



# Scales for Identifying Gifted Students

Child's Name \_\_\_\_\_

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 Child \_\_\_\_\_

## Areas Rated

- General Intellectual Ability
- Language Arts
- Mathematics
- Science
- Social Studies
- Creativity
- Leadership

## Summary of Scores

	Raw Score	Standard Score	Percentile Rank
General Intellectual Ability	<input type="text"/>	<input type="text"/>	<input type="text"/>
Language Arts	<input type="text"/>	<input type="text"/>	<input type="text"/>
Mathematics	<input type="text"/>	<input type="text"/>	<input type="text"/>
Science	<input type="text"/>	<input type="text"/>	<input type="text"/>
Social Studies	<input type="text"/>	<input type="text"/>	<input type="text"/>
Creativity	<input type="text"/>	<input type="text"/>	<input type="text"/>
Leadership	<input type="text"/>	<input type="text"/>	<input type="text"/>

Norms Used:  General  Gifted

## Directions

Read each statement and decide how often your child exhibits each behavior. As you respond, ask yourself, "To what degree does my child exhibit the behavior listed when compared with his or her age peers?" Please respond to **all** statements, circling one number for each.

- 0 = Never exhibits the behavior in comparison to his or her age peers
- 1 = Rarely exhibits the behavior in comparison to his or her age peers
- 2 = Exhibits the behavior about the same as his or her age peers
- 3 = Exhibits the behavior somewhat more in comparison to his or her age peers
- 4 = Exhibits the behavior much more in comparison to his or her age peers

If your child is rated with six or more 4s, please provide examples that demonstrate his or her strength in that area in the space provided below the scale.

MY CHILD

**Scale 1: General Intellectual Ability**

	Never	Rarely	Some	Somewhat More	Much More
1. Has excellent reasoning ability.	0	1	2	3	4
2. Establishes cause–effect relationships easily.	0	1	2	3	4
3. Can analyze an issue from many points of view.	0	1	2	3	4
4. Is able to reach good conclusions based on evidence.	0	1	2	3	4
5. Is curious and seeks answers to questions.	0	1	2	3	4
6. Is an excellent planner and decision maker.	0	1	2	3	4
7. Gathers information to make sense of a situation.	0	1	2	3	4
8. Demonstrates a healthy skepticism and curiosity.	0	1	2	3	4
9. Asks complex questions about a topic.	0	1	2	3	4
10. Is able to rapidly understand novel tasks.	0	1	2	3	4
11. Is able to figure out what is needed to solve a problem.	0	1	2	3	4
12. Can easily relate new information to old information.	0	1	2	3	4

Total  =  +  +  +  +

Examples (if six or more 4s): \_\_\_\_\_

**Scale 2: Language Arts**

*Note.* For items relating to expressive language, the statement refers to both spoken and written language. For example: “Has an advanced vocabulary” can refer to an advanced spoken vocabulary or an advanced written vocabulary.

1. Has an advanced vocabulary.	0	1	2	3	4
2. Reads competently and often.	0	1	2	3	4
3. Uses sophisticated syntax (i.e., the way in which words are put together).	0	1	2	3	4
4. Enjoys talking about ideas or feelings generated by what is read or what is read to him or her.	0	1	2	3	4
5. Prefers advanced-level books; enjoys difficult reading material.	0	1	2	3	4
6. Explains precisely and clearly.	0	1	2	3	4
7. Reads or speaks with expression to create meaning.	0	1	2	3	4
8. Uses language in unusual or novel ways.	0	1	2	3	4
9. Reads critically (i.e., reads with careful judgment and evaluation).	0	1	2	3	4
10. Uses mature themes and vocabulary.	0	1	2	3	4
11. Can find many ways to express ideas so that others will understand.	0	1	2	3	4
12. Is able to discuss literature or other issues at an interpretive (explanatory) level.	0	1	2	3	4

Total  =  +  +  +  +

Examples (if six or more 4s): \_\_\_\_\_

**Scale 3: Mathematics**

1. Recognizes mathematical patterns and relationships (e.g., extends a sequence of numbers; analyzes how two numbers “go together”).	0	1	2	3	4
2. Applies ideas from one mathematical problem to another.	0	1	2	3	4
3. Is persistent in finding solutions to mathematical problems.	0	1	2	3	4
4. Understands mathematical principles quickly.	0	1	2	3	4

BEHAVIOR	RATING				
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**MY CHILD**

