

# IDENTIFICATION OF CHILDREN WHO ARE GIFTED IN VISUAL ARTS

## Implementation Handbook For Educators



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## **OHIO DEPARTMENT OF EDUCATION CONTRIBUTING STAFF**

Eric Calvert, Consultant, Office for Exceptional Children  
David Ehle, Consultant, Office for Exceptional Children  
Jeanie Goertz, Consultant, Office for Exceptional Children  
Ray Lowther, Arts Consultant, Office of Curriculum and Instruction  
Stephanie Metzger, Assistant Director, Office for Exceptional Children  
Nancy Pistone, Arts Consultant, Office of Curriculum and Instruction

## **CONTRIBUTING EDUCATORS**

Susan Amidon, Westerville City School District  
Gary DeVault, Tri-County Educational Service Center  
Susan Faulkner, Educational Consultant  
Janet Fedorenko, Principal, Hanby Arts Magnet School  
Donna Ford, The Ohio State University  
Sue Heckler, West Carrollton City School District  
Mary Landrum, Kent State University  
Roberta Newcomer, Music Consultant  
Lea Pearson, Ohio Alliance for Arts Education  
Jane Piirto, Ashland University  
Carol Robinson, Warren County Educational Service Center  
Rachel Smethers-Winters, Portage County Educational Service Center  
Ann Winer, Portage County Educational Service Center  
Susan Witten, Franklin County Educational Service Center

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## Introduction

*Identification of Children Who Are Gifted in the Visual Arts: Implementation Handbook for Educators* provides arts specialists and gifted coordinators with procedures for identifying students who are gifted in art. All personnel who are developing district identification procedures and trained individuals who will be involved in the screening and identification of gifted children should read this handbook.

To be effective, the screening and identification process requires participation by personnel with expertise in the characteristics of gifted students, assessment and art. Therefore, the involvement of the gifted coordinator and district arts specialists in identifying students gifted in art is highly recommended.

The handbook begins with an overview of the law and how it relates specifically to the visual and performing arts. The next section provides an overview of screening and identification procedures in art. The final section of the handbook explains the identification procedures in detail, including instructions for the use of the Ohio Department of Education (ODE) Display of Work evaluation rubric.

## Related Ohio Law and Rule

State law requires school districts to identify gifted students in grades K-12 in the visual and performing arts.

Ohio Revised Code (ORC) 3324.01(B) states:

“Gifted” means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under division (A), (B), (C), or (D) of section 3324.03 of the Revised Code.

Division (D) of ORC 3324.03 addresses the identification of students gifted in art, and states:

- (D) A student shall be identified as exhibiting “visual or performing arts ability” superior to that of children of similar age if the student has done both of the following:
- (1) Demonstrated through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area;
  - (2) Exhibited sufficient performance, as established by the Department of Education, on an approved checklist of behaviors related to a specific arts area.

ORC Section 3324.02 relates to screening and assessment instruments and practices, and states:

- (A) The Department of Education shall construct lists of existing assessment instruments it approves for use by school districts, and may include on the lists and make available to school districts additional assessment instruments developed by the Department. Wherever possible, the Department shall approve instruments that utilize nationally

recognized standards for scoring or are nationally normed. The lists of instruments shall include:

- (1) Initial screening instruments for use in selecting potentially gifted students for further evaluation;
  - (2) Instruments for identifying gifted students under section 3324.03 of the Revised Code.
- (B) The Department, under Chapter 119 of the Revised Code, shall also adopt rules for the administration of any tests or assessment instruments it approves on the list required by Division (A) of this section and for establishing the scores or performance levels required under Section 3324.03 of the Revised Code.

Section 3301-51-15 of the Ohio Administrative Code defines the term “trained individual” as follows:

- (A)(4) "Trained individual" means a person who by training or experience is qualified to perform the prescribed activity, e.g., educator, private teacher, higher education faculty member, working professional in the field of visual or performing arts or a person trained to administer assessments/checklists to identify gifted ability in creative, visual or performing arts.

Section 3301-51-15 of the Ohio Administrative Code also provides the following definition of “visual or performing arts ability:”

- (A)(5) "Visual or performing arts ability" means ability in areas such as drawing, painting, sculpting, music, dance, drama.

