

Section 1. To be completed by the teacher/rater

Student Information

Name _____
 Date of Birth ____/____/____ Today's Date ____/____/____
 Male Female Grade: _____ Age: _____

Additional Information

Teacher Information

Name _____
 Contact Number _____
 School _____
 School Address _____

SAMPLE

How long have you known this child in a teaching capacity?

- 1-3 months
- 4-6 months
- 7-12 months
- >1 year

In general, how well do you feel you know this child?

- Not Well
- Fairly Well
- Very Well

Section 2. To be completed by the examiner. See scoring instructions in the Manual

Profile of Scale Scores (T Score)

	Intellectual	Academic	Creativity	Artistic	Leadership	Motivation
Raw Score	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
*T score	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
*Cumulative %	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

* See Appendix B tables for T score conversion of raw scores and cumulative percentages for T scores.

Results

Strengths _____

Recommendations _____

The Gifted Rating Scales School Form

This Form identifies giftedness in children between the ages of 6:0–13:11. It is to be completed by classroom teachers. You will be asked to rate the child in five areas of giftedness: Intellectual Ability, Academic Ability, Creativity, Artistic Talent, and Leadership. You will also be asked to rate the child in the area of Motivation.

Scores will be based on how the child compares with other children of the *same age* in regular educational settings. It is important that you base your ratings of this child on a comparison with “typical” children of the *same age* who are in regular educational settings.

Note: If you are a teacher of the gifted; a special education teacher; a teacher of special subjects such as art, music, drama, or physical education; or if you work with children in special settings such as gifted schools, rate this child based on a comparison with “typical” children of the *same age* who are in regular educational settings.

Note: If you have not had the opportunity to observe this child’s skills in the area of artistic talent, you may ask another teacher who is more familiar with the child’s skills in this area to complete all of the items in the artistic scale.

To complete each item, circle the number that most closely corresponds to your impression of the child’s ability relative to other children of the *same age*.

- Answer every item.
- Rate each item individually as children’s skills can vary across items.
- Remember that a child may excel on some but not all items.

Example

The following example illustrates how to complete the rating form:

Rate how well this child performs the following, compared to other children of the <i>same age</i> :	Below Average			Average			Above Average		
1. Demonstrates advanced reasoning skills.	1	2	3	4	5	6	7	8	9
2. Demonstrates advanced reading, writing, and/or math skills.	1	2	3	4	5	6	7	8	9
3. Provides detail and/or elaboration in artistic work.	1	2	3	4	5	6	7	8	9

In this example, the teacher views the child’s performance on the first item as Average, compared to children of the same age. The teacher views the child’s performance on the second item as well Below Average, falling below almost all children of the same age. On the third item, the teacher views the child’s performance as Above Average, above most, but not all children of the same age.

Intellectual Ability

Intellectual Ability refers to the child’s verbal and/or nonverbal mental skills, capabilities, or competence. Aspects of intelligence measured by this scale include abstract learning, problem solving, reasoning, mental speed, and memory.

Rate how well this child performs the following, compared to other children of the <i>same age</i> :	Below Average			Average			Above Average		
1. Solves problems quickly.	1	2	3	4	5	6	7	8	9
2. Demonstrates advanced reasoning skills.	1	2	3	4	5	6	7	8	9
3. Thinks insightfully, intuitively understands problems.	1	2	3	4	5	6	7	8	9
4. Learns new information quickly.	1	2	3	4	5	6	7	8	9
5. Demonstrates a good memory, remembers facts and details.	1	2	3	4	5	6	7	8	9
6. Understands complex information or abstract ideas.	1	2	3	4	5	6	7	8	9
7. Answers questions in detail, with extensive information.	1	2	3	4	5	6	7	8	9
8. Makes logical inferences, draws conclusions based on sound reasoning.	1	2	3	4	5	6	7	8	9
9. Problem solves analytically, separates problems into their component parts.	1	2	3	4	5	6	7	8	9
10. Understands the essence of a problem quickly.	1	2	3	4	5	6	7	8	9
11. Applies prior knowledge to solving problems.	1	2	3	4	5	6	7	8	9
12. Learns difficult concepts easily.	1	2	3	4	5	6	7	8	9
Intellectual Ability Raw Score Total									

Academic Ability

Academic Ability refers to the child's skill in dealing with factual and/or school related material. Advanced readiness for and/or proficiency in reading, math, and other aspects of the early childhood curriculum are indicative of Academic Ability.

