



**LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE**

TITLE: Guidelines for Identifying Students as Gifted in the Intellectual Ability Category

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ROUTING
Local District
Superintendents
Administrators of Instruction
Directors
School Site Principals
GATE Coordinators
Teachers

PURPOSE: The purpose of this Reference Guide is to provide guidelines for identification as gifted in the Intellectual Ability Category. Eligible students are students who attend a Los Angeles Unified School District (LAUSD) school.

MAJOR CHANGES: This reference guide replaces REF-5228.2, *Guidelines for Identifying Students as Gifted in the Intellectual Category*, dated September 6, 2016. It includes changes to the EZ Access system. One Access has replaced EZ Access as the system of record for account management and access to the District’s My Integrated Student Information System (MiSiS).

BACKGROUND: The LAUSD Board of Education has adopted a plan for Gifted and Talented Education (GATE), which identifies District policies and procedures for identifying gifted learners in seven categories. The District’s policies and procedures for gifted/talented identification are in accordance with California State requirements and the District’s agreement with the Office for Civil Rights.

District Gifted and Talented Education (GATE) Policy

In compliance with applicable State statutes and regulations, the District adopted a comprehensive Gifted and Talented Education (GATE) Plan, which includes the identification of gifted/talented learners in seven categories and the provision of appropriate, differentiated instruction and services that address gifted learners’ unique abilities, interests, and needs. Gifted/talented students are in all racial, ethnic, and socio-economic populations. As such, there are District policies and procedures in place to ensure equitable access to gifted education for all learners, particularly students from historically underrepresented populations.

Office for Civil Rights (OCR)

The District entered into a voluntary agreement with the Office for Civil Rights (OCR) to address the disproportionate participation of African American and Latino students in Gifted and Talented Education (GATE). As such, it is the District’s expectation that a school’s GATE identification reflects student demographics. If underrepresentation exists, then school staff must take immediate action to ensure equitable access to gifted identification.



GUIDELINES:

I. GIFTED IDENTIFICATION: INTELLECTUAL ABILITY CATEGORY

A. Identification Criteria for Intellectual Ability

1. The District has criteria specific to the Intellectual Ability Category.
2. The District has policies and procedures in place that ensure the equitable screening and assessment of diverse student populations.
3. The criteria used are a combination of qualitative and quantitative instruments, including a standardized intelligence test given by a designated GATE psychologist.

B. Evidence of Intellectual Ability

1. Intellectual ability may include possessing either potential or demonstrated ability to perform at an exceptionally high level in general intellectual ability and possessing a consistently outstanding mental capacity as compared to children of the same age, experience, or environment.
2. Intellectual ability is usually reflected in extraordinary performance in a variety of cognitive areas, such as abstract reasoning, logical reasoning, social awareness, memory, spatial relations, and the analysis, synthesis, and evaluation of information.

C. Standardized Intelligence Test Results

1. Score criterion for identification as *gifted* is based on scores ranging between the 95.0–99.8 percentiles.
2. Score criterion for identification as *highly gifted* is based on a score of 99.9 percentile.
3. Students who score between a 99.5 to a 99.8 percentile are considered *highly gifted applicable* and may apply to a highly gifted magnet program; selection is based upon space availability.
4. Students who have a Full-Scale Percentile Score of 90–94% on an LAUSD administered intellectual assessment and meet the federally defined poverty level (Meal Code No. 1, 2 or 5 in MiSiS) are eligible for gifted identification under the Intellectual Ability Category.

II. REFERRAL GUIDELINES

A. Students Eligible for Gifted/Talented Identification Referral

1. District procedures are designed to ensure that students from all populations in the District have access to the assessment process and, if identified, receive services.
2. Each academic year, referrals for identification are accepted for students in second semester kindergarten and above and whose general intellectual development is markedly advanced in relation to their chronological peers.



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3. Any student whether or not a resident of the Los Angeles Unified School District, who is enrolled in an LAUSD school is eligible for a gifted/talented identification referral.
 4. Referral of a student for identification as gifted/talented is initiated at the LAUSD school of attendance and can come from a teacher, parent, member of the community, peer, or a student may self-nominate.
- B. Students Ineligible for Gifted/Talented Identification
1. Students who are enrolled in the following non-LAUSD schools:
 - a. Private schools.
 - b. Independent charter schools either outside of LAUSD boundaries or not authorized by LAUSD.
 - c. Home school programs not affiliated with the City of Angels, an independent study school for LAUSD.
- C. Charter Schools-See Section VIII of this reference guide for information regarding referral procedures for affiliated and independent charter schools.

