Criteria for Product Evaluation

Evaluation criteria enable educators to communicate to one another what makes one product a higher level or what deems one product indicative of gifted potential. While multiple criteria are possible, six criteria proved beneficial in evaluating products relative to the identification of gifted students.

As a mnemonic device, the six criteria are referred to as Criteria Modes, or C-MODES. These criteria afford a common language for clear communication among educators. Use the six criteria to label and explain the degree of gifted behaviors or excellence evident in a student product under consideration.

Content–Exhibits complex, in-depth understanding

The student exhibits more depth and knowledge about the topic or subject than is typical for the grade level. The content may be concept-based more than fact-based and involve complex information. The product may involve a topic seldom understood by a child of this age.

Materials–Uses materials in a clever or resourceful manner

The student uses the provided materials in a resourceful and unexpected yet appropriate manner, such as making something three-dimensional when most responses are two-dimensional.

Organization–Plans and organizes on an advanced level

The student's arrangement of information on the page is different (perhaps even creative) but appropriate, such as alphabetically organizing information when that was not requested. The organization might reflect insightful planning regarding how the student arranges the information. The response may involve more complex steps.

Divergence–Develops unique or unexpected ideas

The student's product is atypical and may reflect in-depth content or understanding through a very original or creative idea that is more than just

cute or *weird*. When looking at multiple sets of examples, this student's work stands out as unique yet appropriate.

Elaboration–Embellishes the content with related and more complex details

The product has extensive detail, whether in words, graphics, or both, that adds clarity or effect and is related to the content. For example, a student's illustration might include lines to indicate movement, texture, or patterns; a student's explanation might involve complex syntax and rich description. The elaboration, however, must add to the content rather than just be random or run-on ideas.

Significantly beyond age level–Responds on a level that is unexpectedly advanced

The student's product demonstrates abstract thinking or seems surprisingly advanced for the age of the student. The ideas or the level of work is more typical of older students.

Kingore, B. (2017). *Recognizing Gifted Potential,* 2nd ed. Austin: P. A. Publishing.