

**TEACHER RECOMMENDATION FORM**  
**SPECIFIC ACADEMIC AREA: LANGUAGE ARTS**

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

☐ ITBS Language Arts Date: \_\_\_\_\_ Score(s): \_\_\_\_\_

☐ STAR ELA – need a minimum of three (3) recent 9<sup>th</sup> stanine scores\* (\* Special Circumstances noted)

| Date | Score | Date | Score | Date | Score |
|------|-------|------|-------|------|-------|
|      |       |      |       |      |       |

How would you describe the student's level of academic performance in this area?

☐ Well Above Average   ☐ Above Average   ☐ Average   ☐ Below Average   ☐ Fluctuates

Is this student able to work independently on academic tasks related to ELA/reading?

☐ Always   ☐ Almost Always   ☐ Sometimes   ☐ Rarely

**Please check the characteristics that accurately describe the TYPICAL behavior of this student:**

- ☐ is an avid reader
- ☐ has a large, advanced, rich vocabulary
- ☐ expresses feelings of characters to make them seem real
- ☐ writes more than other students (quantity)
- ☐ writes for fun
- ☐ introduces, develops, and interestingly and elaborately concludes a story
- ☐ enjoys composing poems, original stories, plays or keeping a journal
- ☐ exhibits great desire to excel
- ☐ enjoys engaging in class discussions, asks questions, and shares viewpoints
- ☐ enjoys talking to adults to discuss things he/she has read, ideas for stories, critiques

What are student's strengths in this area?

What are student's weaknesses in this area (if any)?

Additional information that supports student identification in the area of ELA/reading:

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

**TEACHER RECOMMENDATION FORM**  
**SPECIFIC ACADEMIC AREA: MATH**

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

☐ ITBS Math    Date: \_\_\_\_\_    Score(s): \_\_\_\_\_

☐ STAR Math – need a minimum of three (3) recent 9<sup>th</sup> stanine scores\* (\* Special Circumstances noted)

| Date | Score | Date | Score | Date | Score |
|------|-------|------|-------|------|-------|
|      |       |      |       |      |       |

How would you describe the student's level of academic performance in this area?

☐ Well Above Average    ☐ Above Average    ☐ Average    ☐ Below Average    ☐ Fluctuates

Is this student able to work independently on academic tasks related to math?

☐ Always    ☐ Almost Always    ☐ Sometimes    ☐ Rarely

**Please check the characteristics that accurately describe the TYPICAL behavior of this student:**

- ☐ invents new and obscure systems and codes
- ☐ reasons effectively and likes logic problems and puzzles
- ☐ grasps the abstract nature of mathematics easily
- ☐ enjoys trying to solve difficult problems
- ☐ likes to solve problems through discovery
- ☐ applies problem solving skills when appropriate
- ☐ is intuitive and has the ability to do deductive and inductive reasoning
- ☐ exhibits great desire to excel in math (as a mathematician or in a math-related field)
- ☐ is eager to tell others about discoveries and shows excitement when talking about math
- ☐ is eager to complete tasks

What are student's strengths in this area?

What are student's weaknesses in this area (if any)?

Additional information that supports student identification in the area of math:

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

**TEACHER RECOMMENDATION FORM**  
**SPECIFIC ACADEMIC AREA: SCIENCE**

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

☐ Science scores: ITBS Date \_\_\_\_\_ Science Score \_\_\_\_\_ %-ile

☐ Other nationally normed test, if applicable

Test Name \_\_\_\_\_ Date \_\_\_\_\_ Science Score \_\_\_\_\_ %-ile

How would you describe the student's level of academic performance in this area?

☐ Well Above Average   ☐ Above Average   ☐ Average   ☐ Below Average   ☐ Fluctuates

Is this student able to work independently on academic tasks related to science?

☐ Always   ☐ Almost Always   ☐ Sometimes   ☐ Rarely

**Please check the characteristics that accurately describe the TYPICAL behavior of this student:**

- ☐ Is interested in science books or science programs online or on TV
- ☐ Has science-related hobbies or collections
- ☐ Likes taking things apart and tinkering with gadgets
- ☐ Learns science concepts quickly
- ☐ Is curious about natural relationships and wants to understand how things work
- ☐ Has good questions or ideas about experiments
- ☐ Is persistent and sticks with investigation in spite of difficulties
- ☐ Exhibits great desire to be a scientist or pursue scientific investigations
- ☐ Is eager to tell others about discoveries and shows excitement when talking about this subject
- ☐ May supply rapid answers in science and/or in-depth explanations
- ☐ Shows strong interest in working on independent projects
- ☐ Enjoys talking with and/or learning from experts in science

What are student's strengths in this area?

What are student's weaknesses in this area (if any)?

Additional information that supports student identification in the area of science:

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

**TEACHER RECOMMENDATION FORM**  
**SPECIFIC ACADEMIC AREA: SOCIAL STUDIES**

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

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

☐ ITBS Score: Date \_\_\_\_\_ Social Studies Score \_\_\_\_\_%-ile

☐ Other nationally normed test (Test \_\_\_\_\_ Date \_\_\_\_\_ Score \_\_\_\_\_%-ile)

How would you describe the student's level of academic performance in this area?

☐ Well Above Average    ☐ Above Average    ☐ Average    ☐ Below Average    ☐ Fluctuates

Is this student able to work independently on academic tasks related to social studies?

☐ Always    ☐ Almost Always    ☐ Sometimes    ☐ Rarely

**Please check the characteristics that accurately describe the TYPICAL behavior of this student:**

- ☐ is sensitive to social issues and concerned with moral or ethical questions
- ☐ is knowledgeable about current events
- ☐ reads or watches TV programs/online media dealing with global awareness
- ☐ shows interest in learning about global cultures and/or foreign languages
- ☐ has a high interest in global issues such as the environment, endangered species, etc.
- ☐ enjoys learning about the past, present, and future
- ☐ is eager to tell others about discoveries and shows excitement when talking about this subject
- ☐ shows strong interest in working on independent projects
- ☐ is very interested in class discussions, asks questions and shares viewpoints
- ☐ understands cause and effect
- ☐ enjoys talking to and/or learning from experts
- ☐ can apply knowledge to a variety of social science-related issues
- ☐ shows interest in governmental processes and/or leadership opportunities

What are student's strengths in this area?

