



## **Talent Identification in Psychomotor**

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 (CDE Identification Guidebook, p. 25 <https://www.cde.state.co.us/gt/idguidebook>).

The referral, screening and identification process for identifying students gifted in Psychomotor includes:

1. Referral nomination of the student
2. Screening
3. Evaluation of the student using the approved tools for Psychomotor identification
4. Determination of Giftedness
5. Eligibility and development of an Advanced Learning Plan (ALP)

### **Step 1: The Referral Process**

The appropriate nomination forms are:

*Gifted Referral Form with Psychomotor Ability Checklist*  
*Student Generated Psychomotor Profile*  
*Parent Gifted Indicators Checklist*  
*Psychomotor Artifact, if available*

The forms are submitted to the district's gifted coordinator. These forms can be filled out by the student's physical education teacher, coach, private tutor, or in the case of a self-generated referral, the student. If other than the parent/guardian, the district's gifted coordinator will inform the parent and the student of the referral nomination and identification process used by the BOCES.

### **Step 2: Screening**

Once the forms have been submitted to the district's gifted coordinator, the gifted education team (assistant director of gifted education, district gifted coordinator, building principal, general and/or physical education teacher) will review the documents and determine, within 30 days, if the referral will move to a request for a gifted evaluation in the area of Psychomotor. The team will make one of three decisions:

1. Request for an Evaluation from the parent/guardian-signed consent
2. Decline to Evaluate
3. Place student on Watch: RtI or MTSS strength-based plan to develop talent and re-evaluate at a determined time



### **Step 3: Evaluation**

Identification for Psychomotor requires the use of a variety of instruments and various avenues to identification. Once permission to evaluate has been obtained, the evaluation process for identification in the psychomotor talent area involves collecting evidence of exceptionality. The evidence must include:

#### **Performance Evaluation:**

- State or national talent contest--top place or ranking **and/or**;
- Expert juried performance (Advanced or Distinguished); **and**
- Portfolio review (Advanced, or Distinguished) possible inclusions:
  - At least 3 psychomotor ratings using the *Psychomotor Performance Rating Rubric* to be filled out by a coach at school outside club or a private sports tutor within 24 months of the referral.
  - Letters from experts/coach(es)
  - Logs, Score Sheets, or Skill tests
  - Copies of awards and certificates
  - Digital videos of Psychomotor performances
  - Exceptional Achievements

**Norm-Referenced Observation Scale:** 95th percentile or above on norm-referenced observation scale in area of talent (GRS-Motivation and Creativity)

#### **Criterion/Norm-Referenced Test**

- Criterion/Norm Referenced Creativity Test at 95th percentile or above **and/or**;
- Advanced/95% or above on approved criterion-referenced specific talent test **and/or**;
- 95th percentile or above on cognitive measure
- **\*If a criterion-or-norm referenced test is not available in the Psychomotor area, two performance ratings are required through an audition in the spring judged by two experts in the psychomotor field.**

### **Step 4: Determination of Giftedness**

Once the BOE has been completed, the gifted education team meets to review the evidence. The team will determine one of the following

- The student meets criteria for talent identification in the area of Psychomotor.
- The student does not meet the criteria for identification in the area of Psychomotor and no further recommendations are given.
- The student will be placed on Watch status. A strength-based intervention will be developed for a specific time period. In consultation with the p.e., coach, or general education teacher, the district's gifted coordinator will review progress with the intervention and share with the gifted education team. The team may, at any time after reviewing progress with the intervention, recommend the student to be re-evaluated for identification.

### **Step 5: Eligibility and the Advanced Learning Plan (ALP)**

An eligibility meeting will be scheduled with the parent/guardian, student, teacher, district gifted coordinator, administrator, and the assistant director of gifted education to review the body of evidence, obtain parent consent for services, and outline an Advanced Learning Plan (ALP). The ALP will be developed and locked within two weeks of the gifted eligibility meeting. For students identified in May, a draft ALP will be developed and implemented the fall of the next school year.



References

*CDE Identification Guidebook*, Colorado Department of Education. Denver, CO.

<https://www.cde.state.co.us/gt/idguidebook>

Colorado Department of Education. *Gifted Identification Criteria: Specific Talent Aptitude*

Retrieved March 11, 2017 from <https://www.cde.state.co.us/gt/talentid-0>

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