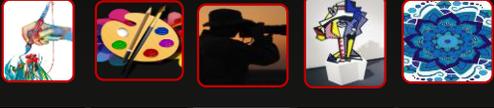


Visual Arts Gifted Identification



- Step 1:**
The Referral Process
- Step 2:**
Screening Identifying and BOE
- Step 3:**
Who does what?
- Step 4:**
Portfolio Presentation
- Step 5:**
Determination and/or Identification

Felicia A. Boudreaux

Director of Gifted and Talented for Harrison School District Two
Colorado Springs, CO
22 years as an Visual Arts/Special Education teacher

Harrison SD2 Arts Enrichment Program:

By law, gifted identification procedures in the visual and performing arts must identify students that are superior to children of similar age. The identification must include the demonstration of superior ability exhibited through a display of work in the visual arts area. This is in accordance to the provided definition and criteria in the Colorado Department of Education's ECA Rules **2220-R-12.00** or an approved portfolio including the acquisition of required scores on selected behavior checklists.

How does it start? It all starts with ART!

In the next five minutes, make an honest attempt to draw a face. The face may be of any age, gender or ethnicity. Include the following details: eyes, nose, mouth, eyebrows and hair. Neck, ears, shoulders and any clothing are optional. Below is an example that you may draw from should you choose to do so.



WHEN YOU WANT TO START IDENTIFYING STUDENTS WHO ARE GIFTED IN ART, WHAT QUALITIES DO YOU LOOK FOR?

PLEASE SHARE YOUR DRAWING WITH SOMEONE NEAR YOU

Some guidelines to think about:

- What defines talented at the age I am considering for identification?
- How well does the artist represent the subject?
- Could the artist reproduce the same quality of product in another medium or does the artist just show good quality craftsmanship?
- How well does the artist use the medium?
- Are there others of this age that I can compare this work to that will provide insight into what talented might really look like at this age?

COMPARING APPLES TO APPLES

- Some guidelines to think about:
- What defines talented at the age I am considering for identification?
 - How well does the artist represent the subject?
 - Could the artist reproduce the same quality of product in another medium or does the artist just show good quality craftsmanship?
 - How well does the artist use the medium?
 - Are there others of this age that I can compare this work to that will provide insight into what talented might really look like at this age?



OUR GOAL IS TO IDENTIFY STUDENTS THAT ARE SUPERIOR TO CHILDREN OF SIMILAR AGE SO AS TO MAKE A COMPARISON OF ABILITIES.

WOULD YOU BELIEVE THAT THESE TWO ARTISTS ARE THE SAME AGE?

At what age do we begin to test for artistic giftedness?
If the artist is not tested now, will someone else see what you see somewhere down the road? Is this artist growing in their talents?

At age 4? At age 8? What about at 15?



Or maybe we should wait for the student to mature...but what age is that?
Is there a right time to identify?




THE RIGHT TIME TO IDENTIFY IS NOW!!



STEP 1: THE REFERRAL PROCESS



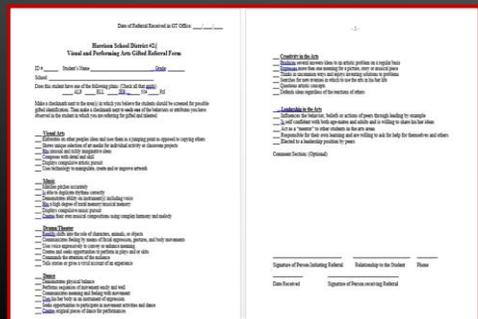
HOW ARE CHILDREN REFERRED FOR SCREENING OR IDENTIFICATION IN HARRISON SCHOOL DISTRICT 2?

Referrals of students may involve:

1. Referrals from school personnel, parents/guardians, and students including self or peer referrals
2. Students will complete a survey of interest.

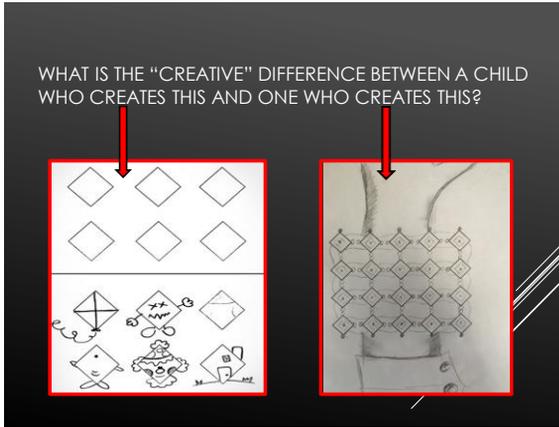
Presentation example
Student 1: Early Access Age 4

Harrison School District 2 In District Visual and Performing Arts Gifted Referral Form



The form includes sections for:

- Student Information (Name, School, Grade, Age)
- Referral Source (Teacher, Parent, Student, Peer)
- Checklist of criteria (e.g., 'Does the student have an exceptional talent?', 'Is the student's talent unique?')
- Comments Section (Optional)
- Signatures (Referring Teacher, Referring to the District, Date Received, Signature of Parent/Guardian)



WHAT ARTWORK DO I COLLECT IN THE SCREENING/IDENTIFICATION PROCESS?

