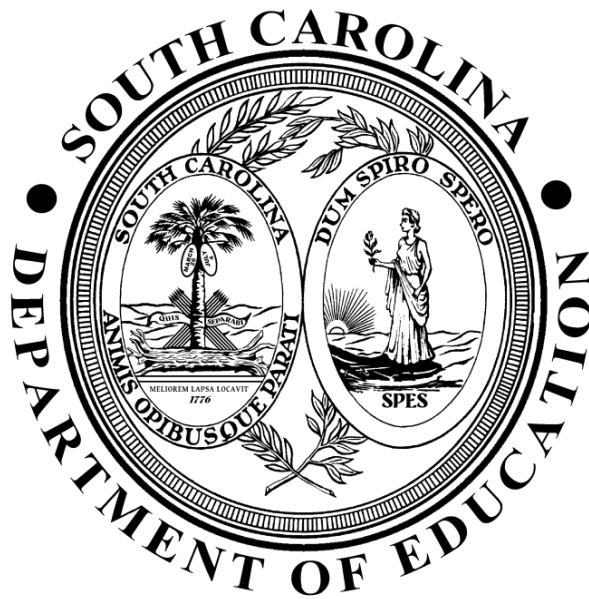


STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

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Gifted and Talented Best Practices Guidelines: Identification

Pursuant to S.C. Code Ann. § 59-29-170
and State Board of Education Regulation 43-220

June 2018

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Introduction

“All of us do not have equal talent, but all of us should have an equal opportunity to develop those talents.” —John F. Kennedy

South Carolina State Board of Education Regulation 43-220 specifies requirements and procedures for identifying gifted and talented students. As described in South Carolina Regulation 43-220, the purposes of this multi-step identification process of academic and artistic gifted and talented students are:

- to find students who display characteristics of the gifted and talented, i.e. ability or potential for high performance in academic and/or artistic areas;
- to assess the aptitudes, attributes, and behaviors of each student; and
- to evaluate each student for the purposes of placement.

This description reflects South Carolina’s definition of gifted and talented in Regulation 43-220: “Gifted and talented students are those who are identified in grades one through twelve as demonstrating high performance ability or potential in academic and/or artistic areas and therefore require educational programming beyond that normally provided by the general school programming in order to achieve their potential.”

South Carolina’s definition of gifted and talented students is consistent with the language included in the foreword to *National Excellence: A Case for Developing America’s Talent* (Ross, 1993), which itself is based on the definition in the federal Jacob K. Javits Gifted and Talented Students Education Act of 1988:

Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.

These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools.

Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor.

“To put this definition into practice,” *National Excellence* continues, “schools must develop a system to identify gifted and talented students” – a system that operates in the following manner:

- Seeks variety – looks throughout a range of disciplines for students with diverse talents;
- Uses many assessment measures – uses a variety of appraisals so that schools can find students in different talent areas and at different ages;
- Is free of bias – provides students of all backgrounds with equal access to appropriate opportunities;

- Is fluid – uses assessment procedures that can accommodate students who develop at different rates and who interests may change as they mature;
- Identifies potential – discovers talents that are not readily apparent in students, as well as those that are obvious; and
- Assesses motivation – considers the drive and passion that play a key role in accomplishment (Ross, 1993, p. 26).

In undertaking the identification process, it is essential for district personnel to remember that, as Regulation 43-220 states, “gifted and talented students may be found within any racial, ethnic, or socioeconomic group; within any nationality; within both genders; and within populations with disabilities.” Early identification and programming may improve the likelihood that gifts and talents are nurtured.

To comply with Title IX and the federal Office for Civil Rights, district personnel should monitor referral, screening, and eligibility data in terms of underrepresented populations. Districts must implement strategies to ensure that all students have equal access to referral and are screened with valid, reliable, and appropriate assessments.

This document provides an explanation of the entire identification process. Included in the appendices is the sample “Referral – Screening – Assessment Student Profile Sheet” which can be used to facilitate the identification process.

The Legislative Mandate

Requirements outlined in these guidelines are provided pursuant to S.C. Code Ann. § 59-29-170 (Programs for Talented Students), which can be accessed at <http://www.scstatehouse.gov/code/title59.php>.

Not later than August 15, 1987, gifted and talented students at the elementary and secondary levels must be provided programs during the regular school year or during summer school to develop their unique talents in the manner the State Board of Education must specify and to the extent state funds are provided. The Education Oversight Committee shall study the implementation of this section and report its findings to the General Assembly by July 1, 1986. By August 15, 1984, the State Board of Education shall promulgate regulations establishing the criteria for student eligibility in Gifted and Talented Programs. The funds appropriated for Gifted and Talented Programs under the Education Improvement Act of 1984 must be allocated to the school districts of the State on the basis that the number of gifted and talented students served in each district bears to the total of all those students in the State. However, districts unable to identify more than forty students using the selection criteria established by regulations of the State Board of Education shall receive fifteen thousand dollars annually. Provided, further, school districts shall serve gifted and talented students according to the following order of priority: (1) grades 3-12 academically identified gifted and talented students not included in the state-funded Advanced Placement Program for eleventh and twelfth grade students; (2) after all students eligible under priority one are served, students in grades 3-12 identified in one of the following visual and performing arts areas: dance, drama, music,

and visual arts must be served; and (3) after all students eligible under priorities one and two are served, students in grades 1 and 2 identified as academically or artistically gifted and talented must be served. All categories of students identified and served shall be funded at a weight of .30 for the base student cost as provided in Chapter 20 of this title. Where funds are insufficient to serve all students in a given category, the district may determine which students within the category shall be served. Provided, further, no district shall be prohibited from using local funds to serve additional students above those for whom state funds are provided.

S.C. State Board Regulation 43-220, accessed at <https://ed.sc.gov/state-board/state-board-of-education/additional-resources/regulations-table-of-contents/220-pdf/>, provides specific requirements regarding identification of students for gifted and talented services. A relevant excerpt from Section II is as follows:

B. Identification of Population to be Served

1. The purposes of identification are (1) to find students who display characteristics of the gifted and talented; (2) to assess the aptitudes, attributes, and behaviors of each student; and (3) to evaluate each student for the purposes of placement. Student aptitudes, attributes, and academic behaviors will be identified, assessed, and reviewed through a multistep, multimodal, and multidimensional identification system.
2. Gifted and talented students may be found within any racial, ethnic, or socioeconomic group; within any nationality; within both genders; and within populations of students with disabilities.
3. Identification is a multistep process, which consists of screening and referral, assessment of eligibility, and placement.
4. Districts should reference the most current edition of the South Carolina Gifted and Talented Best Practices Manual for the identification process.
5. The following students are deemed eligible for services with the approval of the district evaluation placement team: (a) students who meet the criteria in two out of three dimensions that follow in Section II.B.7, R.43-220 Page 6 (b) students who meet the 96th national age percentile composite score or higher (placement grades three through twelve) or the 98th national age percentile composite score or higher (placement grades one through two) on an individual or group aptitude test, (c) students identified in one South Carolina school district are eligible for services in any South Carolina school district, and (d) students who have met the state identification criteria in another state and who transfer into a South Carolina public school are eligible for Gifted and Talented services as deemed appropriate by the evaluation placement team.
6. Screening/Referral Procedures (a) Districts shall screen all students by reviewing census aptitude and achievement test scores. Referrals from administrators, parents, teachers, and students must be accepted. Initial screening does not in itself guarantee

placement. (b) Districts shall include the following procedures in the screening/referral process: (1) provide all parents/guardians with effective, written notice of the gifted and talented education programming, screening/referral procedures, and eligibility requirements; (2) implement processes for identifying the academically gifted and talented from all student populations; (3) provide training/guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process; and (4) use screening criteria and procedures that are directly related to the purpose of the gifted and talented programming (i.e., identifying all students with demonstrated potential for high academic performance as well as those who have demonstrated high achievement). (c) All students with the potential for eligibility after screening and all students with referrals must continue into the assessment for eligibility phase of the identification process. The SCDE will establish procedures for screening and referral criteria with options for districts. Districts must use one of these options or obtain SCDE approval of an alternative proposal.

7. Assessment for Eligibility (a) Districts must ensure that all assessment instruments/measures are reviewed for bias and accurately assess the abilities/skills/potential intended to be measured; these abilities/skills/potentials are consistent with the definition of population set forth in this regulation; and, to the extent that subjective assessment criteria are used, those individuals conducting the assessment are trained to ensure proper evaluation. (b) No private testing will be accepted for eligibility, but those results may be considered for referral purposes. (c) The following criteria organized by dimensions shall be used in the screening/referral/assessment processes of identification: (1) Dimension A: Reasoning Abilities - These students demonstrate high aptitude (93rd national age percentile or above) in one or more of these areas: verbal/linguistic, quantitative/mathematical, nonverbal, and/or a composite of the three. a) Individual aptitude test (full-scale or component score) b) Group aptitude test (composite, verbal, or nonverbal scores) (2) Dimension B: High Achievement in Reading and/or Mathematical Areas - These students demonstrate high achievement (94th national percentile and above or meet criteria set forth by the SCDE) in reading and/or mathematical areas as measured by nationally normed or South Carolina statewide assessment instruments. (See the most current edition of the South Carolina Gifted and Talented Best Practices Manual for approved subtest areas.) (3) Dimension C: Intellectual/Academic Performance - These students demonstrate a high degree of interest in and commitment to academic and/or intellectual pursuits or demonstrate intellectual characteristics such as curiosity/inquiry, reflection, persistence/tenacity in the face of challenge and creative productive thinking. Characteristics for this dimension are demonstrated through a) Evidence of commitment in academic disciplines through grades for placement in grades six through twelve; the standard is 3.75 points on a 4.0 scale (See the glossary of terms for a listing of the academic disciplines.); or b) Assessments of performance on STAR Performance Task Assessment for placement in grades three through six. Instruments for these assessments will be maintained secure under S.C. Code Ann. Section 59-1-445 (1990), Section 59-1-445, Violations of mandatory test security; penalties; investigations. The performance standard for the primary level is sixteen on either the verbal or nonverbal assessments for placement into grade three and eighteen on either the verbal or nonverbal assessment for placement into grade four. The performance

standard for the intermediate level is sixteen on the verbal or twenty-two on the nonverbal for placement into grade five and eighteen on the verbal or twenty-five on the nonverbal for placement into grade six. The qualifying standards for new forms of STAR Performance Task Assessment will be equivalent to those of the base year. (4) Districts will follow steps established by the SCDE to guarantee no single criterion eliminates students from gifted and talented programming participation.

8. Placement: (a) The evaluation step in the identification process of gifted and talented students shall be the responsibility of an evaluation/placement team within the school or district. The team shall be composed of at least a teacher, an administrator, and a guidance counselor or a psychologist (if employed by the district). In the event all three categories cannot be represented, more than one member may be chosen from one of the three categories. The evaluation/placement team for an individual student may also include a guidance counselor and/or a community-related person whose training and expertise qualifies him or her to appraise the special competencies of students. (b) The evaluation/placement team shall have the responsibility to interpret and evaluate student data in such a way that will insure appropriate placement. The evaluation/placement team may require additional assessment before determining student placement. Placement may involve a trial period for at least one semester but not more than one year. Criteria for trial placement shall be established in guidelines established by the SCDE. Students whose progress within the gifted and talented programming at the end of trial placement is not deemed adequate by the evaluation/placement team may be withdrawn from the programming. (c) The evaluation/placement team will be responsible for developing appropriate written procedures for removing a student from the gifted and talented programming. The criteria for these procedures according to the programming model shall be established by the SCDE. Removal from the programming must be preceded by appropriate counseling with the student and conferences with the student's parents and teachers. Records of any assessment and evaluative measures and other student information must be maintained in a confidential manner. (d) Students identified and served according to prior eligibility criteria will continue to be eligible for placement and funding provided their programming service meets the requirements herein. Any student entering the programming once these regulation amendments are effective shall be considered for placement based on the eligibility criteria herein.

Notification

According to South Carolina Regulation 43-220, school districts must provide parents/guardians with effective, written notice of the gifted and talented education screening/referral procedures and eligibility requirements.

Methods for disseminating this annual notification may include brochures and flyers that are distributed during school registration, the inclusion of the notice in the school's student handbook, and/or the school/district websites and other online communication forums. Districts should ensure broad awareness of the gifted and talented program throughout all populations of the community by providing the information translated into other languages. Along with the distribution of written notice, districts are encouraged to conduct annual meetings via various media formats or face-to-face meetings in order to inform parents/guardians about the program

(e.g., orientation programs, parent information meetings, etc.) and such related issues as the characteristics of academic and/or artistic giftedness and the role of parents/guardians in the identification of gifted and talented students.

Districts must make certain that parents/guardians of underserved populations receive effective notice of the gifted and talented programs. Researchers indicate that traditionally underserved populations in gifted education include twice-exceptional students, English language learners (ELLs), rural students, students from low-income backgrounds, and students of ethnicities such as Hispanic, Native American, African American/Black, and some groups of Asian American and Pacific Islanders (Siegle, et al., 2016).

Notification should contain the following components:

1. The definition of the term *academic and/or artistic giftedness* as put forth by Regulation 43-220 and the South Carolina Department of Education (SCDE);
2. The purpose of the gifted and talented program and a description of the district's program models and services;
3. A description of the identification process and eligibility criteria (with an explanation of Dimensions A, B, and C as delineated in Regulation 43-220);
4. An explanation of the referral process specifying who may refer a student and how and when a referral can be made;
5. A discussion of the screening process, explaining which and what type of assessments are used, who is tested, and when the testing is done;
6. A statement of nondiscrimination or assurance of equality of opportunity for participation (see the sample statement in appendices); and
7. A description of the process for obtaining additional information regarding identification procedures and program services, as well as a clear statement of the process by which parents/guardians may raise concerns with respect to identification, evaluation, and services.

Training and Guidance

In addition to the notification requirements for parents, Regulation 43-220 mandates that school districts provide training and guidance regarding the characteristics of academic and/or artistic giftedness for teachers and other district staff involved in the screening/referral and identification process. Administrators, school counselors, and teachers all require knowledge of the characteristics of both academically and/or artistically gifted students.

Districts should incorporate initial awareness of academically and/or artistically gifted students in their orientation sessions for new teachers. In addition, annual presentations and discussions on the nature and needs of these students should be conducted at each school to ensure that the knowledge base of administrators, school counselors, and teachers continues to grow.

Procedures for Identifying Gifted and Talented – Academic

Referrals

Referral/screening procedures ensure that students who have demonstrated ability or potential for high performance in academic and/or artistic areas will have access to the gifted and talented program. In accordance with Regulation 43-220, the district's procedures must allow for referrals from administrators, school counselors, parents, teachers, and the students themselves.

Districts should develop referral/screening forms that call attention to the characteristics, traits, and behaviors of gifted and talented students including those specific to underserved populations (Siegle, et al., 2016). The screening/referral procedures must be clear and easily accessible to administrators, parents, school counselors, teachers, and students. When developing referral procedures, careful attention should be made to ensure that the process is not a barrier for underrepresented populations. Private test results may be considered for referral purposes, but they may not be used to determine eligibility for the gifted and talented program.