III. REFERRAL AND SCHOOL SCREENING PROCESS

- A. School Site Administrator Annual GATE Responsibilities
1. It is the responsibility of the school administration to:
 - a. Understand the process for the assessment and identification of gifted and talented students for each category of identification (Attachment A).
 - b. Distribute each academic year information regarding:
 - i. Gifted/talented programs and services
 - ii. Gifted/talented referral, screening and identification procedures and timeline.
 - c. Communicate through local school newsletter or announcements that referrals for gifted/talented identification are accepted from parents/families, teachers, students, peers, members of the community or the student can self-nominate any time during the school year prior to applicable District deadline for this identification category.
 - d. Support equitable access by distributing the following:
 - i. Attachment B (English/Spanish)-To support the referral process for gifted identification, at the beginning of each year school personnel must distribute *Gifted/Talented Categories of Identification*, an overview of the gifted identification categories and process.
 - ii. Attachment C (English/Spanish)-The *Gifted/Talented Identification Referral Form* is required for all referrals received from parents, peers, students, and members of the community.
 - iii. Attachment C-1 (English/Spanish)-This form,



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Gifted/Talented Identification Referral Form, is optional. It may be used when the referrer would like to include additional information that was not included in Attachment C.

2. It is also the responsibility of the school administration to establish a Local School GATE Screening Committee that will oversee the school site's annual gifted/talented identification screening process for each of the District's seven categories of identification.

B. Local School GATE Screening Committee

1. It is comprised of certificated staff, including the principal or a designee, GATE coordinator, and a teacher familiar with the characteristics of gifted/talented students.
2. Members of the screening committee should understand how to identify and serve culturally, linguistically and economically diverse students.
3. The Local School GATE Screening Committee must establish a process and a timeline to ensure that students from all populations in the school have access to referral and assessment.
4. It is the responsibility of the GATE coordinator to distribute to teachers and staff the *Local School GATE Screening Committee Referral Cover Sheet* (Attachment D).
5. Teachers/staff must submit Attachment D and all referral forms (e.g., Attachment C and C-1, if applicable) received from parents, peers, students, and members of the school community to the school GATE Coordinator.
6. If gifted/talented identification does not reflect the demographics of the school, then site administration and the Local School GATE Screening Committee must:
 - a. Determine which populations are underrepresented and the extent of the disparity.
 - b. Take immediate action at the referral level to address underrepresentation, if applicable.

C. Screening Initiation Process for Students Attending LAUSD or Affiliated Charter Schools

1. Before the on-site screening process can begin, a referral must be created in MiSiS at <http://achieve.lausd.net/MiSiS>.
2. It is the responsibility of the school GATE coordinator to create the referral in MiSiS for each student referred for screening. This initiates the screening process.
3. After a referral is created in MiSiS, LAUSD teachers/staff, including affiliated charters, are to complete the Teacher Checklist in MiSiS.
4. Once a referral is created in MiSiS, school site screening must be scheduled within the next 30 days.



D. School Screening Guidelines for Students Attending LAUSD or Affiliated Charter Schools

1. The Local School GATE Screening Committee must review the referral forms received from parents/families, teachers, students, peers, and members of the community for each referred student.
2. Students referred for assessment/evaluation by the Local School GATE Screening Committee should exhibit any of the following: *potential* or *demonstrated ability* to perform in the exceptional range and/or possess the *characteristics* of gifted learners (See Attachment H). Evidence to support such abilities include, but are not limited to the following quantitative and qualitative documentation:
 - a. District-approved test scores (e.g., OLSAT-8, SBAC, etc.) in the above average or advanced range
 - b. Report cards/grades
 - c. Quarterly/periodic assessments
 - d. Exemplary student work samples or products (any media format)
 - e. Teacher Checklist (Attachment H)
 - f. Parent Inventory Checklist (Attachment C and/or C-1)
3. Evidence of exemplary ability or potential must be submitted for:
 - a. Students in kindergarten and first grade.
 - b. Students whose scores/grades are not in MiSiS.
 - c. Students whose scores/grades in MiSiS do not reflect their true ability or potential.
4. If the Local School GATE Screening Committee determines that a candidate is eligible for the referral, a signed copy of the *Parent Consent for Assessment as Gifted and Talented Program Placement* (Attachment E) form must be obtained. A signed copy needs to be filed in student's cumulative record.
5. If the Local School GATE Screening Committee determines that a candidate is not eligible for the referral, it is the responsibility of the school GATE coordinator to notify the parents.

IV. PROCEDURES FOR SUBMITTING A REFERRAL IN MISIS

A. MiSiS-School GATE Coordinator User Role

1. Prior to initiating the online referral process, schools (including affiliated charters) must obtain schoolwide access to MiSiS for GATE referrals.
2. The school site GATE coordinator must log in to <https://oneaccess.lausd.net>, click on *Manage/Edit Roles* under the MiSiS application, and then click on *New Request* to apply for a School GATE Coordinator user role. (User Role Request must be approved by the school administrator.)
3. Deadline
 - a. Students may be referred for assessment/reassessment any time



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- during an academic year prior to the first week of April.
- b. Intellectual Ability Category student referrals submitted just before the deadline cannot be guaranteed an assessment date before the end of the school year.
- c. Once a referral is created in MiSiS, the online referral should be completed within thirty days.
- d. Matriculating students should be referred prior to the first week of December.
- e. All referrals in MiSiS must be completed, including the required fields, Teacher Checklist, and parent consent prior to the deadline.

