

Date Given Out _____

Date Returned _____



Shelby County Public Schools Talented and Gifted



Parent Referral Grades 4-12 for 2016-2017

*****Please complete and return to your child's
teacher by Friday, December 4th, 2015!!**



SCPS TAG Parent Referral Packet

Dear Parents/Guardians,

Thank you for completing the request for Talented and Gifted testing for your child. Your child will be formally evaluated to determine if he or she is "gifted".

Please complete the attached documents and **return by Friday, December 4th, 2015!!**

Parent Referral Form
Parent Inventory Form
Permission to Evaluate
Permission to Receive Services

Please review the descriptions for each gifted domain and determine if your child could be "gifted" (demonstrating the ability to perform at an *exceptionally high level* compared to their same aged peers) in one or more of the gifted domains.

If you are referring your elementary child in **Specific Academic Aptitude**, please indicate whether your referral is for math or reading or both.

If you are referring your 6 - 12th grade child for **Specific Academic Aptitude**, please indicate which area: reading, math, writing, science, and/or social studies.

If you are referring your child in the Visual and Performing Arts Domain, please indicate whether your referral is for visual art (drawing, painting, etc.), vocal music, instrumental music, drama, and/or dance.

You are welcome to send art or work samples, anecdotal stories, tapes, etc. as evidence that you think would be helpful in the evaluation. If you choose to send in additional evidence, be sure to send copies rather than originals. These materials **will not be returned to you.**

As you complete the forms, please make sure BOTH parent signature lines are signed. Please check the areas on the referral form and make sure they match those areas checked on the Permission to Evaluate Form. Please return these forms to your child's teacher by **December 4, 2015. NO EXCEPTIONS!**

If you have any questions, please contact the Talented and Gifted Teacher at your child's school.

Thank you,

Michelle Shipley
Student Programs Coordinator
Shelby County Public Schools



Gifted Domain Areas

What is a gifted student?

A gifted student is identified as possessing and demonstrating the ability to perform at an *exceptionally high level* in any of five domains of giftedness.

General Intellectual Ability: The student possesses either the potential or demonstrates the ability to perform at an exceptionally high level in general intellectual ability (i.e. at or above the 90th percentile) and possessing a consistently outstanding mental capacity as compared to children of their age, experience, or environment. General Intellectual Ability is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, non-verbal ability, and the analysis, synthesis, and evaluation of information.

Specific Academic Aptitude: The student demonstrates the ability to perform at an extremely high level (i.e. 90th percentile) in a specific academic area(s) that is significantly beyond the age, experience or environment of one's same aged peers.

Creative or Divergent Thinking Ability: The student possesses and demonstrates the ability to perform at an exceptionally high level in creative thinking and divergent approaches to conventional tasks as evidenced by innovative or creative reasoning, advanced insight and imagination, and solving problems in unique ways.

Leadership Ability: The student possesses and demonstrates extraordinary leadership in social situations demonstrated by conduct through speaking and writing, and by an ability to establish goals and organize others to achieve those goals.

Fine Arts Ability: The student possesses and demonstrate the ability to perform at an exceptionally high level in the visual or performing arts: visual art, dance, instrumental, vocal music, or theatre.

Clear Creek and Southside Elementary – Nancy Rigney
Nancy.rigney@shelby.kyschools.us

Heritage and Wright Elementary – Ashley Berlin
Ashley.berlin@shelby.kyschools.us

Painted Stone and Simpsonville Elementary – Kayce Deutsch
Kayce.deutsch@shelby.kyschools.us

East and West Middle School – Teresa Walther
Teresa.walther@shelby.kyschools.us

Martha Layne Collins High School
Leah Wilson – Leah.wilson@shelby.kyschools.us

Shelby County High School
Kathie Wrightson – Kathie.wrightson@shelby.kyschools.us



**Shelby County Public Schools
Talented and Gifted Services
Parent Referral Form**

For Students Entering Grades 4 —12 for the 2016-2017 school year

Student's Name:	Date of Birth:
Parent's Name:	Daytime Phone:
Present School:	School for next year:
Present Teacher's Name:	Grade for next year: 4 5 6 7 8 9 10 11 12

Please indicate the area(s) you wish to refer your child with a checkmark (✓).