	Never	Rarely	Same	Somewhat More	Much More
5. Easily distinguishes between relevant and irrelevant information in mathematical problems.	0	1	2	3	4
6. Uses creative or unusual strategies to solve mathematical problems.	0	1	2	3	4
7. Is successful with advanced-level mathematical concepts.	0	1	2	3	4
8. Develops multiple strategies to solve mathematical problems.	0	1	2	3	4
9. Uses correct mathematical language.	0	1	2	3	4
10. Has knowledge about a variety of mathematical topics.	0	1	2	3	4
11. Is discovery oriented (i.e., likes to find answers to mathematical problems).	0	1	2	3	4
12. Intuitively knows the answer to many mathematical problems.	0	1	2	3	4
<b>Total</b>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Examples (if six or more 4s):** \_\_\_\_\_

**Scale 4: Science**

1. Enjoys investigating and exploring science-related topics.	0	1	2	3	4
2. Is able to formulate sound hypotheses based on evidence.	0	1	2	3	4
3. Understands the scientific process.	0	1	2	3	4
4. Asks analytical questions (i.e., questions about the elements or parts of a problem).	0	1	2	3	4
5. Initiates science investigations on own.	0	1	2	3	4
6. Is observant; sees details.	0	1	2	3	4
7. Can apply a scientific finding from one situation to another.	0	1	2	3	4
8. Effective in deductive reasoning (i.e., can start with the big idea and break it into parts).	0	1	2	3	4
9. Can quickly figure out cause-and-effect relationships.	0	1	2	3	4
10. Observes events closely.	0	1	2	3	4
11. Understands how scientific events are related.	0	1	2	3	4
12. Is persistent in conducting scientific investigations.	0	1	2	3	4
<b>Total</b>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Examples (if six or more 4s):** \_\_\_\_\_

**Scale 5: Social Studies**

1. Has an intense curiosity about world and current events.	0	1	2	3	4
2. Makes judgments based on right and wrong.	0	1	2	3	4
3. Enjoys nonfiction books about social studies topics.	0	1	2	3	4
4. Makes connections between the past and present.	0	1	2	3	4
5. Appreciates the differences among world cultures.	0	1	2	3	4
6. Recognizes how cultures are related (e.g., individual to family, government to society).	0	1	2	3	4
7. Seeks to understand why people, cultures, or groups act the way they do.	0	1	2	3	4
8. Has a passion for a particular period of history (e.g., Crusades, Civil War).	0	1	2	3	4
9. Understands the importance of using trustworthy sources.	0	1	2	3	4

BEHAVIOR	RATING				
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**MY CHILD**

	Never	Rarely	Same	Somewhat More	Much More
10. Desires to develop solutions to social problems.	0	1	2	3	4
11. Seeks to understand issues from many points of view.	0	1	2	3	4
12. Has an understanding of how people's environments affect their lifestyles.	0	1	2	3	4
<b>Total</b>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Examples (if six or more 4s):** \_\_\_\_\_

**Scale 6: Creativity**

1. Seeks to create rather than imitate.	0	1	2	3	4
2. Is persistent in finding solutions to problems.	0	1	2	3	4
3. Is proficient at problem finding.	0	1	2	3	4
4. Enjoys taking risks (e.g., doesn't mind consequences of being different, not afraid to try something new).	0	1	2	3	4
5. Breaks gender stereotypes.	0	1	2	3	4
6. Does not mind uncertainty.	0	1	2	3	4
7. Enjoys time alone (particularly when engaged in the creative process).	0	1	2	3	4
8. Is an excellent improviser.	0	1	2	3	4
9. Has a passionate interest or talent (e.g., art, poetry, creative writing, or science).	0	1	2	3	4
10. Is attracted to the complex and unique.	0	1	2	3	4
11. Likes adventure; is energetic.	0	1	2	3	4
12. Values own creativity.	0	1	2	3	4
<b>Total</b>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Examples (if six or more 4s):** \_\_\_\_\_

**Scale 7: Leadership**

1. Is sought out by peers for advice, companionship, and ideas.	0	1	2	3	4
2. Is sensitive to the needs and concerns of others.	0	1	2	3	4
3. Adjusts easily to new situations.	0	1	2	3	4
4. Is considered a "peacemaker" by peers.	0	1	2	3	4
5. Has self-discipline.	0	1	2	3	4
6. Has an advanced level of ethical and moral understanding (i.e., knows right from wrong).	0	1	2	3	4
7. Is goal oriented.	0	1	2	3	4
8. Inspires loyalty from others.	0	1	2	3	4
9. Is supportive of peers.	0	1	2	3	4
10. Is viewed as fair or caring.	0	1	2	3	4
11. Has high ideals.	0	1	2	3	4
12. Expresses concern for and interest in community and world issues.	0	1	2	3	4
<b>Total</b>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Examples (if six or more 4s):** \_\_\_\_\_