B. MiSiS Login

1. The school GATE coordinator logs in to MiSiS at <http://achieve.lausd.net/MiSiS>, using the *Single Sign-on* and *Password* (must enter MiSiS under the *GATE Coordinator* user role) and completes the following:
 - a. Hovers over the *ADMIN* menu and selects *Student GATE Search*.
 - b. Enters student *ten-digit ID number* or *student last and first name* and clicks the *Search* button.
 - c. Clicks on the name link and starts the *GATE Referral* by selecting the category from the *drop-down* list and clicking the *Submit* button.

C. MiSiS Tasks

1. The school GATE coordinator completes all of the following fields under *School Required Section*:
 - a. Referral
 - b. Screening (assign staff to complete *Teacher Checklist*)
 - i. Clicks the *Save* button after assigning *Teacher Checklist*. This button may be used throughout the online referral process to save work and return at a later time.
 - ii. *Note-Teacher Checklist* must be completed before proceeding to the next field.
 - c. Screening Committee Report
2. The school GATE coordinator clicks the *Submit* button when all fields are complete and referral is ready for submission.

IV. SUBMITTING REQUEST FOR ASSESSMENT PACKETS

A. Guidelines for Submitting Request for Assessment Packets

1. Submission of Request for Assessment Packet for students without appropriate screening is not permitted.
2. The Request for Assessment Packet for each cost center must include current forms, signatures, and be assembled separately by identification category.



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3. School personnel are to submit the following in the GATE referral document packets:
 - a. *Parent Consent for Assessment and Program Placement* (Attachment E)
 - b. *Request for Assessment Form* (Attachment F)
 - c. Copy of current IEP or Section 504 Plan, if applicable
 - d. Approved *Fee-for-Service* form, if applicable
 4. For scanning purposes, each document in a referral packet must meet the following guidelines:
 - a. Legible, one-sided originals, blue/black ink, white paper, no staples or highlighted areas
 - b. Incomplete or illegible documents will be returned to the schools which will result in a delay in processing
 5. Submit Intellectual Ability Request for Assessment Packets via to the designated GATE psychologist serving your school.
 - a. For contact information for the designated GATE psychologists serving schools in your local district, refer to the *Designated GATE Psychologist Directory* (Attachment J).
 - b. Required paper documents must be submitted via school mail or U.S. Postal service.
 - c. To avoid delays, do not mix your Intellectual referrals with any other categories.
 6. Student documentation submitted by fax or e-mail will not be accepted.
- B. If Request for Assessment Packets are incomplete, not submitted correctly, or there is no evidence that on-site screening was conducted, the packet will not be time-stamped and will be returned to the school, resulting in a delay in processing. A school will have 30 days to resubmit a returned Request for Assessment Packet.

V. ASSESSMENT PROCESS

- A. Assessment Conducted by the Designated GATE Psychologist
1. Intellectual Ability Category testing is scheduled in the order a Request for Assessment Packets is received by the designated GATE psychologist servicing the school.
 2. After conducting the assessment, the designated GATE psychologist enters student results in MiSiS.
- B. Test Invalidation
1. Testing will be discontinued immediately and all tests administered may be invalidated if the:
 - a. Designated GATE psychologist has reason to believe that a student has been prepped for the test by using sample questions taken from an actual intelligence test, or



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- b. Test results show irregularities (i.e., test results fall significantly outside of statistical norms), or
 - c. Test security may have been compromised.
 2. The designated GATE psychologist at the Local District determines whether there is a need for reassessment. If a reassessment is deemed appropriate, the reassessment, using a different test instrument, will be scheduled within 30 days of the initial administration.
- C. School or Parent Reassessment Request
 1. If the school/parent requests a reassessment, there must be significant documentation to show that the initial administration was an underestimate of the student's potential.
 2. A parent request for reassessment, approved by the local school administrator, must be submitted to Gifted/Talented Programs by the first week in April of each school year. See *Request for Reassessment as Gifted/Talented in the Intellectual Category* (Attachment G).

