

# IDENTIFICATION OF CHILDREN WHO ARE GIFTED IN DANCE

## Implementation Handbook For Educators



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## Introduction

*Identification of Children Who Are Gifted in Dance: Implementation Handbook for Educators* provides arts specialists and gifted coordinators with procedures for identifying students who are gifted in dance. 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 dance 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 dance. Therefore, the involvement of the gifted coordinator and district arts specialists in identifying students gifted in dance 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 dance. The final section of the handbook explains the identification procedures in detail, including instructions for the use of the Ohio Department of Education (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 dance, 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](http://www.ode.state.oh.us/exceptional_children/gifted_children)

# Screening and Identification Procedures in Dance

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

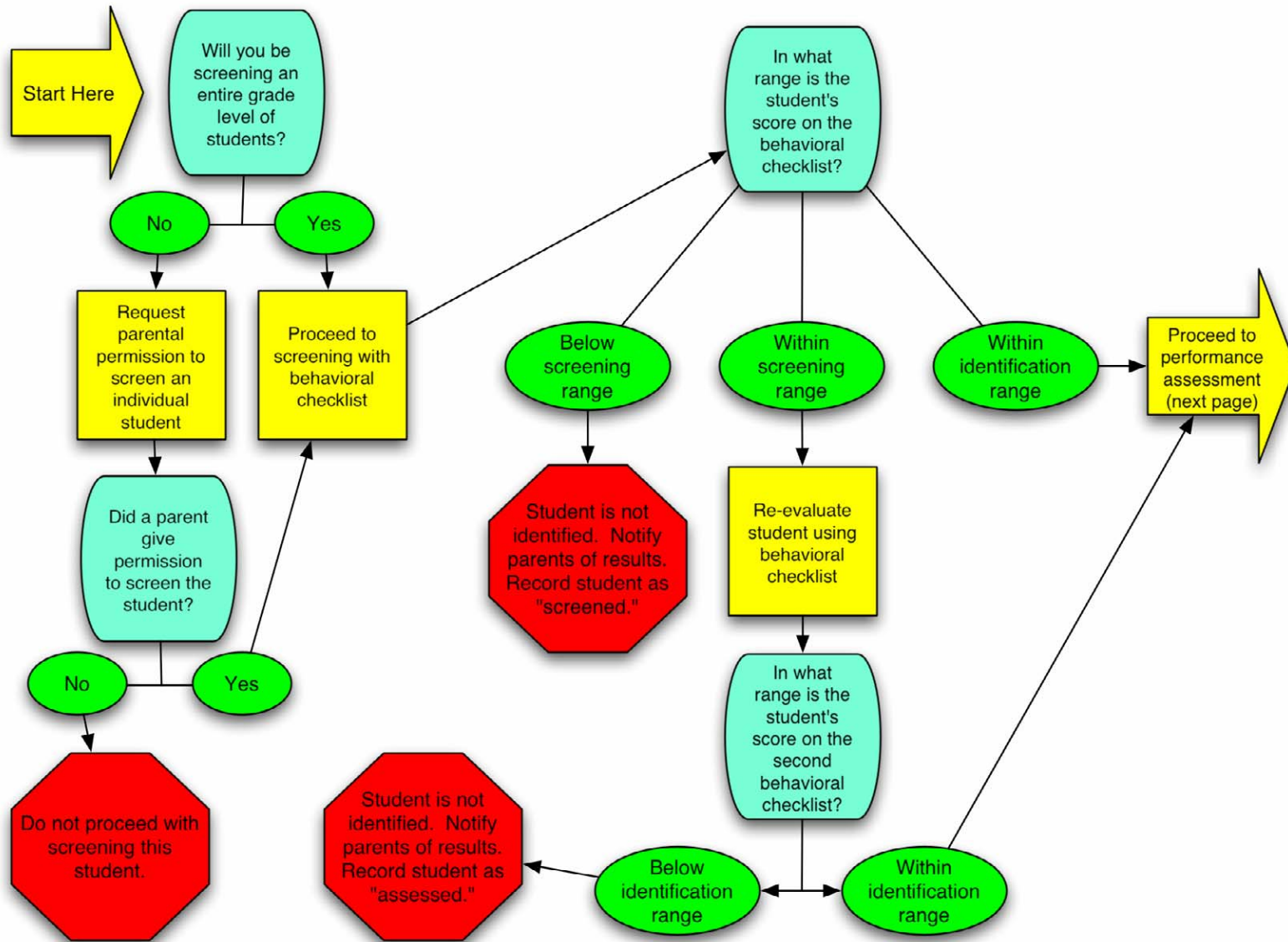
The screening and identification process for identifying students gifted in dance includes the following components:

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 assessment using an approved scoring rubric (see pages 12-19).

