

## BODY OF EVIDENCE

### Behavioral Characteristics and Demonstrated Performance

Special considerations are necessary when identifying students from less-represented groups. The following examples will assist when considering eligibility of students from poverty, those with high mobility rates, linguistically and culturally diverse learners, underachieving gifted learners, visual-spatial learners, and twice-exceptional learners.

- *Documented evidence submitted illustrates many of the following attributes in and out of the school environment over time.*
- *Compelling portfolio data exists from teachers, past teachers, family members, peers, and the student.*

#### CREATIVE OR PRODUCTIVE THINKING

- Demonstrates divergent and convergent thinking skills
- Is original, fluent, and flexible when approaching tasks
- Can improvise in a variety of situations
- Demonstrates analogical thinking skills
- Uses and applies knowledge creatively in a wide variety of environments
- Engages in and enjoys creative activities and competitions
- Has published, patented, or had original work copyrighted
- Demonstrates exceptional performance in open-ended learning experiences

#### SPECIFIC ACADEMIC APTITUDE (Science/Social Studies)

- Demonstrates high interest and exemplary knowledge and understanding of subject area
- Is able to articulate and demonstrate advanced perspective and understanding
- Engages in and performs well in activities outside of school environment in interest area
- Demonstrates an understanding of complex application to real-world situations in interest area

#### LEADERSHIP AND HUMAN RELATIONS ABILITIES .

- Acts as a peer mentor, is sought by others and trusted when assistance is needed
- Facilitates conflict resolution, uses effective interpersonal skills and higher level thinking to address problems
- Facilitates collaborative and inclusive decision-making
- Demonstrates leadership concepts and style that require the ability to perceive, define, evaluate and communicate
- Self-initiates and self-directs projects, (e.g. fundraising, campaigning, group organization)
- Has strong interpersonal/intrapersonal skills, is independent in thinking and action, and a strong ability to work and communicate with others of all ages.
- Exhibits self-confidence, flexibility, social and moral responsibility
- Maintains commitment to task, shows highly mature organization skills
- Demonstrates empathy towards others`

## VISUAL ARTS, PERFORMING ARTS, SPATIAL OR MUSICAL ABILITIES

### *Performing Arts/Music*

- Uses theatre and /or dance skills as a media to express learning or understanding
- Performs in dance recitals
- Performs in plays, skits, and improvises
- Auditions for plays, musicals, and dramas,
- Can critique theatre and dance performance
- Performs in community music productions
- Dances or acts or performs professionally
- Arranges simple musical scores and compositions
- Uses music as a chosen media to express learning or understanding
- Auditions for ensembles, choirs
- Demonstrates exceptionally advanced skill,
- Understands interpretations by various musicians
- Is confident when performing
- Expanded performing opportunities that include judged competitions
- Attends summer music camps
- Attends after-school music, dance and/or acting lessons

### *Spatial*

- Demonstrates exceptional computer skills
- Highly organized and systematic
- Effectively manipulates and/or creates models and maps
- Is a critical and creative thinking when dealing with software
- Engages in demonstrations, experiments, and creates graphic organizers
- Excels in action-oriented, hands-on activities
- Demonstrates exceptional facility with puzzles or other challenging spatial games
- Learns “all-at-once” when “light-bulb” goes off, then learning is established

### *Visual Arts*

- Demonstrates exceptional artistic ability
- Uses a variety of media for self-expressions
- Seeks exposure to professional art activities and events
- Demonstrates advanced technique and skill
- Attends workshops, or art classes after school
- Submits work to juried art shows
- Visits art galleries, museums and artist’s studios
- Uses visual art as a media to express learning or understanding

## PSYCHOMOTOR ABILITIES (The ability to use sensory cues to guide motor activity)

- Demonstrates exceptional physical movement, coordination and use of motor skills
- Highly organized and systematic when approaching physical performance

- Is a critical and creative thinker when dealing with attributes of visual presentations
- Engages in and is passionate about motor-based activities in and out of school
- Detects non-verbal communication cues, has a keen sense of observation
- Seeks opportunities for competitions and or juried competitions related to motor skills
- Excels in action-oriented, hands-on activities in the classroom
- Demonstrates exceptional skills when approaching physical challenge, knows and acts upon a sequence of steps, recognizes growth opportunities and is highly motivated to learn new processes
- Demonstrates proficiency and performs without hesitation
- Is observed demonstrating quick, accurate, and highly coordinated performance while expending little energy
- Can modify movement patterns to fit special requirement
- Creates new movement patterns to fit a particular situation or special problem

#### GENERAL OR SPECIFIC INTELLECTUAL ABILITY

- Test data indicates wide discrepancy between ability and performance
- May be significant discrepancy between Verbal IQ and Performance IQ
- Achievement discrepancies may exist between oral and written experience, basic reading skills and comprehension, and/or mathematical reasoning and computation
- May struggle with executive functioning, organization, memory, writing, sometimes reading decoding and or calculations.