Rate how well this child performs the following, compared to other children of the same age:

	Below Average			Average			Above Average		
1. Demonstrates knowledge about current events.	1	2	3	4	5	6	7	8	9
2. Completes academic work correctly.	1	2	3	4	5	6	7	8	9
3. Completes academic work unassisted.	1	2	3	4	5	6	7	8	9
4. Contributes to academic discussions.	1	2	3	4	5	6	7	8	9
5. Learns academic material with little instruction.	1	2	3	4	5	6	7	8	9
6. Excels in one or more subject areas.	1	2	3	4	5	6	7	8	9
7. Understands complicated academic material.	1	2	3	4	5	6	7	8	9
8. Performs well on achievement and/or classroom tests.	1	2	3	4	5	6	7	8	9
9. Demonstrates advanced reading, writing, and/or math skills.	1	2	3	4	5	6	7	8	9
10. Asks relevant questions to learn more about a topic.	1	2	3	4	5	6	7	8	9
11. Demonstrates extensive knowledge in one or more academic areas.	1	2	3	4	5	6	7	8	9
12. Demonstrates knowledge of facts in one or more academic areas.	1	2	3	4	5	6	7	8	9
Academic Ability Raw Score Total									

Creativity

Creativity refers to the child's ability to think, act, and/or produce unique, original, novel or innovative thoughts or products. Creativity can be expressed in a variety of ways: how a child solves problems, experiments with new ideas, and/or plays imaginatively.

Rate how well this child performs the following, compared to other children of the same age:

	Below Average			Average			Above Average		
1. Displays an active imagination, thinks or acts imaginatively.	1	2	3	4	5	6	7	8	9
2. Approaches the world "as a scientist" or explorer.	1	2	3	4	5	6	7	8	9
3. Connects or puts together ideas or materials in unusual but relevant ways.	1	2	3	4	5	6	7	8	9
4. Demonstrates an inventive or innovative approach to situations or problems.	1	2	3	4	5	6	7	8	9
5. Generates ideas to "what if" questions that don't have one correct solution.	1	2	3	4	5	6	7	8	9
6. Generates unique or creative ideas to solve a problem or issue.	1	2	3	4	5	6	7	8	9
7. Thinks or acts in novel ways, such as proposing original activities or games.	1	2	3	4	5	6	7	8	9
8. Experiments with ideas in new or imaginative ways.	1	2	3	4	5	6	7	8	9
9. Demonstrates original thinking.	1	2	3	4	5	6	7	8	9
10. Creates original skits, stories, poems, and/or songs.	1	2	3	4	5	6	7	8	9
11. Takes creative risks, comfortable not having the correct answer.	1	2	3	4	5	6	7	8	9
12. Constructs jokes, ironic observations, and/or clever plays on words.	1	2	3	4	5	6	7	8	9
Creativity Raw Score Total									

Artistic Talent

Artistic Talent refers to the child's potential for, or evidence of, ability in drama, music, dance, drawing, painting, sculpture, singing, playing a musical instrument, and/or acting. Artistic Talent can be expressed in a variety of ways: how a child approaches play activities, completes assignments, and/or works with art supplies or artistic media.

