

**Modified Renzulli-Hartman Scale**  
**For Rating Behavioral Characteristics of Superior Students**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ DOB: \_\_\_\_\_

Teacher or person completing form: \_\_\_\_\_

How long have you known this child? \_\_\_\_\_ (months/years).

**DIRECTIONS:** These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning and motivation. 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 mark the appropriate choice 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**.

\*\*Each rating of **4** should be accompanied by concrete examples and justification. (For example, a sample of the student's work). Space has been provided following each item for your comments of justification or any appropriate comments.

**Justification example for #1:** Paul's written interpretation of 2nd grade level stories read to him contains 6th to 7th grade level vocabulary: see attached.