

SCREENING A STUDENT FOR TALENT

- A student is identified by his/her regular or special education teacher as having artistic needs which are not being met in the class in which the student is enrolled.
- The classroom teacher may want to read the Special Education talent handout "Characteristics of a Talented Student' before actually screening for talent in her class. This will provide some examples of behavior displayed by those who have exceptional ability in the arts.
- After the teacher has identified one or more students who appear to excel in a particular arts area, the appropriate talent screening instrument obtained from special education is completed by the teacher.
- Every item on the screening instrument receiving a score of four or higher must be documented with examples, or samples, of the student's work, whichever is more appropriate.
- The screening teacher then presents the completed screening instrument and documentation to the School Building Level Committee where the child is enrolled.
- The School Building Level Committee reviews the information and determines if the student is eligible for a full evaluation in talent according to Bulletin 1508 screening criteria.
- If it is determined that the student is eligible for a full evaluation, the pupil appraisal office of special education will complete screening procedures and assign an evaluation coordinator.
- The evaluation coordinator initiates the process for a full evaluation.

Art Screening Instrument

Student's Name: _____ Date: _____
 School: _____
 Individual Completing Form: _____
 Job/Position Title: _____

DIRECTIONS: Your ratings should be based on the student's actual observable behavior. Please rate the student on each of the following items by circling the appropriate number in the column on the right. Each rating should be accompanied by concrete examples as justification.

BEHAVIOR	FREQUENCY				
	Seldom or Never	Occasionally	Average	Usually	Almost Always
Draws more than his/her peers Justification:	1	2	3	4	5
Draws better than his/her peers Justification:	1	2	3	4	5
Volunteers to do art or art-like activities Justification:	1	2	3	4	5
Deferred to by other students when drawing or making objects Justification:	1	2	3	4	5
Brings drawings or art made at home to school Justification:	1	2	3	4	5
Sets high standards of quality for his/her art work Justification:	1	2	3	4	5
Reacts with interest and excitement to art activities and information Justification:	1	2	3	4	5

TOTAL RATING: _____ (Add all circled numbers.)

Music Screening Instrument

Student's Name: _____ Date: _____

School: _____

Individual Completing Form: _____

Job/Position Title: _____

DIRECTIONS: Your ratings should be based on the student's actual observable behavior. Please rate the student on each of the following items by circling the appropriate number in the column on the right. Each rating should be accompanied by concrete examples as justification.

BEHAVIOR	FREQUENCY				
	Seldom or Never	Occasionally	Average	Usually	Almost Always
Shows interest in and enjoyment of musical activities Justification:	1	2	3	4	5
Is eager to participate in musical activities Justification:	1	2	3	4	5
Is sensitive to the rhythm of the music; responds through body movements to changes in tempo of the music Justification:	1	2	3	4	5
Shows exceptional and/or fluent use of original, creative, or divergent ideas Justification:	1	2	3	4	5
Plays one or more musical instruments (or expresses a desire to); and/or sings with confidence Justification:	1	2	3	4	5
Demonstrates a high level of concentration for a sustained period of time Justification:	1	2	3	4	5
Is recognized by peers as talented in music Justification:	1	2	3	4	5

TOTAL RATING: _____ (Add all circled numbers.)

Theatre Screening Instrument

Student's Name: _____ Date: _____
 School: _____
 Individual Completing Form: _____
 Job/Position Title: _____

DIRECTIONS: Your ratings should be based on the student's actual observable behavior. Please rate the student on each of the following items by circling the appropriate number in the column on the right. Each rating should be accompanied by concrete examples as justification.

BEHAVIOR	FREQUENCY				
	Seldom or Never	Occasionally	Average	Usually	Almost Always
Is effective in vocally communicating ideas, directions, and feelings to others Justification:	1	2	3	4	5
Shows leadership in group activities, but follows when appropriate Justification:	1	2	3	4	5
Shows emotion and feels with others in shared school experiences Justification:	1	2	3	4	5
Shows freedom in using facial expression, gestures, and body Justification:	1	2	3	4	5
Shows ability to focus on the activities at hand Justification:	1	2	3	4	5
Stays with a task until it is successfully completed Justification:	1	2	3	4	5
Shows imagination in deciding how to proceed with a problem Justification:	1	2	3	4	5
Responds to activities in elaborate detail Justification:	1	2	3	4	5
Shows ability to mimic physical and vocal behavior of others Justification:	1	2	3	4	5
Volunteers to perform in front of people Justification:	1	2	3	4	5

TOTAL RATING: _____ (Add all circled numbers.)