What are student's weaknesses in this area (if any)?

Additional information that supports student identification in the area of social studies:

\_\_\_\_\_  
Teacher Signature:

\_\_\_\_\_  
Date:

## Teacher Recommendation for Gifted Education - Creativity

Homeroom Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

### PART I

I recommend \_\_\_\_\_ for consideration in the area of  
(Student)

Creativity for the Gifted Education Program for the school year \_\_\_\_\_.

Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

1. If you have seldom or never observed this characteristic.
2. If you have observed this characteristic occasionally.
3. If you have observed this characteristic frequently.
4. If you have observed this characteristic almost always.

### CREATIVITY CHARACTERISTICS

1 2 3 4

- |                                                                                                                                                 |       |       |       |       |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|-------|
| 1. Displays a great deal of curiosity about many things; asks questions that reflect an in-depth knowledge; wants to know more about a subject. | _____ | _____ | _____ | _____ |
| 2. Is uninhibited in expressions of opinion; is sometimes passionate spirited in disagreement; may be tenacious or persistent with views.       | _____ | _____ | _____ | _____ |
| 3. Likes a challenge; is adventurous and speculative.                                                                                           | _____ | _____ | _____ | _____ |
| 4. Generates a large number of ideas or solutions to problems and questions (flexibility).                                                      | _____ | _____ | _____ | _____ |
| 5. Creates ideas and images that are original, unique and clever (originality).                                                                 | _____ | _____ | _____ | _____ |
| 6. Adds details, fills in the gaps, adds finishing touches, embellishes , answers "what else?" (elaboration)                                    | _____ | _____ | _____ | _____ |
| 7. Generates LOTS of ideas, not necessarily different (fluency), can also "hitchhike" on one idea to come up with many more ideas.              | _____ | _____ | _____ | _____ |

**TOTAL:** \_\_\_\_\_

**Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Teacher Recommendation for Gifted Education - Leadership

Homeroom Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

### PART I

I recommend \_\_\_\_\_ for consideration in the  
(Student)  
Area of Leadership for the Gifted Education Program for the school year \_\_\_\_\_.

Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

1. If you have seldom or never observed this characteristic.
2. If you have observed this characteristic occasionally.
3. If you have observed this characteristic frequently.
4. If you have observed this characteristic almost always.

### LEADERSHIP CHARACTERISTICS

|                                                                       | 1   | 2   | 3   | 4   |
|-----------------------------------------------------------------------|-----|-----|-----|-----|
| 1. Is self-confident with children his/her own age as well as adults. | ___ | ___ | ___ | ___ |
| 2. Is a self-starter; initiates own tasks and displays organization.  | ___ | ___ | ___ | ___ |
| 3. Influences the behaviors of others (positively and/or negatively). | ___ | ___ | ___ | ___ |
| 4. Leads by example.                                                  | ___ | ___ | ___ | ___ |

TOTAL: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Leadership Spotlight Portfolio Table of Contents

Available online as Google Slides- [Leadership Portfolio](#)

*Submissions may be submitted through typed or handwritten papers, photographs, storyboards, videos, etc.*

### Section 1 – Leadership Essay

*Tell us what you think a leader is and why you're a leader. There is no length requirement for this.*

### Section 2 – Autobiography

*Tell us all about you! There is no length requirement for this.*

### Section 3 – Three Letters of Recommendation

*These should be from 3 different people who are not your family. Ask them to explain in the letter how they've seen you be a leader.*

### Section 4 – Volunteer Work and/or Community Service

*Add a checklist to your portfolio that shows how you help others. Examples:*

- ☐ I help others by translating languages.
- ☐ I help others by babysitting.
- ☐ I help my neighbors by \_\_\_\_\_.
- ☐ I help my community by \_\_\_\_\_.
- ☐ I help the elderly by \_\_\_\_\_.
- ☐ I help those younger than me by \_\_\_\_\_.
- ☐ I help at my religious organization by \_\_\_\_\_.
- ☐ I help my parents by \_\_\_\_\_.
- ☐ I help my peers by \_\_\_\_\_.
- ☐ I help others who I don't personally know by \_\_\_\_\_.

### Section 5 – Evidence

*Please include any evidence to show the committee the ways you are a leader.*

### Section 6 – Passions

*If you could design and lead a project, what would it look like? How would you carry this out? Describe what your plan would be. Submissions may be in any form.*

### Section 7 – Surveys

- Leadership Self-Reflection Rating Scale
- Parent Inventory

Date Due: \_\_\_\_\_

## Leadership Self-Reflection Form

Student \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Answer each question as honestly as you can. Circle one answer for each statement.

