1934)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Column Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weighted Column Total	<input type="checkbox" value="1"/>	<input type="checkbox" value="2"/>	<input type="checkbox" value="3"/>	<input type="checkbox" value="4"/>
Total				<input type="checkbox"/>

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