Districts must collect and maintain records of all student referrals for use during the assessment process and annual reporting. Districts should use the software program called Gifted Identification Forms and Tasks (GIFT) for collection of these data on referrals as well.

Screening

Regulation 43-220 specifies that districts must screen all students regarding aptitude and achievement. Census testing (i.e., the testing of *every* student) for both aptitude and achievement must be administered to all second-grade students in the state.

It is recommended that census testing also be conducted at points of significant programmatic changes for students (e.g., from an elementary pull-out program to a middle school special class with a specific subject-area focus).

As a best practice, census testing for aptitude and achievement is conducted on a yearly basis for the sole purpose of finding additional students for the program. Such testing may not be used for the removal of students who are already state identified gifted and talented. Once identified, students do not have to requalify for the gifted and talented program each year.

Whether or not additional census testing is done, the district should develop procedures to ensure that:

- students who have not previously qualified for the gifted and talented program are not overlooked;
- students who move into the district could be considered for placement; and
- underrepresented student populations are assessed appropriately.

Requirements for State Academic Identification

Regulation 43-220 explains the criteria for the identification of gifted and talented students in terms of three dimensions. Students who meet the criteria in *two* of the three dimensions are eligible for gifted and talented services. Aptitude test results alone can qualify a student for placement (see Dimension A). No single criterion, however, can eliminate a student from consideration for placement in a gifted and talented program.

In addition to specifying eligibility requirements related to each of the three dimensions, Regulation 43-220 states the following regarding student eligibility for gifted and talented services.

- Students identified (by state criteria) in one South Carolina school district are eligible for services in any South Carolina school district.
- According to the Interstate Compact on Educational Opportunity for Military Children Section 5.102 (Rules Committee, 2012), students who have met the state identification criteria in another state and who transfer into a South Carolina public school are eligible for Gifted and Talented services as deemed appropriate by the evaluation placement team.
- Students who have been identified as academically gifted and talented through a statewide identification process in other states automatically qualify for gifted programs in South Carolina. Refer to the South Carolina Department of Education Gifted and Talented webpage for a list of these states.
- Students may qualify for the academically gifted and talented program solely based on their composite aptitude scores. Students who meet or exceed the 96th national age percentile composite score (placement into grades three through twelve) or the 98th national age percentile score or higher (placement into grades one through two) are not required to meet any other criteria.

Academic Screening Dimensions for Identification

The only acceptable measures are those specified in each dimension in Regulation 43-220. Private test results cannot be used for determining student eligibility, although they may be considered for referral purposes.

Dimension A: Reasoning Abilities

Reasoning abilities are those higher-level cognitive processes that reflect general aptitude for thought – strategies such as inferring, analyzing, and problem solving. For the purposes of identifying students with high potential in this area, nationally normed individual or group aptitude tests must be employed. Students must demonstrate high aptitude (93rd national *age* percentile or above) in one or more of the following areas: verbal/linguistic, quantitative/mathematical, nonverbal, and/or a composite score.

Dimension B: High Achievement in Reading and/or Mathematics

The term *achievement* refers to academic performance in the areas of reading and/or mathematics. Students must demonstrate high achievement in at least one of these areas as measured by nationally normed achievement tests or by South Carolina statewide assessment instruments. The term *high achievement* is defined as the 94th percentile or above on the nationally normed tests, or at or above the South Carolina Department of Education (SCDE)-determined gifted cut scores for statewide assessments. Approved subtests for nationally normed achievement tests are reading comprehension and/or mathematical concepts and problem solving. If these subtest scores are available, districts should use these scores over the total reading and total mathematics scores.

Dimension C: Intellectual/Academic Performance

Intellectual/academic performance is defined as the student's demonstration of a high degree of interest in and commitment to intellectual pursuits. Students may also demonstrate intellectual characteristics such as curiosity/inquiry, reflection, persistence/tenacity in the face of challenge, and creative productive thinking. The acceptable measure for placement in grades one through six are the verbal or nonverbal assessments of the South Carolina Performance Task Assessments. These test materials must be maintained and administered under South Carolina Ann. § 59-1-445.

For students entering grades six through twelve, Dimension C may also be met using grade point average (GPA) of 3.75 or higher on a standard 4.0 scale in the academic content areas (English, math, science, social studies, and year-long world language). If English is sub-divided into reading and writing or there is some other combination of English language arts (ELA) courses, districts should average these grades into a single ELA grade to be used in the overall GPA calculation. If the student has a Montessori-type report card (a standards-based grading report card) or another nontraditional report card, contact the SCDE's Office of Standards and Learning Advanced Programs office for guidance.

Assessment

Districts must administer an aptitude measure to all students at the district entry grade level (e.g., grade two testing for grade three placement). For all other grades, districts may use data from an aptitude test that has been administered within the past two years. If two-year-old data are not available, then the district may administer an aptitude test. The aptitude measure used may be either an individual aptitude test or a group aptitude test. These aptitude tests must have been nationally normed *within the past five years* and must render national *age* percentile scores for verbal/linguistic, quantitative/mathematical, and/or nonverbal components, as well as a composite score.

Districts must administer an *achievement measure* to all students at the district entry level (e.g., grade two for grade three placement). For all other grades, districts may use achievement test data that has been obtained within the past two years. If the data are over two years old, then the district must administer an achievement test. Achievement must be measured either by a nationally normed test or by the South Carolina's statewide assessment instrument. The nationally normed and statewide tests must render the required scores for reading and math

areas. As with the aptitude tests, school districts must ensure that achievement instruments are reviewed for bias, that they provide valid measures of relevant abilities/skills/potentials, and that they are administered by trained personnel.

In accordance with Regulation 43-220, districts must ensure that all tests are reviewed for bias, that these tests accurately assess the abilities/skills/potentials intended to be measured, that these abilities/skills/potentials are consistent with the definition of giftedness, and that the test administrators are properly trained. Districts must ensure that all aptitude and achievement tests are accurately scored and conduct a thorough review of tests results.

During the assessment phase, district personnel must review the data obtained from the screening and referral procedures to identify students who are eligible for gifted and talented placement. Some students will meet the eligibility criteria without further assessment; other students, whose screening and/or referral information suggests that they are *potential* qualifiers, may require additional testing.

The table “Criteria Used in the Assessment Process” in the appendix delineates the criteria for placing students in the academically gifted and talented program. Note that within each dimension, the criteria may vary depending on the grade level of placement.

Steps for Determination of Eligibility

Step 1: Review screening test results – aptitude and achievement test data (Dimensions A and B) – for all students.

- 1a. Identify students who are eligible for placement on the basis of their *composite aptitude scores alone* (see Dimension A in the table “Criteria Used in the Assessment Process” in the appendices). These students do not have to satisfy any other eligibility requirements. Proceed to step 4.

Only aptitude tests that yield a composite score may be used for placement on the basis of aptitude alone. Aptitude tests such as Ravens and Naglieri, which do not yield composite scores, are inappropriate for this purpose.

- 1b. Identify students who are eligible for placement on the basis of *aptitude and achievement*. These are students who meet the criteria for Dimension A and Dimension B (see the table “Criteria Used in the Assessment Process” in the appendices.) These students do not have to satisfy any other eligibility requirements. Proceed to step 4.
- 1c. Identify students who meet the criteria for Dimension B only. Consider the appropriateness of administering an additional aptitude measure to re-assess those students. Students qualifying on the additional aptitude measure are eligible for placement. They do not have to satisfy any other eligibility requirements. Proceed to step 4.

- 1d. Determine which steps meet the criteria for either Dimension A *or* Dimension B but not both. Proceed to step 2.

Step 2: Review the academic performance data (Dimension C) for students who meet the criteria for either Dimension A or Dimension B but not for both.

- 2a. Identify students from step 1d who are eligible for placement on the basis of *aptitude and academic performance*. These are students who meet the criteria for both Dimension A *and* for Dimension C (see the table “Criteria Used in the Assessment Process” in the appendices). These students do not have to satisfy any other eligibility requirements. Proceed to step 4.
- 2b. Identify students from step 1d who are eligible for placement on the basis of *achievement and academic performance*. These are students who meet the criteria for Dimension B *and* for Dimension C (see the table “Criteria Used in the Assessment Process” in the appendices). These students do not have to satisfy any other eligibility requirements. Proceed to step 4.

NOTE: Districts must administer SC Performance Tasks to obtain verbal and nonverbal performance data for students in grades two through five. All individuals who administer SC Performance Tasks must have received training in its administration. *South Carolina test security laws and guidelines apply to these assessments.*

Step 3: Review referrals.

- 3a. From the referrals, determine which students are eligible for placement on the basis of Dimensions A, B, and/or C – students identified in steps 1a, 1b, 2a, or 2b. These students do not have to satisfy any other eligibility requirements.
- 3b. From the remaining referrals, determine which students should be recommended for additional aptitude testing. These could be students who meet the criteria for one dimension only (either Dimension A, B, or C), as well as those whose referral information suggests that alternative measures should be used. Proceed to step 4 for these students.

Step 4: Forward to the evaluation and placement team the student profiles for all students identified as eligible for placement.

Send profiles for all students identified in steps 1a, 1b, 1c, 2a, 2b, 3a, and 3b.

NOTE: The assessment phase of the identification process must include a procedure for resolving disagreements between parents/guardians and the school district when a student is not identified as eligible for gifted and talented program services.

Evaluation and Placement

As described in Regulation 43-220, the evaluation step of the identification process is the responsibility of an evaluation and placement team within the school or district. Regulation 43-220 specifies that the team should be composed of a teacher, an administrator, and a psychologist (if employed by the district) at the least. It is highly recommended that the administrator be the district gifted and talented coordinator. The team may also include a school counselor and a community-related person (i.e., guardian ad-litem) whose training and expertise qualifies him or her to appraise the special competencies of students. Districts may choose either to have one team for the district as a whole or have a team at every school. If the latter choice is selected, one team member should serve on all teams in order to ensure consistency within the district.

The evaluation and placement team is responsible for interpreting and evaluating student data in such a way that appropriate placement in the gifted and talented program is ensured. The team may require additional testing of a student before determining his or her placement in the gifted and talented program.

In addition, the evaluation and placement team must develop appropriate written procedures for removing a student from the gifted and talented program. The probation and removal policies of the district must conform to the state guidelines outlined in the Gifted and Talented Best Practice Guidelines. Appropriate counseling with the student, as well as conferences with the student's parents/guardians and teachers, must precede his or her removal from the program. Records of any assessment and evaluative measures and other student information must be maintained in a confidential manner.

Fields in PowerSchool are available to collect and report these data for both academic and/or artistic students.

Procedures for Identifying Gifted and Talented – Artistic

Regulation 43-220 defines artistically gifted and talented students as those “who display talent beyond that of their peers in one or more artistic areas (dance, music, theatre, and visual arts).” School districts should develop procedures to ensure that students who have not previously qualified for the artistically gifted and talented program are not overlooked, have the opportunity to be considered for placement if they move to the district, and are assessed appropriately if they are from underrepresented populations.

The purposes of identification are:

- 1) to find students who display talent beyond that of their peers in one or more artistic areas (dance, music, theatre, and/or visual arts);
- 2) to assess the aptitudes, attributes, potential, interests, and artistic behaviors of each student; and
- 3) to evaluate each student for the purposes of referral.

Gifted and talented students may be found within any racial, ethnic, or socioeconomic group; within any nationality; within both genders; and within populations with physical disabilities, learning disabilities, or behavioral problems.

Gifted and Talented Guidelines: Identification

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Identification/selection is a three-step process, which consists of the referral/recommendation, an audition/demonstration/portfolio, and placement.

Artistic Screening and Identification Process

Referrals

Districts should develop referral forms that call attention to the characteristics, traits, and behaviors of gifted and talented students, including those specific to underserved populations including twice-exceptional, English language learners (ELLs), rural students, students from low-income backgrounds, and students from ethnicities such as Hispanic, Native American, African American/Black, and groups of Asian American/Pacific Islanders.

After a student has been referred for the gifted and talented program, appropriate persons/teachers should complete the necessary form(s) (see sample referral forms included in the appendices). Referral procedures ensure that students who have demonstrated ability or potential for high performance in artistic areas will have access to the gifted and talented program. In accordance with Regulation 43-220, the district's procedures must allow for referrals from administrators, parents, teachers, and the students themselves.

Referral does not itself guarantee a student's acceptance into the artistically gifted and talented program.

The district's screening referral form should be easily accessible to administrators, parents, teachers, and students. While a sample referral form is included in the appendices of this document, districts should modify this form as well as the others to match their artistic program offerings as closely as possible. However, all referral forms must be approved by the district review team and should be similar to the sample referral form provided in the appendices. The district referral form should include ethnicity information for later reporting purposes.

Districts must collect and maintain records of all student referrals for use during the assessment process and annual reporting. Forms for reporting these data will be provided by the SCDE. Records should be maintained for at least a year in order to provide information needed for reporting of artistically gifted and talented students in the district's annual report to the SCDE.

District/School Review Team

Regulation 43-220 specifies that districts must establish a review team comprised of at least three individuals: an arts teacher, an administrator, and a community person with experience in the arts. This team has the responsibility of ensuring that all instruments used to assess students for placement into the artistically gifted and talented program have been reviewed for bias and that these instruments accurately assess the abilities, skills, and potential in the arts discipline intended to be measured. When subjective measures are used, the review team is responsible for ensuring that the individuals conducting the assessment are trained in order for students to receive a proper evaluation.

Districts must arrange for accommodations for students with 504s or IEPs.

Recommendation

As Regulation 43-220 stipulates, “A recommendation form, which may be combined with the referral form, consisting of a checklist to assist with identifying the gifted artistic student will be completed by the dance teacher, the physical education teacher, the classroom teacher, the theatre teacher (or the classroom teacher in the elementary school or middle school if the middle school does not have a theatre teacher), the music teacher, or the visual arts teacher.” See sample recommendation forms included in the appendices.

Districts may choose to use a separate recommendation form with either general descriptors of artistic behaviors or specific descriptors of behaviors associated with a particular arts discipline. In addition, as Regulation 43-220 also stipulates, the recommendation form may be combined with the referral form. As with the referral form, however, all recommendation forms must be approved by the review team and should be similar to the sample recommendation forms provided in the appendices. The review team must ensure that all locally developed forms are reviewed for bias and that they accurately assess the student’s abilities, skills, and potential in a particular arts discipline.

The responsibility for assessing a student against the checklist of artistic behaviors is that of the teacher or teachers who have the opportunity to observe a student’s behavior in a particular arts discipline over a period of time. Teachers completing recommendation forms must be trained annually in the use of the form, including explanations of the specific artistic behaviors that comprise the checklist.

Interview/Questionnaire, Demonstration/Audition, and Portfolio Review

Another component of the identification process for artistically gifted and talented students is a demonstration/audition, portfolio review, and an interview/questionnaire. The demonstration/audition, portfolio review, and interview/questionnaire allows the evaluation and/or placement team (this placement team could be the same as the adjudicators for the evaluation team) to determine if a student has the potential to function at a high level in one or more of the arts disciplines. In addition to the demonstration/audition and portfolio review, each student must be interviewed either in person, through a questionnaire or via a video interview to assist the evaluation and/or placement team in determining the placement of the student.