Gifted coordinators and others involved in developing screening and identification procedures are encouraged to review OAC 3301-51-15 and ORC 3324, both of which are available from the Ohio Department of Education Web site at:

[http://www.ode.state.oh.us/exceptional\\_children/gifted\\_children](http://www.ode.state.oh.us/exceptional_children/gifted_children)

# Screening and Identification Procedures in the Visual Arts

## ***Screening and Identification Process Overview***

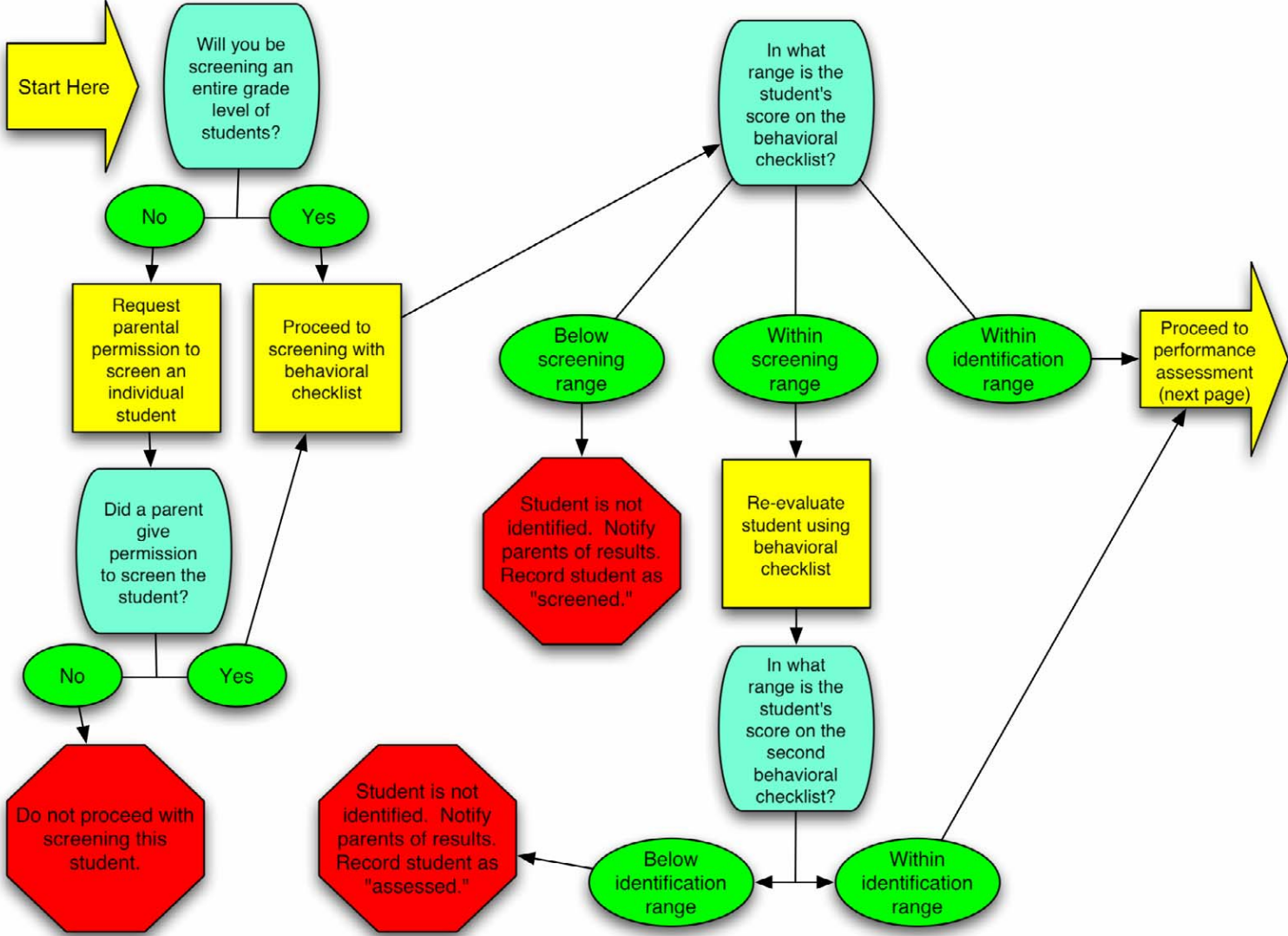
The screening and identification process for identifying students gifted in the visual arts includes the following components:

1. Nomination of the student for screening/assessment (except when every student in a given grade will be screened)
2. Evaluation of the student using an approved behavioral checklist (see page 11)
3. An evaluation of the student's Display of Work portfolio using approved an approved scoring rubric (see pages 12-17).

