Talent Identification: VISUAL ARTS
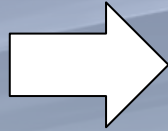
Let's Get Started

The Identification Process

Step 1
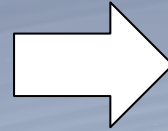Pre-identification and Referral

Step 2
Body of Evidence and Adjudication

Step 3
Evaluation and Determination

The identification process for AREA may require:

Step 1:
Pre-Identification Experiences

Pre-ID Experiences

Step 1a:
Referral

Referral Form

Return to Main Menu

The identification process for Visual Arts may require:

Step 2: Collecting data and creating a Body of Evidence

Step 2a: Adjudication

Portfolio

Assessments and Observations

Performance data

Experts or Adjudicators

Return to Main Menu

The identification process for AREA may require:

Step 3: Evaluating a Body of Evidence

Step 3a: Determination

Body of Evidence Review

ID determination

Pre-Identification Experiences

These activities offer all students the opportunity to experience visual arts and demonstrate their abilities in this area.

Examples include:

- Sparklers from "Artistic Ways of Knowing"
- TED-Ed Innovation Project
- Kingore Observation Inventory (KOI) planned experiences including perspective
- Makerspace activities
- Little Inventors
- Collaboration with building-level art teacher

Observations may be recorded using the teacher jot down form.

More Information

Referral Form

Once a collection of artifacts and/or observation indicates that a student may have talent in the area of visual arts, a referral is made.

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

The referral form is completed and submitted to the building-level gifted facilitator.

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Aptitude Test(s)

If cognitive ability or creativity assessments have been given, include that data in the body of evidence.

These may include:

- Cognitive Ability Test (CogAT)
- Naglieri Non-Verbal Abilities Test (NNAT3)
- Test of Non-Verbal Intelligence (TONI-4)
- Torrance Test of Creative Thinking (TTCT) Figural Test
- Profile in Creative Abilities (PCA)
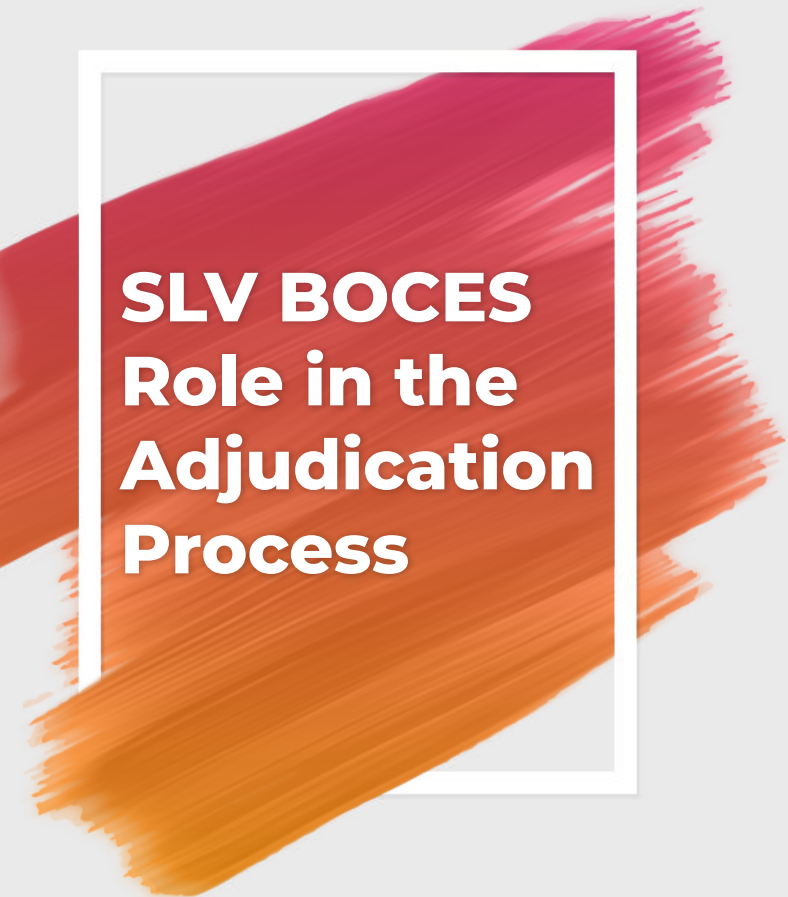- Other assessments used by your AU.

Observation Tools

Observation Tools

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

These may include:

- Gifted Evaluation Scale (GES-4)
- Gifted Rating Scales (GRS)
- Scales for Identifying Gifted Students (SIGS)
- Renzulli Scales (not normed)
- "Artistic Ways of Knowing" Checklists
- Observations on Visual Arts Characteristics Typical Peer Group vs. Gifted
- Any forms collected during pre-identification experiences

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SLV BOCES Role in the Adjudication Process

SLV BOCES will gather experts and host a day for the evaluation of the portfolio, completing the improvisation and the interview using the rubrics from each part of the process.

