How to navigate through this framework:

Move through this framework by either:
1. *Using the arrow keys on the keyboard; or*
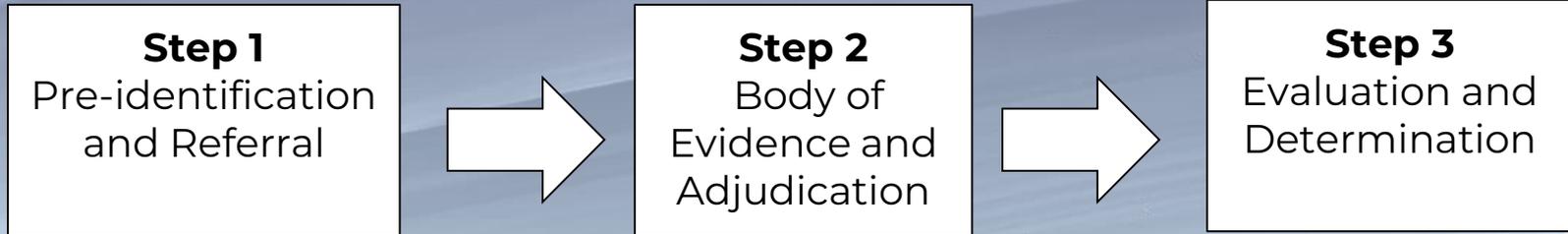2. *Clicking on buttons or boxes to jump to different sections.*

Please Note: All documents linked within this slide deck are in "View Only" mode. Users must "Make a Copy" under the File menu and store in a personal Google Drive to print or edit.

Creativity Considerations

Creativity is a thinking process and may take years to develop. In fact, many eminent "creatives," whether in science, literature, or visual and performing art, do not reach their full potential until mid-life. Keep in mind as you seek to identify giftedness in Creative Thinking (or Creativity) that early learners will look different than those who have had a chance to develop in a strength domain. In addition, creativity is not just seen in talent aptitudes, such as visual arts, music, or performing arts. It may pair with a core academic subject such as science, english language arts, or even math.

Identification Overview

The Identification Process

Step 1
Pre-identification and Referral

Step 2
Body of Evidence and Adjudication

Step 3
Evaluation and Determination

BOCES Coordinator Contact Information

The identification process for Creativity may require:

Step 1: Pre-Identification Experiences

Pre-ID Experiences

Step 1a: Referral

Referrals

Return to ID Overview

The identification process for Creativity may require:

Step 2: Collecting data and creating a Body of Evidence

Step 2a: Adjudication

Aptitude Tests

Behavior Scales & Observation Data

Portfolio & Performance Data

Adjudication

The identification process for Creativity may require:

Step 3:
Evaluating a Body of Evidence

Step 3a: Determination

Body of
Evidence
Review

ID
Determination

Return to ID Overview

Pre-Identification Experiences

DaVinci Notebooks: recording passions and ideas at all ages; this short article describes the experience of one 2nd grade classroom, but could be applied to pull-out groups, specific core subjects in later years, or even an idea for parents at home.

P.E.T.S. lessons in grades K-3, particularly those involving Yolanda the Yarnspinner (spider) as these skills focus on creative and divergent thinking. Teachers can record what they are seeing and what students are displaying this behavior on pre-done behavior checklists that can be qualitative information used for identification of creativity.

