

GIFTED AND HIGHLY CAPABLE STUDENTS—GRADES 3-7
for Students Currently Attending a Non-UPSD School who Plan to Attend an UPSD
School the Up-Coming School Year

SLOCUMB-PAYNE TEACHER PERCEPTION INVENTORY

Student: _____ Grade Level: _____

Rater: _____ School: _____

For _____ School Year Date: _____

Please have this form completed by two (2) teachers and/or other school personnel who know your student's academic achievements. Return to: Testing Department, University Place School District, 3717 Grandview Drive West, University Place, WA, 98466, along with the nomination form for the Challenge Program.

The "giftedness" of the highly capable students may be exhibited in seemingly opposite ways. The Slocumb-Payne Perception Inventory (Table 2) was developed to identify gifted students who manifest both extremely positive or extremely negative behaviors.

For each attribute below, two opposite manifestations of that attribute are given. For example, one attribute of gifted students is persistence. That attribute can appear as "stays on task" or to some as "stubbornness." In Table 2, for each attribute row:

- 1) Decide which of the two manifestations best describes the student;
- 2) Circle that attribute descriptor (1st or 2nd column);
- 3) Circle the number (1-4) which best represents the frequency that attribute is displayed;
- 4) Only one number should be circled in each attribute row;
 - For example, for attribute #2 a student is either "stubborn" or "gets the job done";
 - decide which is the better descriptor of the child (e.g., "stubborn");
 - circle the one number that indicates the frequency of stubbornness (e.g., 3 for "frequently");
 - go to the next row please.

Table 2

Perceptions of attributes		Seldom or never	Occasion-ally	Frequently	Almost Always
1. Curious about information; inquisitive; doesn't accept information at first glance; questions & pushes for more information	1. Obnoxious with questions; likes to "stump" people with hard questions; enjoys questions with "shock value"; questions authority; unwilling to follow rules	1	2	3	4
2. Stubborn; avoids tending to other things that need to be done just because he/she is not through with his/her priority	2. Sticks to task; gets job done; doesn't give up easily even when things are difficult	1	2	3	4

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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	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	1	2	3	4
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	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	1	2	3	4
5. Thirsts for knowledge; seeks answers to questions; motivated to do research to find answers to questions; likes rhetorical questions; curious about ideas	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	1	2	3	4
6. Has difficulty completing tasks; unaware of deadlines; oblivious to those around him/her; very focused on and committed to his/her priorities	6. Commits to long-range projects and tasks; focused; goal-oriented; strives to meet high standards	1	2	3	4
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	7. Able and willing to ascertain and solve problems; does not need specific directions; may set own goals that surpass teacher's expectations	1	2	3	4

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8. Deeply interested in many things; is good at many things; loves to learn new things	8. Unable to make decisions—or makes decisions quickly without regard for consequences; may hop from one thing to another without experiencing closure in anything; appears random	1	2	3	4
9. Develops high standards and expectations of self; self-starter who needs little supervision; has self-control	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	1	2	3	4
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	10. Excellent facility with language; can elaborate on thought and ideas; uses formal register when communicating with others	1	2	3	4
11. Highly developed social conscience; concern for social issues and problems; awareness of global issues; has internal focus of control	11. Over-concern for social problems and issues to extent that depression results; doomsday view of life; overwhelmed with despair in world/community; sees self as victim	1	2	3	4

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12. Able to comprehend complex ideas and thoughts; able to learn advanced and more complex content	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	1	2	3	4
13. Unwilling to learn facts to support generalizations; can be great "talker" but is unable to produce because work lacks substance	13. Sees patterns in things; can transfer learning to new situations; sees big picture; discovers new information; supports generalizations with facts/details	1	2	3	4
14. Makes connections; sees relationships between/ among diverse ideas and events	14. Difficult to stay focused because of random thoughts/ideas; highly creative but perceived as "weird" by peers	1	2	3	4
15. Shows clever, unique responses to questions and problems; often responds with humor or offers "silly" responses to questions	15. Generates large number of ideas or solutions to problems and questions; often offers unusual, unique, clever responses	1	2	3	4
16. Appreciates color; likes to doodle and draw; has affinity for graffiti	16. Sensitive to beauty; tunes in to aesthetic characteristics of things	1	2	3	4
17. Uninhibited in expressions of opinion; sometimes radical and spirited in disagreement; tenacious	17. Uninhibited in expressions of opinion; sometimes appears radical and disagreeable; may show anger when disagreeing with others	1	2	3	4

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18. High risk-taker in academic endeavors; is adventurous and speculative in his/her thinking	18. Risk-taker; dares to break rules and then challenges authority when caught; unafraid to challenge others	1	2	3	4
19. Criticizes openly; unwilling to accept authoritarian rules and procedures; orally and openly condemns them; may irritate others	19. Criticizes constructively in socially acceptable manner; unwilling to accept authoritarian pronouncements without critical examinations	1	2	3	4
Add each column; enter totals here					
Sum total of all 4 columns					

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