For all interviews, two categories of predetermined questions should be developed: one consisting of at least four questions that address the student’s knowledge and skills in the arts area and a second consisting of at least four questions that address the student’s attitude and interest in that particular arts area. Answers to both categories of questions should be rated on a point system. Sample interview forms are included in the appendices.

Districts may choose to conduct an initial school-level demonstration/audition or a portfolio review for students prior to students participating in a district-level demonstration/audition and

portfolio review. Districts which have formed a consortium that serves artistically gifted and talented students from more than one district may offer an individual district demonstration/audition and portfolio review prior to the demonstration/audition and portfolio review for the consortium or coordinate a consortium-wide demonstration/audition and portfolio review.

Upon a student's recommendation, parents of a referred student may elect not to proceed further with the demonstration/audition/portfolio review process.

After all students have completed the demonstration/audition/portfolio review and the interview, the adjudicators will rank the students in order of the results of the demonstration/audition/portfolio review and the interview.

Sample demonstration/audition, portfolio review, interview questions, and rating sheets for dance, theatre, music, and visual arts are provided in the appendices. If districts develop demonstration/audition, portfolio forms, interview questions, and rating sheets other than the ones provided in this document, the review team must approve these forms.

Evaluation and Placement

Regulation 43-220 describes the evaluation procedure stage of the identification process as "the responsibility of an evaluation and placement team within the school or district." This team should be composed of one member of the arts faculty or district arts staff, an administrator, and a member of the community who has expertise in the arts area for which the students have been referred.

It is highly recommended that the administrator be the district gifted and talented coordinator or the district fine arts coordinator. Districts may choose either to have one team for the entire district or to have a team for each arts area. In addition, a district may have teams at individual schools; however, one member from one of the school teams should serve on all school teams throughout the district to ensure consistency within the district. The evaluation and placement team must be present at the demonstration/audition/portfolio review and the interview of each student.

The evaluation and placement team is responsible for interpreting and evaluating student data in such a way that appropriate placement in the gifted and talented program is ensured. Some students will meet the eligibility criteria without further assessment. Others, whose recommendation or demonstration/audition/portfolio suggests that they are potential qualifiers, may require additional assessment before the team can determine their placement in the gifted and talented program.

In addition, the evaluation and placement team must develop appropriate written procedures for removing a student from the gifted and talented program. Appropriate counseling with the student, as well as conferences with the student's parents/guardians and teachers, must precede his or her removal from the program. Records of any assessment and evaluative measures and

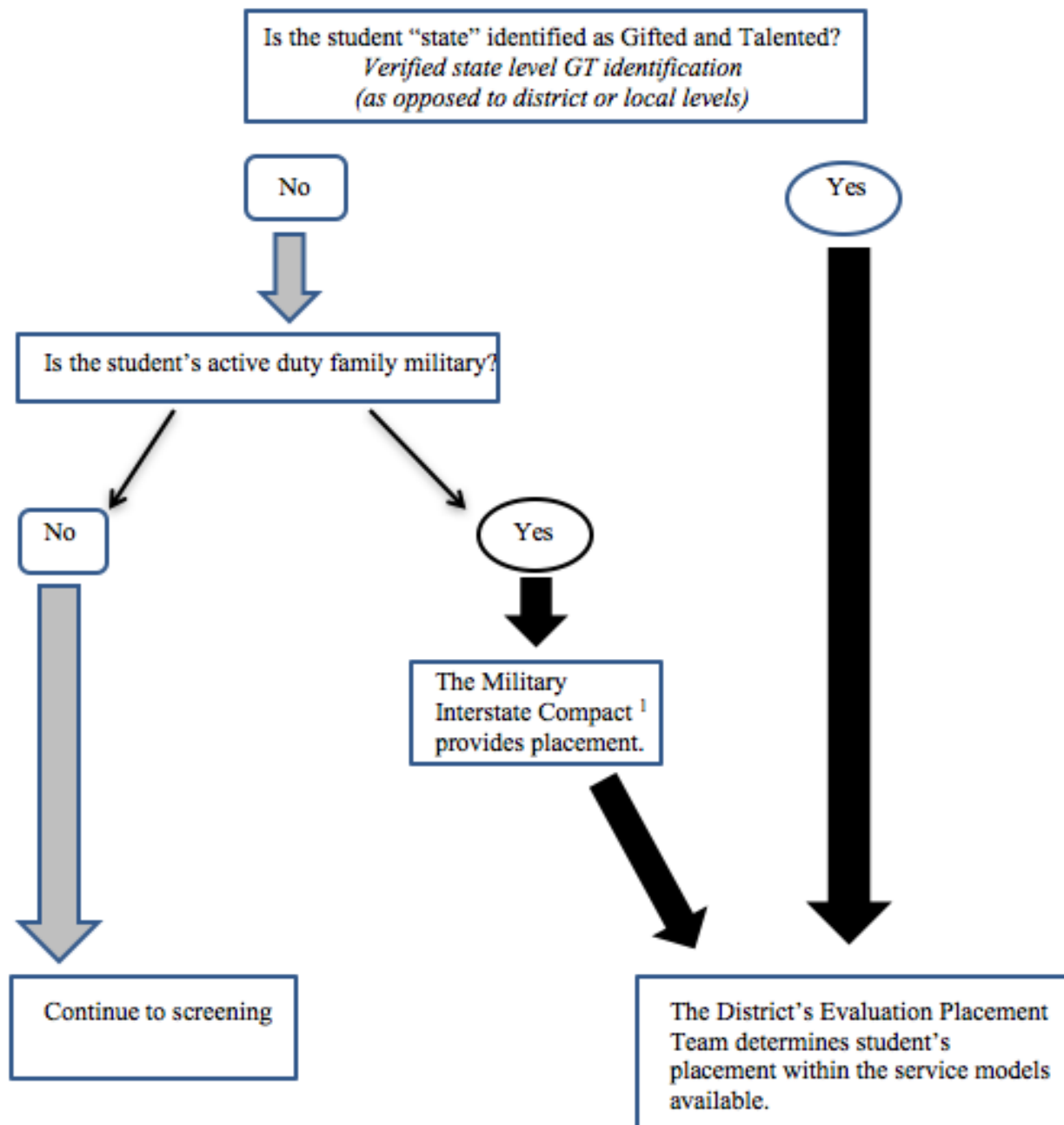
other student information must be maintained in a confidential manner. Sample procedures for the probation and removal from the program are located in the appendices.

References

- Ross, P. (1993). *National excellence: A case for developing America's talent*. Office of Educational Research and Improvement. Washington, DC: US Government Print Office.
- Rules Committee. (2012, November 16). *Interstate Commission on Educational Opportunity for Military Children*. Retrieved from Military Interstate Children's Compact Commission: www.mic3.net
- Siegle, D., Gubbins, E., O'Rourke, P., Langley, S., Mun, R., Luria, S., & Plucker, J. (2016, April). Barriers to underserved students' participation in gifted programs and possible solutions. *Journal for the Education of the Gifted*, 39(2), 103-131.

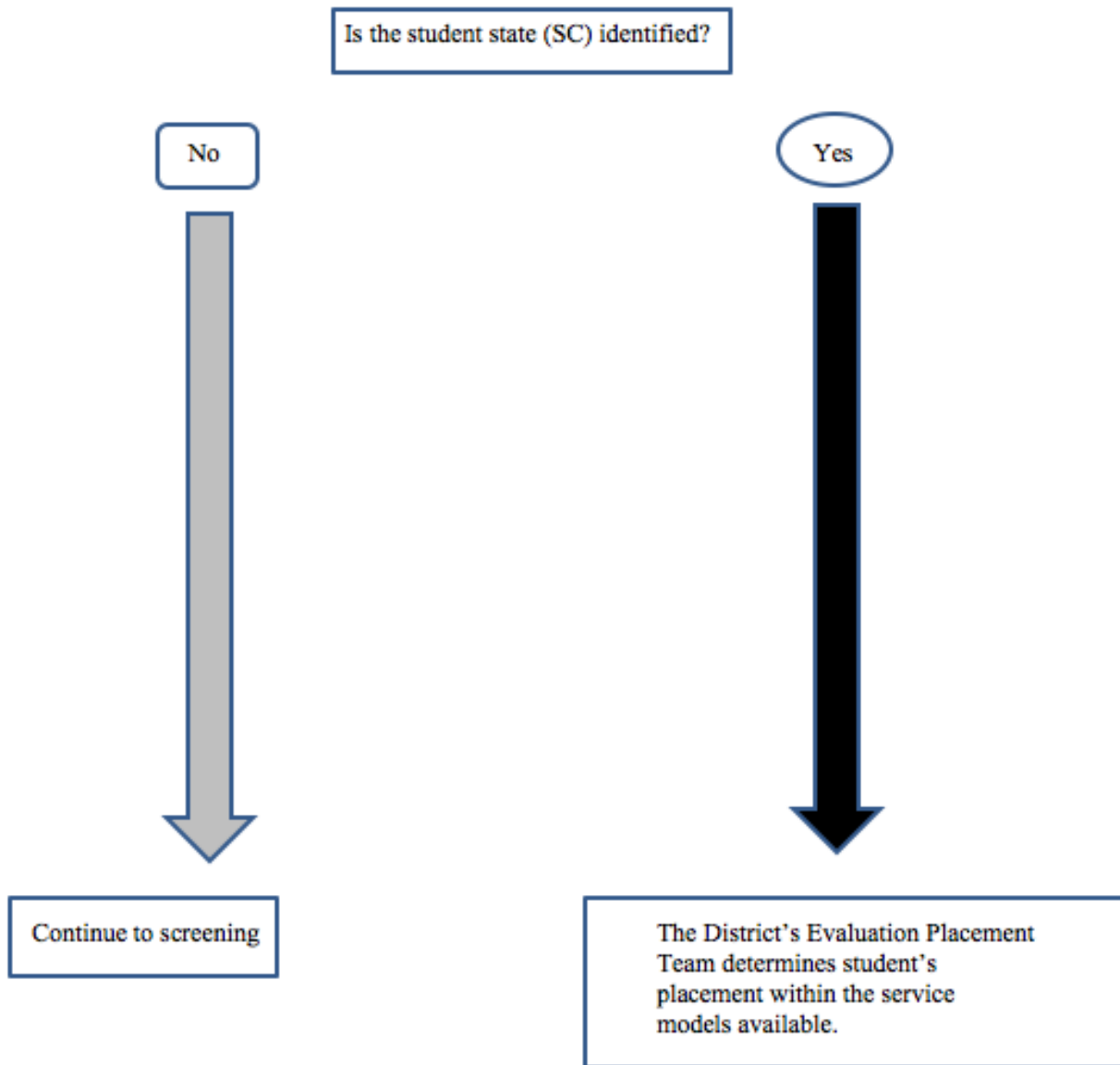
Appendix A: Gifted and Talented Identification Flowchart

Student moving to South Carolina (SC)

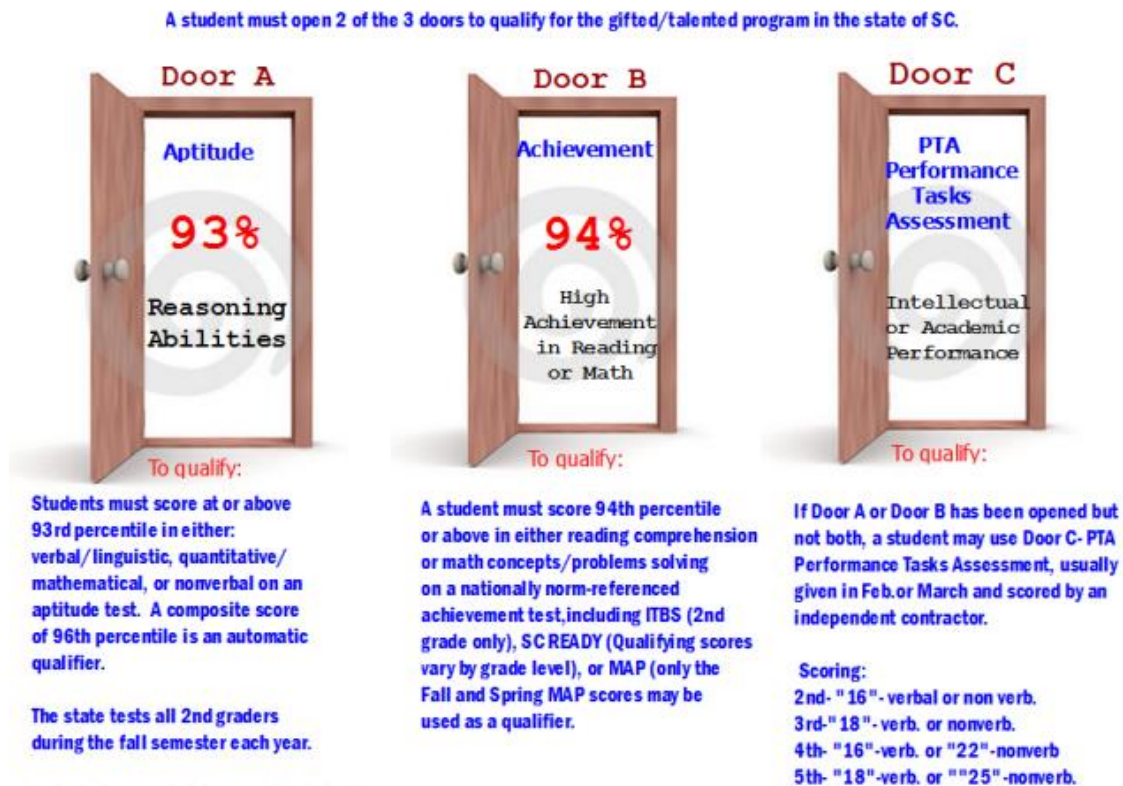


¹ More information about the Military Interstate Compact qualifications may be found at:
<http://www.mic3.net/documents/MIC3CommissionRules-Final-amendedNov2012v2.pdf>

Student moving within South Carolina (SC)



Appendix B: Gifted and Talented Identification Graphic



Appendix C: Guidance on Transfer Students

Evaluation and Placement for Transfer Students within South Carolina

Artistically Gifted Students

Evaluation and placement guidelines outline the procedures and process for identification and placement. Students from within the state may be considered for acceptance by the Evaluation Placement Team if appropriate documentation similar to the South Carolina Performing and Visual Arts criteria is presented.

Academically Gifted Students

Students who are *state identified* in one South Carolina school district are eligible for services in any South Carolina school district. Students who are *locally identified* in one South Carolina school district will be reviewed and may be placed according to the decision of the Evaluation Placement Team.

Evaluation and Placement for Transfer Students Coming To South Carolina

Artistically Gifted Students

Evaluation and placement guidelines outline the procedures and process for identification and placement. Students from other states may be considered for acceptance by the Evaluation Placement Team if appropriate documentation similar to the South Carolina Performing and Visual Arts criteria is presented.

Academically Gifted Students

For academically gifted and talented students identified by other states, as of the 2016–17 school year, the following states have identification standards that are accepted by South Carolina. Therefore, with documentation of services from one of these states, a student will receive services in the state of South Carolina. Accepted states are as follows:

- Alabama
- Florida
- Georgia
- Louisiana
- Ohio
- Oregon
- Tennessee
- Washington
- West Virginia

Commonly Used Assessments for Identification of Academically Gifted Students

The assessments outlined in the following tables are used throughout the country to identify academically gifted students. Table 1 contains aptitude assessments, and Table 2 contains achievement assessments. These assessments align with South Carolina’s standards for identifying students for services and can be accepted from students moving into our state.