Any of Sparkler Activities (*Artistic Ways of Knowing How to Think Like an Artist* by Joanne Haroutounian) used for other specific domains like music, visual arts, dance, or performing arts.
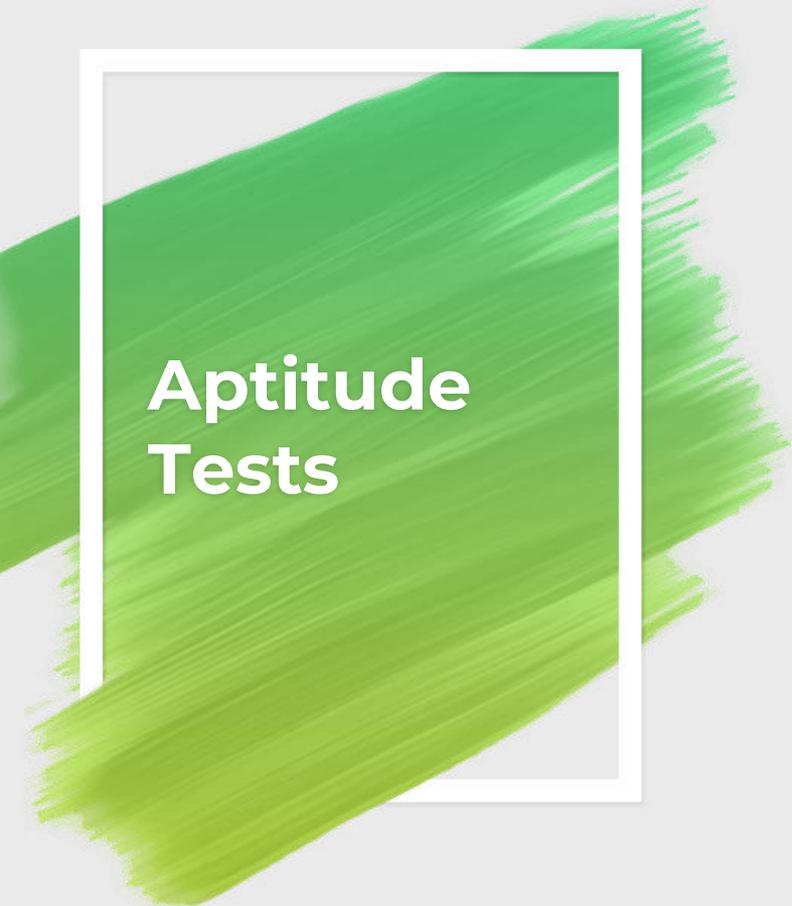
More Information

Referrals

Referrals come from a variety of sources, including families, peers, classroom teachers, art specialists, and/or community members.

Please ask the referring individual to fill out this referral form for the student's records.

Continue to Step 2

Return to ID Overview

Aptitude Tests

How do we assess creativity?

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 GT Coordinator to see if they have either assessment available
2. Aptitude is not necessary to identify creativity but can provide a qualifying data point

More Information

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 creativity identification.

Continue to Behavior & Observation Data

Return to ID Overview

Behavior Scales & Observation Data

Please choose at least one instrument to document observed behaviors and traits

As part of the body of evidence, collect observation data that includes performing arts and/or creativity.

These may include:

- 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
- Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)--Creativity or Dramatics subscales
- Jot Down forms from observations

Continue to Portfolio & Performance Data

Return to ID Overview

Portfolio Requirements

Creativity portfolios may have very different artifacts depending on the domain(s) in which the student shows strength. Artifacts or performances can be chosen from different domains, but keep in mind that the goal of this portfolio is to show the creative thinking process, not just the end product. End products, therefore, need reasonable explanation and narrative to describe student thoughts and ideas.

In general, the student should choose three (3) to five (5) creative products or performances and provide narrative and descriptors related to each piece.

Digital Portfolio–this Google Slide Deck will provide for both organization and narrative

Portfolio Artifact or Performance Reflection Sheet–use this to attach to each item separately but combine all items in a Google Folder or similar format

More Information

Portfolio Review

There are three rubrics shared below related to how creative products are rated by adjudicators. **Please be aware these rubrics may not be used exactly**, but provide reasonable guidance on how to self-evaluate and work with students to determine what projects work well in a portfolio.

Creative Work Rubric by Grant Wiggins

Creativity Rubric from How to Create and Use Rubrics for Formative Assessment by Susan M. Brookhart.

Genius Hour Creativity Rubric from *The Genius Hour Guidebook* by Denise Krebs & Gallit Zvi
(great for student self-reflection)

Continue to Adjudication Information

Return to ID Overview

A Creativity adjudication contains three elements:

Portfolio Review

The student will present their portfolio to judges and speak about their choices, concepts and artistic ideas.

