

# Pre-referral experiences: exposure, engagement, skills

Initial decision point

## Beyond School

- Community or online programs; camps
- Concept attainment and skill development
- Observations
- Summative assessment/product(s)

## School Extensions

- Programs run by school personnel
- After-school, Saturday, or summer; 1-2 week units
- Concept attainment and skill development
- Observations
- Summative assessment/product(s)

## General Classroom

- Arts integration ideas and activities
- Concept attainment and skill development
- Ongoing observation
- Use of classroom "jot down" tool

## Arts Classroom

- Differentiated, standards-based curriculum and instruction
- Concept attainment and skill development
- Observations
- Summative assessment

### Observable Characteristics Recognized

1. ALL experiences: Activities designed to elicit gifted behaviors
  2. Observation tools & ratings used to document gifted behaviors
- AND/OR
2. Rubrics applied to assessments

Observation ratings and/or assessment yield indicators (one or more strong data points) to prompt **referral for formal identification**

OR

Problem-solving team including an Arts person makes decisions about future instruction and providing **more intense Arts experiences and talent development**

## Continuous talent development

### Referral for formal identification process

- Referral from classroom or Arts teacher; from parent or student; from community member, private teacher, or peer
- Indicators from pre-referral experiences (observations, assessments) may be used as part of the Body of Evidence required for identification

Ongoing development of concepts and skills:

- Intentional
- Differentiated in intensity based on student interest and readiness
- In every setting

**Refer when indicators are present**

## Formal identification process

Data sufficient to make a determination of giftedness in an Arts domain:  
3 or more pieces of qualifying evidence from 2 or more of the following categories

### *Intellectual Ability*

95<sup>th</sup> percentile and above on norm-referenced, standardized cognitive tests or subtests; Examples: WISC-IV, Cognitive Abilities Test (CogAT), Nonverbal abilities tests (e.g., Naglieri)

### *Behaviors/ Characteristics*

Observation of characteristics showing outstanding or exceptional factors  
Examples:

- Observation tools & ratings scales from pre-referral experiences
- Published inventories [e.g., Kingore Observation Inventory (KOI)]
- Reliable published scales [e.g., Gifted Evaluation Scale (GES-3)]
- Interviews to determine attitudes & interest, knowledge & skills

## Body of Evidence

### *Achievement*

- 95<sup>th</sup> percentile and above on norm-referenced or criterion-referenced standardized tests (published tests in Arts domains)
- Advanced on a standards-based test (if developed for Arts areas)

### *Demonstrated Performance*

Distinguished level of performance as described in rubrics developed by experts

Examples:

- Juried performances, performance tasks
- Portfolio
- Standards-based assessments in Arts classrooms
- Summative assessments or products from programs outside the regular school day, judged by experts

### Formal Identification

- May occur at any time based on student Body of Evidence
- Data collection: What data do we already have? Do we need additional data?
- Body of Evidence collected and reviewed (as per Rules) by a team that includes an Arts person
- Gifted and talented teacher reaches out to Arts organizations for partnership in identification as needed
- Parental engagement encouraged; ALP is developed & implemented