IDENTIFICATION OF CHILDREN WHO ARE GIFTED IN THEATRE/ DRAMA

Implementation Handbook For Educators

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Table of Contents

Introduction 4
Related Ohio Law and Rule 4
Screening and Identification Procedures in Theatre/Drama 6
  Screening and Identification Process Overview 6
Sample Identification Process Decision Flowchart – Part 1 7
Sample Identification Process Decision Flowchart – Part 2 8
Nomination Component 9
  Visual and Performing Arts Nomination Form 10
Behavioral Checklist Component 11
  Approved Behavioral Checklists and Cutoff Scores 11
Performance Evaluation Component 12
  Approved Audition/Performance Evaluation Instruments and Cutoff Scores 13
  Identification Criteria 13
  Guidelines for Trained Individuals Assessing Performance 14
  Visual and Performing Arts Student Profile Sheet 15
  Rubric for Scoring Drama/Theatre Performance Evaluation 16

Introduction

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

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

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

Related Ohio Law and Rule

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

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

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

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

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

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

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

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

(1) Initial screening instruments for use in selecting potentially gifted students for further assessment;

(2) Instruments for identifying gifted students under section 3324.03 of the Revised Code.

(B) The Department, under Chapter 119 of the Revised Code, shall also adopt rules for the administration of any tests or assessment instruments it approves on the list required by Division (A) of this section and for establishing the scores or performance levels required under Section 3324.03 of the Revised Code.

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

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

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

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

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

http://www.ode.state.oh.us/exceptional_children/gifted_children

Screening and Identification Procedures in Theatre/Drama

Screening and Identification Process Overview

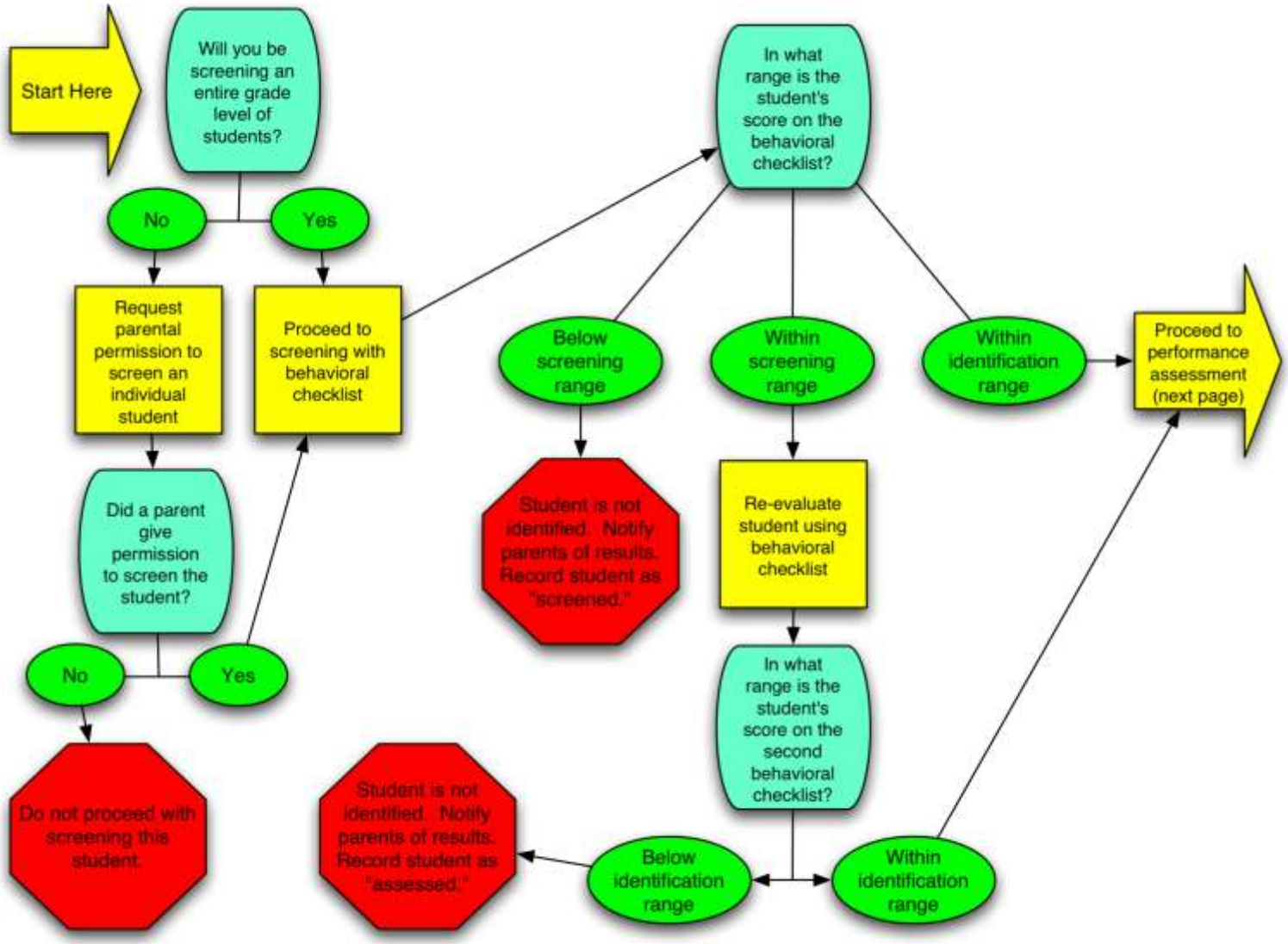
The screening and identification process for identifying students gifted in theatre/drama includes the following components:

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

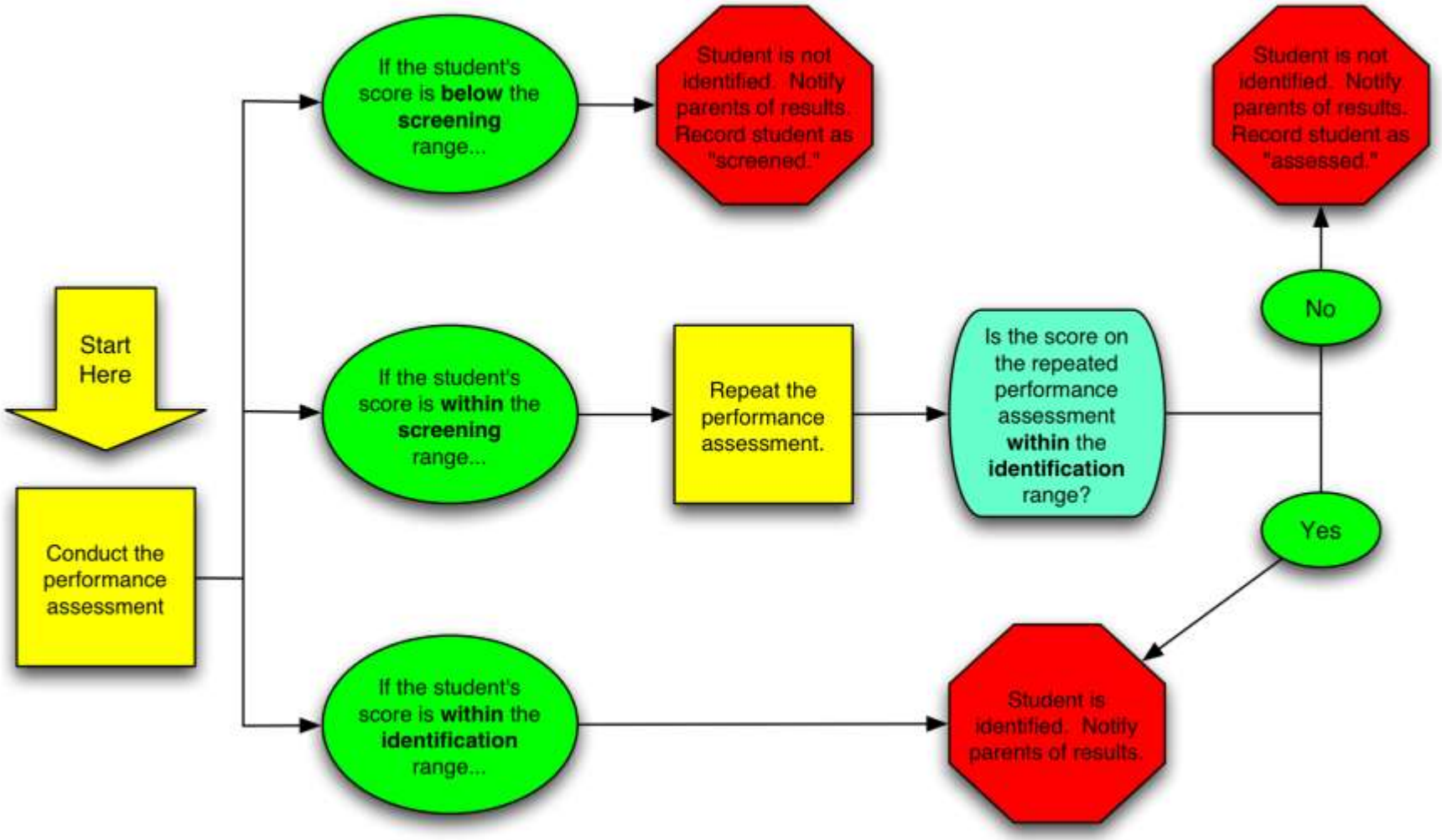
A graphical representation of a sample screening and identification process is provided as decision flowcharts on pages 7-8 of this handbook. The decision flowchart diagrams assume school districts will complete the behavioral checklist process before moving to the performance evaluation. However, school districts may choose to reverse this order.