VI. SCHOOL NOTIFICATION OF STUDENT ELIGIBILITY

- A. Eligible and Ineligible Status
 1. Gifted/Talented Programs office staff will mail notification letters regarding student eligibility status to schools.
 2. It is the responsibility of school personnel to forward the notification letters of either a student's eligibility or ineligibility to parents of students referred for gifted assessment/evaluation in the Intellectual Ability Category within 30 days.
- B. Parent Notification Letters
 1. School personnel with an approved user role, e.g., GATE coordinator, can access a copy of the notification letter through MiSiS.
 2. To download the notification letter:
 - a. Log in to <http://achieve.lausd.net/MiSiS>
 - b. Click on the following:
 - i. Reports
 - ii. GATE
 - iii. GATE Notification letter
- C. GATE Student Roster-Authorized school staff can generate a GATE student roster of identified students by:
 1. Logging in to <http://achieve.lausd.net/MiSiS>
 2. Clicking on the following:
 - a. Reports
 - b. GATE
 - c. GATE Student Roster



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- D. Student Results-Parents may request, in writing, student results from the GATE office by completing the request form available at <http://achieve.lausd.net/gate>.
- E. Documentation of Parent Notification
 - 1. Once parents are notified, it is the responsibility of school personnel to document this in MiSiS.
 - 2. School personnel enter a checkmark (√) in MiSiS on the *Notification of Eligibility* sent under Screening Committee section and confirm student identification status.
- F. Cumulative Record
 - 1. A copy of the notification letter must be filed in the student's cumulative record.
 - 2. If the student transfers to another school, the cumulative record is forwarded to the new school.
- G. Gifted/Talented Services
 - 1. Once identified, students must be provided quality differentiated educational programs and resources to promote student achievement.
 - 2. The informative, *Gifted/Talented Programs Overview*, detailing Districtwide program options (English/Spanish) must be distributed to "eligible" students only.
 - 3. The informative is mailed to schools with the *Notification of Eligibility* by the GATE office. It is also available for download on the GATE webpage <http://achieve.lausd.net/gate> in the *Parents* section.
 - 4. It is the responsibility of the site administration to ensure that all identified gifted learners are included in gifted clusters, classes and services.

VII. REFERRAL PROCEDURES FOR AFFILIATED AND INDEPENDENT CHARTER SCHOOLS

- A. Charter School Students-Independent and affiliated charter schools may request evaluations for identification of students through the Fee-for-Service process by contacting the Charter Schools Division at (213) 241-0399.
- B. Fee-for-Service Process
 - 1. Designated school personnel complete the Fee-for-Service form and submit referrals as soon as the principal's signature is obtained.
 - 2. Use one Fee-for-Service form for each category and/or program.
 - 3. An original Fee-for-Service form must be included with the referral packet. Failure to include the Fee-for-Service form will create delays in processing.



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4. For filing purposes, fax signed copies to: Charter Schools Division, (213) 241-2054 and Gifted/Talented Programs, Attn.: Fee-for-Service, (213) 241-8975.
- C. Independent and Affiliated Charter Schools Student Referrals and Requests for Assessment or Application for Identification
1. Independent and affiliated charter schools, referring students for identification, must be located within LAUSD boundaries and authorized by LAUSD.
 2. Only affiliated charter school GATE coordinators can create a referral in MiSiS.
 3. In addition to the items delineated in Section V of this reference guide, independent charter schools must submit the following to the designated GATE psychologist:
 - a. Test scores, report card grades and proper signatures
 - b. *Teacher Checklist for Intellectual Ability* (Attachment H)
 - c. *Application for Identification as Gifted* (Attachment I) which must include original signatures and date that application is signed
 - d. Proof of poverty level eligibility
 4. For additional information regarding referral and screening requirements, refer to Section III of this reference guide.
 5. See Attachment J for a list of the designated GATE psychologists.
- D. Confirmation of Services
1. Gifted/Talented Programs Office will send a completed *Confirmation of Services* (COS) form for the school administrator's signature.
 2. Upon receipt of the signed form, Gifted/Talented Programs office will forward the signed COS form to the Charter School Division for final billing.
 3. Schools are not billed if services are not rendered.
- E. School Notification of Student Eligibility
1. Gifted/Talented Programs will mail the *Notification of Eligibility* to the affiliated or independent charter schools.
 2. The charter school is to distribute the parent notification letters.



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RELATED RESOURCES:

For information regarding District policy gifted/talented identification procedures and requirements, refer to BUL-269.9, *Policy for Assessing and Identifying Students for Gifted/Talented Programs*.

ASSISTANCE:

For specific guidance, please contact the appropriate designated GATE psychologist or District office:

- **MiSiS and MyData:** Call IT Helpdesk at (213) 241-5200, Option 5, or to open a ticket, go to <http://achieve.lausd.net/MiSiS>.
- **Fee-for-Services:** Contact the Charter School Division at (213) 241-0399.
- **Guidelines and Referral Procedures:** Contact Wynne Wong-Cheng, Coordinator, Psychological Services (Identification), Gifted/Talented Programs, Advanced Learning Options, at (213) 241-6500.
- **Designated GATE Psychologist:** See Attachment J for the Designated GATE Psychologist Directory.