1. I have strong convictions about certain things.  
*almost always      quite often      sometimes      not very often      never*
2. When I believe in something, I work to promote it.  
*almost always      quite often      sometimes      not very often      never*
3. I listen to both sides of the issue before I make up my mind.  
*almost always      quite often      sometimes      not very often      never*
4. I have self-confidence.  
*almost always      quite often      sometimes      not very often      never*
5. I am able to share my opinions in public.  
*almost always      quite often      sometimes      not very often      never*
6. I am satisfied with the decisions I make.  
*almost always      quite often      sometimes      not very often      never*
7. When I am criticized for some action I have taken, I can go about my work.  
*almost always      quite often      sometimes      not very often      never*
8. I like to be in charge of events.  
*almost always      quite often      sometimes      not very often      never*
9. I am able to see what materials are needed to complete a project.  
*almost always      quite often      sometimes      not very often      never*
10. I am able to see the sequence of steps necessary to complete a project.  
*almost always      quite often      sometimes      not very often      never*
11. When I am convinced of something, I have courage to act on it.  
*almost always      quite often      sometimes      not very often      never*
12. I often lead others when working on projects.  
*almost always      quite often      sometimes      not very often      never*
13. When I see somebody who is a leader, I think that I could do as well as that leader.  
*almost always      quite often      sometimes      not very often      never*
14. I can speak appropriately to persons in authority.  
*almost always      quite often      sometimes      not very often      never*

15. I have energy to complete projects that I find interesting.  
*almost always      quite often      sometimes      not very often      never*
16. I can understand the viewpoint of others.  
*almost always      quite often      sometimes      not very often      never*
17. I am willing to change my mind if new facts suggest that I should change my mind.  
*almost always      quite often      sometimes      not very often      never*
18. I get anxious and excited but am able to use this energy to complete a task.  
*almost always      quite often      sometimes      not very often      never*
19. I am able to work with many types of people and personalities.  
*almost always      quite often      sometimes      not very often      never*
20. I usually understand the point of a conversation.  
*almost always      quite often      sometimes      not very often      never*
21. I am willing to experience new things if it seems wise.  
*almost always      quite often      sometimes      not very often      never*
22. I know when to lead, to follow, or get out of the way.  
*almost always      quite often      sometimes      not very often      never*
23. I admire people who have achieved great things.  
*almost always      quite often      sometimes      not very often      never*
24. I dream of the day and time when I am able to lead myself or others to great accomplishments.  
*almost always      quite often      sometimes      not very often      never*
25. I feel comfortable asking people for help or information.  
*almost always      quite often      sometimes      not very often      never*
26. I can be a "peacemaker".  
*almost always      quite often      sometimes      not very often      never*

## Teacher Recommendation Form: Visual Arts

### Part I:

I recommend \_\_\_\_\_ for consideration in the area of  
(Student)  
Visual Arts for the Gifted Education Program for the school year \_\_\_\_\_.

### Part II: Artistic Characteristics Checklist

Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

- 1 - Never
- 2 - Rarely
- 3 - Sometimes
- 4 - Often
- 5 - Almost Always

|                                                                                                                   | 1           | 2   | 3   | 4   | 5   |
|-------------------------------------------------------------------------------------------------------------------|-------------|-----|-----|-----|-----|
| 1. Has demonstrated a degree of realism and/or detail beyond average grade-level ability.                         | ___         | ___ | ___ | ___ | ___ |
| 2. Arrives at unique, unconventional solutions to artistic problems as opposed to traditional, conventional ones. | ___         | ___ | ___ | ___ | ___ |
| 3. Concentrates for long periods of time on art projects.                                                         | ___         | ___ | ___ | ___ | ___ |
| 4. Demonstrates an understanding and awareness of design elements/principles through advanced composition.        | ___         | ___ | ___ | ___ | ___ |
| 5. Has an interest in art history, art theory, artists, and art styles.                                           | ___         | ___ | ___ | ___ | ___ |
|                                                                                                                   | TOTAL _____ |     |     |     |     |

*(Total of 21/25 points required to proceed with referral)*

Referring Teacher \_\_\_\_\_

Signature \_\_\_\_\_

Referral Date \_\_\_\_\_

## Visual Arts Evaluation Form

Student \_\_\_\_\_

Referring Teacher \_\_\_\_\_

Date \_\_\_\_\_

**Checklist (to be completed by person primarily responsible for referral)**

Please check any of the following that describe the student being recommended.

- ☐ Makes up original art products.
- ☐ Demonstrates elaboration in artwork.
- ☐ Shows an uncommonly high interest in visual art activities.
- ☐ Spends a great deal of time drawing or doodling.
- ☐ May be asked by others to do artwork.
- ☐ Seems to have a need or compulsion to create.
- ☐ May combine various artistic media for expression.
- ☐ Expresses opinions about his/her art.
- ☐ Is able to critique the process, development and artistic quality of own work and other works of art.
- ☐ Has demonstrated a degree of realism and/or detail beyond average grade level ability.
- ☐ Concentrates on art projects for long periods of time and may shut out all else going on.
- ☐ Demonstrates understanding of perspective beyond average grade level.
- ☐ Understands use of the elements of art (line, color, shape, texture, space).
- ☐ Has participated in an art show or exhibit.

\_\_\_\_\_ **TOTAL** (Student must have 11 of 14 items checked to move on to the portfolio review)

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Visual Arts Portfolio Review

The student must submit a portfolio that includes **a minimum of five** entries. The contents are expected to be original and creative works by the candidate. Pieces should include five original pieces (1 observation drawing and 4 pieces chosen by students which may include school assignments).

**Portfolio review will be completed by a team of certified art teachers from the district.**

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| Low<br>1 | Average<br>2 | High<br>3 |                                                                                                                     |
|----------|--------------|-----------|---------------------------------------------------------------------------------------------------------------------|
|          |              |           | Evidence of sustained interest (concentration and personal commitment) in recording visual ideas                    |
|          |              |           | Originality of ideas/sources                                                                                        |
|          |              |           | Comprehensiveness (Evidence of attempts to experiment with and/or master a variety of materials, techniques, ideas) |
|          |              |           | Mastery of Realism (Appropriate to age level)                                                                       |
|          |              |           | Evidence of specific mastery medium, style, and/or technique                                                        |
|          |              |           | Attempts to alter, combine, distort, and augment realism                                                            |
|          |              |           | Demonstrates an advanced use of the elements and principles of art                                                  |
|          |              |           | Is able to critique artwork using the elements and principles of design                                             |

Total \_\_\_\_\_

**A score of 20-24 demonstrates giftedness in art.**

\_\_\_ This student demonstrates giftedness in visual arts.

\_\_\_ This student does not demonstrate giftedness in visual arts.