<input type="checkbox"/> General Intellectual Ability
<input type="checkbox"/> Specific Academic Aptitude for students entering 4th and 5th grade: <i>(Check which area(s).)</i> <input type="checkbox"/> Reading <input type="checkbox"/> Math
<input type="checkbox"/> Specific Academic Aptitude for students entering 6th — 12th Grade: <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science
<input type="checkbox"/> Creative Thinking Ability
<input type="checkbox"/> Leadership Ability (Please attach one or more recommendation forms from various people other than a family members who can describe examples of your child's leadership ability.)
<input type="checkbox"/> Visual or Performing Arts Ability <input type="checkbox"/> Art <input type="checkbox"/> Instrumental __ <input type="checkbox"/> Voice <input type="checkbox"/> Dance <input type="checkbox"/> Drama _____



TALENTED AND GIFTED (TAG) PARENT INVENTORY

Child's Name: _____ School: _____ Grade: _____

Directions: Please read the ratings and check the appropriate column for each item.

N/A- the item does not apply to your child, is not of interest to your child, or is not a priority for your child at this time.

Need- something that you think is a priority for your child to be able to do or to improve within a short time.

Interest- something that your child especially enjoys. **Ability-** something that your child is able to do very well.

Descriptors	N/A	Need	Interest	Ability
Plans ahead				
Completes assigned tasks without supervision				
Organizes study time and/or materials				
Sets goals				
Makes friends easily				
Adapts/adjusts to new situations quickly				
Enjoys group work/projects				
Prefers working independently				
Writes for enjoyment				
Reads for enjoyment? What type of books?				
Enjoys playing various games? What type of games?				
Enjoys working puzzles? What kinds of puzzles?				
Enjoys communicating ideas verbally				
Uses Computers/Technology				
Assumes leadership roles & responsibilities				
Generates many ideas/solutions to problems				
Recalls facts easily				
Knows a lot of information about many topics				
Knows a lot of information about a specific topic What subject?				
Excels in areas outside the regular school curriculum? What areas?				

Please list any hobbies or extra-curricular activities for your child on the back of this inventory. If your child is interested in art, music, or drama, etc., please describe projects or performances that highlight your child's interests or abilities on the back of this inventory. Please provide any additional information about your child that will be helpful for the evaluation..

Signature of person completing checklist

Date



SCPS TAG Forms

Permission to Evaluate

(Testing will occur in February and March)

Student's Name _____ Student's Date of Birth _____

_____ I give permission for my child to complete tests, rating scales, auditions, and/or workshops in order to determine his/her eligibility for gifted education services in the areas indicated on the parent/teacher referral form.

_____ I do not give permission for my child to complete the talented and gifted evaluation.

Parent Signature _____ Date _____

Permission to Receive Gifted and Talented Services

Student's Name _____ Student's Date of Birth _____

_____ If my child qualifies to receive gifted education services, I **give consent** for my child to receive gifted education services in the area(s) in which he/she is identified.

_____ I **DO NOT** give my consent for my child to receive gifted services.

Parent Signature _____ Date _____



Visual and Performing Arts Recommendation Form

Student's Name _____

Grade _____ School _____ Date Submitted _____

Name of Person Referring Student: _____

Relationship to Student: _____ Teacher _____ Administrator _____ Professional in the field

Other than family member.

Where and When Observations Were Made: _____

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. The place a checkmark next to each behavior or attribute you have observed in the student nominated. **Include specific examples of how the student exhibited that behavior or attribute on the next page provided. ONE RECOMMENDATION FORM PER AREA! MAKE COPIES AS NEEDED.**

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.



