

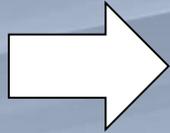


# **Talent Identification: Performing Arts**

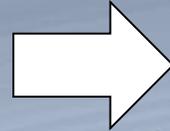
**Let's Get Started**

# The Identification Process

**Step 1**  
Pre-  
Identification  
and Referral



**Step 2**  
Body of  
Evidence and  
Adjudication



**Step 3**  
Evaluation and  
Determination

## The identification process for Performing Arts may require:

**Step 1: Pre-  
Identification  
experiences**

Pre-ID  
experiences

**Step 1a:  
Referral**

Referral  
Form

Referral  
Sources

## The identification process for Performing Arts may require:

**Step 2:  
Collecting data  
and creating a  
Body of Evidence**

Portfolio

Test(s) and  
Observation  
Data

Performance  
data

**Step 2a:  
Adjudication**

Performance,  
Improvisation,  
and Interview

Experts or  
Adjudicators

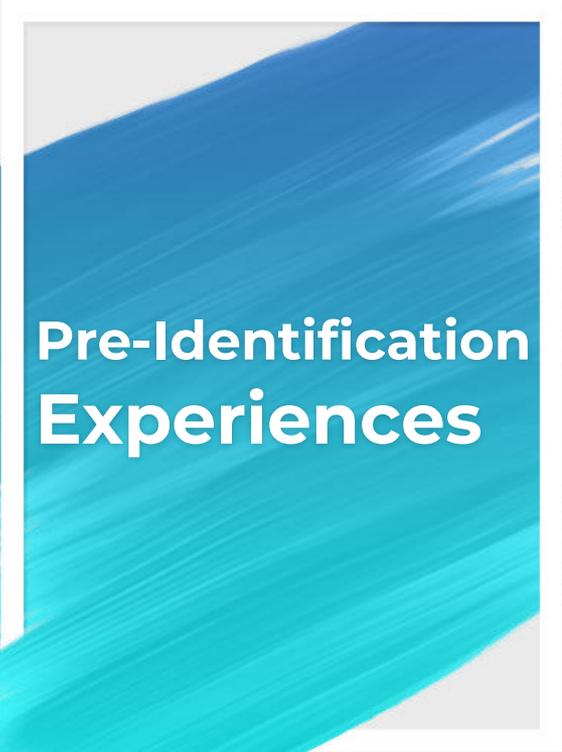
## The identification process for Performing Arts may require:

**Step 3:  
Evaluating a  
Body of Evidence**

Body of  
Evidence  
Review

**Step 3a:  
Determination**

ID  
determination



## Pre-Identification Experiences

Pre-Identification experiences provide ALL students with the opportunity to practice, develop, or exhibit skills in performing arts.

Optional resources for pre-identification experiences:

- *Think Like an Artist, Lessons for Experiencing the Artistic and Creative Process*, Joanne Haroutounian pg 185-238
- Destination Imagination Instant Challenges
- *Improv Ideas, A book of games and lists*, Justine Jones and Mary Ann Kelley
- *Creativity in the Classroom*, Alane J. Starko (Other editions available.)
- “Whose Line Is It Anyway?” - television show for teacher use to get ideas for short games with limited prep work.
- Reader’s Theater passages
- Jot Down forms for observations



# Referral Forms

Referrals can be made at any time of the year by educators, families, students, and other community members.

Referral Form Grades 6-12

Referral Form Grades 3-5

Referral Form Grades K-2

Who else can refer?



## Other Referral Sources

In addition to classroom teachers, family members, peers, and the students themselves, referrals might be requested from:

Drama teacher

Community Theater Director

Forensics Club/Team Advisor

4-H Advisor

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## Aptitude Test(s)

There are two common assessments that can be used to determine aptitude in creativity (similar to a CogAT or NNAT determining academic aptitude).

- **Torrance Test of Creative Thinking (TTCT)**
- **Profile of Creative Abilities (PCA)**

Two important points:

1. Ask your BOCES-level Gifted Coordinator for assessment availability.
2. Aptitude is not necessary to identify in performing arts but can provide a qualifying data point.

