

Visual Performing Arts Referral Information

Display of Work Portfolios

The Display of Work portfolio evaluation process involves the submission of at least five works of art by the student. The student must complete an "Artwork Written Response Sheet" for each work submitted. The Artwork Written Response Sheet is included in this mailing, and may be photocopied. Scoring criteria is also included with this mailing so you know what to expect and how your works for the Display of Work portfolio will be evaluated.

The Display of Work portfolio should represent the best work of the student. All works included in the Display of Work portfolio should have been completed within 24 months of the evaluation, and must be accompanied by a completed Artwork Written Response Sheet. In the event that the student is unable to complete the Artwork Written Response Sheet, a parent/guardian, teacher or other responsible adult may complete the form through an interview process with the student.

Ratings from art competitions or exhibitions cannot be used in the screening/identification process. However, works created for or displayed in competitions or exhibitions may be included in the Display of Work portfolio. Judges at interscholastic rated competitions should NOT be asked to complete rubrics for the Display of Work portfolio evaluation. However, these individuals may serve as raters for the Display of Work portfolio evaluation in another venue. Evaluating slides or photographs of student work should be avoided when possible to prevent the quality of photography from becoming a factor in the evaluation.

A Display of Work portfolio may include:

- Works of art created in class
- Works of art created outside of school
- Photographs of three-dimensional works of art (e.g. sculptures)
- Artistic photographs
- Original artistic scenic designs for theatrical productions (not including technical drawings)
- Original fashion/costume designs or completed pieces
- Original architectural drawings of student-designed structures
- Electronic works, such as animations, digital "drawings" or "paintings," creative digital video productions or interactive media works. (Limited to two entries.)
- An accurate representation of a photograph, postcard or magazine print. (Limited to one entry.)

A Display of Work portfolio is not:

- A class craft project reproduced by all students
- Pre-drawn pages from published material (e.g. coloring books, tracing books, or "paint by number" paintings)
- Photocopied or traced work
- Any collection of works with fewer than five items accompanied by Artwork Written Response sheets.

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Identification Criteria

To be identified as gifted in the visual arts, a student must receive a qualifying score on an approved behavioral checklist and score in the “identification” range on a Display of Work portfolio evaluation of the student’s work.

Students who score below the “screening” range on the Display of Work portfolio evaluation will not be identified as gifted. These students should be considered “screened” in the school district’s gifted identification data.

Students who receive scores in the “identification” range on the Display of Work portfolio evaluation (and who have scored in the identification range on the behavioral checklist) should be identified as gifted.

If a student earns a score in the “screening” range on the Display of Work portfolio evaluation, his or her portfolio should be rated a second time. The school district may choose to use the same rater or a different rater for the second evaluation of the portfolio. If time allows, students should be permitted to make changes to the portfolio, including selecting different works for the portfolio, based on the feedback from the first portfolio evaluation.

If, on the second evaluation of the portfolio, the student scores in the “identification” range, the student should be identified as gifted. If the student does not earn a score in the identification range on the second portfolio review, he or she should not be identified as gifted, and should be considered “assessed” in the school district’s gifted identification data.

Nominations in Visual Art typically mean that a student’s work:

- 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



**Ohio Department of Education
Artwork Written Response Sheet for Grades K-12**

Attach one response sheet to each Display of Work Portfolio entry.

Name of Student _____ Age _____ Grade _____ Date Submitted _____

School District _____ Building _____

Written by Student Dictated to Teacher or Parent (Name) _____ Name of Recorder _____

This artwork was created: in a class at school at home in a private lesson

Art medium (or media) _____ When was this work of art created? _____

Comment on this artwork in your own words. You may use additional paper.

1. Describe your artwork and tell what choices you made when doing your artwork. For example, why did you use these colors, shapes, lines, textures or materials?

2. Tell how you got your ideas for your artwork.

3. Describe how you solved any problems you had creating your artwork.

4. Tell why you think this is a good piece of art and why you included it in this Display of Work portfolio instead of other artwork you have created.