Portfolio Assessment Team Members:

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Notes:

## Teacher Recommendation for Gifted Education - Drama

### PART I

I recommend \_\_\_\_\_ for consideration in the area of  
(Student)

drama in the Gifted Education Program for the school year \_\_\_\_\_.

### Part II

Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

1. If you have seldom or never observed this characteristic.
2. If you have observed this characteristic occasionally.
3. If you have observed this characteristic frequently.
4. If you have observed this characteristic almost always/always.

#### DRAMATIC CHARACTERISTICS

**1    2    3    4**

1. Volunteers to participate in classroom plays or skits.

\_\_\_\_\_

2. Easily tells a story or gives an account of some experience.

\_\_\_\_\_

3. Effectively uses gestures and facial expressions to communicate feelings.

\_\_\_\_\_

4. Is adept at role-playing, improvising, acting out situations "on the spot."

\_\_\_\_\_

TOTAL:

\_\_\_\_\_

***Must score 13 of 16 to be recommended as gifted in this area.***

\_\_\_\_\_  
**Referring Teacher's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Homeroom Teacher**

\_\_\_\_\_  
**Grade**

## GT Drama Checklist

Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

### Checklist (to be completed by teacher primarily responsible for referral)

Please check any of the following that describe the student being recommended.

- ☐ Eager to perform in classroom plays or skits.
- ☐ Effectively uses voice, gestures, and facial expressions to communicate feelings while reading scripts or performing.
- ☐ Commands and holds the attention of a group when speaking.
- ☐ Able to evoke emotional responses from audience by making them laugh, frown, feel tense, etc.
- ☐ Is able to mimic the way people speak, talk, gesture, (e.g., animals, machines, events, etc.).
- ☐ Readily shifts into the role of another character.
- ☐ Imaginative – has a strong sense of fantasy.
- ☐ Uses voice to reflect changes in mood.
- ☐ Demonstrates interest in dramatic activities.
- ☐ Seems to pick up skills in drama without instruction.
- ☐ Sees different ways to portray a character when reading a script.
- ☐ Sense of humor – sees humor in situations others do not see.
- ☐ Notices the small details in a play.
- ☐ Has the ability to create original plays, skits, etc.
- ☐ Has the ability to transform his/her personality into a role of another character, animal, or object.
- ☐ Has natural talent to quickly assume a role.

\_\_\_\_\_ TOTAL

At least 13 of 16 items checked for the student to move on to the audition phase.

Other Notes: (student involvement in drama performances, etc.)

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Drama Audition Evaluation

Student Audition Number \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_

*Choose one and only one category for each descriptor.*

|                             | Exceptional<br>4 Points Each                                                                                                                                                                                                                             | Outstanding<br>3 Points Each                                                                                                                                                                                                | Above<br>Average<br>2 Points Each                                                                                                                                                                                               | Average<br>1 Point Each                                                                                                                                                                                      |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Physical Performance</b> | <input type="checkbox"/> Creatively uses variety of dynamic movements motivated from core and natural<br><input type="checkbox"/> Creatively uses space, varied dynamic levels<br><input type="checkbox"/> Dynamic facial expression to create character | <input type="checkbox"/> Movement and gesture motivated from core and natural<br><input type="checkbox"/> Excellent use of space & dyn. levels<br><input type="checkbox"/> Consistent facial expression to create character | <input type="checkbox"/> Movement and gesture motivated but not from core or natural<br><input type="checkbox"/> Clear use of space w/ some dyn. levels<br><input type="checkbox"/> Some facial expressions to create character | <input type="checkbox"/> Over-rehearsed movement or basic gesture, perhaps unrelated<br><input type="checkbox"/> Emerging use of space & dyn. levels<br><input type="checkbox"/> Emerging facial expressions |
| <b>Vocal Performance</b>    | <input type="checkbox"/> Exceptional projection of voice with variety of levels, engaging and dynamic vocal energy<br><input type="checkbox"/> Outstanding articulation and vocal clarity<br><input type="checkbox"/> Uses colorful/dynamic expression   | <input type="checkbox"/> Effective/Adequate projection of voice with consistent vocal energy<br><input type="checkbox"/> Good articulation and vocal clarity<br><input type="checkbox"/> Effective vocal expression         | <input type="checkbox"/> Good projection of voice with some vocal energy<br><input type="checkbox"/> Some articulation & diction is evident<br><input type="checkbox"/> Some vocal expression is present                        | <input type="checkbox"/> Emerging vocal energy<br><input type="checkbox"/> Developing in articulation & diction<br><input type="checkbox"/> Developing vocal expression                                      |
| <b>Characterization</b>     | <input type="checkbox"/> Fully developed character w/ complex, original choices that is exceptionally honest & believable<br><input type="checkbox"/> Shows outstanding depth of understanding of given circumstances                                    | <input type="checkbox"/> Fully developed character, is honest, believable throughout<br><input type="checkbox"/> Demonstrates thorough understanding of given circumstances                                                 | <input type="checkbox"/> Development of character that is honest and believable at times<br><input type="checkbox"/> Demonstrates solid understanding of given circumstances                                                    | <input type="checkbox"/> Character emerges from performance developing believability<br><input type="checkbox"/> Demonstrates grade-level understanding of given circumstances                               |
| <b>Improvisation</b>        | <input type="checkbox"/> Exceptional use of Give and take/"yes and.." elevates peer collaboration<br><input type="checkbox"/> Cohesive, supported structure & presentation                                                                               | <input type="checkbox"/> Consistent use of Give and take/"yes and.." demonstrates peer collaboration<br><input type="checkbox"/> Clear structure: beginning, mid, end                                                       | <input type="checkbox"/> Use of Give and take/"yes and.." that benefits scene at times<br><input type="checkbox"/> Some elements of beginning, mid, end                                                                         | <input type="checkbox"/> Developing give & take/"yes and.."                                                                                                                                                  |