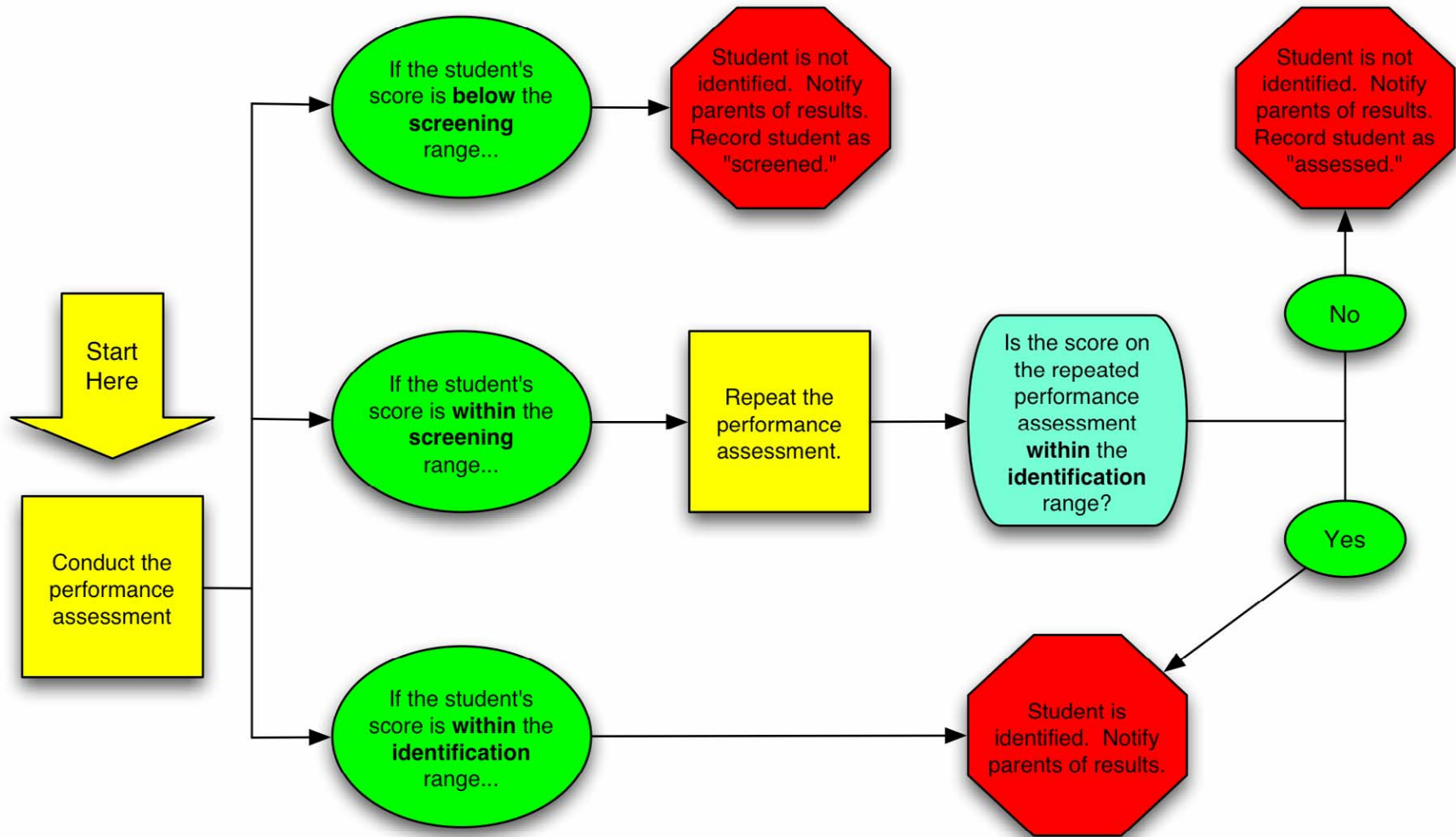
A graphical representation of a possible screening and identification process is provided on pages 7-8 of this handbook. The diagram assumes school districts will complete the behavioral checklist process before moving to the performance evaluation. However, school districts may choose to reverse this 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 assessments must be reported to parents and because student interest and ability in dance 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. A separate permission form is not required if the parent signs the nomination form.