Ohio Department of Education
Rubric for Scoring Visual Art Display of Work for Grades K-12

Student _____ Grade _____ Age _____ Date _____

School District _____ Building _____

CRITERIA	EMERGING (0 points)	TYPICAL (1 point each)	ABOVE AVERAGE (2 points each)	SUPERIOR (3 points each)
Creating				
Inventiveness and Improvisation (personal interpretations; extent to which individuality is embedded in artwork)	<input type="checkbox"/> No evidence of imagination or personal interpretations (stereotyped or copied)	<input type="checkbox"/> Limited evidence of imagination or personal interpretation	<input type="checkbox"/> Adequate evidence of imagination or personal interpretation to show originality and inventiveness	<input type="checkbox"/> Extensive evidence of imagination or personal interpretation, showing originality and inventiveness
Composition (Deliberate or intuitive understanding of design)	<input type="checkbox"/> Random use of artistic elements	<input type="checkbox"/> Predictable placement and use of artistic elements	<input type="checkbox"/> Purposeful placement and use of artistic elements	<input type="checkbox"/> Inventive combination of artistic elements and principles of design
Rapidity of Development (Stages of Artistic Development)	<input type="checkbox"/> Art work is typical of children who are younger in age	<input type="checkbox"/> Art work is typical of children of the same age	<input type="checkbox"/> Art work is above average when compared with children of the same age	<input type="checkbox"/> Art work is clearly advanced when compared with children of the same age
Complexity and Elaboration (Ability to relate information about subject matter or idea in details and/or space)	<input type="checkbox"/> Limited or no information about subject matter or idea is shown in the art work	<input type="checkbox"/> Moderate amount of information about subject matter or idea is shown in the art work	<input type="checkbox"/> Above average amount of information about subject matter or idea is shown in the art work	<input type="checkbox"/> Extensive amount of information about subject matter or idea is shown in the art work
Technical Skills (Includes craftsmanship)	<input type="checkbox"/> Technical skills are typical of children who are younger or less experienced	<input type="checkbox"/> Technical skills typical of children of the same age or experience	<input type="checkbox"/> Technical skills are above average when compared with children of the same age or experience	<input type="checkbox"/> Technical skills are advanced when compared with children of the same age or experience
Sensitivity to art media (Experimentation with various media and varied approaches to one medium)	<input type="checkbox"/> Handling of materials is typical of children are younger or less experienced	<input type="checkbox"/> Handling of materials is typical of children of the same age or experience	<input type="checkbox"/> Handling of materials is above average when compared with children of the same age or experience	<input type="checkbox"/> Handling of materials is advanced when compared with children of the same age or experience

CRITERIA	EMERGING (0 points)	TYPICAL (1 point each)	ABOVE AVERAGE (2 points each)	SUPERIOR (3 points each)
Responding Critical judgment and self-reflection about the qualities of a personal work of art Critical analysis of a personal work of art (Making connections between elements and meaning)	<input type="checkbox"/> Does not give reasons for including artwork in the Display of Work portfolio <input type="checkbox"/> Does not describe artwork	<input type="checkbox"/> Briefly states personal and artistic reasons for including artwork in the Display of Work portfolio <input type="checkbox"/> Identifies elements and/or materials used in art work	<input type="checkbox"/> Give convincing personal and artistic reasons for the artwork in the Display of Work portfolio <input type="checkbox"/> Identifies elements and/or materials used in artwork and describes how or why they were used	<input type="checkbox"/> Elaborates on personal and artistic reasons for the artwork in the Display of Work portfolio <input type="checkbox"/> Identifies elements and materials in artwork and describes strengths or weaknesses in the way they were used
	Emerging Total Points _____	Typical Total Points _____	Above Average Total Points _____	Superior Total Points _____

Scoring. _____
Screening: 16-20 _____
Identification: 21-24 _____

Rater's Name: _____ Signature: _____ Date _____

	Comments