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FOLD/SCORE

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GIFTED IDENTIFICATION

The Exceptional Children's Education Act (ECEA) requires all districts in Colorado to **identify** and **serve** students whose abilities, talents, and potential for accomplishment in one or more talent domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. The talent domains in ECEA Rules include: Visual Arts, Performing Arts, Music, Dance, Psychomotor, Creativity and Leadership.

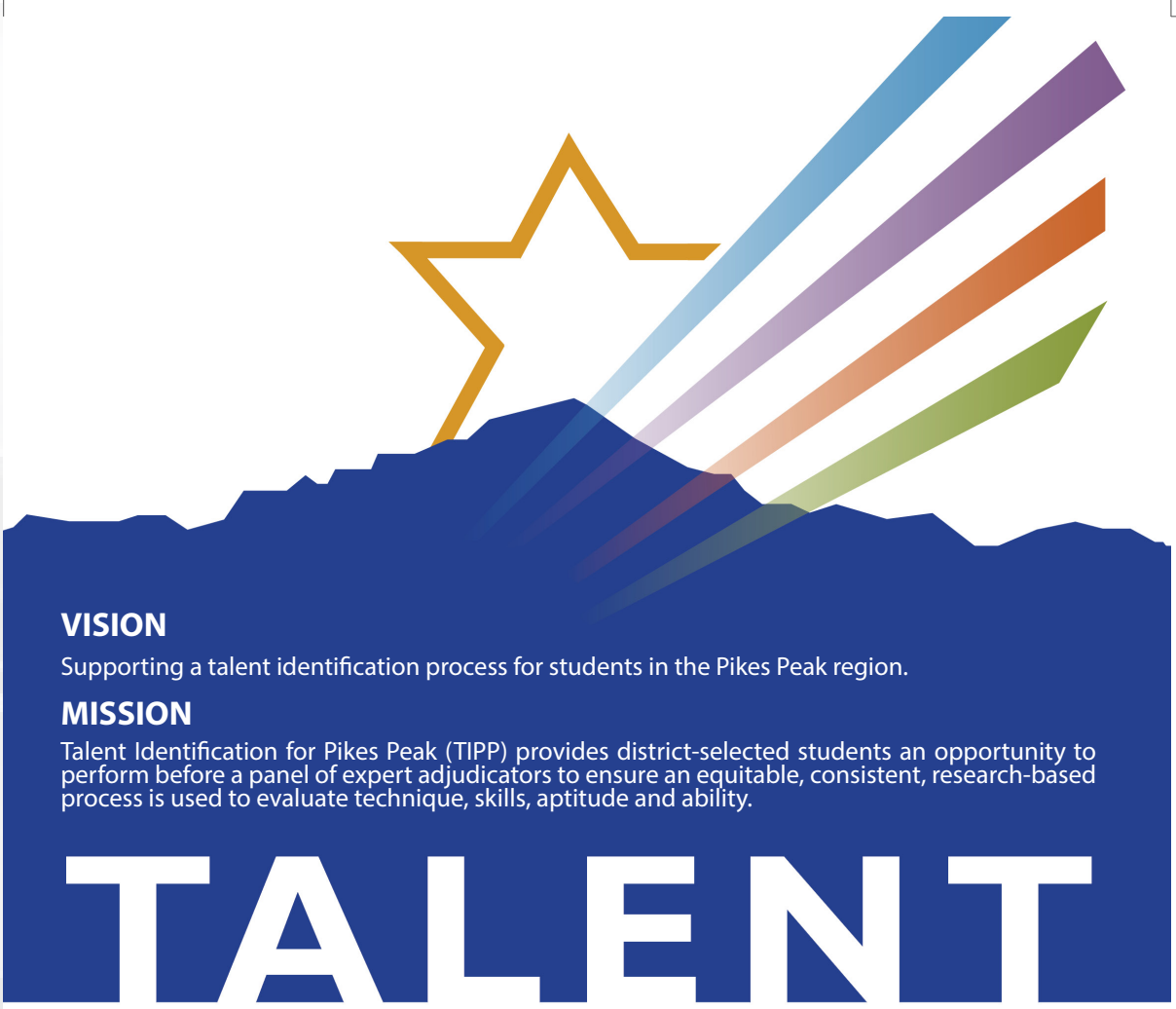
Identification in a talent area does not require a district to provide or financially support coaching, lessons or special classes outside of the school setting. Services are defined by what the district is able to provide the student during the school day in terms of course selection, course credits, accommodations to scheduling, mentorships, internships or independent study.