FLOW CHART FOR THE ASSESSMENT AND IDENTIFICATION PROCESS OF GIFTED/TALENTED STUDENTS

PROFESSIONAL DEVELOPMENT

Districtwide meetings and professional development opportunities with a focus on the Districts gifted/talented identification policy and procedures are held throughout the school year. District educators may register on the MyPLN for GATE professional development opportunities, including GATE Symposium and Salary Point classes. Local school GATE coordinators may register on MyPLN for small group meetings on GATE identification. Accordingly,



SEARCH AND REFERRAL

It is the responsibility of the principal and the school site GATE coordinator to fully understand the District's gifted/talented identification policy and procedures. It is also their responsibility to share this information annually with all school site school staff, parents and community (see BUL-269.10 for the District's referral policy). For step-by-step instructions on the District's referral process for each District identification category refer to the applicable District reference guide. Per District policy and the LAUSD/OCR Agreement, student referrals must proportionally reflect the demographics of the school.



SCREENING

It is the responsibility of the Local School GATE Screening Committee to oversee the school site's annual gifted/talented identification screening process for each of the District's seven categories of identification.

Students **not recommended** for further screening:

- School personnel document in MiSiS and notify parents
- Students not in MiSiS: School personnel complete the paper application form, mail a copy to parents and file documents in student's cum record

Students **recommended** for assessment:

- School personnel record recommendation in MiSiS
- Obtain signed Parent Consent and Program Placement form
- Mail referral packet with required documents to appropriate office



SUBMITTING AND MAILING REFERRALS

<i>SEND TO GIFTED/TALENTED PROGRAMS OFFICE</i>		<i>SEND TO DESIGNATED GATE PSYCHOLOGISTS AT THE LOCAL DISTRICT (See Designated GATE Psychologist Directory, Attachment J.)</i>
<ul style="list-style-type: none"> ▪ Performing Arts Ability Category (Dance, Voice, Drama) ▪ Visual Arts Ability Category (Demonstration/Portfolio Assessment) <p>Note: Audition and Demonstration Assessments are held on the 3rd Saturday of November and the 3rd Saturday of May.</p>	<ul style="list-style-type: none"> ▪ High Achievement Ability Category ▪ Specific Academic Ability Category ▪ Leadership Ability Category (Portfolio Assessment) ▪ Creative Ability Category (Portfolio Assessment) 	<ul style="list-style-type: none"> ▪ Intellectual Ability Category - Gifted - Highly Gifted Applicable - Highly Gifted <p>Note: Applications for identification in the Intellectual Ability Category must be received by the first week in April.</p>



DISTRICT ASSESSMENT, CASE REVIEW AND FINAL DETERMINATION OF ELIGIBILITY

Results are entered in MiSiS by GATE staff. Eligibility status letters are sent to schools by the GATE office.



NOTIFICATION OF ELIGIBILITY STATUS AND SCHOOL RESPONSIBILITY

- School personnel confirm student's eligibility status and record in MiSiS when parents have been notified, distribute notification letter to parents and keep a copy in student's cum record.
- Once identified, students must be provided quality differentiated educational programs and resources to promote student achievement. Per LAUSD/OCR Agreement, it is the responsibility of the site administration to ensure that students of diverse groups are not excluded or isolated from gifted clusters, classes and services.



GIFTED/TALENTED CATEGORIES OF IDENTIFICATION

The Los Angeles Unified School District (LAUSD) defines a gifted/talented student as one who exhibits excellence or the capacity for excellence far beyond that of their chronological peers in one or more gifted/talented categories.

CATEGORIES OF IDENTIFICATION

Intellectual Ability	Second semester of kindergarten and above	Students whose general intellectual development is markedly advanced in relation to their chronological peers.
High Achievement Ability	2 nd Grade only	Students who demonstrate high achievement on a nationally standardized, norm-referenced, group administered measure of verbal and non-verbal school abilities.
	5 th Grade and above	Students who consistently function for two consecutive years at highly advanced levels in Reading (elementary), English (secondary), or English-language arts <u>and</u> mathematics.
Specific Academic Ability	5 th Grade and above	Students who consistently function for three consecutive years at highly advanced levels in either Reading (elementary), English (secondary), <u>or</u> English-language arts, <u>or</u> mathematics.
Performing Arts Ability	2 nd Grade and above	Students who originate, perform, produce, or respond at exceptionally high levels in dance, drama or voice.
Visual Arts Ability	2 nd Grade and above	Students who originate, perform, produce, or respond at exceptionally high levels in drawing or painting.
Creative Ability	4 th Grade and above	Students who use imagination or have original ideas; have the ability to think up and design new inventions; produce innovative work, solve problems in new ways, or develop an idea based on an original, novel or unconventional approach.
Leadership Ability	4 th Grade and above	Students who show confidence and knowledge; influence others effectively; have problem-solving and decision-making skills; express ideas in oral or written form clearly; show sense of purpose and direction.

