



## Slocumb-Payne Teacher Perception Inventory For the Identification of Gifted/Talented Students

Dear Teacher,

The scale attached is designed for you to note your observations of a student's characteristics as potentially gifted and talented. This is NOT a recommendation form. Instead, it is an opportunity for you to consider your perceptions of a student within the context of the classroom.

The items on the inventory derive from research dealing with the characteristics of gifted people. A considerable number 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 questions.

Each characteristic on the form is designed to be "two sides of the same coin." Teachers completing this instrument may find it helpful to first read the description on the LEFT and then the one on the RIGHT. Consider which characteristic on that row best describes what you have observed in the student. Then, determine how often they display that **one** characteristic. **You are to check only ONE column in each row.** Please **do not** check a column for both the characteristics on the left and the right.

Your answer choices will be tabulated by the department of Advanced Academics, so please do not add anything in the last two rows below the shaded line.

When you have finished your perception inventory, you may send it through campus mail to Alison Hillis at DEC, email it to [mlhaynes@lufkinisd.org](mailto:mlhaynes@lufkinisd.org), or send by mail to Gifted and Talented, P.O. Box 1407, Lufkin, TX, 75902.

Thank you in advance for taking the time to observe your student and complete this form. If you have any questions, please feel free to contact me.

Alison Hillis  
Director of Advanced Academics  
Lufkin ISD  
936-630-4295



## Teacher Perception Inventory

Student's Full Name \_\_\_\_\_ School/Grade \_\_\_\_\_

Teacher completing form \_\_\_\_\_ Date \_\_\_\_\_

**Note:** If this is your first time to fill out this form, or you need a review, please watch the following short videos prior to filling out the form: <https://www.youtube.com/watch?v=5eAz-EtB7Ag>

Perception of Attributes Read the characteristics on both sides of the gray line in each row. Pick the <b>one</b> that applies most to the child and put a check in that column. <b>ONLY 1 CHECK PER ROW.</b>	Seldom or Never	Occasionally	Frequently	Almost Always		Almost Always	Frequently	Occasionally	Seldom or Never	Perception of Attributes Read the characteristics on both sides of the gray line in each row. Pick the <b>one</b> that applies most to the child and put a check in that column. <b>ONLY 1 CHECK PER ROW.</b>
1. Curious about information; inquisitive; doesn't accept information at first glance; questions and 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
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.
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
4. Understands subtleties of language in his/her primary language; uses language in powerful ways; 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
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.
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
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
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

<b>Perception of Attributes ONLY 1 CHECK PER ROW.</b>	<b>Seldom or Never</b>	<b>Occasionally</b>	<b>Frequently</b>	<b>Almost Always</b>		<b>Almost Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Seldom or Never</b>	<b>Perception of Attributes ONLY 1 CHECK PER ROW.</b>
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
10. Has trouble listening while others talk; interrupts others to 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 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										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										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
13. Unwilling to learn facts to support generalizations; can be a 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
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
15. Shows clever, unique responses to questions and problems; often responds with humor or offers "silly" response to questions										15. Generates 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										16. Sensitive to beauty; tunes in to aesthetic characteristic of things
17. Uninhibited in expression 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
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
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
<b>Do NOT Fill out anything below this line</b>										
<b>Add each column; totals here</b>										
<b>Sum total of all 7 columns</b>										

Return all forms to: **Lufkin ISD,**  
**Gifted & Talented Program**  
**P.O. Box 1407, Lufkin, Texas 75902**