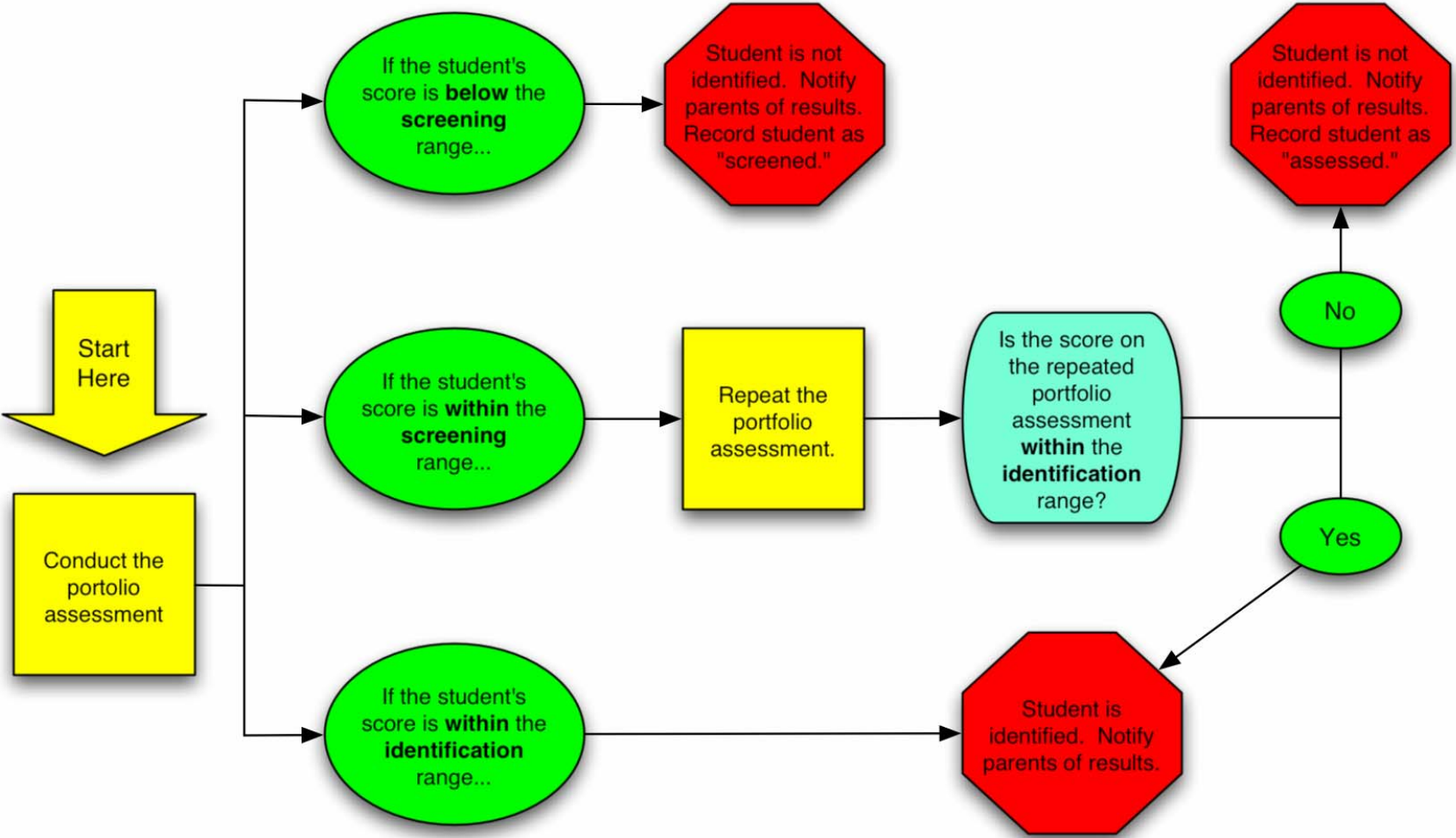
A graphical representation of a possible screening and identification process is provided in the form of decision flowcharts on pages 7-8 of this handbook. The diagram assumes school districts will complete the behavioral checklist process before proceeding with the Display of Work evaluation. However, school districts may choose to reverse this order.