Parents and educators should understand the unique and varied characteristics a student may demonstrate in the talent domains, as well as the potential need for several years of talent development before formal gifted identification can be made. Students may be included in a **talent pool** to foster potential over time and to build a body of evidence that supports a formalized gifted identification according to Colorado law.

Statewide identification criteria have been established to ensure **portability** of gifted identification. This means when a child moves from one district in Colorado to another, the identification is acknowledged by the new district if the former district followed state identification criteria. The identification process typically begins with a referral made by a parent, educator, coach or the student. Identification in a talent area requires a **body of evidence** that includes three or more pieces of qualifying evidence from multiple sources. These data may include: a score at the 95th percentile or above on a cognitive test, approved state assessment in the talent area, norm-referenced talent assessment and/or observation scale, a portfolio demonstrating distinguished performance, top placement in a state or nationally accredited contest or competition, and an advanced rating in a juried **performance assessment**.

Learn more at www.cde.state.co.us/gt

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VISION

Supporting a talent identification process for students in the Pikes Peak region.

MISSION

Talent Identification for Pikes Peak (TIPP) provides district-selected students an opportunity to perform before a panel of expert adjudicators to ensure an equitable, consistent, research-based process is used to evaluate technique, skills, aptitude and ability.

TALENT

IDENTIFICATION FOR PIKES PEAK

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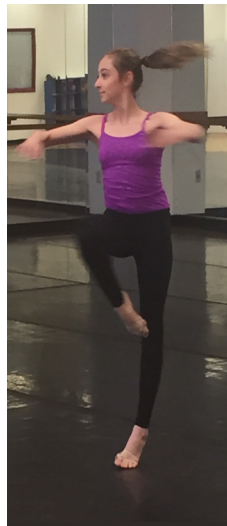
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WHAT IS TIPP?

Districts throughout the Pikes Peak region have joined together to support the **performance assessment** process for gifted identification in the talent areas of performing arts, visual arts, music, dance and leadership. The regional partnership, **Talent Identification for Pikes Peak (TIPP)**, provides invited students an opportunity to perform before a panel of experts to ensure there is an equitable, consistent, research-based process used to evaluate technique, skills, aptitude and ability. The TIPP Assessment Day is held in one of the participating districts and provides appropriate venues for each of the talent areas. A waiting area is provided for adults who may accompany the student.

Districts have the autonomy to determine how students are referred to the gifted assessment process and which students are selected to participate in the performance assessment day. District-selected students are provided detailed information on the performance assessment process and how to prepare for the day.



Participating Districts/BOCES

- Harrison D2
- Widefield D3
- Fountain-Fort Carson D8
- Colorado Springs D11
- Cheyenne Mountain D12
- Academy D20
- Lewis Palmer D38
- D49
- Ute Pass BOCES
- Cañon City, Fremont RE-1
- Pueblo 60

Contact the district gifted coordinator for more information about TIPP. This opportunity is supported fiscally by participating districts and the regional gifted education grant.