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

Sample Identification Process Decision Flowchart – Part 1



Sample Identification Process Decision Flowchart – Part 2



Nomination Component

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

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

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

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

Visual and Performing Arts Nomination Form

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

VISUAL ART

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

MUSIC

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

DRAMA/THEATRE

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

DANCE

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

Date Submitted _____ Student Name _____

District _____ Building _____ Grade _____

Name of Person Referring _____

Relationship to Student ☐ Parent ☐ Teacher ☐ Peer ☐ Self

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

Behavioral Checklist Component

To be identified as gifted in the visual and performing arts in the area of theatre/drama, a student must score in the identification range on an approved behavioral checklist and on a performance evaluation. Consult the publisher's instructions regarding the appropriate use of the behavioral checklist.

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

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

If a student scores within the *screening* score range on his or her first evaluation using the behavioral checklist, the student should be evaluated a second time by a different rater using the same behavioral checklist, or be evaluated a second time by the same rater using a different behavioral checklist. If the student scores in the *identification* range on the second evaluation, he or she has satisfied this requirement for identification, and must be identified if he or she also scores in the identification range on the performance evaluation. If the student scores in the screening score range or below the screening score range on the second evaluation using the behavioral checklist, he or she will not be identified and the school district may stop the screening/assessment process for the student. However, the school district must provide two opportunities for screening each year, and must re-screen the student if he or she is nominated again.

Approved Behavioral Checklists and Cutoff Scores

ODE has approved two instruments for use as behavioral checklists for screening and identification of giftedness in the area of drama/theatre:

Instrument Name	Publisher Information	Screening Score Range	Identification Score Range
Gifted and Talented Evaluation Scales (GATES)	Pro-Ed 8700 Shoal Creek Blvd. Austin, TX 78757-6897	57-77 on Section 5, items 41-50	78 and above on Section 5, items 41-50
Scales for Rating the Behavior Characteristics of Superior Students (SRBCSS)	Creative Learning Press P.O. Box 320 Mansfield Center, CT 06250	54-56 on Part VII	57 and above on Part VII

Performance Evaluation Component

ODE has developed a performance evaluation rubric that may be used to identify students who are gifted in the visual and performing arts in the area of theatre/drama. The rubric is provided at the end of this handbook and may be photocopied. The Theatre Arts Talent Assessment Process (TTAP), published by Arts Connection, is also an ODE-approved assessment instrument that may be used instead of the ODE rubric for the performance evaluation. The remainder of this handbook discusses use of the ODE rubric for screening and assessing students. For information on using the TTAP, review the publisher's instructions.

