



Area of Giftedness: Specific Talent Aptitude

Identification in creative and productive thinking, leadership and specific talent aptitudes requires the examination of a variety of instruments and the multiple pathways that lead to identification. Talent domains include visual arts, performing arts, music, dance and psychomotor. It is important educators understand the unique and varied characteristics a student may demonstrate in the talent domains. Within these areas, several years of talent development may be needed before formal gifted identification can be made. Students may be included in a talent pool to foster potential over time. The student may require further development to build a body of evidence that supports identification.

Often criterion- or norm-referenced assessments are not available in these areas; therefore **performance** evaluation is an important component in the body of evidence. If data from a valid and reliable test are not available to demonstrate exceptional ability, two or more indicators in the performance area may be used to meet identification criteria along with an exceptional rating on an observation. In some cases, a norm-referenced scale may not provide an appropriate measure for certain talent domains. An observation scale that has been developed through analysis and research of the discipline may be used to provide qualifying evidence for talent identification only. Observation scales and performance evaluation scales should contain content and construct validity.

Identification in the area of psychomotor is designated for state- or national-level elite athletes who have received this ranking from the sport's national governing body. These athletes may require a gifted determination to address the interventions necessary as a result of the amount of time the student is out of school or to earn credits for specific courses. Districts are **not** required to provide or financially support athletic coaching, training or competitions for students identified in this area.

The body of evidence for psychomotor identification would include **three** of the following four indicators:

- 95th percentile or above on the Motivation section of Gifted Rating Scales (GRS) or Gifted Evaluation Scale (GES);
- Portfolio that chronicles the student's exceptional performance;
- Top state or national ranking as determined by the sport's national governing body;
- Student or team receiving a top placement or ranking in a multi-state or national competition.

Performance Evaluation - and

- State or national talent contest - top place or ranking **and/or**
- Expert juried performance (Advanced or Distinguished) **and/or**
- Portfolio review (Advanced or Distinguished)

Observation Scale - and

- 95th percentile or above on norm-referenced observation scale in areas of creativity, leadership or motivation
- Exceptional rating on an observation scale developed through analysis and research of the discipline

Criterion/Norm-Referenced Test*

- 95th percentile or above on norm-referenced creativity test **and/or**
- Advanced/95% or above on approved criterion-referenced specific talent test **and/or**
- 95th percentile or above on cognitive measure

***If criterion- or norm-referenced tests are not available, two performance evaluations are required along with an observation scale. If observation scale doesn't relate to the domain, three performance evaluations are required.**

Specific Talent Aptitudes

- *Visual Arts*
- *Performing Arts*
- *Music*
- *Dance*
- *Psychomotor*
- *Creative or Productive Thinking*
- *Leadership*