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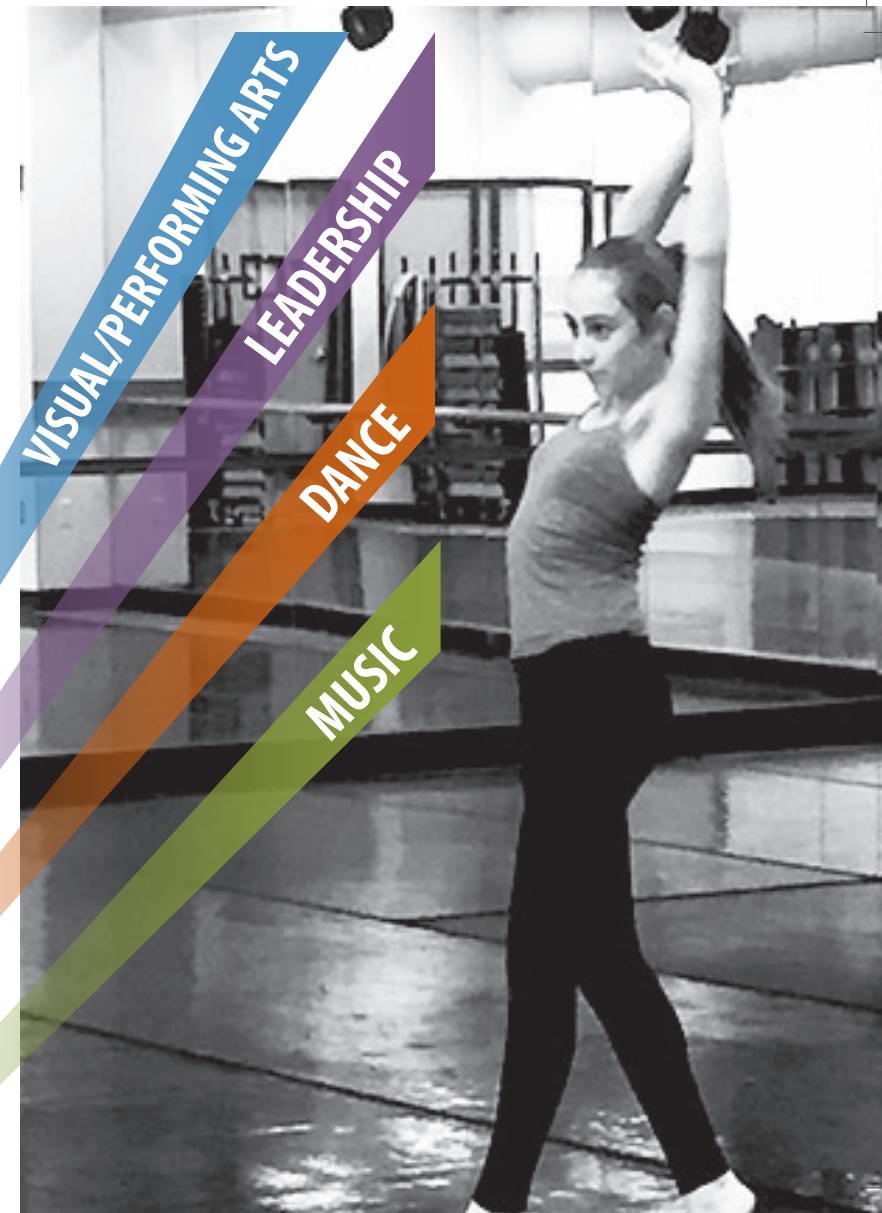
HOW IT WORKS

Performance assessment, as defined by the Colorado Department of Education (CDE), is “an assessment based on **observation** and **judgment**. It has two parts: the **task** and the **criteria** for judging quality. Students complete a task, and the task is evaluated by judging the level of quality using a rubric.”

A performance assessment is evaluated by an expert, often referred to as an **adjudicator**. A juried or adjudicated performance brings together experts in the field to evaluate a student’s portfolio, resume and/or presentation. Adjudicators use research-based scales, referred to as **rubrics**, to evaluate the performance assessment. The performance is considered an assessment; therefore, parents, teachers and/or coaches may not observe the adjudicated presentation. Data collected during the assessment are confidential and will be used by the district to determine next steps. This may include making a formal gifted determination, adding the student to a talent pool or providing the student more time to foster potential. Districts communicate action steps with the parent and student within 30 days of the assessment day.



PERFORM WORKSHOP DISCUSS



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