Visual & Performing Arts Identification

Mayfield City Schools

First Steps toward VPA ID-ART

1. Nomination of the Student.
2. Evaluation of the Student-GATES.
3. Evaluation of the student's Display of Work portfolio-Rubric.

Nomination of Student

1. Nomination of the Student.
   a. Nomination form (See Carrie for extras)

Must be signed and submitted.

Please send to these to Innovation Center, Attn: Carrie Heath, Gifted Coordinator when completed.

Evaluation of the Student

1. Behavioral checklist-Gifted and Talented Evaluation Scale (GATES) for Artistic Talent.
2. GATES scale-10 questions (please total)
3. Required score: 78+

Evaluation of the student's Display of Work portfolio.

1. Submission of ==at least 5 works of art by the student==. Display of Work should represent the best work of the student.
   a. All works submitted must have been completed within 24 months of evaluation.
2. ODE Rubric for scoring Visual & Performing Arts should be utilized.
   a. ==Gifted ID Score is 21+==
3. Student must complete the "==Artwork written response Sheet==" for each work submitted.
4. Scoring criteria should be shared with student <u>before</u> artwork is selected.
5. A Trained Arts instructor must complete a rubric- ==Score of 21+ needed for gifted ID==
6. Ratings from art competitions or exhibitions cannot be used in the screening/identification process, but may be included in the portfolio.

Display of Artwork may include:

- Works of art created in class
- Works of art created outside of school
- Photographs of three-dimensional works of art (sculptures)
- Artistic photographs
- Original artistic scenic designs for theatrical productions (not including technical drawings)
- Original fashion/costume designs or completed pieces
- Original architectural drawings of student designed structures
- Electronic works, such as animations, digital "drawings" or "paintings," creative digital video productions or interactive media works. (limited to 2 entries)
- An accurate representation of a photograph, postcard or magazine print. (limited to one entry)

Guidelines for Trained Individuals Evaluating Display of Work Portfolios

1. Review the collection for completeness. An incomplete Display of Work cannot be evaluated.
   a. Are at least 5 work of art included?
   b. Is a Response Sheet included for each work of art submitted?
   c. If an entry is a student-centered reproduction, is the original photograph, postcard or magazine print attached to the artwork?
2. Thoroughly review each example of student work in the Display of Work, along with the corresponding Artwork Response Sheet.
3. Using the rubric, circle or check the evaluation description that best applies to the collection of work as whole. Students should be rated relative to other students of similar age, training and environment
4. Total points received to obtain the final score achieved by the student.
5. Write comments on the rubric to indicate strengths and weaknesses of the Display of Work.

First Steps toward VPA ID-MUSIC

1. Nomination of the Student.
2. Evaluation of the Student-GATES.
3. Evaluation of the student on a performance evaluation-Rubric

Nomination of Student

1. Nomination of the Student.
   a. Nomination form

Must be signed and submitted.

Please send to the Innovation Center, Attn: Carrie Heath, Gifted Coordinator when completed.

Evaluation of the Student

1. Behavioral checklist-Gifted and Talented Evaluation Scale (GATES) for Artistic Talent.
2. Find GATES scale here:
3. Required score: 78+

Evaluation of the student on a Performance Evaluations-Music.

1. Performance Evaluation Rubric.
   a. ODE places the responsibility to develop protocols for the performance evaluation on the school district.
      i. Activities should be appropriate for each student at any age.
   b. Protocols should include the opportunity for the student to give a prepared or rehearsed performance, either solo or in a small group or ensemble.
   c. Scoring should be shared with student <u>prior</u> to performance.
   d. Effective protocol allows the rater to observe a student performing to the best of his or her ability on each criterion on the rubric.
   e. <u>Gifted ID score is 18+</u>

Musical Performance may include:

- Solo or small group performances (in formal or informal settings)
- Free improvisation
- Structured audition activities (for example, asking a student to listen to a few measures of music and then replicate the rhythm or improvise a few measures.)
- Workshop activities observed by rater
- Small group activities
- Formal performances such as: concerts, competitions and recitals

Guidelines for Trained Individuals Assessing Performance

1. Am I objective about assessing the natural ability of this student, regardless of my past knowledge or, or relationship with, the student?
2. Am I assessing the audition/performance in comparison to others performed by students of a similar age?
3. Am I assessing the audition/performance in comparison to other performed by students of similar experience?
4. Am I assessing the audition/performance in comparison to other performed by students of similar environment?
5. Have I had adequate experience observing student performers to allow me to make a valid comparison?