Rate how well this child performs the following, compared to other children of the same age:

	Below Average			Average			Above Average		
1. Produces imaginative and/or original art.	1	2	3	4	5	6	7	8	9
2. Learns artistic techniques quickly.	1	2	3	4	5	6	7	8	9
3. Appreciates subtle distinctions or variations in artistic products or performances.	1	2	3	4	5	6	7	8	9
4. Exhibits advanced artistic technique and/or performance.	1	2	3	4	5	6	7	8	9
5. Demonstrates knowledge in the arts.	1	2	3	4	5	6	7	8	9
6. Performs or produces art marked by detail, complexity, sophistication, and/or richness.	1	2	3	4	5	6	7	8	9
7. Applies principles such as rhythm, melody, and/or timing to artistic endeavors.	1	2	3	4	5	6	7	8	9
8. Provides detail and/or elaboration in artistic work.	1	2	3	4	5	6	7	8	9
9. Demonstrates heightened attention to detail, color, shape, pitch, rhythm, and/or movement.	1	2	3	4	5	6	7	8	9
10. Expresses emotions effectively in artwork.	1	2	3	4	5	6	7	8	9
11. Communicates creative interpretations via the arts.	1	2	3	4	5	6	7	8	9
12. Communicates meaning effectively via artistic media.	1	2	3	4	5	6	7	8	9
Artistic Talent Raw Score Total									

Leadership

Leadership refers to the child's ability to motivate people toward a common goal. Leadership includes the following behaviors: listening well, acting responsibly, staying calm and unruffled during disagreements among peers, and inspiring the trust and cooperation of others.

Rate how well this child performs the following, compared to other children of the same age:	Below Average			Average			Above Average		
1. Acts responsibly in social situations.	1	2	3	4	5	6	7	8	9
2. Recognizes the feelings of others.	1	2	3	4	5	6	7	8	9
3. Demonstrates good social judgment.	1	2	3	4	5	6	7	8	9
4. Projects a positive image to peers.	1	2	3	4	5	6	7	8	9
5. Earns the respect and trust of others.	1	2	3	4	5	6	7	8	9
6. Motivates others.	1	2	3	4	5	6	7	8	9
7. Resolves peer disagreements.	1	2	3	4	5	6	7	8	9
8. Gets others to work together.	1	2	3	4	5	6	7	8	9
9. "Makes things happen."	1	2	3	4	5	6	7	8	9
10. Leads or influences others.	1	2	3	4	5	6	7	8	9
11. Takes charge, assumes a leadership role in group situations.	1	2	3	4	5	6	7	8	9
12. Inspires confidence in others.	1	2	3	4	5	6	7	8	9
Leadership Raw Score Total									<input type="text"/>

Motivation

Motivation refers to the child's drive or persistence, desire to succeed, tendency to enjoy challenging tasks, and ability to work well without encouragement or reinforcement. Motivation is not typically identified as a type of giftedness, but rather viewed as the energy that drives the child to achieve. Motivation can be observed in a variety of contexts, such as when working on academic tasks or artistic endeavors.

Rate how well this child performs the following, compared to other children of the same age:	Below Average			Average			Above Average		
1. Shows pride in work.	1	2	3	4	5	6	7	8	9
2. Strives to achieve, wants to perform at the highest possible level.	1	2	3	4	5	6	7	8	9
3. Reacts to challenges enthusiastically.	1	2	3	4	5	6	7	8	9
4. Approaches situations expecting to do well.	1	2	3	4	5	6	7	8	9
5. Places high value on mastery and success.	1	2	3	4	5	6	7	8	9
6. Works tenaciously, not easily discouraged.	1	2	3	4	5	6	7	8	9
7. Sets high standards for his/her performance.	1	2	3	4	5	6	7	8	9
8. Sets challenging goals.	1	2	3	4	5	6	7	8	9
9. Takes on new and difficult tasks or projects.	1	2	3	4	5	6	7	8	9
10. Strives to improve or become more competent.	1	2	3	4	5	6	7	8	9
11. Persists on tasks even when initial efforts are not successful.	1	2	3	4	5	6	7	8	9
12. Attempts tasks that are above current skill level.	1	2	3	4	5	6	7	8	9
Motivation Raw Score Total									<input type="text"/>



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15 16 17 18 19 20 A B C D E

ISBN 015413053-2



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