Table 1. Aptitude Tests

Commonly Used Aptitude Assessments					
Test Name	Admin Type		Language Offered	Grade Level/ Age Range	Nationally Normed
	Grp.	Ind.			
Cognitive Abilities Test (CogAT), Form 7 http://www.hmhco.com/hmh-assessments/ability/cogat-7	X	X	English/ Spanish	Grades K-12	Yes
Wechsler Intelligence Scale for Children (WISC) ¹ http://www.pearsonclinical.com/psychology/products/100000771/wechsler-intelligence-scale-for-childrensupfifth-edition--wisc-v.html?origsearchtext=100000771		X	English/ Spanish	Ages 6-16	Yes
Stanford-Binet Intelligence Scales http://www.hmhco.com/hmh-assessments/other-clinical-assessments/stanford-binet#sb5-features		X	English	Ages 4-10	Yes
Naglieri Nonverbal Abilities Test (NNAT3) http://www.pearsonassessments.com/learningassessments/products/100001822/naglieri-nonverbal-ability-test-third-edition-nnat3.html#tab-details	X		English	Grades K-12	Yes
Naglieri Nonverbal Abilities Test, Individual (NNAT-I) http://www.pearsonclinical.com/education/products/100000555/naglieri-nonverbal-ability-testindividual-administration-nnat-individual.html	X	X	English/ Spanish	Grades K-12	Yes
Raven Progressive Matrices http://www.pearsonclinical.com/psychology/products/100000504/ravens-standard-progressive-matrices.html	X	X	English	Ages 6-16	Yes
Otis-Lennon School Abilities Test http://www.pearsonassessments.com/learningassessments/products/100000003/otis-lennon-school-ability-test-eighth-edition-olsat-8-olsat-8.html#tab-pricing	X		English/ Spanish	Grades K-12	Yes
InView http://www.datarecognitioncorp.com/Assessment-Solutions/Pages/TerraNova.aspx		X	English/ Spanish	Grades 2-12	Yes
Test of Cognitive Skills (TCS) http://www.worldcat.org/title/tcs2-test-of-cognitive-skills/oclc/50607707	X		English	Grades K-12	Yes
Das-Naglieri Cognitive Assessment Systems http://www.wpspublish.com/store/p/2697/das-naglieri-cognitive-assessment-system-cas	X		English	Ages 5-17	Yes
Kaufman Brief Intelligence Test (KBIT) http://www.pearsonclinical.com/psychology/products/100000390/kaufman-brief-intelligence-test-second-edition-kbit-2.html#tab-details	X		English/ Spanish	Ages 4-90	Yes
Gifted and Talented Evaluation Scales (GATES) http://www.prufrock.com/GATES-2-Complete-Kit-Gifted-and-Talented-Evaluation-Scales-Second-Edition-P2569.aspx	X		English	Ages 5-18	Yes
Profile of Creative Abilities (PCA) http://www.prufrock.com/PCA-Complete-Kit-Profile-of-Creative-Abilities-P309.aspx	X	X	English	Ages 5-14	Yes
Woodcock-Johnson IV (WJIV), Tests of Cognitive Abilities http://www.hmhco.com/hmh-assessments/clinical-and-special-needs-assessment/wj-iv		X	English	Grades K-12	Yes
Bateria III Woodcock-Munoz Pruebas de Habilidades Cognitivas (Spanish WJIV) http://www.hmhco.com/hmh-assessments/achievement/bateria-iii-wm		X	Spanish	Ages 2-90+	Yes

¹ Please see the NAGC's Position Statement on the usage of the WISC-IV for GT Identification at:
<http://www.nagc.org/sites/default/files/Position%20Statement/Use%20of%20WISC-IV%20%28rev%203-2010%29.pdf>

Table 2. Achievement Tests

Commonly Used Achievement Assessments					
Test Name	Admin Type		Language Offered	Grade Level/ Age Range	Nationally Normed
	Grp.	Ind.			
SC Ready http://ed.sc.gov/tests/middle/south-carolina-college-and-career-ready-assessments-sc-ready/	X		English	Grades 3-8	No
MAP https://www.nwea.org/assessments/map/	X		English/ Spanish	Grades K-12	Yes
Iowa Test of Basic Skills http://www.hmhco.com/hmh-assessments/achievement/itbs#product-details	X		English	Grades K-8	Yes
Logramos 3rd Ed. (Spanish version of ITBS) http://www.hmhco.com/hmh-assessments/bilingual/logramos-3	X		Spanish	Grades K-8	Yes
Test of Math. Abilities for Gifted Students (TOMAGS) http://www.prufrock.com/Assets/ClientPages/pdfs/tomags/tomags-ch6.pdf	X	X	English	Grades K-6	Yes
TerraNova 2 http://www.datarecognitioncorp.com/Assessment-Solutions/Pages/TerraNova.aspx	X		English	Grade K-12	Yes
Supera (Spanish) http://www.datarecognitioncorp.com/Assessment-Solutions/Pages/TerraNova.aspx	X		Spanish	Grades 1-10	Yes
Woodcock-Johnson IV Tests of Early Cognitive and Academic Development http://www.hmhco.com/hmh-assessments/early-childhood/ecad		X	English/ Spanish	Ages 2:6 -9:11	Yes
Stanford Achievement Tests (SAT 10) http://www.pearsonassessments.com/learningassessments/products/100000415/stanford-achievement-test-series-tenth-edition.html	X		English	Grades K-12	Yes
Screening Assessment for Gifted Elementary and Middle School Students, 2nd Ed. (SAGES-2) http://www.prufrock.com/SAGES-2-Complete-Kit-Screening-Assessment-for-Gifted-Elementary-and-Middle-School-Students-P104.aspx	X	X	English	Grades K-8	Yes
Comprehensive Assessment Program (CAP) http://ericae.net/eac/eac0071.htm	X		English	Grades PK-12	Yes
ERB: CTP4 https://www.erblearn.org/services/ctp-overview	X	X	English	Grades 3-11	Yes
Gates MacGinitie Reading Tests http://www.hmhco.com/hmh-assessments/reading/gmrt	X	X	English	Grades K-12	Yes
KTEA- Kaufman Test of Educational Achievement http://www.pearsonclinical.com/education/products/100000777/kaufman-test-of-educational-achievement-third-edition-ktea-3.html		X	English	Ages 4-25	Yes
Metropolitan Achievement Test http://www.tests.com/MAT-8-Testing	X		English	Grades K-12	Yes
Reading Inventory (RI) http://www.hmhco.com/products/assessment-solutions/literacy/sri-index.htm and Math Inventory (MI) http://www.hmhco.com/products/assessment-solutions/mathematics/smi-index.htm	x		English	Grades K-12	Yes

Appendix D: Referral /Screening/Assessment Student Profile Sheet



SC Example School District Screening/Referral/Assessment Student Profile S.C. State Funded Academic Gifted and Talented Program

Name: Public, John Q Stud ID / StateID: 123456789012 / 9876543210
 School: SC High School
 Parent(s)/Guardian(s): Public, John and Mary DOB: 01/15/2002 Grade: 9
 Address: 123 Anywhere Street Gender: M Ethnicity: W
 City: Somewhere State: SC Zip Code: 29000 Phone: 800-555-1212

Academic Status	GT-AB	Date	09/02/2009	Serving	Yes	Strength	M
Qualifying Data (If available)							
Review Team: GT Elementary Group							
Dimension A CogAT	Tot 91	V 87	NV 65	Q 97	Gr 2	Date	11/03/2009
Dimension B ITBS	ELA	R 78	M 96	Gr 2	Date	11/04/2009	
Dimension C	V	NV	Gr	GPA	Date		

Dimension A Reasoning Abilities	Dimension B Academic Achievement	Dimension C Intellectual/Academic Performance
Tot V NV Q Gr Date CoGAT 91 87 65 97 2 11/03/2009	R M Gr Date ITBS 78 96 2 11/04/2009 MAP-F 91 76 5 09/15/2012 MAP-S 88 71 5 03/31/2013 ASPIRE 424 425 7 05/01/2015	Grade Point Average Performance Task
- Tot:Total R/Rd:Read K V:Verbal M/Ma:Math E NV:NonVerbal ELA:Language Arts Y Q:Quantitative - Gr:Grade	ELA Math Gr Date PASS 735 680 6 05/01/2014 SC Ready 1863 1862 8 05/01/2016	

G&T Qualification (2013): Either 96 or higher national age percentile composite/total score OR must meet 2 of 3 Dimensions

Dimension A: 93 or higher national age percentile rank score

Dimension B: 94 or higher national age percentile score or 3 on PACT (Reading or Math Only)

or PASS/ASPIRE/SC Ready minimum Scale Score as per chart (grade level at test administration)

Dimension C: Minimum 3.75 Grade GPA on 4.0 GPA scale (rising grade 6), OR

Primary Verbal (Max 20): Grade 2 - 16 or better, Grade 3 - 18 or better OR

Primary NonVerbal (Max 20): Grade 2 - 16 or better, Grade 3 - 18 or better OR

Intermediate Verbal (Max 20): Grade 4 - 16 or better, Grade 5 - 18 or better OR

Intermediate NonVerbal (Max 28): Grade 4 - 22 or better, Grade 5 - 25 or better

Notes:

SC Ready 2016			ASPIRE 2015			PASS 2014		
Gr	Read	Math	Gr	Rd	Math	Gr	ELA	Math
3	1372	1378	3	419	419	3	720	721
4	1471	1478	4	422	422	4	700	733
5	1570	1576	5	426	425	5	698	743
6	1671	1675	6	428	429	6	698	703
7	1772	1772	7	428	430	7	703	715
8	1872	1870	8	431	433	8	693	703



(School District Name)
Screening/Referral/Assessment Student Profile
SC State-Funded Academic Gifted and Talented

Name:	Stud ID / State ID:		
School:			
Parents/Guardians:	DOB:		
Address:	Gender:	Ethnicity:	
City:	State:	Zip:	Phone:

Academic Status	Date	Serving	Strength								
Qualifying Data (if available)											
Dimension A	Tot	V	NV	Q	Gr	Date					
Dimension B	ELA	R	M		Gr	Date					
Dimension C	V	NV	Gr	GPA		Date					
Dimension A Reasoning Abilities	Dimension B Academic Achievement				Dimension C Intellectual/Academic Performance						
Tot V NV Q Gr Date	R M Gr Date				Grade Point Average						
					Performance Task						
- Tot Total K V Verbal E NV Nonverbal Y Q Quantitative - Gr Grade R/Rd Read M/Ma Math ELA Language Arts											
GT Qualification: Either 96+ national age percentile composite/total score OR must meet 2 of 3 dimensions Dimension A: 93+ national age percentile rank score Dimension B: 94+ national age percentile score or 3 on PACT (Reading or Math only) or PASS/ASPIRE/SC Ready minimum scale score as per chart (grade level @ test administration) Dimension C: Minimum 3/75 Grade GPA on 4.0 GPA scale (rising grade 6), OR Primary Verbal (Max 20): Grade 2 – 16+, Grade 3 – 18+ OR Primary Nonverbal (Max 20): Grade 2 – 16+, Grade 3 – 18+ OR Intermediate Verbal (Max 20): Grade 4 – 16+, Grade 5 – 18+ OR Intermediate Nonverbal (Max 28): Grade 4 – 22+, Grade 5 – 25+			SC Ready 2016			ASPIRE 2015			PASS 2014		
			GR	Rd	Ma	Gr	Rd	Ma	Gr	Rd	Ma
			3	1372	1378	3	419	419	3	720	721
			4	1471	1478	4	422	422	4	700	733
			5	1570	1576	5	426	425	5	698	743
			6	1671	1675	6	428	429	6	698	703
			7	1772	1772	7	428	430	7	703	715
			8	1872	1870	8	431	433	8	693	703



SC Example School District
Screening/Referral/Assessment Student Profile
S.C. State Funded Artistic Gifted and Talented Program

Name: Public, John Q Stud ID / StateID: 123456789012 / 9876543210
School: SC High School
Parent(s)/Guardian(s): Public, John and Mary DOB: 01/15/2002 Grade: 9
Address: 123 Anywhere Street Gender: M Ethnicity: W
City: Somewhere State: SC Zip Code: 29000 Phone: 800-555-1212

Dance	Current Status: Currently Serving	If Serving, GTR Model: AfterSchool
Referred Date: 01/15/2015	Screened Date: 03/15/2015	Newly Eligible Date: 09/01/2015
Referred by: Student	Certified Arts Teacher: Sally Smith	
Referred: John Q Public	Community Arts Person: Susan Jones	
	Administrator: Billy Brown	
<hr/>		
Drama	Current Status: Ineligible	If Serving, GTR Model: N/A
Referred Date: / /	Screened Date: / /	Newly Eligible Date: / /
Referred by:	Certified Arts Teacher:	
Referred:	Community Arts Person:	
	Administrator:	
<hr/>		
Music	Current Status: Ineligible	If Serving, GTR Model: N/A
Referred Date: / /	Screened Date: / /	Newly Eligible Date: / /
Referred by:	Certified Arts Teacher:	
Referred:	Community Arts Person:	
	Administrator:	
<hr/>		
Visual Art	Current Status: Ineligible	If Serving, GTR Model: N/A
Referred Date: / /	Screened Date: / /	Newly Eligible Date: / /
Referred by:	Certified Arts Teacher:	
Referred:	Community Arts Person:	
	Administrator:	

Office Use Only - LEP: 9 IEP: .F. NRF: P

GIFT 7.0.33

G&T Academic Status GT-AB

Date 09/02/2009

Serving Yes

06/29/2017



(School District Name)
Screening/Referral/Assessment Student Profile
SC State-Funded Academic Gifted and Talented

Name:	Stud ID / State ID:		
School:			
Parents/Guardians:	DOB:		
Address:	Gender:	Ethnicity:	
City:	State:	Zip:	Phone:

Artistic Screening/Referral/Assessment		
Dance	Current Status:	If serving, GTR Model: N/A
Referred Date:	Screened Date:	
Referred by:	Certified Arts Teacher:	Newly Eligible Date:
Referred:	Community Arts Person:	
	Administrator:	
Drama	Current Status:	If serving, GTR Model: N/A
Referred Date:	Screened Date:	
Referred by:	Certified Arts Teacher:	Newly Eligible Date:
Referred:	Community Arts Person:	
	Administrator:	
Music	Current Status:	If serving, GTR Model: N/A
Referred Date:	Screened Date:	
Referred by:	Certified Arts Teacher:	Newly Eligible Date:
Referred:	Community Arts Person:	
	Administrator:	
Visual Art	Current Status:	If serving, GTR Model: N/A
Referred Date:	Screened Date:	
Referred by:	Certified Arts Teacher:	Newly Eligible Date:
Referred:	Community Arts Person:	
	Administrator:	

GT Academic Status: _____ **Date:** _____ **Serving:** _____

Appendix E: Sample Statement of Nondiscrimination / Assurance of Equality

(Name of School District)

(School Name)

Statement of Nondiscrimination

(Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, § 504 of the Rehabilitation Act of 1973)

The _____ School District does not discriminate in any employment practice, education program, or educational activity on the basis of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, veteran or military status, medical condition, pregnancy and related conditions, retaliation, or political beliefs; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The District will take steps to assure that the lack of English will not be a barrier to admission and participation in District programs. A copy of the District's nondiscrimination policy is available from the _____ School District Office.