The decision flowcharts show each step in the process of screening and identification that should be followed, depending on the outcome of each prior step of the process.

# Sample Identification Process Decision Flowchart – Part 1



# Sample Identification Process Decision Flowchart – Part 2



## **Nomination Component**

Typically, a nomination triggers the screening and identification process. A student may nominate him or herself, or be nominated by an educator, parent, or peer. School districts are strongly encouraged to make special efforts to solicit nominations of students from populations that are underrepresented among students identified as gifted.

Please note that a nomination is required to start the process only if the school district is not conducting “whole grade” screening efforts in which all students in a given grade will be screened. Because the outcome of all screening and identification evaluations must be reported to parents and because student interest and ability in art varies widely, most school districts will choose to follow a nomination-based screening process rather than conducting whole grade screening.

After a student is nominated, permission should be obtained from the student’s parents to screen the student before beginning the behavioral checklist and Display of Work portfolio evaluation. If a student is nominated by his or her parent, permission for the school district to screen/assess the student in this area is implied. If a parent signs the nomination form, a separate permission form is not required.

A sample nomination form is provided on the next page of this handbook. School districts may also develop their own forms for this purpose.

## Visual and Performing Arts Nomination Form

Instructions: Circle the area (or areas) of the visual and performing arts in which you believe the student should be screened for possible gifted identification. Then place a checkmark in the box next to each behavior or attribute you have observed in the student nominated. Write additional observations you think may be relevant on the back of this form or attach additional pages.

### VISUAL ART

- Elaborates on other people's ideas and uses them as a jumping off point as opposed to copying from others
- Shows unique selection of art media for individual activity or classroom projects
- Has unusual and richly imaginative ideas
- Composes with unusual detail and skill
- Displays compulsive artistic pursuit

### MUSIC

- Matches pitches accurately
- Is able to duplicate complex rhythms correctly
- Demonstrates unusual ability on an instrument including voice
- Has a high degree of aural memory/musical memory
- Displays compulsive musical pursuit

### DRAMA/THEATRE

- Readily shifts into the role of characters, animals or objects
- Communicates feelings by means of facial expression, gestures and bodily movements
- Uses voice expressively to convey or enhance meaning
- Easily tells a story or gives a vivid account of some experience
- Regularly seeks performance opportunities

### DANCE

- Demonstrates exceptional physical balance
- Performs sequences of movement easily and well
- Communicates meaning and feeling with movement
- Uses his/her body as an instrument of expression
- Volunteers to participate in movement activities and dances

Date Submitted \_\_\_\_\_ Student Name \_\_\_\_\_

District \_\_\_\_\_ Building \_\_\_\_\_ Grade \_\_\_\_\_

Name of Person Referring \_\_\_\_\_

Relationship to Student  Parent  Teacher  Peer  Self

<b>Permission to Screen/Assess (Complete only if nominator is a parent of the nominated student)</b>
I give permission for my child _____ to participate in screening/assessment for possible identification of giftedness in the visual and performing arts.
Parent Name: _____ Parent Signature: _____ Date: _____

## Behavioral Checklist Component

To be identified as gifted in the visual and performing arts, a student must score in the identification range on an approved behavioral checklist and on a Display of Work portfolio evaluation. Consult the publisher’s instructions regarding the appropriate use of the behavioral checklist.

If a student scores in the identification range on his or her first evaluation using the behavioral checklist, multiple evaluations using the checklist are not required.

If a student scores below the *screening* score range on the behavioral checklist, the student will not be identified and the school district may stop the screening/assessment process for the student. However, the school district must provide two opportunities for screening each year, and must re-screen the student if he or she is nominated again.