|                                     |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                           |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     | <input type="checkbox"/> Spontaneously creates a highly effective and clever improvisation                                                                                                                                                                              | <input type="checkbox"/> Shows a developed sense of spontaneity, cleverness                                                                                                                                                     | <input type="checkbox"/> Shows some spontaneity, cleverness                                                                                                                                                                                      | middle, and/or end<br><input type="checkbox"/> Emerging spontaneity                                                                                                                                                       |
| <b>Imagination &amp; Creativity</b> | <input type="checkbox"/> Innovative and creative ideas with nuanced artistic choices<br><input type="checkbox"/> Students adapts and responds with exceptional creativity throughout                                                                                    | <input type="checkbox"/> Original and developed ideas with specific choices<br><input type="checkbox"/> Student adapts and responds with creativity throughout                                                                  | <input type="checkbox"/> Obvious ideas emerge from performance<br><br><input type="checkbox"/> Student adapts and responds with creativity at times                                                                                              | <input type="checkbox"/> Demonstrates some idea development<br><br><input type="checkbox"/> Student attempts to adapt and respond, emerging creativity                                                                    |
| <b>Energy &amp; Focus</b>           | <input type="checkbox"/> Extraordinary focus, seamless performance<br><input type="checkbox"/> Energy is dynamic and engages whole body and performance. Engaging and connected throughout                                                                              | <input type="checkbox"/> No breaks in character, consistent<br><br><input type="checkbox"/> Energy is focused and specific, connects with peers and audience                                                                    | <input type="checkbox"/> Few breaks in character, stops, recovers<br><input type="checkbox"/> Energy is present, connects with audience                                                                                                          | <input type="checkbox"/> Breaks in character, developing recover<br><input type="checkbox"/> Developing eye contact with peers/ audience, developing consistent energy                                                    |
| <b>Collaboration</b>                | <input type="checkbox"/> Actively listens and engages in creative problem solving, exceptional skill in building on ideas of others<br><input type="checkbox"/> Shares the space with skill and ease                                                                    | <input type="checkbox"/> Actively and consistently listens to and communicates - consistently builds on ideas of others<br><input type="checkbox"/> Shares space consistently                                                   | <input type="checkbox"/> Listens to and communicates, builds on the ideas of others at times<br><br><input type="checkbox"/> Shares space at times                                                                                               | <input type="checkbox"/> Communication with peers is developing. May attempt to build on ideas of others<br><br><input type="checkbox"/> Awareness of others and space                                                    |
| <b>Overall Performance</b>          | <input type="checkbox"/> Shows high level of confidence<br><br><input type="checkbox"/> No difficulty or hesitation when encountering challenging material<br><input type="checkbox"/> Performance exhibits outstanding preparation, choices were creative and original | <input type="checkbox"/> Shows confidence in product<br><input type="checkbox"/> Little difficulty with challenging material<br><br><input type="checkbox"/> Performance demonstrates preparation, creative or original choices | <input type="checkbox"/> Shows confidence in product at times<br><input type="checkbox"/> Consistently gives effort to meet challenging material<br><br><input type="checkbox"/> Performance demonstrates preparation, above-grade-level choices | <input type="checkbox"/> Developing confidence<br><br><input type="checkbox"/> Attempts to recover with challenging material<br><br><input type="checkbox"/> Performance demonstrates evidence of preparation and choices |
|                                     | Total:                                                                                                                                                                                                                                                                  | Total:                                                                                                                                                                                                                          | Total:                                                                                                                                                                                                                                           | Total:                                                                                                                                                                                                                    |

FINAL TOTAL: \_\_\_\_/80

Students must score 64 points (80%) or higher to be considered for possible GT identification in the area of drama.

(SCAPA/Fayette County)

## Teacher Recommendation for Gifted Education –VPA: Vocal Music

I recommend \_\_\_\_\_ for consideration in the area of VPA: Vocal Music.

Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

- 1 - If you have *seldom* or *never* observed this characteristic.
- 2 - If you have *occasionally* observed this characteristic.
- 3 - If you have *frequently* observed this characteristic.
- 4 - If you have *almost always* observed this characteristic.

### MUSICAL CHARACTERISTICS

|                                                                                           | 1   | 2   | 3   | 4   |
|-------------------------------------------------------------------------------------------|-----|-----|-----|-----|
| 1. Shows a sustained interest in music; seeks out opportunities to hear and create music. | ___ | ___ | ___ | ___ |
| 2. Perceives fine differences in musical tone (pitch, loudness, timbre, duration).        | ___ | ___ | ___ | ___ |
| 3. Has and demonstrates good rhythmic skills.                                             | ___ | ___ | ___ | ___ |
| 4. Shows a high degree of musical memory.                                                 | ___ | ___ | ___ | ___ |
| 5. Shows outstanding vocal and/or instrumental musicianship for his/her age.              | ___ | ___ | ___ | ___ |
| 6. Shows outstanding performance qualities.                                               | ___ | ___ | ___ | ___ |

TOTAL: \_\_\_\_\_

***Must score 21 of 24 to be recommended as gifted in this area.***

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

**G/T Parent Notification Letter and Permission to Evaluate  
Vocal/Instrumental Music  
Audition Needed**

Date:

Dear Parent/Guardian,

Your student, \_\_\_\_\_, is being considered for the Simpson County Gifted and Talented program which serves gifted children in five categories: 1) General Intellectual Ability, 2) Specific Academic Aptitude, 3) Creativity, 4) Leadership Skills, and 5) Visual or Performing Arts. Your student was recommended as a candidate for identification in the category of Visual or Performing Arts: Vocal or Instrumental Music.

For the category of Vocal or Instrumental Music students may be asked to participate in an in-person audition for a selection committee which includes members of the District GT Committee and/or persons with background and experience in the field of music. Please see the attached documents for information about the audition process. The audition includes a solo performance of music selection(s) not to exceed 5 minutes total, as chosen by the student to best showcase his/her talent.

