Identifying Gifted and Talented Students in Music

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Where did we start??

- CDE Conference (2007??)
- Identifying possible screening tests
- Identifying current programming options
- Creating our first process

The First Process

Secondary music teachers were given a screener checklist and nomination form. Students who were nominated then took the entire Music Aptitude Profile (MAP), a performance assessment, and created a portfolio of skills.

Pro: The music teachers, who knew their students the best were the first resource for finding our talent pool.
Con: Teachers often confused compliant students with gifted students
The Second Process

All fifth grade students took the Melody and Rhythm sections from the MAP as a preliminary screener in their music classes. Those who scored in the 90th tile and above were identified for further evaluation in sixth grade. Those evaluations included the remainder of MAP and performance assessments.

Pro: All students were screened
Con: Because of the normed MAP cutoff, WSD identified musically gifted and talented students. The grading time for approximately 750 screeners was extensive

The “Great Change” in WSD3 Music GT Identification (2015)

Committee of Music Teachers was formed
Created a district common performance assessment and rubric
Looked at other models
Looked for other tests/tasks to more accurately determine giftedness
CDE standardizes expectations for portability

Current Process for Identifying Gifted and Talented Students in Music

Data used for the Body of Evidence

- Melody and Rhythm sections of the MAP given as a screener in December of 6th grade year
- Performance Assessment Scores
- Solo and Ensemble Ratings (if available)
- Creativity and Leadership Scores – (SIGS)
- Harmony, Tempo, and Phrasing parts of MAP
Criteria for placement

Students who score in the 95%ile and above on the MAP, SIG (creativity and leadership), and an Advanced on the Performance Assessment will qualify for placement in the Gifted and Talented Program.

Other Possible Pathways to Placement

- Elementary Music Teacher Nomination form
- Secondary Music Teacher Nomination form
- Parent Nomination form
- Community Nomination form

All WSD3 forms were taken and modified from the WMEA website.

Programming for Musically Gifted and Talented Students

- Subsidized private lessons after school
- Auditioned Honor Groups throughout the community and district for all levels
- Auditioned advanced ensembles at the secondary level
- Referral for auditions with the Colorado Springs Youth Symphony and Colorado Springs Children’s Chorale through district partnership.
ALP’s
- Created by the building liaison with input from the student's music teacher
- Based on State Standards

Questions???