

## Assessment Tools for Creativity, Leadership, and Visual & Performing Arts

Screening for each of the following areas are an addition to (name) Community School's 96-97 plan. Because giftedness can manifest itself over time, it is important to note that the identification process should be an ongoing procedure that occurs throughout a child's educational career.

### Creativity

- Nomination by parent, and/or teacher, and/or self, and/or peer
- Creativity Characteristics on Renzulli's *Scales for the Rating Behavioral Characteristics of Superior Students*
- Kingore Observation Inventory Portfolio assessment
- Examples of portfolios of creative achievements by students, either as a part of their school products, or areas of interest which they have pursued on their own.
- Cognitive Abilities Test: Knowing that high IQ is not necessarily a component of creativity giftedness, the non-verbal section might be a better indicator.
- Interview with student to determine interests, motivation, background information
- Participate in a trial curriculum and/or placement.

### Leadership

- Nomination by parent, and/or teacher, and/or self, and/or peer
- Creativity Characteristics on Renzulli's *Scales for the Rating Behavioral Characteristics of Superior Students*
- Portfolios by students which present or display examples of their roles in leadership. (Positive leadership is not a determining factor. With the appropriate mentorship, negative leadership can be turned around to benefit society. Persuasive individuals are leaders, whether their influence is good or bad.)
- Participate in a trial curriculum and/or placement.

### Visual and Performing Arts

- Nomination by parent, and/or teacher, and/or self, and/or peer
- Kingore Observation Inventory Portfolio assessment
- Portfolio including examples in the area of visual or performing arts, on video or cassettes tape, photographs, or whatever medium is appropriate.
- Use the appropriate scale: Artistic, and/or Musical, and/or Dramatic Characteristics on the *Scales for Rating Behavior Characteristics of Superior Students*
- Participate in a trial curriculum and/or placement.

Decisions from a team of educators will meet to determine if placement in the gifted program is recommended for the student to capitalize his/her potential according to their individual needs. The (name) Community School District recognizes the difficulty of identification for the underachieving gifted, the culturally diverse gifted, and the learning disabled gifted. It is also recognized that achievement tests do not measure giftedness for the areas of creative thinking, leadership ability, and visual and performing arts. For these students a wider variety of instruments are needed and every opportunity possible will be examined to allow the child who is in need of programming in, and not allow any one instrument to keep them out