**In-person auditions are scheduled for <DATE, TIME, LOCATION>.**

If you have further questions, please contact Kim Whitney, District GT Coordinator at 270-586-8877, or <**SCHOOL CONTACT**>. We are happy to help you or answer any questions.

\_\_\_\_\_  
Kim Whitney  
GT Coordinator, Simpson County Schools

- ☐ My child has my permission to participate in the music audition.
- ☐ My child does not have permission to participate in the music audition.

\_\_\_\_\_  
Parent/Guardian  
Daytime Phone Number: \_\_\_\_\_

\_\_\_\_\_  
Date

**\*Please return signed permission form to <CONTACT> at <SCHOOL> by <DATE>**

## Teacher Recommendation for Gifted Education VPA: Instrumental Music

I recommend \_\_\_\_\_ for consideration in the area of Instrumental Music for the Gifted Education Program.

Please read the statements carefully and place an X in the appropriate place according to the following scale of values:

- 1 - If you have *seldom* or *never* observed this characteristic.
- 2 - If you have *occasionally* observed this characteristic.
- 3 - If you have *frequently* observed this characteristic.
- 4 - If you have *almost always* observed this characteristic.

### MUSICAL CHARACTERISTICS

|                                                                                           | 1     | 2     | 3     | 4     |
|-------------------------------------------------------------------------------------------|-------|-------|-------|-------|
| 1. Shows a sustained interest in music; seeks out opportunities to hear and create music. | _____ | _____ | _____ | _____ |
| 2. Perceives fine differences in musical tone (pitch, loudness, timbre, duration).        | _____ | _____ | _____ | _____ |
| 3. Has and demonstrates good rhythmic skills.                                             | _____ | _____ | _____ | _____ |
| 4. Shows a high degree of musical memory.                                                 | _____ | _____ | _____ | _____ |
| 5. Shows outstanding vocal and/or instrumental musicianship for his/her age.              | _____ | _____ | _____ | _____ |
| 6. Shows outstanding performance qualities.                                               | _____ | _____ | _____ | _____ |

***Must score 21 of 24 to be recommended as gifted in this area.***

TOTAL: \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

## GT Music Evaluation Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

### Checklist (to be completed by teacher primarily responsible for referral)

Please check any of the following that describe the student being recommended.

- ☐ Makes up original music products.
- ☐ Has a large number of solutions to musical problems or adds upon ideas.
- ☐ Shows an uncommonly high interest in musical activities.
- ☐ Spends a great deal of time singing or making music.
- ☐ Imaginative; may have a strong sense of fantasy.
- ☐ Seems to have a need or compulsion to create music.
- ☐ Combines various media for expression – music, dance, song
- ☐ Is uninhibited in expressions or opinions about his/her music.
- ☐ Looks for extra opportunities outside of class to perform or create
- ☐ Focuses on detail (rhythmic and melodic ideas) beyond average grade level.
- ☐ Demonstrates understanding of rhythm beyond average grade level.
- ☐ Uses a rich array of the rhythm, form, melody, dynamics, tempo, etc.
- ☐ Is sometimes radical/tenacious.

\_\_\_\_\_ **TOTAL**

**At least 10 of 13 items must be checked for the student to move on to the audition phase.**

**Other Notes: (student involvement in musical performances, etc.)**

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Vocal Music Identification Audition Rubric

Name \_\_\_\_\_ Grade \_\_\_\_\_ Judge \_\_\_\_\_

**Level of Repertoire Difficulty:**    0            5            10            15            20    **Repertoire Difficulty Score:** \_\_\_\_\_/20

0 = Below grade level literature, 5 = at grade level, 10 = one grade level above, 15 = two grade levels above, 20 = more than two grade levels above

|                                                                                        | Exceptional<br><br>4 points each                                                                                     | Outstanding<br><br>3 points each                                                                                    | Above Average<br><br>2 points each                                                                                | Average<br><br>1 point each                                                                                       | Comments |
|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------|
| <b>Tone Quality</b>                                                                    | <input type="checkbox"/> Tone is exceptionally warm, resonant, focused, consistent, vibrant, and full                | <input type="checkbox"/> Tone is consistently warm, resonant, focused, vibrant and full.                            | <input type="checkbox"/> Tone is sufficiently warm, resonant, focused and full, with few inconsistencies          | <input type="checkbox"/> Tone is developing warmth, resonance and focus but is inconsistent                       |          |
| <b>Intonation/<br/>Rhythmic<br/>Accuracy</b><br><i>Accuracy of pitches and rhythms</i> | <input type="checkbox"/> Printed pitches are performed accurately and intonation is masterful                        | <input type="checkbox"/> Printed pitches are performed accurately and intonation is consistent                      | <input type="checkbox"/> Printed pitches are performed accurately and intonation is mostly consistent             | <input type="checkbox"/> Printed pitches are mostly performed accurately and intonation is developing consistency |          |
|                                                                                        | <input type="checkbox"/> Printed rhythms are performed accurately and with precision                                 | <input type="checkbox"/> Printed rhythms are performed accurately                                                   | <input type="checkbox"/> Printed rhythms are performed with accuracy                                              | <input type="checkbox"/> Printed rhythms are performed with emerging accuracy                                     |          |
|                                                                                        | <input type="checkbox"/> Exceptional flow with care to tempo nuances (with accompaniment recording and choice piece) | <input type="checkbox"/> Steady flow of tempo from beginning to end (with accompaniment recording and choice piece) | <input type="checkbox"/> Flow of tempo is sufficiently consistent (with accompaniment recording and choice piece) | <input type="checkbox"/> Consistency in flow of tempo is emerging (with accompaniment recording and choice piece) |          |
| <b>Technique</b><br><br><i>Breath, placement, diction</i>                              | <input type="checkbox"/> Consistency between head and chest voice demonstrates remarkable vocal facility             | <input type="checkbox"/> Consistency between head and chest voice is appropriately demonstrated                     | <input type="checkbox"/> Evidence of developing consistency between head and chest voice                          | <input type="checkbox"/> Head and chest voice consistency is emerging but impacts performance                     |          |
|                                                                                        | <input type="checkbox"/> Breath management is effective & artistic                                                   | <input type="checkbox"/> Breath management is appropriate and sufficient                                            | <input type="checkbox"/> Breath management is adequate but still developing                                       | <input type="checkbox"/> Breath management is emerging                                                            |          |