If a student scores within the *screening* score range on his or her first evaluation using the behavioral checklist, the student should be evaluated a second time by a different rater using the same behavioral checklist, or be evaluated a second time by the same rater using a different behavioral checklist.

If the student scores in the *identification* range on the second evaluation, he or she has satisfied this requirement for identification, and must be identified if he or she also scores in the identification range on the performance/Display of Work evaluation. If the student scores in the screening score range or below the screening score range on the second evaluation using the behavioral checklist, he or she will not be identified and the school district may stop the screening/assessment process for the student. However, the school district must provide two opportunities for screening each year, and must re-screen the student if he or she is nominated again.

### **Approved Behavioral Checklists and Cutoff Scores**

ODE has approved two instruments for use as behavioral checklists for screening and identification in the visual arts:

<b>Instrument Name</b>	<b>Publisher Information</b>	<b>Screening Score Range</b>	<b>Identification Score Range</b>
Gifted and Talented Evaluation Scales (GATES)	Pro-Ed 8700 Shoal Creek Blvd. Austin, TX 78757-6897	57-77 on Section 5, items 41-50	78 and above on Section 5, items 41-50
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)	Creative Learning Press P.O. Box 320 Mansfield Center, CT 06250	40-53 on Part V	48 and above on Part VII

## Performance Evaluation Component

ODE has developed a Display of Work evaluation rubric that may be used to identify students who are gifted in the visual arts. The rubric is provided at the end of this handbook, and may be photocopied. Clark's Drawing Ability Test also is an approved assessment instrument that may be used instead of the ODE Display of Work evaluation rubric for student enrolled in grades 3-12. The Art Advanced Placement Scoring Guidelines also may be used for the Display of Work evaluation if students being evaluated are currently enrolled in grades 9-12. The remainder of this handbook discusses use of the ODE rubric for screening and assessing students. For information on using Clark's Drawing Ability Test or the Art Advanced Placement scoring guidelines, consult the publisher's instructions.

### Approved Performance Assessment Instruments

Instrument Name	Publisher Information	Screening Score Range	Identification Score Range
Art Advanced Placement Scoring Guidelines (For use with students in grades 9-12 ONLY)	The College Board 45 Columbus Ave. New York, NY 10023 www.collegeboard.org	4	5
Clark's Drawing Ability Test (For use with students in grades 3-12 ONLY)	Arts Publishing Co. C/O E. Zimmerman 3240 N. Ramble Rd. E. Bloomington, IN 47408	6-8	9-10
Ohio Department of Education Rubric for Scoring Visual Art Display of Work (Grades K-12)	Included in this handbook.	16-20	21-24

### Display of Work Portfolios

The Display of Work portfolio evaluation process involves the submission of at least five works of art by the student. The student must complete an "Artwork Written Response Sheet" for each work submitted. The Artwork Written Response Sheet is included in this handbook on page 15, and may be photocopied. Scoring criteria should be shared with students before the works for the Display of Work portfolio are selected for evaluation.

The Display of Work portfolio should represent the best work of the student. All works included in the Display of Work portfolio should have been completed within 24 months of the evaluation, and must be accompanied by a completed Artwork Written Response Sheet.

In the event that the student is unable to complete the Artwork Written Response Sheet, a parent/guardian, teacher or other responsible adult may complete the form through an interview process with the student.

Ratings from art competitions or exhibitions cannot be used in the screening/identification process. However, works created for or displayed in competitions or exhibitions may be included in the Display of Work portfolio. Judges at interscholastic rated competitions should not be asked to complete rubrics for the Display of Work portfolio evaluation. However, these individuals may serve as raters for the Display of Work portfolio evaluation in another venue. Evaluating slides or photographs of student work should be avoided when possible to prevent the quality of photography from becoming a factor in the evaluation.

**A Display of Work portfolio may include:**

- Works of art created in class
- Works of art created outside of school
- Photographs of three-dimensional works of art (e.g. sculptures)
- Artistic photographs
- Original artistic scenic designs for theatrical productions (not including technical drawings)
- Original fashion/costume designs or completed pieces
- Original architectural drawings of student-designed structures
- Electronic works, such as animations, digital “drawings” or “paintings,” creative digital video productions or interactive media works. (Limited to two entries.)
- An accurate representation of a photograph, postcard or magazine print. (Limited to one entry.)