Body of Evidence must include

1. Grades and progress reports
2. Arts and Creativity assessments
3. Checklists, rating scales and inventories
4. Interviews with students and/or parents/guardians
5. Student products and/or portfolio

PORTFOLIO REQUIREMENT #5 STUDENT PRODUCTS

Requirements:

- Black & White OR Color drawing #1: Select an object with interesting edges (such as a chair, potted plant, sneaker, etc.) and place it on a surface. Draw it exactly as you see it. Choose an art medium you would like to make it look as realistic as possible.
- Black & White OR Color drawing #2: Have someone you know sit in front of you and draw the figure to show proportion. This must be an actual person, not from a photograph or other rendition.
- Black & White OR Color drawing #3: Draw a picture from your imagination that tells a story about a made-up place, object, or person. Include as many visual details in your drawing as possible to tell your story.

Portfolio requirement #5 Sketchbook

- Sketchpad: Student needs to submit a collection of sketches (5-6) based on their own ideas and/or interests. Student work should be original and not copied from other sources. See Sketchbook Ideas for recommended ideas.
- Student Choices:
 - Choose one of the following (all works should be student-created and NOT copied from other sources):
 - Sculpture of a real or imaginary object
 - Painting
 - Drawing representing student area of strength
 - Jewelry
 - Photography
 - Graphic arts (i.e., art using technology, etc.)

VISUAL ARTS PORTFOLIO REVIEW SCORING GUIDE

RECOMMENDED FOR GIFTED IDENTIFICATION	Student's work shows strong evidence of giftedness in visual arts and future development of student's artistic talents. Noted in this portfolio are the following characteristics: <ul style="list-style-type: none"> • Large number of varied pieces demonstrating high interest in the arts, high product quality, and original ideas. This could include: <ul style="list-style-type: none"> ◦ Multiple elements of composition ◦ Complexity and elaboration within their work ◦ Versatility/style • Unique and creative representation of artistic qualities • Use of a variety of media in a creative and skillful way • Compositions are organized and thoughtfully developed along a variety of concepts
NOT RECOMMENDED AT THIS TIME, WATCH FOR FUTURE IDENTIFICATION	Student's work shows partial evidence of potential giftedness in visual arts. Gifted programming is not recommended at this time, but future identification may be necessary. Noted in this portfolio are the following characteristics: <ul style="list-style-type: none"> • Inconsistent variety in pieces demonstrating passing interest in the arts, inconsistent product quality, and partially original ideas. • Inconsistent representation of artistic qualities • Inconsistently uses a variety of media • Compositions are inconsistently organized and/or developed along a variety of concepts • Quality of art evident in some pieces, but not in others
NOT RECOMMENDED AT THIS TIME	Student's work shows little evidence of giftedness in visual arts. Gifted programming is not recommended at this time. Noted in this portfolio are the following characteristics: <ul style="list-style-type: none"> • Little or no variety in pieces • Little or no creative representation of artistic qualities • Rare use of media in a creative and skillful way • Compositions are not organized or thoughtfully developed along a variety of concepts

HARRISON Gifted and Talented Art, Music and Drama Student Profile Form

Student ID #: _____ Student Name: _____ Date: _____

Student: _____ Grade: _____

On each area, please indicate with a checkmark, the items that have been filled out. Be sure to include a date when the process was completed or filled as a record of all the work completed by the student in the area. A qualifying score is a part of a student's evidence in area of their identification.

Behavioral Characteristics in Rating Scales	Score	Qualifying Score?	Date Completed
Staff Observation Form	_____	_____	_____
Self-Reflection Form	_____	_____	_____
Peer Reflection Form	_____	_____	_____

Behavioral Characteristics in Rating Scales

Area	Score	Qualifying Score?	Date Completed
Art	_____	_____	_____
Creativity	_____	_____	_____
Leadership	_____	_____	_____
Musical	_____	_____	_____
Creativity	_____	_____	_____
Leadership	_____	_____	_____
Drama	_____	_____	_____
Creativity	_____	_____	_____
Leadership	_____	_____	_____

Personal Assessment:

Item	Score	Qualifying Score?	Date Completed
Child's Drawing Ability Test	_____	_____	_____
Performance Rating	_____	_____	_____
Music	_____	_____	_____
Self-Reflective Attribution Form	_____	_____	_____
Individual Performance Form	_____	_____	_____
Drama	_____	_____	_____
Performance Public	_____	_____	_____
Timeline Quality Test	_____	_____	_____
Portfolio Public Score	_____	_____	_____

Student Assessment:
Please indicate what assessment(s) the student has taken and the score(s):

Art: _____ Music: _____ Drama: _____

The student qualifies for gifted and talented services: Yes No
(37% in the following areas)

The following recommendations for the student's Advancing Learning Plan are in effect: