

# Weld Re-5J School District Gifted and Talented



## Portfolio for Identification in the Talent Aptitudes

### Steps to Identification

- I. Submission of nomination form to GT coach which prompts the screening process for the referred student
  - a. Nomination form can come from a teacher, parent, GT coach, or a student can self nominate
- II. Screening and gathering body of evidence begins. Body of evidence can include but is not limited to:
  - a. Interest Inventories from the student and parents
  - b. Interviews with the student and/or parents
  - c. Observation notes
  - d. Completed SIGS for creativity and leadership
  - e. Completed Music Aptitude Profile
  - f. Creativity assessments such as the Torrance Test of Creative Thinking
  - g. Ratings, scores or awards earned at competitions hosted outside the school
  - h. Grades in classes pertaining to the arts
  - i. Submission of student portfolio to be judged by a panel of experts
- III. Evaluation of the body of evidence by district GT team
- IV. Final determination with regards to formal identification
- V. ALP development if formally identified including determination of programming options and/or accommodations

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## **Talented Aptitudes Gifted Nomination Form**

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

With the idea in mind that the student you are referring exhibits characteristics that are 2 to 3 years above same aged peers, please make a checkmark next to the area(s) in which you believe the student should be screened for possible gifted identification. Write a brief narrative in each category that you have placed checkmarks describing the behaviors and attributes you have observed in this student.

### **Visual Arts**

- Elaborates on other peoples' ideas and uses them as a jumping point as opposed to copying others
- Shows unique selections of art media for individual activities or classroom projects
- Has unusual and richly imaginative ideas
- Composes with detail and skill
- Displays compulsive artistic pursuit
- Uses technology to manipulate, create, and/or improve artwork

Narrative:

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### **Music: Instrumental and Vocal**

- Matches pitch accurately
- Is able to duplicate rhythms correctly
- Demonstrates high ability on instruments and/or with voice
- Has a high degree of aural memory/musical memory
- Displays compulsive music pursuit
- Creates their own musical compositions using complex harmony and melody

Narrative:

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### **Performing Arts: Drama & Theater**

- Readily shifts into the role of characters, animals, or objects
- Communicates feeling by means of facial expressions, gestures, and body movements

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- Uses voice expressively to convey or enhance meaning
- Creates and seeks opportunities to perform in plays and/or skits
- Commands the attention of the audience
- Tells stories or gives vivid accounts of experiences

Narrative:

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### **Dance and Psychomotor**

- Demonstrates a high degree of physical balance and coordination
- Performs sequences of movement easily and well
- Is able to perform feats of athleticism with ease and confidence
- Seeks opportunities to participate in movement activities and/or dance
- Uses his/her body as an instrument of expression; communicating meaning and feeling
- Creates original pieces of dance for performances

Narrative:

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### **Creativity**

- Produces several answers/ideas to in problem solving situations on a regular basis
- Expresses more than one meaning behind learning, assignments and/or projects
- Thinks in uncommon ways and enjoys inventing solutions to problems
- Searches for new avenues in creating and expressing ideas
- Questions concepts and poses questions within the learning environment
- Defends ideas regardless of the reaction of others

Narrative:

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### **Leadership**

- Influences the behavior, beliefs, or actions of peers through leading by example
- Is self confident with both age-mates and adults and is willing to share his/her ideas
- Acts as a mentor to other students
- Responsible for his/her own learning and is willing to ask for help for themselves and others
- Elected to leadership positions by peers

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Narrative:

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Printed Name of Person Initiating the Nomination \_\_\_\_\_

Signature of Person Initiating the Nomination: \_\_\_\_\_

Date \_\_\_\_\_ Phone Number \_\_\_\_\_

Relationship to the Student \_\_\_\_\_

Signature of GT Coach Receiving the Nomination \_\_\_\_\_

Date Received \_\_\_\_\_