Park Ridge School District

THE RENZULLI-HARTMAN SCALE

For Rating Behavioral Characteristics of Superior Students

Name				**Date**	
School		**Grade**		**Age (yrs/mos)**	
Name of Person Completing form			**Relationship to Child**		

Scale: 1 = Seldom or never 2 = Occasionally 3 = Almost always

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.”		1	2	3
2.	Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his/her age).		1	2	3
3.	Has quick mastery and recall of factual information.		1	2	3
4.	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.”		1	2	3
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.		1	2	3
6.	Is a keen and alert observer; usually “sees more” or “gets more” out of a story, film, etc. than others.		1	2	3
7.	Reads a great deal on his own; usually prefers adult level books or books significantly above current grade level; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases.		1	2	3
8.	Tries to understand complicated material by separating it into its respective parts; reasons things out for himself/herself; sees logical and common sense answers.		1	2	3
9.	Has a sophisticated sense of humor.		1	2	3
10.	Initiates projects with ideas and action.		1	2	3
	Total Points				

(Continue on next page)

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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.)		1	2	3
2.	Is easily bored with routine tasks.		1	2	3
3.	Needs little external motivation to follow through in work that initially excites him/her.		1	2	3
4.	Strives toward perfection; is self-critical; is not easily satisfied with his/her own speed or products.		1	2	3
5.	Prefers to work independently; requires little direction.		1	2	3
6.	Is interested in many “adult” issues such as religion, politics, ethical issues—more than usual for age level.		1	2	3
7.	Often is self assertive (sometimes even aggressive); stubborn in his/her beliefs.		1	2	3
8.	Likes to organize and bring structure to things, people and situations.		1	2	3
9.	Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people and things.		1	2	3
	Total Points				

Please discuss your child’s strengths and weaknesses in regards to giftedness.

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Signature _____