The following position is designated Coordinator for Nondiscrimination at (name of school) to handle complaints regarding discrimination, harassment, intimidation, or bullying, and to answer inquiries regarding the District's nondiscrimination policies:

(Name of Designated Coordinator)

(Position)

(Address)

(Phone & email)

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the Coordinator, the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying or to whom such an incident is reported shall report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Appendix F: Sample Procedures for Probation and Removal

The gifted and talented program exists to provide services to identified students that will develop their unique talents and abilities. Participation in an educational program that goes beyond the services provided by the regular classroom/school program should allow these students to achieve their potential. Identified students have demonstrated high performance ability or potential and therefore have the right to these additional services. Moreover, the services provided for identified students must match their area(s) of strength(s)—the way a student qualified for gifted and talented. Gifted and talented students are sometimes twice exceptional or underachievers. Therefore, the denial of services to a student who has qualified for gifted and talented requires careful attention and serious consideration.

Regulation 43-220 requires districts to develop appropriate written procedures that are consistent with the SCDE criteria for removing a student from the gifted and talented program (S.C. Code Ann. Regs. 43-220.II.(B)(8)(c)). The Evaluation Placement Team is responsible for developing these procedures and for final decisions relative to removal of a student from the program.

Removal is defined as discontinuing the participation of a student in the program. Prior to removal from a gifted and talented program, a student must be placed on probation.

Probation is defined as critically examining and evaluating the performance of a student with prescribed interventions for a period of time while the student remains in the program.

Both probation and removal require appropriate counseling with the student and documented conferences with the student, the student's parent(s), and teachers. Records of any assessment, evaluative measures, and other relevant student information must be maintained in a confidential manner.

Removal from the Pullout/Resource Room Program

Gifted and talented students served in the pullout/resource room program model often experience management problems as they learn to maintain and balance the responsibilities of the regular classroom and the resource room. The skills and strategies to function successfully in these two environments must be taught. Students should not be expected to navigate between these two educational settings without the support of the classroom teacher and the pullout/resource teacher. Frequent interactions and joint planning between the classroom teacher and the pullout/resource room teacher are critical to the success of students.

In planning for a student to be successful in a pullout/resource room program model, the district must provide

- curriculum in the resource room that is a match with the strength area(s) of the student and
- teachers with the ability and necessary resources to differentiate instruction within the pullout/resource room.

Also, the district must have written policy addressing the essential assignments that must be completed when a student is absent from the regular classroom because of participation in the pullout/resource room program. This policy should establish

- additional time to complete the essential regular classroom assignments (i.e. Assignments missed in the regular classroom and newly assigned homework are not both due the next day.) and
- a process for defining, explaining, and providing in writing the essential assignments to the student.

Neither of the above should not create a punitive environment for the student.

Similar written policy should address assignments that must be completed as part of the gifted and talented pullout/resource room program.

Research on the performance of students in South Carolina's pullout/resource room program models suggests that students need two complete years in the program to make the adjustments of working in a regular classroom and pullout/resource room. To remove a child prior to two years of active participation in a pullout/resource program is a questionable action without substantive concerns for the student's physical, emotional, or social health.

Criteria for removal from a pullout/resource room program:

1. A child has completed two years in the program, and performance in the regular classroom and/or the pullout/resource room has not been acceptable by both the parent(s) and the teacher(s).
2. Regular conferences with the student, teachers, and parent(s) have been conducted and documented.
3. Specific strategies for supporting and improving student performance have been implemented and monitored by the student, parent(s), and teacher(s).
4. Regular counseling has been provided by the school's guidance counselor to support the student during the probation period.
5. Grade point average is not the sole indicator for removal under most circumstances.
6. Performance on PACT is not the sole indicator for removal under most circumstances.
7. Poor behavior is not the sole indicator for removal under most circumstances.
8. A student's social, emotional, or physical health is a factor related to removal from the program.
9. The student and parent(s) are advised that the student may return to full participation in the gifted and talented program at the beginning of the next school year. The student is not required to requalify for participation.

Removal from Special Class or Special School Program Model

Gifted and talented students served in the special class or special school program model are engaged with a curriculum that reflects acceleration and enrichment in a specific discipline. Both the special class and special school model recognize that students display high ability or potential in some academic areas but not in others.

To be successful in the special class model, a gifted and talented student must be placed in a special class that corresponds with the strength(s) of the learner. For example, it would be inappropriate to place a child in a language arts special class if a child's only strengths were non-verbal/quantitative and mathematical.

To be successful in the special school model, a gifted and talented student must be provided with classes that correspond with the strength(s) of the learner and classes that compensate for and support academic weaknesses of the learner. As stated earlier, gifted and talented students may display high ability or potential in some academic areas but not necessarily in all academic areas.

In planning for a student to be successful in a special class or special school program model, the district must provide students with

- a special class or special school that is a match with the strength area(s) of the student;
- curriculum for the special class or special school that is differentiated and articulated in a written scope and sequence;
- teachers with the ability and necessary resources to differentiate instruction within the academic area(s);
- processes and strategies for gathering diagnostic data on student performance level(s) and monitoring student performance; and
- policies regarding assignments that must be completed as part of the special class program.

If a student is removed from a special class or special school and returned to the regular class or school, the ability of the student to perform adequately in the special class or special school must be addressed. Adequate performance must not be measured solely by grades. Careful consideration must be given to providing academic support, accommodating learning styles, ensuring a curriculum match with the student's strengths, addressing motivational issues, and attending to any social, emotional, or physical concerns that might affect student performance.

Criteria for Removal from a special class or special school program

1. A child has completed a minimum of one report card grading period but no more than a semester in the special class or special school, and performance has not been acceptable by both the parent(s) and the teacher(s).
2. Regular conferences with the student, teacher(s), and parent(s) have been conducted and documented throughout the grading period(s).
3. Specific strategies for supporting and improving student performance have been implemented and monitored by the student, parent(s), and teacher(s).
4. General counseling to support the student has been provided regularly by the school's guidance counselor.
5. Grade point average is not the sole indicator for removal under most circumstances.
6. Poor behavior is not the sole indicator under most circumstances.
7. A student's social, emotional, or physical health is a factor related to removal from the program.
8. The student and parent(s) are advised that the student may return to full participation in the gifted and talented program at the beginning of the next school year. The student is not required to requalify for participation.

Procedure for Removal of a Student by a Parent

If a parent wishes to remove his or her child from the gifted and talented program, the parent should complete a “Request for Removal” form specifying the reasons for this request. A sample form is provided. This form will be given to the district coordinator of gifted and talented programs who will conduct a meeting of the Evaluation Placement team with the student, parent, and teacher present. The Evaluation Placement team will have the final authority for approving or denying the request. When responding to the request of a parent, the same criteria for removal should be applied whenever possible. If a student is removed from the gifted and talented program at the request of a parent, the student may return to full participation in the gifted and talented program at the beginning of the next school year. The student is not required to requalify for participation.

Parent/Guardian Request for Removal of Student from the Gifted and Talented Program

I request that my child _____, be removed from the gifted and talented program. I understand that if my child is removed from the gifted and talented program, he/she may not participate for the remainder of this current school year. Further, I understand that my child will not be required to requalify for service in the gifted and talented program and will be eligible to return for service at the beginning of the next school year. It is my responsibility to advise the school if I wish for my child to return to the gifted and talented program since he/she will have missed a significant portion of the curriculum designed for gifted and talented students.

I am requesting the removal of my child for the following reason(s):

I understand that the Evaluation and Placement team for the gifted and talented program will review this request and notify me in writing of a date and time to discuss this request.

_____	_____
Date	Signature of parent
Name of Student _____	
School _____	Grade _____

Appendix G: Criteria Used in the Assessment Process for Academic Gifted and Talented

CRITERIA USED IN THE ASSESSMENT PROCESS

DIMENSIONS	DESCRIPTIONS
Dimension A Reasoning Abilities	<p>Nationally normed individual or group aptitude test:</p> <ul style="list-style-type: none"> a score at the 93rd national <i>age</i> percentile or higher on verbal/linguistic, quantitative/mathematical, nonverbal, and/or a composite of the three. <p>Students may be eligible for placement on the basis of their <i>aptitude scores alone</i>:</p> <ul style="list-style-type: none"> a composite score at the 98th national age percentile or higher for students entering grades one and two a composite score at the 96th national age percentile or higher for students entering grades three through twelve.
Dimension B High Achievement	<p>Nationally normed and achievement test:</p> <ul style="list-style-type: none"> a score at the 94th national percentile or higher on approved subtests <p>If the approved subtests are unavailable, use the <i>total</i> reading and/or <i>total</i> mathematics score.</p> <p>South Carolina End of Year Assessment:</p> <ul style="list-style-type: none"> a score at the 90th percentile and ties as determine annually by the South Carolina Department of Education
Dimension C Academic Performance	<p>SC Performance Tasks, for students currently in grades two through five for placement in grades three through six</p> <ul style="list-style-type: none"> primary verbal or nonverbal: 16 or higher for students entering grade three; 18 or higher for students entering grade four intermediate verbal: 16 or higher for students entering grade five; 18 or higher for students entering grade six intermediate nonverbal: 22 or higher for students entering grade five; 25 or higher for students entering grade six <p>Grade point average (GPA) in the academic disciplines, for students at the end of grade five and above for the placement of students in grades six through twelve:</p> <ul style="list-style-type: none"> 3.75 GPA or higher on a 4.0 scale

Students who meet the eligibility criteria in *two* of the three dimensions are eligible for gifted and talented services. Aptitude test results alone can qualify a student for placement (see Dimension A above). No single criterion can eliminate a student from consideration per Regulation 43-220.

Appendix H: Sample Referral Form for Artistic Gifted and Talented Students

Referral Form: Artistically Gifted and Talented Program Grades 1–12

Student's name: _____
First Middle Last

Sex: ☐ male ☐ female

Parent/guardian: _____ Home phone (____) _____

Mailing address: _____

Email Address: _____

District: _____

School: _____

Current grade: _____ Homeroom teacher: _____

Date referred: _____ Referred by [*name*]: _____

Relationship: ☐ teacher
☐ administrator
☐ parent
☐ self

Student referred for the following: ☐ Dance ☐ Theatre ☐ Music ☐ Visual Arts

Please use this space to make additional comments regarding the artistic ability of this student:

Date referred: _____

Evaluation Team decision: ☐ eligible ☐ ineligible ☐ reassess

Date of team decision: _____

Appendix I: Sample Recommendation Form for Artistic Gifted and Talented Students

Recommendation Form: Artistically Gifted and Talented Program Grades 1–12

TO BE COMPLETED BY THE APPROPRIATE ARTS OR CLASSROOM TEACHER

Student: _____ Grade: _____ Date: _____

School: _____ District: _____

Form completed by [*please print name*]: _____

Position/relationship to the student: _____

Signature: _____

Using a 4-point scale, with 4 as the highest, rate the student on each of the following items:

Student Performance	1 Points	2 Points	3 Points	4 Points
A. Exhibits high quality work in one or more arts areas				
B. Commits to a task in one or more arts areas				
C. Exhibits arts involvement and interest in class				
D. Exhibits a willingness to explore arts problems				
E. Exhibits originality/independent thinking				
F. Exhibits creative thinking/problem solving				
G. Investigates arts form(s) in his or her spare time				
H. Examines and observes in a very thorough manner				
I. Likes to elaborate upon an idea, or add details				

What subject do/did you teach this student? _____

Why do you feel this student should be considered for the artistically gifted and talented program?

Appendix J: Guidelines for Conducting an Interview

In addition to permitting the adjudicator to use his or her professional judgment during the evaluation, the interview/questionnaire yields valuable insights. The adjudicator should observe the following guidelines if the interview is used to determine a student's eligibility for the artistically gifted and talented program.

- Provide a friendly, relaxed, and helpful atmosphere for students who are likely to be nervous and unable to demonstrate their best effort. The student auditioning last is entitled to the same degree of attention given the student who appeared first. In all fairness to the applicants, each should be shown the same degree of attention and consideration in addition to full allotment of interview time.
- Avoid making comments to an applicant that may lead to a presumption of acceptance or rejection. Ideally an adjudicator's demeanor should be supportive, and there should be no comments that predict an outcome.
- Do not discuss the audition requirements, standards, or criteria with students, their families, or other interested parties.
- Arrive sufficiently ahead of the first scheduled interview to have time for all adjudicators to review preliminary data on the students being assessed. The score on the interview form, along with at least one significant observation, will serve as a basis for the evaluation. It is important to include comments on the evaluation form for future reference.
- Combine a directive approach (i.e., the set of predetermined questions) with a nondirective approach that can allow occasional deviation during the interview.
- Discuss with the student, during the interview, his or her school and/or community-related activities. Questions regarding these activities should be appropriate for the age and grade level.

Appendix K: Suggested Environments for Demonstration/Audition and Portfolio Review

Districts should provide optimal environments for dance, theatre, and music auditions and portfolio reviews in visual arts.

Dance – The dance audition should be carefully designed to allow selected of students who demonstrate kinesthetic ability or potential. At all grade levels, criteria taken from the rubric should be evaluated.

It is recommended that the same teachers/artists judge students throughout the demonstration/audition process in order to maintain consistency within the district or school.

A large, open, and safe space with a clean floor is necessary for the dance demonstration/audition. Audio technology should be provided. Applicants should dress in clothing worn for dance practice and exercise.

If districts require a compositional element, students should be given a compositional task during the audition. Such a task allows the observers an opportunity to evaluate a student's ability to problem solve and to perform their own composition

Theatre – The theatre auditions may take place in a regular classroom setting or theatre. It is recommended that students do not bring props or wear costumes for audition pieces.

Music – No special accommodations are necessary for music. However, a piano should be provided as appropriate for the specific music discipline.

Visual Arts – A regular visual arts classroom is sufficient for administering the art demonstration/audition/portfolio review. For the media arts audition the room must have the essential technology for media presentation (computer with internet access, computer projector, and screen).

Appendix L: Sample Dance Audition Tasks and Forms

Dance Audition Tasks

Pre-K–K: Students will learn a simple folk dance and then repeat it in small groups. Students will be guided through a structured improvisation that will include demonstrating the following (body shapes and levels):

- Begin frozen close to the ground. Slowly stand and create a shape that looks like a tree.
- Melt like snow to the ground and then jump and explode like a firework.

Grades 1–2: Students will learn a 16-count movement phrase and then they will replicate it in small groups. Students will be guided through a structured improvisation that will include demonstrating the following (pathways and tempo changes):

- Begin a letter shape. Sneakily move through the space on a curved pathway.
- Move quickly, like someone push the fast forward button, on a zig zag pathway.
- Move in slow motion as if someone is chasing you on a straight pathway.