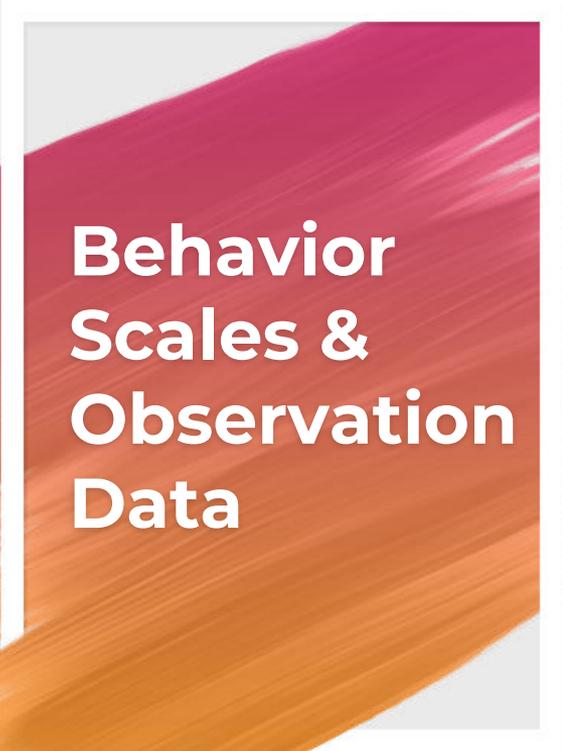
[More Information](#)

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## Other Aptitude Tests

Cognitive Tests, such as the Cognitive Abilities Test (CogAT) or Naglieri Nonverbal Ability Test (NNAT), can also provide qualifying evidence for performing arts identification.

Note: A qualifying cognitive score is not required for performing arts identification.



# Behavior Scales & Observation Data

## **Qualifying Data Points (Normed)**

Scales for Identifying Gifted Students - 2 (SIGS-2)--  
Creativity subscale

Gifted Rating Scales (GRS)--  
Creativity and Artistic Talent subscales

Gifted Evaluation Scale - 4 (GES-4) –  
Performing and Visual Arts

Profile of Creative Abilities (PCA)--  
Home or School Rating Scale

## **Supporting Data Points**

Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales) - Creativity or Dramatics subscales

Jot Down forms from observations.

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# Portfolios

Due to the nature of this domain, it is very difficult to document advanced or distinguished performance as required under ECEA rule using a portfolio\*.

Students without a qualifying aptitude test may need to attend an adjudication event to attain the qualifying data point.

\* For additional information about portfolio requirements, contact your regional gifted expert.

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Performance review, improvisation scoring, and interview should be conducted by experts in the field. This may include:

- Professionals in the field.
- Drama teachers from buildings or districts outside of student attendance
- Theater instructors from institutes of higher learning

## Expert Adjudicators

[More Information](#)

# What to give expert adjudicators

Performing Arts Characteristics

Rubrics

Assessment Rubric Grades 6-12

Assessment Rubric Grades 3-5

Assessment Rubric Grades K-2

\*Confidential materials are available for adjudication sessions. Please contact your local gifted expert for more information.



**Expert  
Adjudicators**

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## Performance Data

Performance Data includes all of the contests and competitions in which a student has participated. Qualifying data points are from state or national competitions. Local or regional events could provide supporting data.

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## A Performing Arts adjudication contains three elements:



### Performance, Improvisation, and Interview

#### Performance

The student will select a piece from a menu of options to prepare for the adjudicators OR will prepare a piece of their choosing. (See your region's requirements.)

#### Improvisation

The student will be asked to perform an improvisational task for the adjudicators.

#### Interview

The student will be interviewed by the adjudicators about their preparation, past experiences, and learning of their craft.

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## Body of Evidence Review

Double check that you have everything:

- Referral
- Aptitude and/or Cognitive Test Result(s)
- Observation Scale(s)
- Performance Data
- Results of Adjudication

[More Information](#)



## Body of Evidence Review

Once all data is collected a local team of educators (including at least one person trained in gifted identification) will review the body of evidence to determine whether the requirements of gifted identification has been met.

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# Is this child gifted in Performing Arts?

Identification Determination

[More Information](#)



**If yes, you  
should  
have at  
least this**

A body of evidence that reflects a strength in the performing arts.

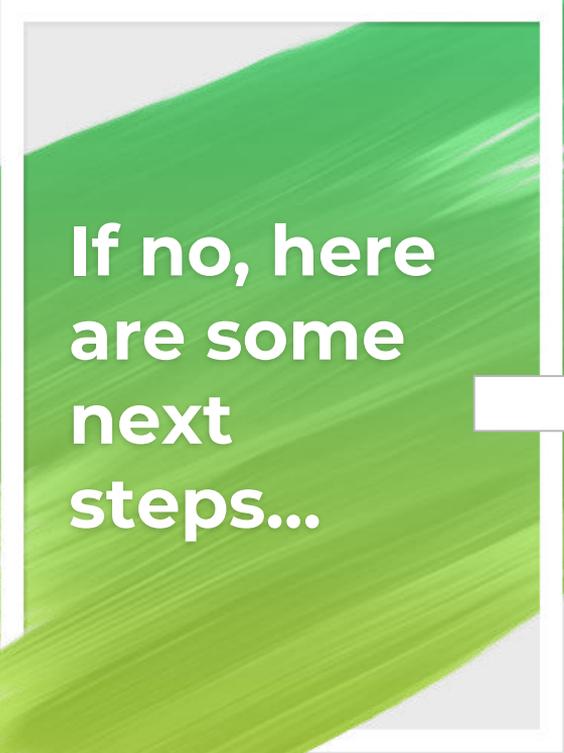
**AND**

At least one qualifying data point at/above the 95th percentile OR a superior rating at an adjudicated event OR a top rating at a state or national competition.