**A Display of Work portfolio is not:**

- A class craft project reproduced by all students
- Pre-drawn pages from published material (e.g. coloring books, tracing books, or “paint by number” paintings)
- Photocopied or traced work
- Any collection of works with fewer than five items accompanied by Artwork Written Response sheets.

***Identification Criteria***

To be identified as gifted in the visual arts, a student must receive a qualifying score on an approved behavioral checklist and score in the “identification” range on a Display of Work portfolio evaluation of the student’s work.

Students who score below the “screening” range on the Display of Work portfolio evaluation will not be identified as gifted. These students should be considered “screened” in the school district’s gifted identification data.

Students who receive scores in the “identification” range on the Display of Work portfolio evaluation (and who have scored in the identification range on the behavioral checklist) should be identified as gifted.

If a student earns a score in the “screening” range on the Display of Work portfolio evaluation, his or her portfolio should be rated a second time. The school district may choose to use the same rater or a different rater for the second evaluation of the portfolio. If time allows, students should be permitted to make changes to the portfolio, including selecting different works for the portfolio, based on the feedback from the first portfolio evaluation.

If, on the second evaluation of the portfolio, the student scores in the “identification” range, the student should be identified as gifted. If the student does not earn a score in the identification range

on the second portfolio review, he or she should not be identified as gifted, and should be considered “assessed” in the school district’s gifted identification data.

### ***Guidelines for Trained Individuals Evaluating Display of Work Portfolios***

**Step One:** Review the collection for completeness. An incomplete Display of Work cannot be evaluated.

- Are at least five works of art included?
- Is a Response Sheet included for each work of art submitted?
- If an entry is a student-created reproduction, is the original photograph, post card or magazine print attached to the artwork?

**Step Two:** Thoroughly review each example of student work in the Display of Work, along with the corresponding Artwork Written Response Sheet.

**Step Three:** Using the rubric, circle or check the evaluation description that best applies to the collection of work as whole. Students should be rated relative to other students of similar age, training and environment.

**Step Four:** Total the points received to obtain the final score achieved by the student.

**Step Five:** Write comments on the rubric to indicate strengths and weaknesses of the Display of Work.

### ***Additional Considerations for Trained Individuals***

Fair, accurate and consistent evaluations of student work are critical to the screening and identification process. Trained individuals evaluating student work play a vital role in identifying talent, providing feedback to students, and helping educators and parents make appropriate and informed educational decisions. It may be helpful to instruct trained individuals to consider the following guiding questions as they are assessing displays of work.

- Am I objective about assessing the natural ability of this student, regardless of my past knowledge of or relationship with the student?
- Am I assessing the Display of Work in comparison to other works created by students of similar age?
- Am I assessing the Display of Work in comparison to other works created by students with similar training and experience?
- Am I assessing the Display of Work in comparison to other works created by students from similar environments?
- Do I have sufficient familiarity with works of art created by students of similar age, training and environment to allow me to make valid comparisons?
- Are my written comments legible, clear and understandable?
- Are my comments professional in tone and word choice?
- Are my comments and criticisms specific and constructive?



**Ohio Department of Education**  
**Artwork Written Response Sheet for Grades K-12**  
Attach one response sheet to each Display of Work Portfolio entry.

**Name of Student** \_\_\_\_\_ **Age** \_\_\_\_\_ **Grade** \_\_\_\_\_ **Date Submitted** \_\_\_\_\_

**School District** \_\_\_\_\_ **Building** \_\_\_\_\_

**Written by Student**     **Dictated to Teacher or Parent (Name)** \_\_\_\_\_ **Name of Recorder** \_\_\_\_\_

This artwork was created:     in a class at school             at home             in a private lesson

Art medium (or media) \_\_\_\_\_ When was this work of art created? \_\_\_\_\_

Comment on this artwork in your own words. You may use additional paper.

1. Describe your artwork and tell what choices you made when doing your artwork. For example, why did you use these colors, shapes, lines, textures or materials?

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2. Tell how you got your ideas for your artwork.

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3. Describe how you solved any problems you had creating your artwork.

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4. Tell why you think this is a good piece of art and why you included it in this Display of Work portfolio instead of other artwork you have created.