Grades 3–5: Students will learn a 24-count phrase and then they will replicate it by themselves. Students will be guided through a structured improvisation that will include demonstrating the following (space, energy, and time):

- Pretend the room is full of peanut butter and push your way through the space on a curved pathway. Remember it will be difficult!
- You have a balloon and you don't want it to pop! Using different body parts gently keep the balloon floating in the air.
- Move in slow motion while writing your name with any body part.
- Move in fast while writing your name with a different body part than above.

Grades 6–8: Students will learn a 32-counts phrase and, will be given time to listen and improvise to 4 different types of music (i.e. classical, top 40, African, and hip hop) in a large group setting. Remind students their movements should change based on the music they hear. In small groups students will replicated the 32-count phrase and improvise to 1 of the 4 songs.

Grades 9–12: Students will learn a 32-count phrase and then they will replicate it by themselves. Students will improvise either using a prop (i.e. a box, chair, scarf) or a provided photograph.

Dance Audition Rating Form for Grades Pre-K–5

Student: _____ Grade: _____ Date: _____

School: _____ School district: _____

<i>Technical/ Physical Skill Observed in Performance</i>	1	2	3	4
Ability to learn sequence	Student cannot replicate phrase demonstrated. There is minimal recognition of the phrase demonstrated (more than 6 differences).	Student replicated the phrase with few recognizable elements from the phrase demonstrated (4-6 differences).	Student replicated the phrase so that it is recognizable, but with differences from the phrase as demonstrated (2-3 differences).	Student replicated the phrase accurately.
Musicality	Student replicated the timing of the phrase with frequent error (more than 6 errors).	Student replicated the timing of the phrase with some error (4-6 mistakes)	Student replicated the timing of the phrase with minimal error (2-3 mistakes).	Student replicated the timing of the phrase accurately.
<i>Creative Improvisation</i>	1	2	3	4
Expresses Creativity	Relied on others for creative thinking, and had difficulty expressing self.	Student demonstrated 1 of the 3 criteria: Works independently in creative thinking Choices were new and interesting Demonstrated self-expression	Student demonstrated 2 of the 3 criteria: Works independently in creative thinking. Choices were new and interesting Demonstrated self-expression	Student worked independently and did not rely on others for creative thinking. Student used a variety of new and interesting ways to move. Student was able to demonstrate self-expression.
<i>Overall Impression</i>	1	2	3	4
Physical Control/Coordination	Student had little or no controls of their body. Demonstrated difficulty in body awareness, maintain alignment, and coordination. Student demonstrated no spatial awareness.	Student completed 2 of the 5 skills: Control of the body while in motion Body awareness Maintained body alignment Demonstrated coordination Maintained personal space.	Student completed 3 of the 5 skills: Control of the body while in motion Body awareness Maintained body alignment Demonstrated coordination Maintained personal space.	Student maintained control of their body while in motion. Student demonstrated body awareness, maintained body alignment and demonstrated coordination. Student maintained personal space.

Performance Quality	Student did not clearly execute the assigned movement qualities and the style of the dance genre. Student was not focused and projected while performing.	<p>Student demonstrated 2 of the 4 qualities:</p> <p>Executed assigned movement qualities</p> <p>Performed in the style of the dance genre.</p> <p>Focused</p> <p>Projection</p>	<p>Student demonstrated 3 of the 4 qualities:</p> <p>Executed assigned movement qualities</p> <p>Performed in the style of the dance genre.</p> <p>Focused</p> <p>Projection</p>	Student clearly executed the assigned movement qualities and the style of the dance genre. Student was focused and projected while performing.
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_____ **COMBINED TOTAL**

Comments:

Dance Audition Rating Form for Grades 6–12

Student: _____ Grade: _____ Date: _____

School: _____ School district: _____

<i>Technical/Physical Skill Observed in Performance</i>	1	2	3	4
Ability to learn sequence	Student did not replicate phrase demonstrated. There was minimal recognition of the phrase demonstrated (more than 6 differences).	Student replicated the phrase with few recognizable elements from the phrase demonstrated (4-6 differences).	Student replicated the phrase so that it was recognizable, but with differences from the phrase as demonstrated (2-3 differences).	Student replicated the phrase accurately.
Musicality	Student replicated the timing of the phrase with frequent error (more than 6 errors).	Student replicated the timing of the phrase with some error (4-6 mistakes)	Student replicated the timing of the phrase with minimal error (2-3 mistakes).	Student replicated the timing of the phrase accurately.
<i>Creative Improvisation</i>	1	2	3	4
Decision Making/Problem Solving	Student relied on others for creative thinking. Did not use a variety of new and interesting choices.	Student demonstrated 1 of the 3 criteria: Works independently in creative thinking. Used variety of movement choices Choices are new and interesting	Student demonstrated 2 of the 3 criteria: Works independently in creative thinking. Used variety of movement choices Choices are new and interesting	Student worked independently and did not rely on others for creative thinking. Student used a variety of new and interesting ways to move.
Response to Improvisation Stimuli	Student did not experiment. The performance was not connected to the prompt.	Student attempted minimal experimentation and their attempt to connect to the prompt was not clear.	Student experimented with ideas in context and made informed decisions. The performance attempted to connect to the prompt, but was not clear.	Student experimented with ideas in context and made informed decisions. The performance is clearly connected to the prompt.
<i>Overall Impression</i>	1	2	3	4
Physical Control/Coordination	Student had little or no control of their body. Demonstrated difficulty in maintaining body awareness and alignment, and demonstrating strength, flexibility, and coordination.	Student demonstrated 3 of the 7 skills: Control of the body while in motion Body awareness Maintaining body alignment	Student demonstrated 5 of the 7 skills: Control of the body while in motion Body awareness Maintaining body alignment	Student maintained control of their body while in motion. Student demonstrated body awareness, maintained body alignment, strength, flexibility, and coordination. Student maintained spatial

	Student demonstrated no spatial awareness.	Demonstrate strength Demonstrates flexibility Demonstrate coordination Maintains spatial awareness	Demonstrate strength Demonstrates flexibility Demonstrate coordination Maintains spatial awareness	awareness throughout the performance.
Performance Quality	Student did not clearly execute the assigned movement qualities and the style of the dance genre. Student was not focused and projected while performing.	Student demonstrated 2 of the 4 qualities: Executed assigned movement qualities Performed in the style of the dance genre. Focused Projection	Student demonstrated 3 of the 4 qualities: Executed assigned movement qualities Performed in the style of the dance genre. Focused Projection	Student clearly executed the assigned movement qualities and the style of the dance genre. Student was focused and projected while performing.

_____ **COMBINED TOTAL**

Comments:

Dance Interview Rating Form for Grades 1–12

Student: _____ Grade: _____ Date: _____

School: _____ School district: _____

Interviews may be given in an oral or written format, depending on the needs of the school and student.

For an oral interview, it is suggested that 10 minutes per students can be allocated for the oral interview. For a written interview, it is suggested that students complete the written interview on site, using the same questions given in an oral interview. Rate each of the following on a 4-point scale, with 4 as the highest.

What was your favorite part of the audition process and why?

Why would you like to be a part of this dance program?

What are some things you like to do besides dance?

Do you like to be taught dances?

Do you like to choreograph dances?

What dance performances have you seen either in person or on tv? Why did you like that performance?

_____ **TOTAL**

_____ **COMBINED TOTAL**

Comments

Appendix M: Sample Music Audition Tasks and Forms

Music Audition Tasks for Grades 1–12

Grades 1–5

Students should complete two tasks:

Task 1. Students sing a short age-appropriate folk song or selection from a classroom textbook selected by the audition committee. Additionally, the district may also choose to audition piano and instrumental music students, with a selection of the student's choice.

Task 2. Students respond to rhythmic and melodic echo and question-answer phrases.

Grades 6–12

Students should complete three tasks:

Task 1. Students perform an instrumental or vocal music selection.

Task 2. Students respond to rhythmic and melodic echo and question-answer phrases.

Task 3. Students demonstrate sight singing or sight reading skills.

Music Audition Rating Form for Grades 1–3

Task 1 – Performance of Selected Piece

	(1 pt)	(2 pts)	(3pts)	(4 pts)	Total
Clarity of Diction (Vocal Students)	Words were not pronounced clearly.	There were places in the performance where the words were not clear.	All words were clear.	Enunciation was clear.	
Technique/Fundamentals (Instrumental Students)	Demonstrates difficulty navigating some areas of performance skills such as articulation, facility and coordination.	Demonstrates average articulation, facility, and coordination.	Demonstrates above average articulation, facility, and coordination.	Demonstrates excellent articulation, facility, and coordination.	
Tonal Quality	Major problems in breathing control	Tonal Concept was underway but needs further refinement.	Tone was well developed.	Tonal Quality enhanced the performance demonstrating a light, clear sound.	
Musical Expression	Occasionally responds to the requirements of the music, but not with sensitivity to dynamics and phrasing.	Responds to the requirements of the music, but not with sensitivity to dynamics and phrasing.	Generally responds with sensitivity to the requirements of the music such as dynamics and phrasing.	Consistently responds with nuances and sensitivity such as dynamics and phrasing.	
Presentation	No evidence of appropriate facial expression, eye contact and posture.	Some evidence of appropriate facial expression, eye contact and posture.	Demonstrates appropriate facial expression, eye contact and posture.	The presentation was such that the listener was fully engaged in the performance, exhibiting several examples of appropriate facial expression, eye contact and posture.	
Pitch Accuracy	There were significant pitch problems.	There were several places where the pitch was unclear.	Most pitches were correct.	All pitches were correct.	

Task 2 – Music Responses

	(1 pt)	(2 pts)	(3 pts)	(4 pts)	Total
Echo Clapping/Chanting	Unable to replicate the example.	Able to replicate some of the example.	Mostly able to replicate the example.	Accurately able to replicate the example.	
Rhythmic Question-Answer	Unable to respond to the same number of measures and/or beats.	Able to respond somewhat to the same number of measures and/or beats.	Able to respond mostly with the same number of measures and/or beats.	Able to respond musically – including the same number of measures and/or beats.	
Melodic Echo	Unable to replicate the pitches in the example.	Able to replicate some of the pitches in the example.	Mostly able to replicate the pitches in the example.	Accurately able to replicate the pitches in the example.	
Melodic Question-Answer	Unable to respond using the aspects of pitch and phrasing contained in the question.	Able to respond somewhat to the aspects of pitch and phrasing contained in the question.	Able to respond mostly to the aspects of pitch and phrasing contained in the question.	Able to respond musically, – including aspects of pitch and phrasing, contained in the question.	

Overall Performance

	(1 pt)	(2 pts)	(3 pts)	(4 pts)	Total
Engagement	Performs with little or no energy, focus, and/or confidence.	Performs with some energy, focus, and/or confidence.	Performs with a great deal of energy, focus, and confidence.	Performs with exceptional energy, focus, sensitivity of expression (such as dynamic and tempo changes), intensity, and conviction.	

Total Score – Audition Segment: _____

Music Audition Rating Form for Grades 4–5

Student: _____

Grade: _____

Date: _____

School: _____

School District: _____

Instrument/Vocal Range: _____

Task 1. Students sing a short age-appropriate folk song or selection from a classroom textbook selected by the audition committee. Additionally, the district may also choose to audition piano and instrumental music students, with a selection of the student's choice.

Task 2. Students respond to rhythmic and melodic echo and question-answer phrases.

Suggested parameters: Rhythmic examples should be two measures in length and use values such as eighth, quarter, half, dotted figures, and whole notes and rests in a medium tempo and simple meter. Melodic examples should be one measure in length and limited to C D E F G A B A – do, re, mi, fa, so, la, ti, do.

Music Audition Rubric for Grades 4–5

Task 1 – Performance of Selected Piece

Expectations	(1 point)	(2 points)	(3 points)	(4 points)	Total
Clarity of Diction (Vocal Students)	Words were not pronounced clearly	There were places in the performance where the words were not clear	All words were clear	Enunciation was precise	
Technique / Fundamentals (Instrumental Students)	Demonstrates difficulty navigating some areas of performance skills such as articulation, facility, and coordination	Demonstrates average articulation, facility, and coordination	Demonstrates above average articulation, facility, and coordination	Demonstrates excellent articulation, facility, and coordination	
Tonal Quality	Major problems in breathing control	Tonal concept was underway but needs further refinement	Tone was well developed	Tonal quality enhanced the performance demonstrating a light, clear sound	
Musical Expression	Occasionally responds to the requirements of the music, but not with sensitivity to dynamics and phrasing	Responds to the requirements of the music, but not with sensitivity to dynamics and phrasing	Generally responds with sensitivity to the requirements of the music such as dynamics and phrasing	Consistently responds with nuances and sensitivity such as dynamics and phrasing	
Presentation	No evidence of appropriate facial expression, eye contact, and posture	Some evidence of appropriate facial expression, contact, and posture	Demonstrates appropriate facial expression, eye contact, and posture	The presentation was such that the listener was fully engaged in the performance exhibiting several examples of appropriate facial expression, eye contact, and posture	
Pitch Accuracy	There were significant problems	There were several places where the pitch was unclear	Most pitches were correct	All pitches were correct	

TOTAL POINTS AWARDED: _____

Task 2 – Musical Responses

Expectations	(1 pt)	(2 pt)	(3 pt)	(4 pt)	Total
Echo Clapping / Chanting	Unable to replicate the example	Able to replicate some of the example	Mostly able to replicate the example	Accurately able to replicate the example	
Rhythmic Question-Answer	Unable to respond to the same number of measures and/or beats	Able to respond somewhat to the same number of measures and/or beats	Able to respond mostly with the same number of measures and/or beats	Able to respond musically -- including the same number of measures and/or beats	
Melodic Echo	Unable to replicate the example	Able to replicate some of the example	Mostly able to replicate the example	Accurately able to replicate the example	
Melodic Question-Answer	Unable to respond using the aspects of pitch and phrasing contained in the question	Able to respond somewhat to the aspects of pitch and phrasing contained in the question	Able to respond mostly to the aspects of pitch and phrasing contained in the question	Able to respond musically -- including aspects of pitch and phrasing contained in the question	

Overall Performance

Expectations	(1 pt)	(2 pt)	(3 pt)	(4 pt)	Total
Engagement	Performs with little or no energy, focus, and/or confidence	Performs with some energy, focus, and/or confidence	Performs with a great deal of energy, focus, and confidence	Performs with exceptional energy, focus, sensitivity of expression (such as dynamic and tempo changes), intensity, and conviction	

Total Score – Audition Segment: _____

Music Audition Rating Form for Grades 6–8

Student: _____

Grade: _____

Date: _____

School: _____

School District: _____

Instrument/Vocal Range: _____

Task 1. Students perform a prepared selection of their choosing. Please consult with your music teacher to determine appropriate selections. All students must bring a copy of their music to the audition. Students may perform with or without accompaniment. Accompaniment tapes, if used, should be instrumental only. Tapes with solo vocal tracks are not acceptable. Students with inappropriate sound tracks will be asked to perform unaccompanied. Popular music is not acceptable for this audition.

Task 2. Students respond to rhythmic and melodic echo and question-answer phrases.

Suggested Parameters: Rhythmic examples should be two measures in length and use values such as eighth, quarter, half, dotted figures, triplets, and/or whole notes and rests in a medium temp and simple or compound meter. Melodic examples should be two measures in length and limited to C D E F G A B C – do, re, mi, fa, so, la, ti, do.