PROCESS FOR GIFTED/TALENTED IDENTIFICATION

1. A referral for gifted/talented identification is made by a teacher, parent, peer, members of the school community or student can self-nominate. See school site administration for a copy of the referral form for any of the seven categories of identification. Before onsite screening process can begin, a referral must be created in MiSiS.
2. The Local School GATE Screening Committee:
 - develops an initial list of potential candidates through the process of search and referral
 - screens students by collecting data from existing sources, e.g., cumulative record, portfolio
 - requests parent consent for identification
3. Submits a request for assessment to appropriate Gifted/Talented Programs office
4. Designated District Gifted/Talented staff member(s):
 - reviews all screening and assessment data
 - requires, when appropriate, a test or audition or demonstration
 - makes a final determination on the eligibility of students
5. Notification of student eligibility or ineligibility sent to school and parent/family.

DUPLICATE ATTACHMENT B (BACK-TO-BACK) BEFORE DISTRIBUTION.



CHARACTERISTICS OF GIFTED/TALENTED STUDENTS

While gifted and talented learners display wide range of differences, they also share some common traits. The characteristics below focus on the gifted/talented categories identified by the District. Please note that some of the traits for a category are not always readily apparent and may be expressed in different ways. Likewise, a gifted child may not necessarily possess all the traits.

Intellectual Ability refers to the mental capacity to learn. It is usually measured by an intelligence test.

- Displays strong powers of reasoning; ability to make comparisons and generalizations
- Shows ability to concentrate and become totally absorbed in an assignment, project, or activity
- Displays abilities for high levels of abstract thinking, verbal and numerical reasoning, spatial relations, memory and word fluency
- Approaches tasks in unexpected, unusual, and original ways
- Shows ability to use humor to make a point, change a situation, gain an advantage, or connect diverse knowledge

High Achievement Ability is exhibited by students whose academic potential exceeds that which is expected of students according to established norms for their age or grade level.

- Processes rapid, accurate, and selective recall of information.
- Perseveres, works hard and is dedicated to practice
- Displays high levels of interest, enthusiasm, fascination and involvement in one or more areas of studies
- Sets high standards for one's work

Specific Academic Ability is exhibited by students whose academic potential is in one specific curricular area, *i.e.*, **mathematics, science, language arts.**

- Applies various combinations of the general intellectual abilities to one or more specialized area of knowledge
- Is very knowledgeable in a **specific** subject or skill
- Strives toward perfection in a **specific** subject or skill
- Has a capacity for learning and making appropriate use of knowledge, strategies and techniques

Creative Ability is manifested in students who consistently engage in divergent thinking or conceptualize in abstract terms at high levels.

- Is generally insightful, exceptionally imaginative and original
- Makes something new; combines things in a new way
- Is a fluent thinker, able to generate possibilities, consequences or ideas
- Displays a sense of humor
- Makes unusual associations between seemingly unrelated ideas, facts or objects

Leadership Ability is evident in students who manifest a natural propensity to assume leadership roles in group activities.

- Possesses the ability to organize and promote activities that are generally recognized and accepted by peers who legitimize their roles as leaders
- Exhibits unique skills, *i.e.*, associating, questioning, observing, experimenting and networking
- Possesses intelligence and reasoning powers
- Has abilities to deal with abstract concepts

Visual/Performing Arts Ability refers to exceptional skill or potential in dance, drama, voice, drawing or painting.

- Demonstrates high level of motivation, sustained interest and commitment to the arts
- Is outstanding in expressive or performing arts and moving an audience emotionally
- Thinks and expresses themselves in creative and original ways
- Demonstrates creativity and originality in their productions



CATEGORÍAS PARA LA IDENTIFICACIÓN COMO DOTADO/TALENTOSO

El Distrito Escolar Unificado de Los Ángeles (LAUSD por sus siglas en inglés) define un estudiante dotado/talento como el que exhibe excelencia o la capacidad avanzada cronológicamente en relación al de sus compañeros en una o más categorías dotados/talento.

CATEGORÍAS DE IDENTIFICACIÓN

Habilidad Intelectual	Segundo semestre del kinder en adelante	Aquellos estudiantes cuyo desarrollo intelectual en general está sumamente avanzado cronológicamente en relación al de sus compañeros.
Aprovechamiento Superior	Segundo año únicamente	Aquellos estudiantes que demuestren habilidades escolares verbales y no verbales a un alto rendimiento a nivel nacional en una norma de referencia estandarizada administrada en grupo.
	Quinto año en adelante	Aquellos estudiantes cuyo rendimiento por dos años consecutivos es a un nivel sumamente avanzado en lectura (primaria), inglés (secundaria), o artes de lenguaje y matemáticas.
Destrezas Académicas Específicas	Quinto año en adelante	Aquellos estudiantes cuyo rendimiento por tres años consecutivos es a un nivel sumamente avanzado en una de las materias siguientes: lectura (primaria), inglés (secundaria), o artes de lenguaje o matemáticas.
Destrezas en las Artes Dramáticas	Segundo año en adelante	Aquellos estudiantes que inician, trabajan, producen o responden a niveles excepcionalmente altos en danza, drama o canto.
Destrezas en las Artes Visuales	Segundo año en adelante	Aquellos estudiantes que inician, trabajan, producen o responden a niveles excepcionalmente altos en dibujo o pintura.
Destreza en el área de Creatividad	Segundo año en adelante	Aquellos estudiantes que usan la imaginación o tienen ideas originales; tienen la capacidad de pensar y diseñar nuevas invenciones; producen trabajos innovadores, resuelven problemas de formas nuevas, o desarrollan una idea basada en una forma auténtica y original o inconventional.
Destreza en el área de Liderazgo	Segundo año en adelante	Aquellos estudiantes que demuestran seguridad y conocimientos; influyen a los demás con eficacia; demuestran habilidad para resolver problemas y tomar sus propias decisiones; expresan ideas con claridad oralmente o por escrito; demuestran tener un propósito y un sentido de ubicación.