Scoring criteria should be shared with students before the evaluation. Students may receive assistance in staging and rehearsing performances. While there is no required minimum or maximum length of the performances, the performances should be of sufficient length to give the trained individuals rating the performances an adequate opportunity to evaluate the student based on the evaluation criteria.

The ODE rubric contains evaluation criteria for the performance evaluation. It is the responsibility of the school district to develop appropriate protocols for the performance evaluation. Because of the wide range of age, experience and environments among students, districts should develop flexible protocols so that evaluation activities will be appropriate for each student and limit the risk of excluding from possible identification students with high potential but little training or experience.

The protocols should include an opportunity for the student to give a prepared or rehearsed performance, either solo or in a small group or ensemble. Younger or less experienced students may need assistance selecting an appropriate work of drama and preparing for this part of the performance evaluation. The protocols also should include other activities designed to afford the rater opportunities to evaluate the student fairly on the criteria on the rubric. An effective protocol is one that allows the rater to observe a student performing to the best of his or her ability on each criterion on the rubric.

Performances may be solo or involve small groups, provided the student (or students) being rated has a significant role that affords the rater adequate opportunities to observe the abilities of the student.

Screening/assessment activities may include (but are not limited to):

- Solo (monologue) or small group performances in formal or informal settings;
- Improvised scenes;
- Improvisation games;
- Structured audition activities;
- Workshop activities observed by the rater; and
- Small group activities.

A performance in a rated competition cannot be used for evaluation purposes. However, the same piece performed and assessed in a different venue may be considered.

Using recorded performances for screening and identification purposes should be avoided whenever possible to prevent the quality of videography from becoming a factor in the evaluation.

Using the appropriate scoring rubric, the trained individual evaluating the performance will complete one evaluation per student per audition/performance. Each completed scoring rubric must be signed and dated by the trained individual evaluating the performance.

Approved Audition/Performance Evaluation Instruments and Cutoff Scores

Instrument Name	**Publisher Information**	**Screening Score Range**	**Identification Score Range**
Theatre Arts Talent Assessment Process (TTAP)	Arts Connection Attn: Barry Oreck 120 West 46th Street New York, NY 10036	See publisher's instructions.	See publisher's instructions.
ODE Rubric for Scoring Drama/Theatre Performance for Grades K-12	Rubric is provided at the end of this handbook.	16-19 Points	20-24 Points

Identification Criteria

To be identified as gifted in the visual and performing arts in the area of drama, a student must receive a qualifying score on an approved behavioral checklist, and score in the "identification" range on the performance evaluation.

Students who score below the "screening" range on the performance evaluation should not be identified as gifted. These students should be considered "screened" in the school district's gifted screening data.

Students who score within the screening range on the performance evaluation should be given a second opportunity to complete the performance assessment. The second performance assessment may be rated by the same individual who rated the first performance evaluation, or by a different trained individual. The second performance assessment should be conducted within a reasonable time following the first performance evaluation.

Guidelines for Trained Individuals Assessing Performance

Trained individuals should be instructed to score students in comparison to other students of similar age, training and environment. Therefore, it is recommended (but not required) that the trained individual(s) evaluating a performance be provided with relevant background information about the student's age, training and environment. An example of a form that may be used for this purpose is provided on page 15 of this handbook. School districts may also develop custom forms for this purpose.

It may be helpful to instruct trained individuals evaluating performances/auditions to consider the following questions:

- Am I objective about assessing the natural ability of this student, regardless of my past knowledge of, or relationship with, the student?
- Am I assessing the audition/performance in comparison to others performed by students of a comparable age?
- Am I assessing the audition/performance in comparison to others performed by students of comparable experience?
- Am I assessing the audition/performance in comparison to others performed by students of comparable environments?
- Have I had adequate experience observing student performers similar to those that I am assessing to allow me to make valid comparisons?
- Are my ratings as objective as possible and based on the criteria on the assessment instrument?
- Are my written comments legible, clear, and understandable?
- Are my comments professional in tone and word choice?
- Are my comments and criticisms specific and constructive?

Visual and Performing Arts Student Profile Sheet
This form may be completed by the student, teacher, or parent.