Task 3. Sight reading example taken from appropriate-level material.

Music Audition Rubric for Grades 6–8

Task 1 – Performance of a Prepared Selection

Expectations	(1 pt)	(2 pts)	(3 pts)	(4 pts)	Total
Clarity of Diction (Vocal Students)	Words were not pronounced clearly	There were places in the performance where the words were not clear	All words were clear	Enunciation was clear	
Technique/ Fundamentals (Instrumental Students)	Demonstrates difficulty navigating some areas of performance skills such as articulation, facility and coordination	Demonstrates average articulation, facility, and coordination	Demonstrates above average articulation, facility, and coordination	Demonstrates excellent articulation, facility, and coordination	
Tonal Quality	Major problems in breathing control	Tonal Concept was underway but needs further refinement.	Tone was well developed.	Tonal Quality enhanced the performance demonstrating a light, clear sound.	
Musical Expression	Occasionally responds to the requirements of the music, but not with sensitivity to dynamics and phrasing.	Responds to the requirements of the music, but not with sensitivity to dynamics and phrasing.	Generally responds with sensitivity to the requirements of the music such as dynamics and phrasing.	Consistently responds with nuances and sensitivity such as dynamics and phrasing.	
Presentation	No evidence of appropriate facial expression, eye contact and posture	Some evidence of appropriate facial expression, eye contact and posture	Demonstrates appropriate facial expression, eye contact and posture	The presentation was such that the listener was fully engaged in the performance, exhibiting several examples of appropriate facial expression, eye contact and posture	
Pitch Accuracy	There were significant pitch problems	There were several places where the pitch was unclear	Most pitches were correct	All pitches were correct	

Task 2 – Music Responses

Expectations	(1 pt)	(2 pts)	(3 pts)	(4 pts)	Total
Echo Clapping / Chanting	Unable to replicate the example	Able to replicate some of the example	Mostly able to replicate the example	Accurately able to replicate the example	
Rhythmic Question-Answer	Unable to respond to the same number of measures and/or beats	Able to respond somewhat to the same number of measures and/or beats	Able to respond mostly with the same number of measures and/or beats	Able to respond musically – including the same number of measures and/or beats	
Melodic Echo	Unable to replicate the pitches in the example	Able to replicate some of the pitches in the example	Mostly able to replicate the pitches in the example	Accurately able to replicate the pitches in the example	
Melodic Question-Answer	Unable to respond using the aspects of pitch and phrasing contained in the question	Able to respond somewhat to the aspects of pitch and phrasing contained in the question	Able to respond mostly to the aspects of pitch and phrasing contained in the question	Able to respond musically – including aspects of pitch and phrasing contained in the question	

Task 3 – Sight Singing/Sight Reading

Grades 6–8 and 9–12 only

Expectations	(1 pt)	(2 pts)	(3 pts)	(4 pts)	Total
Sight Singing / Reading	Intervals/ notes, dynamics and rhythm inconsistent throughout	Intervals/notes, dynamics, and rhythm consistent some of the time	Intervals/ notes, dynamics, and rhythm consistent most of the time	Intervals/notes and rhythm consistent throughout including accurate representation of musical nuances such as dynamic and tempo changes	

Overall Performance

Expectations	(1 pt)	(2 pts)	(3 pts)	(4 pts)	Total
Engagement	Performs with little or no energy, focus, and/or confidence	Performs with some energy, focus, and/or confidence	Performs with a great deal of energy, focus, and confidence	Performs with exceptional energy, focus, sensitivity, intensity, and conviction	

Total Score – Audition Segment: _____

Music Audition Rating Form for Grades 9–12

Student: _____

Grade: _____

Date: _____

School: _____

School District: _____

Instrument/Vocal Range: _____

Task 1. Students perform a prepared selection of their choosing. Please consult with your music teacher to determine appropriate selections. All students must bring a copy of their music to their audition. Students may perform with or without accompaniment. Accompaniment tapes, if used, should be instrumental only. Tapes with solo vocal tracks are not acceptable. Students with inappropriate sound tracks will be asked to perform unaccompanied. Popular music is not acceptable for this audition.

Task 2. Students respond to rhythmic and melodic echo and question-answer phrases.

Suggested Parameters: Rhythmic examples should be two measures in length.

Melodic examples should be two measures in length.

Task 3. Sight reading example taken from appropriate level material.

Music Audition Rubric for Grades 9–12

Task 1 – Performance of a Prepared Selection

Expectations	(1 pt)	(2 pts)	(3 pts)	(4 pts)	Total
Diction (Vocal Students)	Words were not pronounced clearly	There were places in the performance where the words were not clear	All words were clear	Enunciation was clear	
Technique/ Fundamentals (Instrumental Students)	Demonstrates difficulty navigating some areas of performance skills such as articulation, facility and coordination	Demonstrates average articulation, facility, and coordination	Demonstrates above average articulation, facility, and coordination	Demonstrates excellent articulation, facility, and coordination	
Tonal Quality	Major problems in breathing control	Tonal Concept was underway but needs further refinement.	Tone was well developed.	Tonal Quality enhanced the performance demonstrating a light, clear sound.	
Musical Expression	Occasionally responds to the requirements of the music, but not with sensitivity to dynamics and phrasing.	Responds to the requirements of the music, but not with sensitivity to dynamics and phrasing.	Generally responds with sensitivity to the requirements of the music such as dynamics and phrasing.	Consistently responds with nuances and sensitivity to the requirements of the music such as dynamics and phrasing.	
Presentation	No evidence of appropriate facial expression, eye contact and posture	Some evidence of appropriate facial expression, eye contact and posture	Demonstrates appropriate facial expression, eye contact and posture	The presentation was such that the listener was fully engaged in the performance, exhibiting several examples of appropriate facial expression, eye contact and posture	
Pitch Accuracy	There were significant pitch problems	There were several places where the pitch was unclear	Most pitches were correct	All pitches were correct	

Task 2 – Musical Responses

Expectations	(1 pt)	(2 pts)	(3 pts)	(4 pts)	Total
Echo Clapping / Chanting	Unable to replicate the example	Able to replicate some of the example	Mostly able to replicate the example	Accurately able to replicate the example	
Rhythmic Question-Answer	Unable to respond to the same number of measures and/or beats	Able to respond somewhat to the same number of measures and/or beats	Able to respond mostly with the same number of measures and/or beats	Able to respond musically -- including the same number of measures and/or beats	
Melodic Echo	Unable to replicate the pitches in the example	Able to replicate some of the pitches in the example	Mostly able to replicate the pitches in the example	Accurately able to replicate the pitches in the example	
Melodic Question-Answer	Unable to respond using the aspects of pitch and phrasing contained in the question	Able to respond somewhat to the aspects of pitch and phrasing contained in the question	Able to respond mostly to the aspects of pitch and phrasing contained in the question	Able to respond musically -- including aspects of pitch and phrasing contained in the question	

Task 3 – Sight Singing/Sight Reading

Grades 6–8 and 9–12 only

Expectations	(1 pt)	(2 pts)	(3 pts)	(4 pts)	Total
Sight Singing/Reading	Intervals/ notes, dynamics and rhythm inconsistent throughout	Intervals/notes, dynamics, and rhythm consistent some of the time	Intervals/notes, dynamics, and rhythm consistent most of the time	Intervals/notes and rhythm consistent throughout including accurate representation of musical nuances such as dynamic and tempo changes	

Overall Performance

Expectations	(1 pt)	(2 pts)	(3 pts)	(4 pts)	Total
Engagement	Performs with little or no energy, focus, and/or confidence	Performs with some energy, focus, and/or confidence	Performs with a great deal of energy, focus, and confidence	Performs with exceptional energy, focus, sensitivity (such as dynamic and tempo changes), intensity, and conviction	

Total Score – Audition Segment: _____

Music Interview for Grades 1–5

Knowledge and Skill

- A. What musical performances have you seen? Tell me about one of them.
- B. Can you sing a high note? A low note?
- C. Can you say something softly? Loudly?

Attitude and Interest

- A. How do you feel when you are singing or playing an instrument?
- B. Why is it important for musicians to practice so much?
- C. Who is your favorite musician? Why?
- D. What is your favorite musical instrument? Why?
- E. Musicians often perform with other musicians. Describe what it feels like to sing or play with others.
- F. Why do you want to be in this gifted and talented program?

Music Interview Rating Form for Grades 1–5

Student: _____

Grade: _____

Date: _____

School: _____

School District: _____

Using a 4-point scale, with 4 as the highest, rate the student on each of the following items:

Knowledge and Skill

- _____ A. What musical performances have you seen? Tell me about one of them.
- _____ B. Can you sing a high note? A low note?
- _____ C. Can you say something softly? Loudly?

Attitude and Interest

- _____ A. How do you feel when you are singing or playing an instrument?
- _____ B. Why is it important for musicians to practice so much?
- _____ C. Who is your favorite musician? Why?
- _____ D. What is your favorite musical instrument? Why?
- _____ E. Musicians often perform with other musicians. Describe what it feels like to sing or play with others.
- _____ F. Why do you want to be in this gifted and talented program?

_____ **Combined Total**

Comments:

Music Interview for Grades 6–12

Knowledge and Skill

- A. In your opinion, who is the most important present-day musician? Why?
- B. Tell me about a composer you like.
- C. What do you need to know about music to be able to write songs for voices or instruments?
- D. What do you need to do to be a good musician?

Attitude and Interest

- A. What do you like about being involved in music?
- B. How do you view your commitment to music?
- C. What is your favorite style of music? Why?
- D. Why do you want to be in this gifted and talented program?

Music Interview Rating Form for Grades 6–12

Student: _____

Grade: _____

Date: _____

School: _____

School District: _____

Using a 4-point scale, with 4 as the highest, rate the student on each of the following items:

Knowledge and Skill

- _____ A. In your opinion, who is the most important present-day musician? Why?
- _____ B. Tell me about a composer you like.
- _____ C. What do you need to know about music to be able to write songs for voices or instruments?
- _____ D. What do you need to do to be a good musician?

Attitude and Interest

- _____ A. What do you like about being involved in music?
- _____ B. How do you view your commitment to music?
- _____ C. What is your favorite style of music? Why?
- _____ D. Why do you want to be in this gifted and talented program?

_____ **Combined Total**

Comments:

Appendix N: Sample Theatre Audition Tasks and Forms

Theatre Interview for Grades 1–3

Knowledge and Skill

- A. What is the difference between a character and an actor?
- B. What makes a play or a movie different than a story?

Attitude and Interest

- A. Why do you like to act?
- B. When did you first realize that you were interested in theatre?
- C. What is your favorite type of character to play? Why?
- D. In what types of theatre activities have you been involved?
- E. Why do you want to be in this gifted and talented program?

Theatre Interview Rating Form for Grades 1–3

Student: _____ Grade: _____ Date: _____

School: _____ School district: _____

Using a 4-point scale, with 4 as the highest, rate the student on each of the following items:

Knowledge and Skill

_____ A. What is the difference between a character and an actor?

_____ B. What makes a play or a movie different than a story?

_____ **TOTAL**

Attitude and Interest

_____ A. Why do you like to act?

_____ B. When did you first realize that you were interested in theatre?

_____ C. What is your favorite type of character to play? Why?

_____ D. In what types of theatre activities have you been involved?

_____ E. Why do you want to be in this gifted and talented program?

_____ **TOTAL**

_____ **COMBINED TOTAL**

Comments:

Theatre Interview for Grades 4–8

Knowledge and Skill

- A. Who has the authority with regard to the production of a play? Why?
- B. Why is theatre considered one of the fine arts?
- C. Lighting helps to create mood. What else creates mood in a theatrical production?

Attitude and Interest

- A. How do you view your commitment to theatre?
- B. What plays have you read in the past year? Which was your favorite? Why?
- C. What would be your least favorite type of character to play? Why?
- D. When did you first realize that you were interested in theatre?
- E. What qualities do you have that encourage you to continue your study of theatre?
- F. Why do you want to be in this gifted and talented program?

Theatre Interview Rating Form for Grades 4–8

Student: _____ Grade: _____ Date: _____

School: _____ School district: _____

Using a 4-point scale, with 4 as the highest score, rate the student on each of the following items:

Knowledge and Skill

- _____ A. Who has the authority with regard to the production of a play? Why?
_____ B. Why is theatre considered one of the fine arts?
_____ C. Lighting helps to create mood. What else creates mood in a theatrical production?

_____ **TOTAL**

Attitude and Interest

- _____ A. How do you view your commitment to theatre?
_____ B. What plays have you read in the past year? Which was your favorite? Why?
_____ C. What would be your least favorite type of character to play? Why?
_____ D. When did you first realize that you were interested in theatre?
_____ E. What qualities do you have that encourage you to continue your study of theatre?
_____ F. Why do you want to be in this gifted and talented program?

_____ **TOTAL**

_____ **COMBINED TOTAL**

Comments: _____

Theatre Interview for Grades 9–12

Knowledge and Skill

- A. Define the term “conflict” and explain why conflict is an essential part of every play.
- B. What is a protagonist?
- C. Why is theatre considered one of the fine arts?
- D. Lighting helps to create mood. What else creates mood in a theatrical production?

Attitude and Interest

- A. Why do you want to participate in the gifted and talented theatre program?
- B. How do you view your commitment to theatre?
- C. What plays have you read? Which is your favorite? Why?
- D. How do you go about creating a character?
- E. When did you first realize that you were interested in theatre?
- F. What qualities do you have that encourage you to continue your studies in a theatre class for gifted and talented students?
- G. In what plays and/or performance activities have you participated?
- H. What is your past theatre training?
- I. Why do you want to be in this gifted and talented program?

Theatre Interview Rating Form for Grades 9–12

Student: _____ Grade: _____ Date: _____

School: _____ School district: _____

Using a 4-point scale, with 4 as the highest, rate the student on each of the following items:

Knowledge and Skill

- _____ A. Define the term “conflict” and explain why conflict is an essential part of every play.
- _____ B. What is a protagonist?
- _____ C. Why is theatre considered one of the fine arts?
- _____ D. Lighting helps to create mood. What else creates mood in a theatrical production?

_____ **TOTAL**

Attitude and Interest

- _____ A. Why do you want to participate in the gifted and talented theatre program?
- _____ B. How do you view your commitment to theatre?
- _____ C. What plays have you read? Which is your favorite? Why?
- _____ D. How do you go about creating a character?
- _____ E. When did you first realize that you were interested in theatre?
- _____ F. What qualities do you have that encourage you to continue your studies in a theatre class for gifted and talented students?
- _____ G. In what plays and/or performance activities have you participated?
- _____ H. What is your past theatre training?
- _____ I. Why do you want to be in this gifted and talented program?

_____ **TOTAL**

_____ **COMBINED TOTAL**

Comments:

Theatre Audition Tasks for Grades 1–12

***Grades 1-12 - Some of these tasks, such as improvisation, could be done in small groups to see how students collaborate with one another.**

GRADES 1–3

Students complete two tasks:

Task 1. Portray a person involved in a specific action. [*For example, show me the way that you would act out a small child playing with a ball*]

Task 2. Tell us one of your favorite stories.