|                                                                                                                 |                                                                                                            |                                                                                                              |                                                                                                             |                                                                                                  |  |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--|
|                                                                                                                 | <input type="checkbox"/> Diction is precise, enhances breath flow                                          | <input type="checkbox"/> Diction is precise and clear                                                        | <input type="checkbox"/> Diction is accurate                                                                | <input type="checkbox"/> Diction is developing accuracy                                          |  |
|                                                                                                                 | <input type="checkbox"/> Mastery of text enhances performance                                              | <input type="checkbox"/> Overall mastery of text                                                             | <input type="checkbox"/> Mastery of text is adequate with few inconsistencies                               | <input type="checkbox"/> Mastery of text is developing but inconsistencies impact performance    |  |
| <b>Musicality</b><br><br><i>Phrasing, expressive elements, nuance, dynamics, &amp; tempo</i>                    | <input type="checkbox"/> Phrasing emphasizes the contour of the melodic line artistically throughout.      | <input type="checkbox"/> Phrasing emphasizes the contour of melodic line in context of the whole piece       | <input type="checkbox"/> Phrasing shows the basic contour of the melodic line.                              | <input type="checkbox"/> Melodic phrasing is developing                                          |  |
|                                                                                                                 | <input type="checkbox"/> Dynamic are performed with finesse and artistic contrast                          | <input type="checkbox"/> Dynamics are performed musically                                                    | <input type="checkbox"/> Dynamics are performed appropriately                                               | <input type="checkbox"/> Dynamic contrast is emerging                                            |  |
|                                                                                                                 | <input type="checkbox"/> Overall expression is masterful, artistic, and nuanced                            | <input type="checkbox"/> Expression is consistent and effective                                              | <input type="checkbox"/> Expressive elements are apparent                                                   | <input type="checkbox"/> Expressive elements are developing                                      |  |
| <b>Performance</b><br><br><i>Memorization, stage presence, expression, artistry, fluency, talent, potential</i> | <input type="checkbox"/> Musical selection is memorized and exceptionally well-prepared                    | <input type="checkbox"/> Musical selection is well-prepared and memorized with few inconsistencies           |                                                                                                             | <input type="checkbox"/> Musical selection is not memorized                                      |  |
|                                                                                                                 | <input type="checkbox"/> Communicates masterful interpretation of story via facial expression and gesture. | <input type="checkbox"/> Communicates an artistic interpretation of story via facial expression and gesture. | <input type="checkbox"/> Communicates sufficient interpretation of story via facial expression and gesture. | <input type="checkbox"/> Interpretation of story via facial expression and gesture is developing |  |
|                                                                                                                 | <input type="checkbox"/> Posture and poise are exceptional and enhance overall performance                 | <input type="checkbox"/> Posture and poise are excellent                                                     | <input type="checkbox"/> Good posture and poise are evident                                                 | <input type="checkbox"/> Posture and poise are developing but may detract from the performance   |  |
|                                                                                                                 | <input type="checkbox"/> Demonstrates exceptional enthusiasm and potential                                 | <input type="checkbox"/> Demonstrates great enthusiasm and potential                                         | <input type="checkbox"/> Enthusiasm and potential is apparent                                               | <input type="checkbox"/> Demonstrates emerging enthusiasm and potential                          |  |

Points scored above \_\_\_\_/60 + Repertoire Difficulty Score \_\_\_\_/20 = \_\_\_\_/80

A student who scores 64 points (80%) or higher may be recommended for the GT program.

(SCAPA/Fayette County)

# Instrumental Music Identification Audition Rubric

Name \_\_\_\_\_ Grade \_\_\_\_\_ Judge \_\_\_\_\_

**Level of Repertoire Difficulty: 0      5      10      15      20      Repertoire Difficulty Score: \_\_\_\_\_/20**

*0 = Below grade level literature, 5 = at grade level, 10 = one grade level above, 15 = two grade levels above, 20 = more than two grade levels above*