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.

Adjudication

More Information

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

- Practitioners in a variety of fields with understanding of creative development
- Content area (relevant to student strength domain for creativity) teachers from buildings or districts outside of student attendance
- Instructors from institutes of higher learning

Adjudication

More Information

Preparing for adjudication

School GT Coordinators will collect information for adjudication. Once this is ready, please contact your BOCES-level coordinator or local gifted expert to determine how to connect with experts or participate in adjudication.
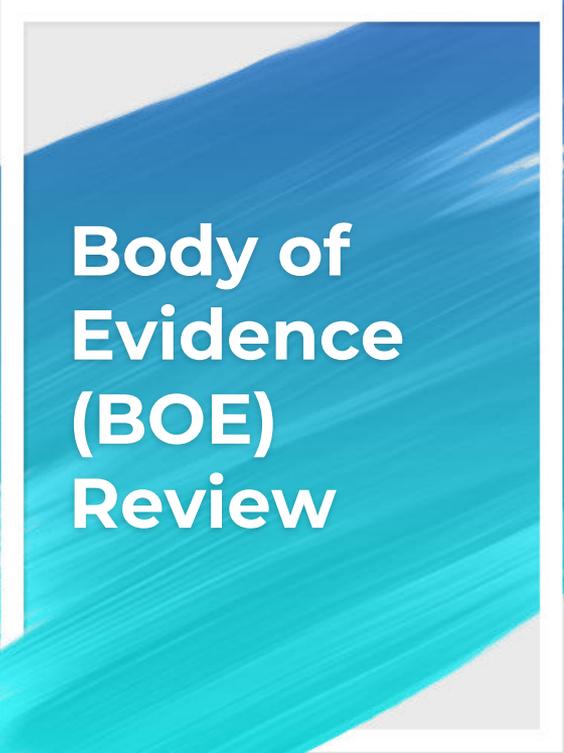
- The student portfolio will be needed for evaluation
- BOCES-level Coordinator or local gifted expert will have additional materials and resources ready for adjudicators

Adjudication

BOCES Coordinator Contact Information

Continue to Step 3

Return to ID Overview

Body of Evidence (BOE) Review

All information gathered from experts or adjudicators is given to the review team as part of the BOE.

Review of the BOE, as well as final gifted determination, is done at the local level by members of the identification team in each district and/or AU.

This team must include at least one person trained in gifted identification.

More Information

Body of Evidence Review

Please double-check: Do you have most of the following to give to adjudicators and/or the BOCES GT Coordinator?

- ❖ Pre-identification Records
- ❖ Referral
- ❖ Aptitude Test(s)
- ❖ Observation Scale(s)
- ❖ Portfolio and Rubrics
- ❖ Interview Rubric
- ❖ Improvisation Rubric

*Rubrics will be a result of adjudication

More Information

CDE Pathways

You may use the CDE BOE Guidance Documents to support the decision making process. Based on the **central qualifying piece of data**, choose the graphic that matches the BOE you are reviewing:

- Cognitive Abilities Test

- Observation Scale

- Creativity Test or Performance Assessment

Continue to ID Determination

Return to ID Overview
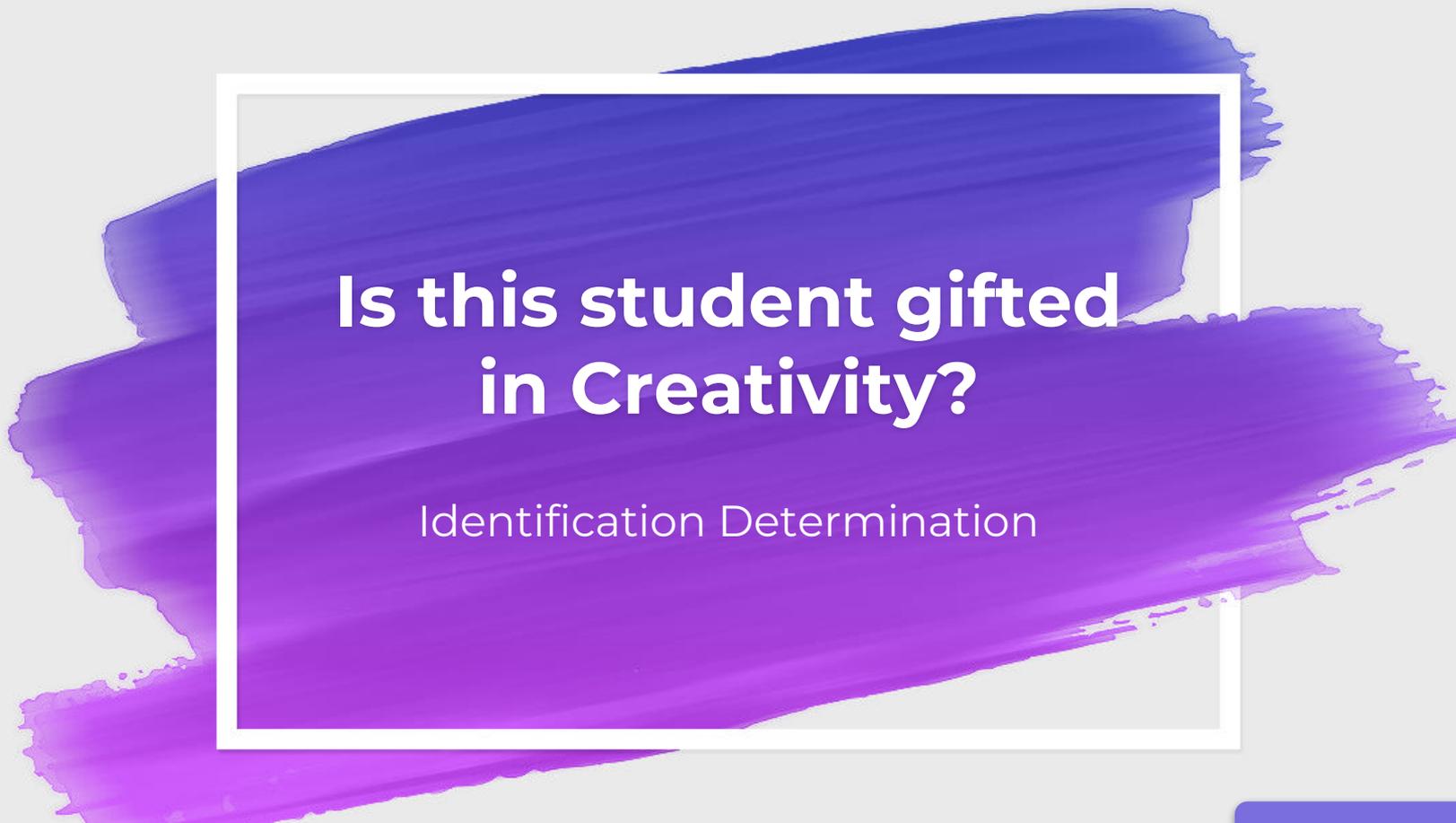
Is this student gifted in Creativity?

Identification Determination

More Information

If yes, you should have at least this →

Complete **body of evidence**

AND

Either a cognitive or talent score at/above the 95th percentile
OR
A superior rating from an adjudicated review

AND

Demonstrated need for advanced opportunities in creative/ productive thinking

Continue to Programming & ALPs

"If No" then what?

If no, here are some next steps...

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

AND

Encourage participation in future contests in the student's strength area to continue to build the body of evidence.

AND

Re-evaluate when additional information becomes available.

Return to ID Overview

More Information

Programming and ALPs for Creativity

Programming for students gifted in this area will vary by available resources and opportunities.   Advanced Learning Plans will need an academic goal that allows for growth in creative thinking. Please work with your BOCES GT Coordinator or local gifted expert for additional ideas and resources.