What Do I Need to Audition for TAG Fine Arts Program

ART	<ul style="list-style-type: none"> • Parent or Teacher Referral And Inventory • One (1) Recommendation Form from Art Teacher, Teacher, Administrator (included in this packet) • Submission of 2 different art requirements from grade level list of art portfolio tasks (see visual arts screening and portfolio task sheet included in this packet) • Still life drawing created at school with TAG teacher
MUSIC	<ul style="list-style-type: none"> • Parent or Teacher Referral and inventory • One (1) Recommendation Form from Music Teacher, Teacher or Administrator (included in this packet) • Piano/Instrumental: • Elementary: 1 major scale and 1 minor scale in one octave and one song • Middle/High: 1 major scale and 1 minor scale in octaves; one audition song. • Percussion: a variety of drum rolls, drum patterns, and rhythms (i.e. 5 stroke roll, buzz roll, pitches on a keyboard) • Vocal: • Sing one verse of a familiar song such as “Happy Birthday” or “Silent Night” (adjudicator’s choice) • Ear test singing back played melodies/1 scale • One song of student choice – will sing Acapella or with instrumental accompaniment.
DRAMA	<ul style="list-style-type: none"> • Parent or Teacher Referral and Inventory • One (1) Recommendation Form from Drama Teacher, Teacher or Administrator or knowledgeable community mentor (included in this packet) • Improvisation Workshop/Movement/Vocal Activities • Prepared and Memorized Monologue (grades 7 – 12) • Prepared and Memorized Poem or Monologue (grade 4 – 6)
DANCE	<ul style="list-style-type: none"> • Parent or Teacher Referral and Inventory • One (1) Recommendation Form from Dance Teacher, Teacher, Administrator or knowledgeable community mentor (included in this packet) • Dance Workshop (district audition only): Students will participate in a dance class. They will be asked to warm up and perform a short piece of dance taught by an instructor. Student will also be asked to do improvisational movement. • Prepared and Memorized Choreographed Dance Piece (30 seconds – 1 minute in length). Student must bring music for dance.



Shelby County Public Schools Gifted and Talented Visual Arts Screening and Portfolio Tasks

Students wishing to be identified in visual arts (4-12) need to complete the following tasks:

1. On-site still life drawing, which will include objects appropriate for the grade levels. Students will be instructed to draw the objects as realistically as possible, paying close attention to proportion, placement, and shading. Still life will be completed at school under the supervision of school personnel.
2. Submission of *two* other visual arts requirements selected from the list below. Portfolio pieces can be completed at home, community art class, or at school.
3. Submission of recommendation forms from community members or school personnel familiar with student's visual arts ability.

Portfolio

For each grade level, students create a portfolio of *two specific assignments*. Portfolio assignments should come from the list below:

Grades 4-5

- Using a mirror, draw a self-portrait.
- Using line, create an artwork including three different shoes.
- Draw a landscape in color that demonstrate the use of depth.
- Create a creature from another planet.
- Collection (3 pieces of work) of sketches in black and white or color.

Grades 6-8

- Create a drawing of a plant using at least five values.
- Create a self-portrait from an unusual viewpoint.
- Design a book jacket for your autobiography using color.
- Create an artwork of a fantasy landscape using mixed media.
- Draw a corner of a room with at least three pieces of furniture.
- Collection (3 pieces of work) of sketches in black and white or color.

Grades 9-11

- Draw a still life that includes fabric, a transparent object, and something reflective.
- Create a portrait of a person that includes three different views of that person.
- Create an abstract design that communicates conflict resolution.
- Draw a crumpled piece of paper using at least five values.
- Collection (3 pieces of work) of sketches in black and white or color.



Shelby County Public Schools
 Gifted and Talented
 Leadership Rubric

Student: _____ Grade: _____ School: _____

Score: _____ Eligibility: YES/NO

Comments:

Leadership Rubric

Leadership Letters		Points Possible	Points Awarded
Number of examples can be a total from all letters submitted.	Letter does not list a specific example of leadership	0	
	Includes one specific example of leadership	1	
	Includes two specific examples of leadership	2	
	Includes three or more specific examples of leadership	3	
	More than one letter	1	
Student Self-Analysis Scale		Points Possible	
	Score of 6 or below	0	
	Score of 7	1	
	Score of 8	2	
	Score of 9	3	
Leadership Profile		Points Possible	
	Includes one to two examples of leadership.	1	
	Includes three to four examples of leadership.	2	
	Includes five or more examples of leadership.	3	
		Total Points	



**Shelby County Public Schools
 Gifted and Talented
 Art Screening Rubric**

Student: _____ **Grade:** _____ **School:** _____

Score: _____ **Eligibility:** YES / NO

Comments:

Art Screening Rubric

	Novice 1	Apprentice 2	Proficient 3	Distinguished 4
Complexity and Elaboration <i>(Ability to relate information about subject matter or idea in details and/or space)</i>	Limited or no elaboration or details shown in the art work	Moderate amount of details in art work	Above average detail and elaboration shown in art work	Extensive amount of information about subject matter in the art work.
Inventiveness and Improvisation <i>(Personal interpretations; extent to which individuality is embedded in artwork)</i>	No evidence of imagination or creativity in art work. Art work is mostly copied from others' work	Limited evidence of imagination or interpretation	Adequate evidence of imagination or personal interpretation to show originality and inventiveness	Extensive evidence of imagination or personal interpretation, showing originality and inventiveness
Composition <i>(Deliberate or intuitive understanding of design)</i>	Random use of artistic elements	Predictable placement and use of artistic elements.	Purposeful placement and use of artistic elements	Inventive combination of artistic elements and principles of design
Technical Skills <i>(Ability to use materials appropriately)</i>	Technical skills are typical of children who are younger or less experienced	Technical skills typical of children of the same age or experience	Technical skills are above average when compared with children of the same age or experience	Technical skills are advanced when compared with children of the same age or experience
Craftsmanship <i>(neatness)</i>	Sloppy, messy work	Sloppy artwork presented, minimal effort to achieve neatness	Most work neatly presented	All items are neatly presented with no defects in workmanship



**Shelby County Public Schools
 Gifted and Talented
 Dance Audition Rubric**

Student: _____ **Grade:** _____ **School:** _____

Score: _____ **Eligibility:** YES / NO

Comments:

Dance Audition Rubric

	Novice 1	Apprentice 2	Proficient 3	Distinguished 4
Movement and Coordination	Unable to demonstrate phrasing or movement qualities; little or no demonstration of alignment and coordination	Performs some movement qualities with appropriate phrasing; limited use of alignment; lacking balance and coordination	Good performance of phrasing and dynamics; able to demonstrate some nuances of movement qualities; good alignment and coordination	Excellent performance of phrasing and dynamics; demonstrates appropriate energy and nuances of movement; demonstrates excellent alignment and coordination
Flexibility & Strength	Student demonstrates a low degree of movement in the joints; lacks ability to control or sustain movements; lacks stamina	Demonstrates average degree of movement in all the joints with; average ability to control and sustain movements; struggles to sustain stamina during combinations	Demonstrates a good degree of movement in all the joints; Good ability to control and sustain all movement; executes movement with relative ease	Demonstrates a high degree of movement in all the joints; Excellent ability to control and sustain all movements; easily executes each movement combination
Creativity & Improvisation <i>(Elements of Dance: space, time and force)</i>	Unable to improvise without prompting; little or no creativity	Limited ability to improvise using the elements of dance; minimal creativity in musical interpretation	Good ability to improvise using the elements of dance; good creativity in musical interpretation	Excellent ability to improvise using the elements of dance; Excellent creativity in musical interpretation
Sequencing & Adaptability	Unable to produce movement sequences.	Demonstrates fragments of movement sequences.	Memorizes sequences through repetition.	Learns movement quickly and reproduces movement fluently and with accuracy; able to adapt to challenging movement material
Overall Execution & Expression	Little or no performance ability.	Inconsistent in both execution and expression.	Fluent in either execution of movement OR expression but not both.	Clarity in movement, poise, confidence and expression demonstrated throughout. Outstanding artistry



**Shelby County Public Schools
 Gifted and Talented
 Drama Audition Rubric**

Student: _____ **Grade:** _____ **School:** _____

Score: _____ **ELIGIBILITY:** YES / NO

Comments:

Drama Audition Rubric

	Novice 1	Apprentice 2	Proficient 3	Distinguished 4
Movement	Little or no use of space and levels, stiff or motionless; lacks energy and focus	Appropriate use of basic movement; may or may not demonstrate energy and focus	Good use of levels, gestures, facial expression; good energy and focus	Expressive and creative use of levels, gestures, facial expressions, and movement; highly energetic and focused
Stage Presence	Mimics without original input; little or no confidence during audition	Watches others and mimics to develop a presentation; lacks confidence and effort	Presentation is prepared and focused; confidence is evident	Cohesive presentation; extraordinary focus and seamless flow of performance; high level of confidence
Voice and Diction	Little or no preparation, inaudible, poor articulation, and rate of speech	Minimal or limited use of projection, articulation, rate and inflection	Appropriate projection, articulation, rate and inflection	Exceptional projection, articulation, rate, and inflection
Dramatic Interpretation	Character does not emerge; Hesitates and stumbles even with prompting; Makes no choices about character with voice and movement	Little or no hesitation with the text; Character begins to emerge but is not developed through voice and movement	Well-developed language and text; no difficulty with vocalizing text; character emerges through voice and movement	Command of language and text; responds fluently to the meaning in the script; fully develops character through voice and movement
Overall Creativity	Needs improvement in dramatic performance; no evidence of creativity at this time	Fair performance; working on the development of performance elements; little evidence of creativity	Well-developed performance; good use of dramatic performance elements; some evidence of creativity	Extraordinary performance; outstanding use of performance elements; creativity is evident



