



Talent Identification in Visual Arts

The referral, screening and identification process for identifying students gifted in Visual Arts includes the following:

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

Step 1: The Referral Process

All referral nomination forms are the same, regardless of the area of identification. The referral nomination form can be submitted to the district's Gifted Coordinator, by the parent, Visual Arts teacher, student, peer, or community member throughout the school year. Depending on the referral source, the appropriate nomination forms are:

Nomination Referral Form

Arts Talent ID: Teacher Nomination Form

Arts Talent ID: Parent/Student Information & Nomination Form, Part A, completed by the parent/guardian

Arts Talent ID: Parent/Student Information & Nomination Form, Part B, completed by the student

Arts Talent ID: Peer Nomination Form

Arts Talent ID: Community Nomination Form

Required Forms:

1. *Arts Talent ID Indicators of Potential Talent In Visual Arts Observation Rating Scale*
2. *Student Visual Arts Profile*
3. *Parent Indicators of Gifted Characteristics*
4. *Visual Arts Artifact, if available*

Along with the referral nomination form, the *Arts Talent ID Indicators of Potential Talent In Visual Arts Observation Rating Scale* and the *Student Visual Arts Profile* must be submitted to the district's gifted coordinator. These forms can be filled out by the student's Visual Arts teacher, Visual Arts coach, or private tutor. 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, Visual Arts teacher, and one of the student's teachers) 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 Visual Arts. The team will make one of three decisions:

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



Step 3: Evaluation

To meet criteria for portability, a student's body of evidence must contain three (3) qualifying data points for a gifted identification in a talent domain. 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 (2) or more indicators in the

	Performance Evaluation	Observation Scale	Criterion- or Norm-referenced Test
Talent Aptitudes	<ul style="list-style-type: none"> State or national talent contest - top place or ranking Expert juried performance (Advanced or Distinguished) Portfolio Expert Review (Advanced or Distinguished) 	<ul style="list-style-type: none"> 95th Percentile or above on a norm-referenced observation scale in creativity, leadership or motivation Exceptional rating on an observation scale developed through analysis and research of the discipline 	<ul style="list-style-type: none"> 95th Percentile or above on norm-referenced creativity test Advanced/95th Percent or above on an approved criterion-referenced talent assessment 95th Percentile of above on one or more batteries on a cognitive assessment

performance area may be used to meet identification criteria along with an exceptional rating on an observation scale.

Performance Evaluation:

- State or national talent contest--top place or ranking or;
- Expert juried performance (Advanced or Distinguished); and
- Portfolio review (Advanced, or Distinguished) possible inclusions:
 - At least 3 original pieces of original artwork (may be submitted electronically--include quality copies/digital photos) using the Visual Arts Scoring Rubric: Ohio Department of Education Rubric for Scoring Visual Art Display of Work for Grades K-12 by at least 1 expert in the field of Visual Arts, the assistant director of gifted education, district gifted coordinator, and administrator) with student generated reflection using the Ohio Department of Education Rubric for Scoring Visual Art Display of Work Written Response Sheet for Grades K-12 for each piece submitted (Required for all Visual Arts Evaluations)
 - Letters from experts/coach(es)
 - Copies of awards and certificates
 - Exceptional Achievements

Norm-Referenced Observation Scale: 95th percentile or above on norm-referenced observation scale in area of talent (GES-3-Creativity, Performing and Visual Arts OR GRS-Creativity, Artistic, Motivation)

Criterion/Norm-Referenced Test

- Criterion/Norm Referenced Creativity Test: Torrance Test of Creative Thinking 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 visual arts area, two performance evaluations are required and will be judged by at least 2 experts in the visual arts 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 identification in the area of Visual Arts.



- The student does not meet the criteria for identification in the area of Visual Arts 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. 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 in the area of Visual Arts.

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.

References

Colorado Department of Education. *Identification Guidebook*. Denver, CO. Retrieved from <https://www.cde.state.co.us/gt/idguidebook>

Colorado Department of Education. *Gifted Identification Criteria: Specific Talent Aptitude Dance*. Denver, CO. Retrieved from https://www.cde.state.co.us/gt/performancecrubric_visualarts

Hartounian, J. *Arts Talent ID: A Framework for the Identification of Talented Students in the Arts* 2014. Royal Fireworks Press, Unionville, NY.

Ohio Department of Education *Identification of Children who are Gifted in Visual Arts: A Handbook for Educators*. 2009. Columbus, OH. Retrieved from <https://education.ohio.gov/getattachment/Topics/Other-Resources/Gifted-Education/Gifted-Screening-and-Identification/Visual-and-Performing-Arts-Identification/VISARTSHANDBOOK.pdf.aspx>