Name of Student _____ Age _____ Grade _____

School District_____ Building _____

Completed by (Name) _____ Relationship to Student _____

Date Completed _____

This student is being assessed for ability in (check one):

☐ Dance ☐ Drama/Theatre ☐ Music ☐ Visual Art

1. Has this student taken private lessons in the area checked above?

☐ No
☐ Yes How many years? _____

Name of studio or teacher _____

Method _____

2. Is this student enrolled in a school arts program taught by a specialist?

☐ No
☐ Yes How many years? _____

How often does the class meet? _____

How long are the classes? _____

3. Has this student has had opportunities in class to discuss and critique the art form checked above?

☐ No ☐ Occasionally ☐ Often

4. Does this student participate in arts-based extracurricular activities or clubs?

☐ No
☐ Yes How many years? _____

List them _____

_____

_____

_____

5. Write additional relevant information on the back of this form or attach additional pages.

Ohio Department of Education
Rubric for Scoring Drama/Theatre Performance Evaluation

Student _____ **Grade** _____ **Age** _____ **Date** _____

School District_____ **Building** _____

CRITERIA	EMERGING (0 Points)	TYPICAL (1 Point each)	ABOVE AVERAGE (2 Points each)	SUPERIOR (3 Points each)
Physical Performance	☐ Uses limited physical movement in performance. Voice sometimes difficult to hear or understand.	☐ Vocal performance is audible and clear. Occasionally uses body and movement to enhance character.	☐ Uses whole body and voice in performance, consistently uses voice and body to enhance character.	☐ Consistently commits voice and whole body to create a detailed and realistic performance, shows advanced physical coordination and vocal control.
Imagination	☐ Only with considerable assistance invents dramatic situations, original ideas, and unusual solutions	☐ With moderate assistance invents dramatic situations, original ideas, and unusual solutions	☐ With minimal assistance invents dramatic situations, original ideas, and unusual solutions	☐ Without assistance, independently invents dramatic situations, original ideas, and unusual solutions
Improvisation	☐ Spontaneously creates an ineffective improvisation as compared to those of students of the same age or experience	☐ Spontaneously creates an acceptable improvisation that is typical of students of the same age or experience	☐ Spontaneously creates an effective improvisation that is advanced for students of the same age or experience	☐ Spontaneously creates a highly effective improvisation that is extremely advanced for students of the same age or experience
Characterization	☐ The character lacks clarity, is under-developed, and/or not very believable	☐ The character has some clarity, is partially developed, and/or is somewhat believable	☐ The character is generally clear, developed, and believable	☐ The character is exceptionally clear, well-developed, and believable

CRITERIA	EMERGING (0 Points)	TYPICAL (1 Point each)	ABOVE AVERAGE (2 Points each)	SUPERIOR (3 Points each)
Engagement	☐ Performs with little energy, focus, and/or commitment	☐ Performs with some energy, focus, and commitment	☐ Performs with energy, focus and commitment	☐ Performs with unusual energy, intensity, focus, and commitment
Technique	☐ Technique is typical of students of a younger age or of less training	☐ Technique is typical of students of the same age or training	☐ Technique is advanced compared to students of the same age or training	☐ Technique is superior compared to students of the same age or training
Communication of Meaning	☐ Rarely uses voice, facial expression, gesture, and body movement effectively to communicate meaning	☐ Sometimes uses voice, facial expression, gesture, and body movement effectively to communicate meaning	☐ Generally uses voice, facial expression, gesture, and body movement effectively to communicate meaning	☐ Consistently uses voice, facial expression, gesture, and body movement effectively to communicate meaning
Over-All Performance	☐ Performance is typical of students of a younger age or students with less training	☐ Performance is typical when compared with students of the same age or training	☐ Performance is advanced when compared with students of the same age or training	☐ Performance is superior when compared with students of the same age or training
	Emerging Total Points _____	**Typical Total Points** _____	**Above Average Total Points** _____	**Superior Total Points** _____
Scoring:				**Total Points** _____
Screening Range: 16-19 Total Points Identification Range: 20-24 Total Points		**Signature:**_____		**Date:**_____

Rater's Comments