PROCESO DE IDENTIFICACIÓN

- Una referencia para la identificación puede ser hecha por un maestro, padre, alumno o miembro de la comunidad. Consulte a la administración de la escuela y pida una copia del formulario de referencia para cualquiera de las siete categorías de identificación.
- El Comité de Evaluación GATE de la escuela:
 - inicia una lista de posibles candidatos por medio del proceso de reconocimiento y asignación
 - hace la recomendación preliminar referente a la consideración de los estudiantes por la recogida de datos de las fuentes existentes, por ejemplo, registro acumulativo, portafolio
 - pide el consentimiento de los padres para la identificación
 - remite la solicitud de evaluación a la oficina apropiada
- Un miembro del personal del Distrito escolar es asignado a:
 - revisar y evaluar todos los documentos
 - requerir, cuando apropiado, un exámen, audición, o demostración
 - hacer la determinación final acerca de la elegibilidad de los estudiantes
- Una notificación de elegibilidad del alumno será mandada a los padres/familiares.

DUPLICATE ATTACHMENT B (BACK-TO-BACK) BEFORE DISTRIBUTION.



CARACTERÍSTICAS DE ESTUDIANTES DOTADOS/TALENTOSOS

Mientras que los alumnos dotados y talentosos muestran una amplia gama de diferencias, también comparten algunos rasgos comunes. Las características a continuación se centran en las categorías identificadas por el distrito como dotados/talentosos. Tenga en cuenta que algunos de los rasgos de una categoría no siempre son evidentes y pueden expresarse de diferentes maneras. Del mismo modo, un niño talentoso no necesariamente posee todos los rasgos.

Capacidad Intelectual se refiere a la capacidad mental para aprender. Generalmente se mide mediante una prueba de inteligencia.

- Exhibe fuertes poderes de razonamiento; capacidad de hacer comparaciones y generalizaciones
- Muestra la capacidad de concentración y llegar a ser totalmente absorto en una tarea, proyecto o actividad
- Exhibe habilidades de altos niveles del pensamiento abstracto, razonamiento verbal y numérico, relaciones espaciales, memoriza y se expresa con fluidez
- Realiza tareas de maneras inesperadas, inusuales y originales
- Muestra capacidad de utilizar el humor para hacer un punto, cambiar una situación, obtener una ventaja, o conectar diversos conocimientos

Aprovechamiento Superior es exhibida por los estudiantes cuyo potencial académico excede lo que se espera de los estudiantes de acuerdo a las normas establecidas para su edad o nivel de grado.

- Procesa rápidamente con precisión y es selectivo al recordar la información
- Persevera, trabaja duro y se dedica a la práctica
- Exhibe altos niveles de interés, entusiasmo, fascinación y en la participación en una o más de un área de estudios
- Establece altos estándares para el trabajo

Capacidad Académica Específica es exhibida por los estudiantes cuyo potencial académico está en un área curricular específica, como las matemáticas, la ciencia, las artes del lenguaje.

- Aplica varias combinaciones de habilidades intelectuales generales, a una o más de un área especializada de conocimiento
- Está muy bien informado en un tema o habilidad particular
- Se esfuerza por alcanzar la perfección en un tema o habilidad particular
- Tiene una capacidad para aprender y hacer uso adecuado de conocimientos, estrategias y técnicas

Destreza Creativa se manifiesta en los estudiantes que constantemente se involucran en el pensamiento divergente o conceptualizan en términos abstractos a niveles altos.

- Es generalmente perspicaz, excepcionalmente imaginativo y original
- Hace algo nuevo; combina las cosas de una manera nueva
- Piensa con fluidez, tiene la capacidad de generar posibilidades, consecuencias o ideas
- Exhibe un sentido del humor
- Hace asociaciones inusuales entre las ideas aparentemente no relacionadas, hechos u objetos

Destreza en el Área de Liderazgo se hace evidente en los estudiantes que manifiestan una propensión natural a asumir funciones de liderazgo en las actividades en grupo.

