

# Referral Form

## Performing Arts: Grades 3 - 5



**COLORADO**  
Department of Education

### Referral Form for Performing Arts: Grades 3 - 5

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_

Person Completing Form \_\_\_\_\_ Title \_\_\_\_\_

Phone \_\_\_\_\_ email \_\_\_\_\_

How do you know this student? \_\_\_\_\_

How long have you known this student and in what capacity? \_\_\_\_\_

#### DIRECTIONS

Please indicate how often the student listed above has shown the following behaviors by circling the appropriate number beside each item. Provide specific examples for each statement you rated "Almost Always" (4).

**1**  
Seldom or Never
**2**  
Occasionally
**3**  
Frequently
**4**  
Almost Always

PERCEPTUAL AWARENESS AND DISCRIMINATION					Evidence/Comments
The student is keenly aware of the behavior of others and observes details of gestures, facial expressions, and vocal qualities of others.	1	2	3	4	
The student can effectively mimic the way people speak, walk, or move (mimicry).	1	2	3	4	
The student can effectively convey mood and emotion through body language, facial expressions, and verbal communication.	1	2	3	4	
The student is sensitive to feelings and the feelings of others involved in dramatic play. Emotional safety is of particular importance to these students.	1	2	3	4	



CREATIVE INTERPRETATION					Evidence/Comments
The student enjoys improvising and spontaneously creating unique solutions to theatrical problems or situations.	1	2	3	4	
The student shows sensitivity about aesthetic elements of drama in performance, appreciation, and critique: characterization, physical/vocal flexibility, believable performance.	1	2	3	4	
The student works thoughtfully and perceptively while practicing and revising dramatic ideas (metaperception).	1	2	3	4	
The student communicates and performs with personal expression and sensitivity and shows intensity and immediacy in a dramatic role, play or activity.	1	2	3	4	
The student demonstrates or tells the story with the use of expanded vocabulary and multi-cultural perspective in defining characters and situations.	1	2	3	4	
BEHAVIOR AND PERFORMANCE					Evidence/Comments
The student identifies and understands the concept of ensemble relationships.	1	2	3	4	
The student creates body positions and stage pictures accomplished through clear-cut choices, thinking beyond an individual character, becoming more symbolic and abstract in nature.	1	2	3	4	
The student shows a natural ease in role playing, telling stories, and verbally expressing ideas.	1	2	3	4	
The student learns quickly and strives to improve physical/technical acting skills.	1	2	3	4	
The student communicates and performs with imaginative ideas beyond age or grade level.	1	2	3	4	
The student captures the attention of listeners when acting or storytelling.	1	2	3	4	
The student often takes on leadership roles (director, producer, etc.) in determining and preparing the projects.	1	2	3	4	
The student seeks increased challenges when working collaboratively.	1	2	3	4	
The student's perfectionism may stifle the creative production elements.	1	2	3	4	



COMMITMENT AND CRITIQUE					Evidence/Comments
The student shows perseverance in dramatic tasks and works with focused concentration, energy, and internal motivation.	1	2	3	4	
The student strives to refine dramatic ideas and shows self-confidence, is a risk-taker, and sets high goals.	1	2	3	4	
The student constructively critiques the dramatic work of others and self.	1	2	3	4	
The student understands that evaluation is a crucial part of the artistic process and can modify performance based on feedback.	1	2	3	4	

Describe why you are recommending this student for identification; what sets them apart from others?

Describe how the student consistently meets or exceeds standards compared to same-age peers.

Describe any opportunities this student has had in this area outside of the school setting (i.e., camps, workshops, classes, lessons, clubs, organizations, etc.).

SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_