|                                                                                                | <b>Exceptional</b><br>4 points each                                                                                                                                                                        | <b>Outstanding</b><br>3 points each                                                                                                                                                         | <b>Above Average</b><br>2 points each                                                                                                                                                                                       | <b>Average</b><br>1 point each                                                                                                                                                             | <b>Comments</b> |
|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Tone Quality</b>                                                                            | <input type="checkbox"/> Tone is exceptionally warm, resonant, focused, consistent, vibrant, and full<br>*Percussion: Exceptional tone with appropriate stick/mallet in the correct area of the instrument | <input type="checkbox"/> Tone is consistently warm, resonant, focused, vibrant and full<br>*Percussion: Consistent tone with appropriate stick/mallet in the correct area of the instrument | <input type="checkbox"/> Tone is sufficiently warm, resonant, focused & full, with few inconsistencies<br>*Percussion: Mostly consistent tone with appropriate stick/mallet primarily in the correct area of the instrument | <input type="checkbox"/> Tone is developing warmth, resonance and focus but is inconsistent<br>*Percussion: Developing tone and inconsistently plays in the correct area of the instrument |                 |
| <b>Intonation/<br/>Rhythmic<br/>Accuracy</b><br><i>Accuracy of<br/>pitches and<br/>rhythms</i> | <input type="checkbox"/> Printed pitches are performed accurately and intonation is masterful                                                                                                              | <input type="checkbox"/> Printed pitches are performed accurately with evident artistry and intonation is consistent                                                                        | <input type="checkbox"/> Printed pitches are performed accurately and intonation is mostly consistent                                                                                                                       | <input type="checkbox"/> Printed pitches are mostly performed accurately and intonation is developing consistency                                                                          |                 |
|                                                                                                | <input type="checkbox"/> Printed rhythms are performed accurately with precision including attacks & releases                                                                                              | <input type="checkbox"/> Printed rhythms performed accurately including attacks, releases                                                                                                   | <input type="checkbox"/> Printed rhythms are performed with accuracy with few errors, attacks and releases are accurate                                                                                                     | <input type="checkbox"/> Printed rhythms are performed with emerging accuracy. Some inconsistencies in attacks and releases                                                                |                 |
|                                                                                                | <input type="checkbox"/> Exceptional flow showing care with tempo nuances                                                                                                                                  | <input type="checkbox"/> Tempo is steady and musical from beginning to end                                                                                                                  | <input type="checkbox"/> Flow of tempo is consistent                                                                                                                                                                        | <input type="checkbox"/> Consistency of tempo is emerging                                                                                                                                  |                 |
| <b>Technique</b><br><br><i>Breath,<br/>placement, diction</i>                                  | <input type="checkbox"/> Student interprets printed articulations stylistically and exceptionally musically                                                                                                | <input type="checkbox"/> Articulations are performed musically, accurately, and with contrast                                                                                               | <input type="checkbox"/> Contrast in articulations is apparent and consistent                                                                                                                                               | <input type="checkbox"/> Interpretation of printed articulation markings is developing                                                                                                     |                 |

|                                                                                                                 |                                                                                                                         |                                                                                                  |                                                                                          |                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|--|
|                                                                                                                 | <input type="checkbox"/> Tonguing or sticking technique is controlled, refined & elevates the music                     | <input type="checkbox"/> Tonguing or sticking produces characteristic sound                      | <input type="checkbox"/> Tonguing or sticking produces sufficiently characteristic sound | <input type="checkbox"/> Tonguing or sticking technique is emerging           |  |
|                                                                                                                 | <input type="checkbox"/> Student demonstrates mastery of instrument                                                     | <input type="checkbox"/> Student demonstrates excellent facility with the instrument             | <input type="checkbox"/> Student demonstrates facility with the instrument               | <input type="checkbox"/> Student demonstrates familiarity with the instrument |  |
|                                                                                                                 | <input type="checkbox"/> Vibrato OR characteristic tone is controlled, refined, masterful, & elevates the music         | <input type="checkbox"/> Vibrato OR characteristic tone is controlled and refined                | <input type="checkbox"/> Characteristic tone is apparent but may be inconsistent         | <input type="checkbox"/> Characteristic tone is emerging                      |  |
| <b>Musicality</b><br><br><i>Phrasing, expressive elements, nuance, dynamics, &amp; tempo</i>                    | <input type="checkbox"/> Phrasing emphasizes the contour of melodic line artistically throughout                        | <input type="checkbox"/> Phrasing emphasizes the contour of melodic line in context of the whole | <input type="checkbox"/> Phrasing shows the basic contour of the melodic line            | <input type="checkbox"/> Melodic phrasing is developing                       |  |
|                                                                                                                 | <input type="checkbox"/> Dynamic are performed with finesse and artistic contrast                                       | <input type="checkbox"/> Dynamics are performed musically                                        | <input type="checkbox"/> Dynamics performed appropriately                                | <input type="checkbox"/> Dynamic contrast is emerging                         |  |
|                                                                                                                 | <input type="checkbox"/> Overall expression is artistic & nuanced                                                       | <input type="checkbox"/> Expression is consistent & effective                                    | <input type="checkbox"/> Expressive elements are apparent                                | <input type="checkbox"/> Expressive elements are developing                   |  |
| <b>Performance</b><br><br><i>Memorization, stage presence, expression, artistry, fluency, talent, potential</i> | <input type="checkbox"/> Musical selection is memorized and exceptionally well-prepared                                 | <input type="checkbox"/> Musical selection is memorized, well-prepared, and consistent           | <input type="checkbox"/> Musical selection is well-prepared with few inconsistencies     | <input type="checkbox"/> Musical selection needs additional preparation       |  |
|                                                                                                                 | <input type="checkbox"/> Mistakes are nonexistent or expertly handled with fluency & control, keeping the flow of music | <input type="checkbox"/> Mistakes are few and handled with control.                              | <input type="checkbox"/> Mistakes are handled with some control with adequate recovery   | <input type="checkbox"/> Mistakes impact the performance                      |  |
|                                                                                                                 | <input type="checkbox"/> Posture and poise are exceptional and enhance the                                              | <input type="checkbox"/> Posture and poise are excellent                                         | <input type="checkbox"/> Good posture and poise are evident                              | <input type="checkbox"/> Posture and poise are developing and impact the      |  |

|  |                                                                                     |                                                                            |                                                                   |                                                                                  |  |
|--|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------------------|--|
|  | overall<br>performance                                                              |                                                                            |                                                                   | performance.                                                                     |  |
|  | <input type="checkbox"/> Demonstrates<br>exceptional<br>enthusiasm and<br>potential | <input type="checkbox"/> Demonstrates<br>great enthusiasm<br>and potential | <input type="checkbox"/> Enthusiasm &<br>potential is<br>apparent | <input type="checkbox"/> Demonstrates<br>emerging<br>enthusiasm and<br>potential |  |
|  | <b>Total:</b>                                                                       | <b>Total:</b>                                                              | <b>Total:</b>                                                     | <b>Total:</b>                                                                    |  |

**Points scored above \_\_\_\_/60                      +              Repertoire Difficulty Score \_\_\_\_/20 =       /80**

A student who scores 64 points (80%) or higher may be recommended for the GT program.

(SCAPA/Fayette County)