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

## Visual and Performing Arts Nomination Form

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

### VISUAL ART

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

### MUSIC

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

### DRAMA/THEATRE

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

### DANCE

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

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

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

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

Relationship to Student  Parent  Teacher  Peer  Self

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

## Behavioral Checklist Component

To be identified as gifted in the visual and performing arts in the area of dance, 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***

The Gifted and Talented Evaluation Scales (GATES) is the only instrument currently approved by ODE for use as a behavioral checklist for screening and identification of giftedness in the area of dance. Publisher information and screening and identification cutoff scores are below.

<b>Instrument Name</b>	<b>Publisher Information</b>	<b>Screening Score Range</b>	<b>Identification Score Range</b>
Gifted and Talented Evaluation Scales (GATES)	Pro-Ed 8700 Shoal Creek Blvd. Austin, TX 78757-6897	57-77 on Section 5, items 41-50	78 and above on Section 5, items 41-50

## 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 dance. The rubric is provided at the end of this handbook and may be photocopied. The Dance Talent Assessment Process (DTAP), 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 DTAP, review the publisher's instructions.

Scoring criteria should be shared with students before to the performance evaluation. Students may receive assistance in choreographing 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. 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.

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

- Solo or small group performances in formal or informal settings;
- Free improvisation;
- Structured audition activities;
- Workshop activities observed by the rater; and
- Small group activities.

A "Dance Written Response Sheet for Grades K-12," which asks for student background data and information about the prepared dance to be performed, should be completed and submitted to the trained individual before the performance evaluation (see page 14). If multiple students being assessed are performing in the same dance, each student should complete a Dance Written Response Sheet. Students should not collaborate with each other in completing the Written Response Sheet.

A dance performance in a rated competition cannot be used for assessment 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 Performance Evaluation Instruments and Cutoff Scores***

<b>Instrument Name</b>	<b>Publisher Information</b>	<b>Screening Score Range</b>	<b>Identification Score Range</b>
Dance Talent Assessment Process (DTAP)	Arts Connection Attn: Barry Oreck 120 West 46 <sup>th</sup> Street New York, NY 10036	See Publisher’s Instructions	See Publisher’s Instructions
ODE Rubric for Scoring Dance Audition / Performance for Grades K-12	Ohio Department of Education (Included in this handbook)	20-25 Points	26-30 Points

### ***Identification Criteria***

To be identified as gifted in the visual and performing arts in the area of dance, 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.



**Dance Written Response Sheet for Grades K-12**

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

**Title of Dance** \_\_\_\_\_

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

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Comment on your dance in your own words. You may write your answers on a separate sheet of paper, and use additional sheets if necessary.

1. Describe your background in dance, including any training you have received and any dance-related activities in which you have participated.

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2. Briefly describe the dance you will be performing. What ideas, themes, or feelings does it communicate? List anything that would help your audience better understand and enjoy your dance.

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3. Describe how your dance was created/choreographed and rehearsed.

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4. Describe how you solved any problems you had creating and preparing your dance for performance.

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## ***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 16 of this handbook. A copy of the completed Dance Written Response Sheet for Grades K-12 should be given to the trained individual(s) evaluating the formal performance before the performance.

It may be helpful to instruct trained individuals evaluating performances 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 performance in comparison to others performed by students of similar age?
- Am I assessing the performance in comparison to others performed by students of similar experience?
- Am I assessing the audition/performance in comparison to others performed by students from similar 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 evaluation instrument?
- Are my written 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.



