

Slocumb-Payne Teacher Perception Inventory

A Scale for Rating Superior Students from Diverse Backgrounds

Developed by Paul D. Slocumb, Ed.D. & Ruby K. Payne, Ph.D.

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Student's Name _____ Date _____

School _____ Grade _____ Age _____

Teacher/Person Completing this form _____

How long have you known this student? _____ years _____ months

Directions: This scale is designed to obtain a teacher's perception of a student's characteristics as a potentially gifted/talented student. This is not a recommendation form; it is a perception of a student within the context of a classroom or school. Since each classroom is as unique as the teacher conducting that classroom, one teacher's perception of a student may vary considerably from that of another.

The items are derived from the research literature dealing with characteristics of gifted and creative persons. A considerable amount of individual differences can be found within any student population; therefore, the profiles are likely to vary a great deal. There is no right answer to any question.

Each descriptor item in each row should be read from the left and from the right, and then circle the applicable number that best describes your perception of the student as he/she relates to that descriptor. You are to circle only one number in each row. Each descriptor is designed to be "two sides of same coin." Persons completing this instrument may find it helpful to first read the descriptor on the left, then the one on the right, and then place a check mark beside the descriptor that best aligns with your overall perception of the student under consideration. Then, using that descriptor, circle the number that most closely describes your perception of the student in relationship to the descriptor.

One descriptor item per row (either the one on the left or the right) is to be rated as follows:

- 1 = Seldom or Never
- 2 = Occasionally
- 3 = Frequently
- 4 = Almost Always

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Perception of Attributes	Seldom or Never	Occasionally	Frequently	Almost Always	Almost Always	Frequently	Occasionally	Seldom or Never	Perception of Attributes
1. Curious about information; inquisitive; doesn't accept information at first glance; questions and pushes for more information	1	2	3	4	4	3	2	1	1. Obnoxious with questions; likes to "stump" people with hard questions; enjoys questions with "shock value"; questions authority; unwilling to follow rules
2. Stubborn; avoids tending to other things that need to be done just because he/she is not through with his/her priority	1	2	3	4	4	3	2	1	2. Sticks to task; gets job done; doesn't give up easily even when things are difficult
3. Finds it hard to wait for others; unwilling to do detail work; shows reluctance to do some assignments because he/she already "knows" content or skill	1	2	3	4	4	3	2	1	3. Learns at faster rate than his/her peer group; absorbs more with less practice; able to accelerate his/her learning; displays eagerness to do work
4. Understands subtleties of language in his/her primary language; uses language in powerful way; displays unique sense of humor; able to use language to build personal relationships	1	2	3	4	4	3	2	1	4. "Smart mouth"; master at put-downs of others; uses humor in destructive manner; unable to relate to peers because his/her sense of humor isn't as sophisticated; class clown
5. Thirst for knowledge; seeks answers to questions; motivated to do research to find answers to questions; likes rhetorical questions; curious about ideas	1	2	3	4	4	3	2	1	5. Shows little interest in what is to be learned; wants to pursue only those things that spark his/her curiosity; is more curious about people than events
Subtotals of page 2									Total for this page =

	1=Seldom or Never				2=Occasionally				3=Frequently				4=Almost Always			
6. Has difficulty completing tasks; unaware of deadlines; oblivious to those around him/her; very focused on and committed to his/her priorities	1	2	3	4	4	3	2	1	6. Commits to long-range projects and tasks; focused; goal oriented; strives to meet high standards							
7. Loves ambiguity and dislikes being given specific directions and/or parameters; unable to be specific with other people who need specific direction; comes across as highly creative/inventive	1	2	3	4	4	3	2	1	7. Able and willing to ascertain and solve problems; does not need specific directions; may set own goals that surpass teacher's expectations							
8. Deeply interested in many things; is good at many things; loves to learn new things	1	2	3	4	4	3	2	1	8. Unable to make decisions—makes decisions quickly without regard for consequences; may hop from one thing to another without experiencing closure in anything; appears random							
9. Develops high standards and expectations of self; self-starter who needs little supervision; has self-control	1	2	3	4	4	3	2	1	9. Perfectionist; nothing is ever good enough; can't finish something because it still isn't correct; may display low self-image about academic performance							
10. Has trouble listening while others talk; interrupts others to the point of rudeness; talks at inappropriate times; may be reluctant to write; very expressive in casual register	1	2	3	4	4	3	2	1	10. Excellent facility with language; can elaborate on thoughts and ideas; uses formal register when communicating with others							
11. Highly developed social conscience; concern for social issues and problems; awareness of global issues; has internal locus of control	1	2	3	4	4	3	2	1	11. Overconcern for social problems and issues to extent that depression results; doomsday view of life; overwhelmed with despair in world/community; sees self as victim							
12. Able to comprehend complex ideas and thoughts; able to learn advanced and more complex content	1	2	3	4	4	3	2	1	12. Out of touch with reality, day-to-day routines; bored by simpler things in life; unwilling or unable to abide by basic requirements and/or rules							
Subtotals of page 3									Total for this page =							

	1=Seldom or Never				2=Occasionally				3=Frequently				4=Almost Always			
13. Unwilling to learn facts to support generalizations; can be great "talker" but is unable to produce because work lacks substance	1	2	3	4	4	3	2	1	13. Sees patterns in things; can transfer learning to new situations; sees the big picture; discovers new information; supports generalizations with facts/details							
14. Makes connections; sees relationships between/among diverse ideas and events	1	2	3	4	4	3	2	1	14. Difficult to stay focused because of random thoughts/ideas; highly creative but perceived as "weird" by peers							
15. Shows clever, unique responses to questions and problems; often responds with humor or offers "silly" response to questions	1	2	3	4	4	3	2	1	15. Generates a large number of ideas or solutions to problems and questions; often offers unusual, unique, clever responses							
16. Appreciates color; likes to doodle and draw; has affinity for graffiti	1	2	3	4	4	3	2	1	16. Sensitive to beauty; tunes in to aesthetic characteristics of things							
17. Uninhibited in expressions of opinion; sometimes radical and spirited in disagreement; tenacious	1	2	3	4	4	3	2	1	17. Uninhibited in expressions of opinion; sometimes appears radical and disagreeable; may show anger when disagreeing with others							
18. Is a high risk-taker in academic endeavors; is adventurous and speculative in his/her thinking	1	2	3	4	4	3	2	1	18. Is a risk-taker; dares to break rules and then challenges authority when caught; unafraid to challenge others							
19. Criticizes openly; unwilling to accept authoritarian rules and procedures; orally and openly condemns them; may irritate others	1	2	3	4	4	3	2	1	19. Criticizes constructively in socially-acceptable manner; unwilling to accept authoritarian pronouncements without critical examinations							
Subtotals of page 4									Total for this page =							
									Total from page 3 =							
									Total from page 2 =							
									GRAND TOTAL =							