Portfolio Requirements

Portfolios are based on the preferred modalities of the student. Artifacts could include:

- Sketchbooks
- Digital drawings
- Final products
- Works in progress
- Drawing, sculpture, painting, jewelry, photography etc...

More Information

Portfolio Requirements

A visual arts portfolio should include at least 5 artifacts demonstrating advanced potential. Each artifact should include a title and an artist's statement about the piece. This could include:

- Purpose
- Strengths
- Challenges
- Changes

Portfolios may be shared in-person or through an electronic format. Sample Template- Project Talent Portfolio

More Information

Portfolio Rubrics

Rubrics used to evaluate portfolios may be shared with students ahead of time. It is recommended that students self-evaluate using either the same rubric OR a student-friendly rubric, which could be self-created.

Student self-evaluation is an important data point and needs to be included and considered as part of the body of evidence.

CDE Rubric

Improvisation

Improvisation has been included to allow the student an opportunity to demonstrate artistic and problem solving processes.

For the improvisation, the student is given a big idea or concept to consider. The student uses advanced problem-solving skills and analyzes ideas to generate creative solutions in art making.

More on Improvisation

Interview

After the portfolio review and the improvisation, the adjudicators will conduct an interview with the student.

The questions will be provided to the experts by SLV BOCES personnel on the evaluation day.

If the questions have been answered by the student during the review process, record the scores on the rubric. Adjudicators may add questions as needed.

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

- ◦ Practicing artists with understanding of artistic development
- ◦ Art teachers from buildings or districts outside of student attendance
- ◦ Art instructors from institutes of higher learning

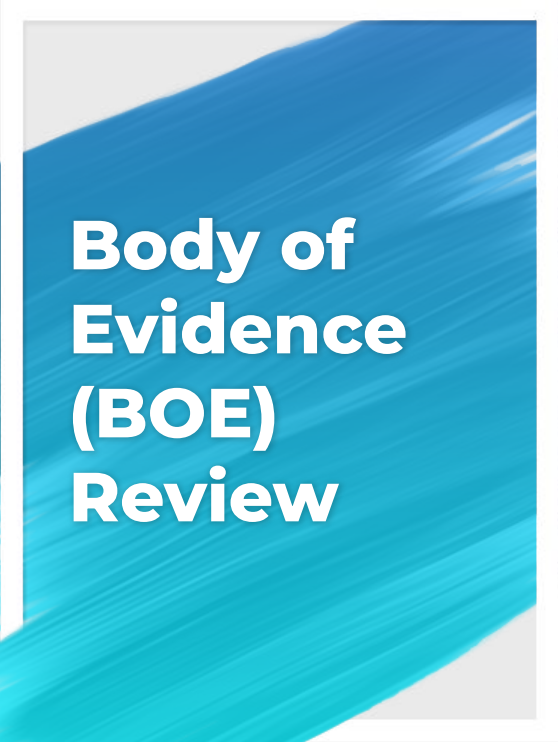**Experts or Adjudicators**

More Information

Experts will be given the following items by SLV BOCES personnel to assist in evaluation of the portfolio and improvisation and recording of interview responses:

- Visual Arts Characteristics Typical Peer Group vs. Gifted
- Visual Arts Portfolio Rubric(s)
- Improvisation Guidelines and scoring guide
- Interview questions and record sheet

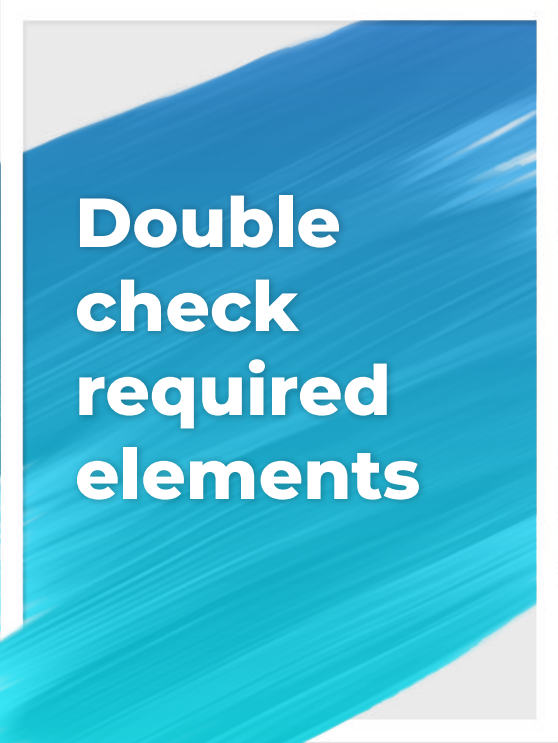## What to give experts or adjudicators

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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

Double check required elements

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

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

- Talent Test or Performance Assessment

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Is this child gifted in Visual Arts?

Identification Determination

Next

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 visual arts

More Information

If yes, here are some next steps

- Inform teachers and parents of identification determination.

- Develop an ALP that targets the student's strength in visual arts. Colorado Academic Standards: Visual Arts can be used to help create goals.

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.

Pass along any contest information 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 Cheryl Franklin-Rohr
cfranklin-rohr@slvboces.org