### Rubric for Scoring Dance 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)
Memory and Recall in prepared performance	<input type="checkbox"/> Appears to have significant difficulty recalling or following choreography	<input type="checkbox"/> Completes dance with some errors, appears to have some difficulty recalling or following choreography	<input type="checkbox"/> Completes dance with few errors, generally appears to dance with focus and confidence	<input type="checkbox"/> Completes dance with no obvious errors, appears to dance with focus and confidence
Memory and recall in other performance evaluation activities	<input type="checkbox"/> Requires ongoing support or assistance to remember information and follow directions	<input type="checkbox"/> Comprehends and remembers information and directions with some assistance	<input type="checkbox"/> Comprehends and accurately remembers information and directions, some ability to dance in movement phrases	<input type="checkbox"/> Quickly comprehends and accurately remembers information and directions, able to dance in movement phrases
Temporal awareness (Time/Rhythm) in prepared performance	<input type="checkbox"/> Unable to consistently match body movements with beat; appears to struggle to dance in rhythm	<input type="checkbox"/> Able to consistently match body movements with beat	<input type="checkbox"/> Able to consistently match body movements with beat, reflects beat/rhythm in whole body	<input type="checkbox"/> Able to consistently match body movements with beat, reflects beat/rhythm in whole body; demonstrates keen sense of time and rhythm in performance
Temporal Awareness (Time/Rhythm) in other performance evaluation activities	<input type="checkbox"/> Unable to consistently match body movements with beat; limited ability to repeat complex rhythmic patterns	<input type="checkbox"/> Moves whole body to underlying beat; able to repeat complex rhythmic patterns with support or practice	<input type="checkbox"/> Moves whole body to underlying beat when requested; repeats complex rhythmic patterns with few errors	<input type="checkbox"/> Moves whole body to underlying beat when requested; repeats complex rhythmic patterns precisely; demonstrates keen sense of time and rhythm in performance
Body awareness and control in prepared performance	<input type="checkbox"/> Demonstrates below average physical strength and flexibility	<input type="checkbox"/> Demonstrates physical strength and flexibility typical of peers	<input type="checkbox"/> Demonstrates above average physical strength and flexibility; Demonstrates above average balance and physical control	<input type="checkbox"/> Demonstrates unusual physical strength and flexibility; Demonstrates unusually advanced balance and physical control
Body awareness and control in other performance evaluation activities	<input type="checkbox"/> Demonstrates below average physical strength and flexibility	<input type="checkbox"/> Demonstrates physical strength and flexibility typical of peers	<input type="checkbox"/> Demonstrates above average physical strength and flexibility; Demonstrates above average balance and physical control	<input type="checkbox"/> Demonstrates unusual physical strength and flexibility; Demonstrates unusually advanced balance and physical control

<b>CRITERIA</b>	<b>EMERGING (0 Points)</b>	<b>TYPICAL (1 Point each)</b>	<b>ABOVE AVERAGE (2 Points each)</b>	<b>SUPERIOR (3 Points each)</b>
Movement quality awareness in prepared performance	<input type="checkbox"/> Demonstrates below average range of movement qualities (e.g. strong, gentle, bouncy, and swinging)	<input type="checkbox"/> Demonstrates average range of movement qualities (e.g. strong, gentle, bouncy, and swinging)	<input type="checkbox"/> Demonstrates wide range of movement qualities (e.g. strong, gentle, bouncy, and swinging); demonstrates ability to move with subtlety and intensity	<input type="checkbox"/> Demonstrates unusually full range of movement qualities (e.g. strong, gentle, bouncy, and swinging); demonstrates unusual ability to move with subtlety and intensity
Movement quality awareness in other performance evaluation activities	<input type="checkbox"/> Demonstrates below average range of movement qualities (e.g. strong, gentle, bouncy, and swinging)	<input type="checkbox"/> Demonstrates average range of movement qualities (e.g. strong, gentle, bouncy, and swinging)	<input type="checkbox"/> Demonstrates wide range of movement qualities (e.g. strong, gentle, bouncy, and swinging); demonstrates ability to move with subtlety and intensity	<input type="checkbox"/> Demonstrates unusually full range of movement qualities (e.g. strong, gentle, bouncy, and swinging); demonstrates unusual ability to move with subtlety and intensity
Expressiveness in prepared performance	<input type="checkbox"/> Demonstrates limited ability to communicate ideas and feelings through movement	<input type="checkbox"/> Average ability to communicate ideas and feelings through movement	<input type="checkbox"/> Above average ability to communicate ideas and feelings through movement	<input type="checkbox"/> Advanced ability to communicate ideas and feelings through movement; dances with unusual expressiveness, intensity and subtlety
Expressiveness in other performance evaluation activities	<input type="checkbox"/> Requires assistance to communicate ideas and feelings through movement	<input type="checkbox"/> Average ability to communicate ideas and feelings through movement	<input type="checkbox"/> Above average ability to communicate ideas and feelings through movement	<input type="checkbox"/> Advanced ability to communicate ideas and feelings through movement; uses whole body to dance with unusual expressiveness, intensity and subtlety
	<b>Emerging Total Points</b>	<b>Typical Total Points</b>	<b>Above Average Total Points</b>	<b>Superior Total Points</b>

Scoring:  
Screening: 20-25  
Identification: 26-30

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

Rater's Signature \_\_\_\_\_ Date \_\_\_\_\_

<b>Rater's Comments</b>