BOCES Coordinator Contact Information

Return to ID Overview
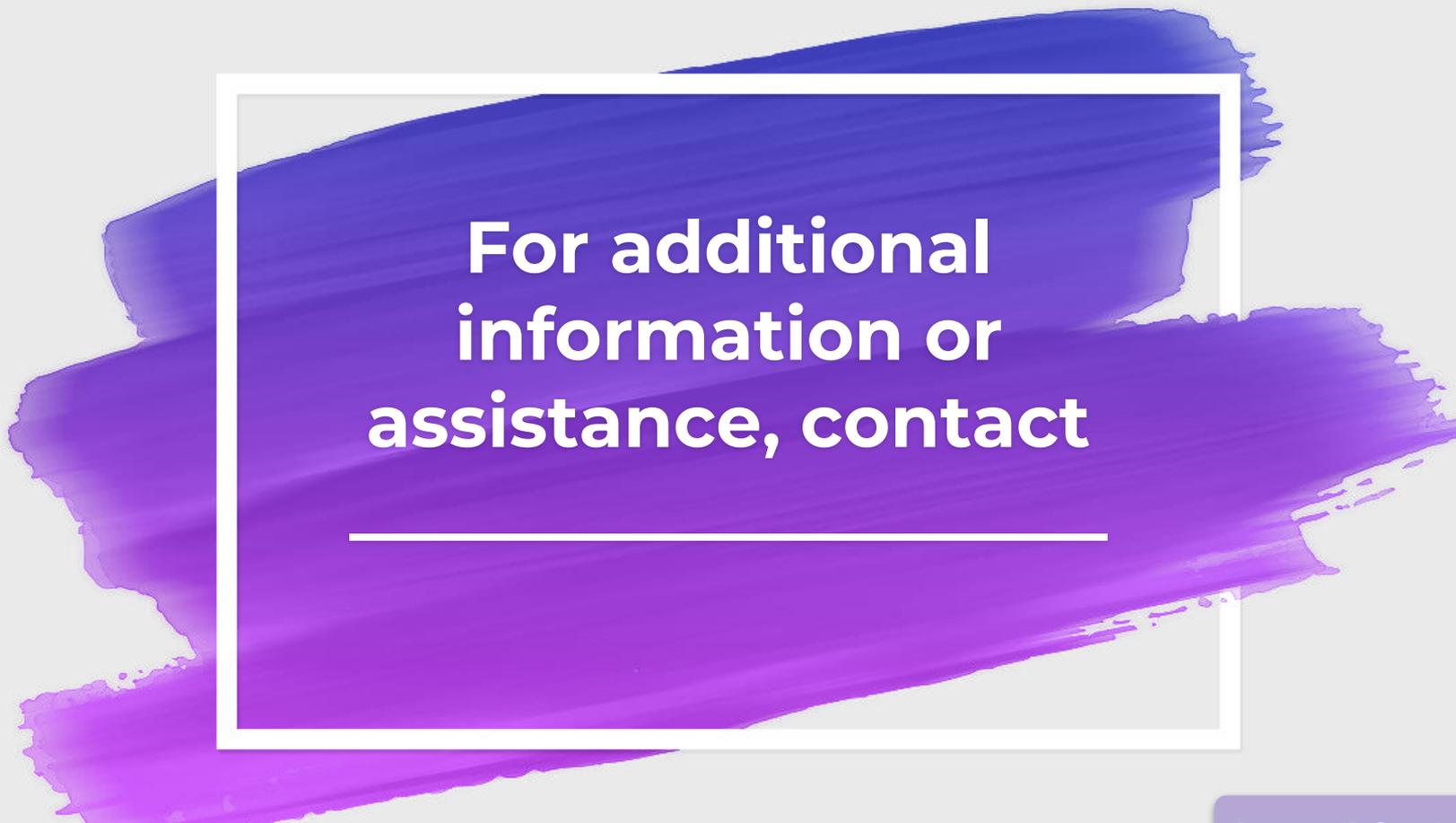
For additional information or assistance, contact