GRADES 4–8

Students complete two tasks:

Task 1. Improvise a 30 second scene with beginning, middle, and end, in response to a given character and situation. [*For example, you have misplaced your homework and you have to convince your teacher that you did it.*]

Task 2. Perform a one-minute *memorized* presentation of a monologue or narrative. [*Students will need advanced notice of this task prior to the audition in order to prepare their monologues*]

GRADES 9–12

Students complete three tasks:

Task 1. Perform two one-minute *memorized* and contrasting monologues. [*Students will need advanced notice of this task prior to the audition in order to prepare their monologues.*]

Task 2. Improvise a one to two-minute scene with beginning, middle, and end, in response to a given character and situation. [*For example, you are on your first airplane flight and experience turbulence.*]

Task 3. Perform a 30-second prepared pantomime with beginning, middle, and end of a person or animal engaged in an activity. [*For example, you are a dog hiding a bone.*]

Theatre Audition Rating Form for Grades 1–3 and Grades 4–8

Student: _____ Grade: _____ Date: _____

School: _____ School district: _____

GRADES 1–3

Task 1. Portray a person involved in a specific action. *[For example, show me the way that you would act out a small child playing with a ball]*

Task 2. Tell us one of your favorite stories.

GRADES 4–8

Task 1. Improvise a 30 second scene with beginning, middle, and end, in response to a given character and situation. *[For example, you have misplaced your homework and you have to convince your teacher that you did it.]*

Task 2. Perform a one-minute *memorized* presentation of a monologue or narrative. *[Students will need advanced notice of this task prior to the audition in order to prepare their monologues.]*

Using a 4-point scale, with 4 as the highest, rate the student on each of the following items:

Task 1	Task 2
_____ Creativity	_____ Creativity
_____ Physical expression	_____ Physical expression
_____ Facial expression	_____ Facial expression
_____ Vocal expression	_____ Vocal expression
_____ Projection	_____ Projection
_____ Articulation	_____ Articulation
_____ Use of detail	_____ Use of detail
_____ Characterization	_____ Characterization
_____ Overall Impression	_____ Overall Impression
_____ TOTAL	_____ TOTAL

_____ **COMBINED TOTAL**

Comments _____

Theatre Audition Rating Form for Grades 9–12

Student: _____ Grade: _____ Date: _____

School: _____ School district: _____

Task 1. Perform two one-minute *memorized* and contrasting monologues.

Task 2. Improvise a one- to two-minute scene with beginning, middle, and end, in response to a given character and situation. *[For example, you are on your first airplane flight and experience turbulence.]*

Task 3. Perform a 30-second prepared pantomime with beginning, middle, and end of a person or animal engaged in an activity. *[For example, you are a dog hiding a bone.]*

Using a 4-point scale, with 4 as the highest, rate the student on each of the following items:

Task 1 – First Monologue

_____ Creativity

_____ Physical Expression

_____ Facial Expression

_____ Vocal Expression

_____ Projection

_____ Articulation

_____ Use of Detail

_____ Characterization

_____ Overall Impression

_____ **TOTAL POINTS AWARDED**

Task 2 – Improvisation

_____ Creativity

_____ Physical Expression

_____ Facial Expression

_____ Vocal Expression

_____ Projection

_____ Articulation

_____ Use of Detail

_____ Characterization

_____ Overall Impression

_____ **TOTAL POINTS AWARDED**

Task 1 – Second Monologue

_____ Creativity

_____ Physical Expression

_____ Facial Expression

_____ Vocal Expression

_____ Projection

_____ Articulation

_____ Use of Detail

_____ Characterization

_____ Overall Impression

_____ **TOTAL POINTS AWARDED**

Task 3 – Pantomime

_____ Characterization

_____ Physical Expression

_____ Creativity

_____ Use of Detail

_____ **TOTAL POINTS AWARDED**

_____ **COMBINED TOTAL**

Comments:

Theatre Audition Rubric for Rating

Criteria	(1 pt)	(2 pts)	(3 pts)	(4 pts)
Creativity	Minimally communicates character and/or situation	Communicates character and/or situation	Communicates fully-developed character and/or situation	Fluently communicates unique fully-developed character and/or situation
Physical expression	Uses little or no gesture and physicality to define the character and/or situation	Uses limited gesture and physicality to define the character and/or situation	Uses some gesture and physicality to define the character and/or situation	Uses gesture and physicality to specifically define the character and/or situation
Facial expression	Uses little or no facial expression to define the character and/or situation	Uses limited facial expression to define the character and/or situation	Uses some facial expression to define the character and/or situation	Uses facial expression to clearly define the character and/or situation
Vocal expression	Uses little or no vocal expression to define the character and/or situation	Uses limited vocal expression to define the character and/or situation	Uses some vocal expression to define the character and/or situation	Uses vocal expression to clearly define the character and/or situation
Projection	Speaks with inaudible volume making it impossible for any audience members to hear	Speaks with limited and inconsistent volume, often making it difficult for the audience members to hear	Speaks with volume that can be heard by most of the audience members	Speaks with volume that can be clearly and easily heard by all audience members
Articulation	Uses diction that is largely unintelligible to the audience	Uses diction that is inconsistent, making it difficult for the audience to understand	Uses clear diction that is understood by most audience members	Uses clear and effective diction that is easily understood by all audience members
Use of detail	Uses few or no details to define the character and situation	Uses limited details to define the character and situation	Uses some specific details to define the character and situation	Uses many specific details to define the character and situation
Characterization	Character has not been developed	Character is emerging, but not clearly defined	Character is believable and fully developed through body and voice	Character is believable, fully and effectively developed through voice and body, and is driven by a clear objective
Overall impression	Demonstrates an Emerging level of accomplishment and potential within the discipline	Demonstrates a Basic level of accomplishment and potential within the discipline	Demonstrates a high level of accomplishment and potential within the discipline	Demonstrates a significant level of accomplishment and potential within the discipline

Appendix O: Sample Visual Arts Audition Tasks and Forms

Portfolio Review/Audition Activities/Interview for Grades 1–12

- These tasks should be administered and adjudicated by the evaluation/placement team comprised of one member of the arts faculty or district arts staff, an administrator, and a member of the community with expertise in the arts area for which the student has been referred.
- In the audition activities, the student will demonstrate their ability to both draw from observation and demonstrate creative thinking.
- Through the portfolio assignment, the student will demonstrate their ability to produce creative and original images and use a variety of media.

Audition Activities

On-site still life drawing will be completed by the student. The still life set up for each grade level group should include objects appropriate for the grade level. There should be a variety of heights and object sizes. Use boxes under draped fabric to create multiple levels. Objects should vary in complexity and should appeal to many interests. Students are instructed to draw the still life objects as realistically as possible and pay close attention to proportions, relative placement, and shading. Also, a creative problem solving activity will be done.

Interview

In the interview students will be asked about their art knowledge, their attitude about/interest in art-making, and their motivation for participating in the GT program.

Portfolio Review

For each grade level group, the student will produce a portfolio of four artworks, as per the specific assignments established by the program/school/school district.

Portfolio suggestions

- **Grades 1–3**
 - Create an artwork that has a house, a person, and a tree.
 - Using line only, create a drawing of a plant. Use no color or shading.
 - Using color, create an drawing of at least one toy.
- **Grades 4–5**
 - Using a mirror, draw a self-portrait.
 - Using line, create an artwork that includes three different shoes.
 - Draw a landscape with color that demonstrates the use of depth.
 - Create a creature from another planet.
- **Grades 6–8** (Note: One piece in the portfolio should be an artwork that expresses a theme established by the student/program/school/or district.)
 - Create a drawing of a plant using at least five values.

- Create a self-portrait from an unusual viewpoint.
 - Design a book jacket for your autobiography using color.
 - Create an artwork of a fantasy landscape using mixed media.
 - Draw a corner of a room with at least three pieces of furniture
 - (Alternative portfolio requirements may be considered for rising sixth graders.)
- **Grades 9–12** (Note: One piece in the portfolio should be an artwork that expresses a theme selected by the student.)
 - Draw a still life that includes fabric, a translucent or transparent object, and something reflective.
 - Create a portrait of a person that includes three different views of that person.
 - Create an abstract design that communicates conflict resolution.
 - Draw a crumpled piece of paper using at least five values.

Rating Form: On-Site Still Life Drawing for Grades 1–12

Student: _____ **Grade:** _____ **Date:** _____

School: _____ **District:** _____

Using a 4-point scale, with 4 as the highest, rate the student on each of the following items:

Skills	1 point	2 points	3 points	4 points	Total
Accurate proportions	Little or no evidence of the ability to represent accurate proportions of objects.	Some objects of the drawing have accurate proportions, but several do not.	Most objects have accurate proportions.	All objects have accurate proportions.	
Accurate placement of objects	Objects are not placed correctly, relative to each other.	A few of the objects in the still life are placed correctly, relative to each other.	Most objects are accurately placed, relative to each other.	All objects are accurately placed, relative to each other.	
Details	Drawing lacks almost all detail.	Drawing has few details.	Drawing is somewhat detailed. Some use has been made of pattern, shading, or texture.	Drawing has much detail. Shapes, patterns, shading, and/or texture are produced.	
Composition	Drawing has little effective use of positive and negative space	Drawing shows evidence of an attempt to develop an effective balance of positive and negative space.	Drawing has an adequate use of positive and negative space.	Drawing has an effective use of positive and negative space.	

_____ **TOTAL**

Comments:

Rating Form: Visual Arts Portfolio for Grades 1–5

Student: _____ **Grade:** _____ **Date:** _____

School: _____ **District:** _____

For each item listed below, rate the student's overall portfolio on a 4-point scale, giving 1 point for below-average work and 4 points for outstanding work:

Student Performance	1 point	2 points	3 points	4 points	Total
Originality: Independent Thinking	The portfolio pieces do not have original qualities.	Some pieces in the portfolio demonstrate original qualities.	Many pieces in the portfolio demonstrate original approaches to the subject.	The overall portfolio demonstrates a unique approach to problem solving.	
Creativity: Imaginative Thinking	The portfolio pieces lack creativity.	Some of the portfolio pieces demonstrate creative thought.	Many of the portfolio pieces demonstrate creative thought.	The portfolio pieces demonstrate creative thought.	
Technical Ability	The portfolio pieces show a lack of technical ability.	The portfolio pieces show technical ability in some media.	The portfolio pieces show technical ability in most media used.	The portfolio pieces demonstrate appropriate and proficient technical ability in the media used.	
Skill in Using a Variety of Media	Shows little skill in using a variety of media.	Shows general skill in using a variety of media.	Applies a variety of media skillfully.	Applies a variety of media to solve challenging visual problems.	

_____ **TOTAL**

Comments:

Rating Form: Visual Arts Portfolio for Grades 6–12

Student: _____ **Grade:** _____ **Date:** _____

School: _____ **District:** _____

For each item listed below, rate the student's overall portfolio on a 4-point scale, giving 1 point for below-average work and 4 points for outstanding work:

Student Performance	1 point	2 points	3 points	4 points	Total
Originality: Independent thinking	The portfolio pieces do not have original qualities.	Some pieces in the portfolio demonstrate original characteristics.	Many pieces in the portfolio demonstrate original approaches to the subject matter.	The overall portfolio demonstrates a unique approach to problem solving.	
Creativity: Imaginative thinking	The portfolio pieces lack creativity.	Some of the portfolio pieces demonstrate creative thought.	Many of the portfolio pieces demonstrate creative thought.	The portfolio pieces demonstrate creative thought.	
Technical Ability	The portfolio pieces show a lack of technical ability.	The portfolio pieces show technical ability in some media.	The portfolio pieces show technical ability in most media used.	The portfolio pieces demonstrate appropriate and proficient technical ability in the media used.	
Expression/communication of the theme (thematic artwork in portfolio)	Unable to communicate the theme effectively.	Somewhat successful in communicating the theme effectively.	Successful in communicating the theme effectively.	Very successful in communicating the theme effectively.	
Skill in Using a Variety of Media	Shows little skill in using a variety of media.	Shows general skill in using a variety of media.	Applies a variety of media skillfully.	Applies a variety of media to solve challenging visual problems.	

_____ **TOTAL**
Comments:

Visual Arts Interview: Suggestion Questions for Grades 1–5

Knowledge and Skill

- A. What are your favorite art activities? Why?
- B. What are your favorite art materials? Why do you like those?
- C. Who is your favorite artist? What do you like about their artwork?

Attitude and Interest

- A. Do you spend time making art on your own? Where? How often?
- B. Why do you want to be in the gifted and talented program?
- C. What do you like most about art? Why?
- D. Why do you want to be in this artistically gifted and talented program?

Other sample questions

Grades 1–3

Knowledge and Skill

How would you use color to show happiness in an artwork?

Attitude and Interest

What do you like most about art?

What do you like to make in art and why?

Grades 4–5

Knowledge and Skill

What is your favorite art material to use and why?

Where have you seen art that you like? Why did you like it?

What is the difference between two-dimensional and three-dimensional artworks?

Attitude and Interest

Do you make art somewhere other than school? Where? How often?

Visual Arts Interview: Rating Form for Grades 1–5

Student: _____

Grade: _____

Date: _____

School: _____

District: _____

Using a 4-point scale, with 4 as the highest, rate the student on each of the following items:

_____ **Knowledge and Skill**

_____ **Attitude and Interest**

_____ **COMBINED TOTAL**

Comments:

Visual Arts Interview: Suggested Questions for Grades 6–12

Knowledge and Skill

- A. What kinds of art do you like most? Why?
- B. What is your favorite art medium? Why?
- C. Who do you think is the most important present-day or modern artist? Why?
- D. Who do you think is the most important artist of the past? Why?

Attitude and Interest

- A. What would you give up in order to be able to make art?
- B. What do you like most about art? Why do you feel this way?
- C. Why do you want to be in this gifted and talented program?
- D. Two to five years from now, what do you think you'll be most interested in doing or learning about?

Other Sample Questions

Grades 6-8

Knowledge and Skill

- Select an artwork from your portfolio that you believe is your best. Why do you believe this is your best work?
- Name an artist who you admire. Why do you like this artist's work?

Attitude and Interest

- Explain the most important thing that you have learned about art, so far.
- Why do you want to be in this artistically gifted and talented program?

Grades 9-12

Knowledge and Skill

- Which art form do you most like to work in? Why?
- What is your favorite medium to use? Why?
- Select an artwork from your portfolio and describe how you developed the composition.
- Think of someone who has been influential in your choice to create art. How has this person influenced you?
- Think of a well-known artist and explain how you believe this artist became known for his or her artwork.

Attitude and Interest

- How does your work in art affect your work in other subject areas?
- What have you learned in art that will help in your future?
- Why do you want to be in this artistically gifted and talented program?

Visual Arts Interview: Rating Form for Grades 6–12

Student: _____

Grade: _____

Date: _____

School: _____

District: _____

Using a 4-point scale, with 4 as the highest, rate the student on each of the following items:

Knowledge and Skill

_____ Ability to describe a variety of media

_____ Ability to describe art processes

_____ Specific knowledge of artists

_____ **TOTAL**

Attitude and Interest

_____ Communicates that art making is a priority

_____ Ability to justify selection for program

_____ Ability to support preferences

_____ **TOTAL**

_____ **COMBINED TOTAL (24 MAX.)**

Comments:

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