**AND**

Evidence that the student needs something beyond what the general education classroom offers.

What if the answer is no?



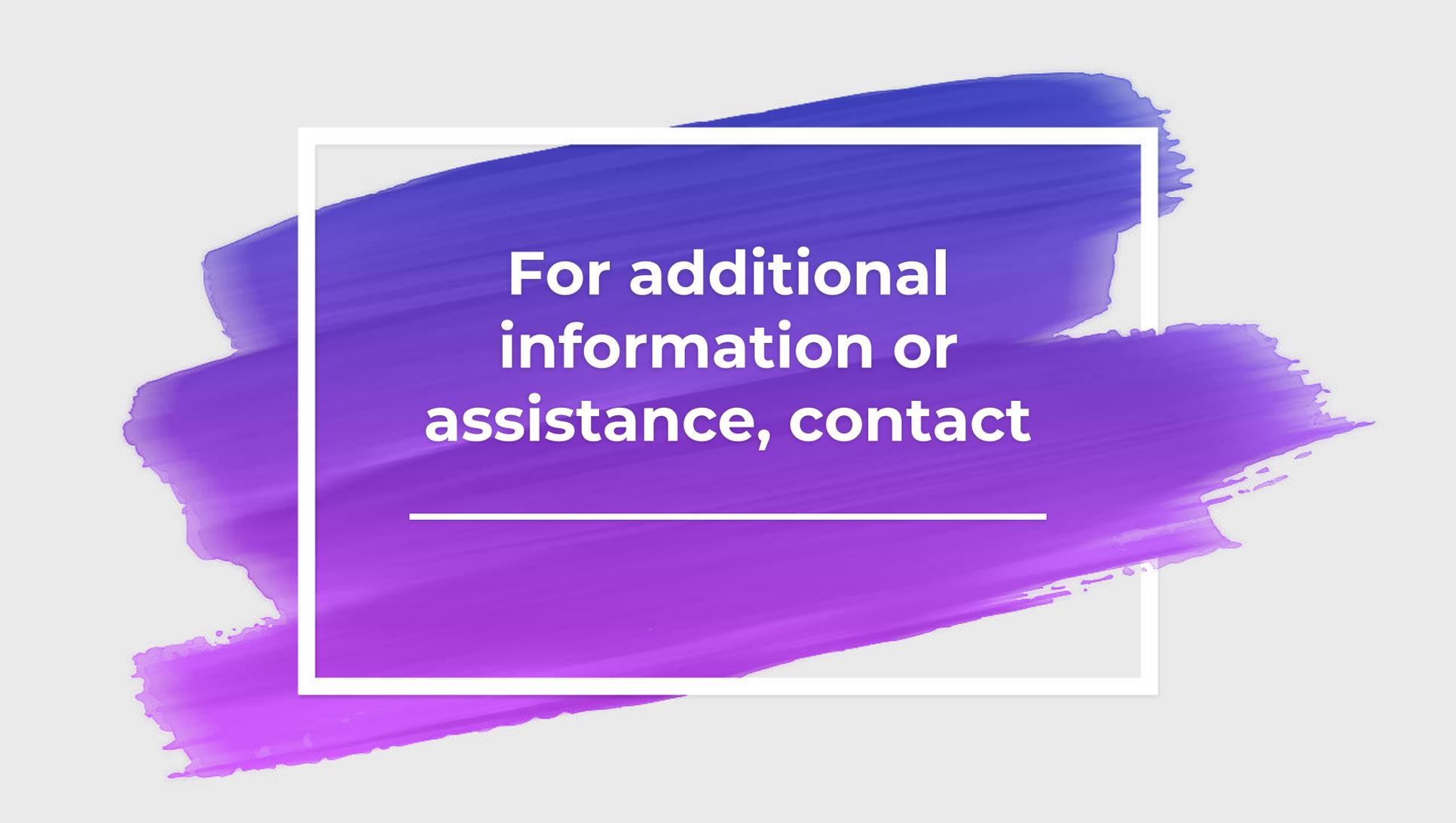
**If no, here  
are some  
next  
steps...**

**Continue to provide extensions, acceleration, and/or enrichment within (or beyond) the regular classroom to support the student's strength area.**

**Encourage participation in future contest(s) in the student's strength area to continue to build the body of evidence.**

**Re-evaluate when additional information becomes available.**

Next



**For additional  
information or  
assistance, contact**

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