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**Ohio Department of Education  
Rubric for Scoring Visual Art Display of Work for Grades K-12**

Student \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

School District \_\_\_\_\_ Building \_\_\_\_\_

<b>CRITERIA</b>	<b>EMERGING (0 points)</b>	<b>TYPICAL (1 point each)</b>	<b>ABOVE AVERAGE (2 points each)</b>	<b>SUPERIOR (3 points each)</b>
<b>Creating</b>				
Inventiveness and Improvisation (personal interpretations; extent to which individuality is embedded in artwork)	<input type="checkbox"/> No evidence of imagination or personal interpretations (stereotyped or copied)	<input type="checkbox"/> Limited evidence of imagination or personal interpretation	<input type="checkbox"/> Adequate evidence of imagination or personal interpretation to show originality and inventiveness	<input type="checkbox"/> Extensive evidence of imagination or personal interpretation, showing originality and inventiveness
Composition (Deliberate or intuitive understanding of design)	<input type="checkbox"/> Random use of artistic elements	<input type="checkbox"/> Predictable placement and use of artistic elements	<input type="checkbox"/> Purposeful placement and use of artistic elements	<input type="checkbox"/> Inventive combination of artistic elements and principles of design
Rapidity of Development (Stages of Artistic Development)	<input type="checkbox"/> Art work is typical of children who are younger in age	<input type="checkbox"/> Art work is typical of children of the same age	<input type="checkbox"/> Art work is above average when compared with children of the same age	<input type="checkbox"/> Art work is clearly advanced when compared with children of the same age
Complexity and Elaboration (Ability to relate information about subject matter or idea in details and/or space)	<input type="checkbox"/> Limited or no information about subject matter or idea is shown in the art work	<input type="checkbox"/> Moderate amount of information about subject matter or idea is shown in the art work	<input type="checkbox"/> Above average amount of information about subject matter or idea is shown in the art work	<input type="checkbox"/> Extensive amount of information about subject matter or idea is shown in the art work
Technical Skills (Includes craftsmanship)	<input type="checkbox"/> Technical skills are typical of children who are younger or less experienced	<input type="checkbox"/> Technical skills typical of children of the same age or experience	<input type="checkbox"/> Technical skills are above average when compared with children of the same age or experience	<input type="checkbox"/> Technical skills are advanced when compared with children of the same age or experience
Sensitivity to art media (Experimentation with various media and varied approaches to one medium)	<input type="checkbox"/> Handling of materials is typical of children are younger or less experienced	<input type="checkbox"/> Handling of materials is typical of children of the same age or experience	<input type="checkbox"/> Handling of materials is above average when compared with children of the same age or experience	<input type="checkbox"/> Handling of materials is advanced when compared with children of the same age or experience

<b>CRITERIA</b>	<b>EMERGING (0 points)</b>	<b>TYPICAL (1 point each)</b>	<b>ABOVE AVERAGE (2 points each)</b>	<b>SUPERIOR (3 points each)</b>
<b>Responding</b>				
Critical judgment and self-reflection about the qualities of a personal work of art	<input type="checkbox"/> Does not give reasons for including artwork in the Display of Work portfolio	<input type="checkbox"/> Briefly states personal and artistic reasons for including artwork in the Display of Work portfolio	<input type="checkbox"/> Give convincing personal and artistic reasons for the artwork in the Display of Work portfolio	<input type="checkbox"/> Elaborates on personal and artistic reasons for the artwork in the Display of Work portfolio
Critical analysis of a personal work of art (Making connections between elements and meaning)	<input type="checkbox"/> Does not describe artwork	<input type="checkbox"/> Identifies elements and/or materials used in art work	<input type="checkbox"/> Identifies elements and/or materials used in artwork and describes how or why they were used	<input type="checkbox"/> Identifies elements and materials in artwork and describes strengths or weaknesses in the way they were used
	<b>Emerging Total Points</b> _____	<b>Typical Total Points</b> _____	<b>Above Average Total Points</b> _____	<b>Superior Total Points</b> _____

**Scoring**

**Screening: 16-20**

**Identification: 21-24**

**Total Points** \_\_\_\_\_

**Rater's Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date** \_\_\_\_\_

<b>Comments</b>