Shelby County Public Schools
 Gifted and Talented
 Music: Instrumental Audition Rubric

Student: _____ Grade: _____ School: _____

Score: _____ Eligibility: YES / NO Instrument: _____

Piece Performed: _____ Original Composition: YES / NO

Performance Opportunities: _____ Length of Study: _____

Comments:

Music: Instrumental Audition Rubric

	Novice 1	Apprentice 2	Proficient 3	Distinguished 4
Accuracy of Notes	Errors interfere with delivery of piece, markings are not observed, tone is weak	Numerous errors in accuracy, observation of markings & tone are inconsistent	Few errors in accuracy of notes, musical markings are observed with few errors, tone has slight inconsistencies	Notes played as indicated, correct observation of musical markings, sustained & full tone
Rhythm	No character evidences, weak observation of time signature & tempo detracts from performance	Very little character evidences, observation of time signature & tempo is weak	Character is not completely reflected in accuracy & tempo, observation of time signature & tempo is slightly flawed	Accuracy & tempo match character of the piece, time signature & tempo is correctly observed
Technique	Incorrect fingering & hand position, poor posture & playing position, no evidence of technique	Some incorrect fingering &/or hand position, weak posture &/or playing position, technique adequate	Correct fingering & hand position, good use of instrument, good posture & playing position, good technique	Correct fingering & hand position, correct use of instrument, excellent posture & playing position, flawless technique
Execution & Expression	Lacking confidence, finesse, & stage presence, no preparation, no use of body language	Confidence is present, but finesse may be lacking, good stage presence, selection shows some preparedness, inconsistent control &/or use of body language	Confidence is evident. Presence & selection shows preparedness, consistent control &/or use of body language	Performs with confidence & finesse, excellent stage presence, prepared musical selection, controlled performance, expressive use of body language
Interpretation	Lack of expression and awareness of tone, no interpretation	Limited expression and use of tone, very little interpretation of musical markings	Shows some expression, mostly balanced tone, musical markings show some interpretative understanding	Expressive, emotional interpretation, balanced tone, musical markings show interpretative understanding

Shelby County Public Schools



**Gifted and Talented
Vocal Audition Rubric**

Student: _____ **Grade:** _____ **School:** _____

Score: _____ **ELIGIBILITY:** YES / NO

Comments:

Music: Vocal Audition Rubric

	Novice 1	Apprentice 2	Proficient 3	Distinguished 4
Tone Quality	Breathy, weak tone, sound is forced, little clarity	Some clarity & control with many inconsistencies	Some warmth & control with some inconsistencies	Controlled, Clear, Warm, Consistent, Full, Resonant
Ability to Reproduce Melody	Does not imitate pitches	Has some difficulty matching pitch	Performs pitches with some accuracy	Performs correct pitches
Intonation Accuracy of pitches	Inaccurate pitches, out of tune	Several inaccurate pitches and difficulty in tune consistently	Some inaccurate pitches and some intonation problems	Printed pitches are performed with accuracy; appropriate range of intonation
Showmanship, Performance Skills	Incorrect posture, unprepared, not poised, nervous	Posture or poise detracts from performance, lack of expressive qualities	A few posture problems or some lack of poise, mistakes are handled well, shows potential	Correct posture and poise, no noticeable mistakes, expresses emotion & enthusiasm through performance
Overall Execution and Expression	No technique, inconsistent performance, lack of phrasing and breath control	Technical flaws detract from performance, many inconsistencies, phrasing & breath control need improvement	A few technical flaws, some inconsistencies, adequate phrasing & breath control	Appropriate technique & articulation, Smooth, connected voice, phrasing has finesse, proper breath control