- Posee la capacidad de organizar y promover actividades que son generalmente reconocidos y aceptados por sus compañeros que legitiman su papel de líderes
- Exhibe habilidades únicas, por ejemplo, asociando, interrogando, observando, experimentando y estableciendo una red de contactos
- Posee inteligencia y poderes de razonamiento
- Tiene capacidad para hacer frente a los conceptos abstractos

Destreza en las Artes Dramáticas y Artes Visuales se refiere a una habilidad excepcional o un potencial en la danza, drama, canto, el dibujo o la pintura.

- Demuestra un alto nivel de motivación, sostiene un interés y un compromiso al arte
- Es excepcional en la expresión o en las artes dramáticas y conmoviendo a una audiencia emocionalmente
- Piensa y se expresa de manera creativa y original
- Demuestra la creatividad y la originalidad en sus producciones



GIFTED/TALENTED IDENTIFICATION PARENT/OTHER REFERRAL FORM:
INTELLECTUAL ABILITY

FILE IN STUDENT'S CUM RECORD

INSTRUCTIONS: Please complete pages one and two of this form for a student who you believe is performing well above grade level or demonstrating exceptional strengths or talents and would like this student's performance and achievement to be reviewed to determine eligibility for gifted identification.

Once this form is received, your Local School GATE Screening Committee will consult the student's performance data to determine if additional assessments are warranted and if the criteria for referral for formal identification have been met. The results of the screening process will be communicated to parents.

Please Print

Student Last Name	Student First Name	M.I.	Date of Birth
Complete Name of School			Grade

Intellectual Ability

PARENT REFERRAL:

Parent/Guardian Last Name	First Name	
Home Address	City	Zip Code
E-mail	Home Phone No. ()	

I understand that tests of ability, aptitude, or achievement may be administered to my child as part of the identification process. Results of all tests will be shared with parents.

Parent/Guardian Signature	Date
----------------------------------	-------------

OR

REFERRAL BY OTHER (community member, peer, self)

Please Print

Last Name	First Name	
Home Address	City	Zip Code
E-mail	Home Phone No. ()	
Signature	Date	

Please respond to the following questions and submit the completed form to the GATE coordinator or designee at the student's school.



GIFTED/TALENTED IDENTIFICATION PARENT/OTHER REFERRAL CHECKLIST:
INTELLECTUAL ABILITY

DIRECTIONS: Read each statement carefully and indicate the frequency of the characteristics observed by placing a (√) in the appropriate box in the space provided according to this scale. Return completed form to your local school.

When have you observed this characteristic?	Seldom or Never	Occasionally	Most of the time	Virtually all of the time
1. Imagines things to be different than the way they actually are, i.e., “Wonders what if?” or “What would happen if?”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Has self-stimulated curiosity; shows independence in trying to learn more about something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Chooses difficult problems over simple ones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is selected by peers for positions of academic leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Adapts readily to new situations; flexible in thought and action; not disturbed if the normal routine is changed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Organizes and brings structure to things, people and situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Uses unique and unusual ways to solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Displays a great deal of curiosity about many things, often going beyond known or conventional limits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Possesses a large storehouse of information about a variety of topics beyond the usual interests of this age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Reasons things out, thinks clearly, and comprehends meaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Expresses interest in understanding self and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Possesses the interest of an older child or adult in different areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Is alert and keenly observant and responds quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Strives toward perfection, is self-critical, is not easily satisfied with own speed or products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Generalizes and draws conclusions that summarized complex information easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Can perform more difficult mental/performing arts/visual arts/creative/leadership tasks than peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Seems to sense what others want and helps accomplish it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Tends to direct others in activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Is able to work through frustration and maintain focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Sees flaws in things, including own work, and can suggest better ways to do job or reach an objective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Has many different ways of solving problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Challenges authority when sense of justice is offended, structures alternative approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Display a mature sense of humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Has unusually advanced vocabulary and/or skill set for age level, uses terms in a meaningful way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DUPLICATE ATTACHMENT C (BACK-TO-BACK) BEFORE DISTRIBUTION.



**FORMULARIO DE LOS PADRES/OTROS PARA LA REFERENCIA DE IDENTIFICACIÓN COMO
DOTADO/TALENTOSO: HABILIDAD INTELECTUAL**

FILE IN STUDENT'S CUM RECORD

INSTRUCCIONES: Por favor complete las páginas uno y dos de esta forma para el estudiante que usted cree que está funcionando arriba del nivel del grado o demuestra fortalezas o talentos excepcionales y le gustaría que su desempeño y logros de este estudiante sean revisados para determinar la elegibilidad para la identificación como dotado.

Una vez recibida esta forma, el Comité de Evaluación Escolar del Programa GATE consultará los datos de rendimiento del estudiante para determinar si se justifica evaluaciones adicionales y si el estudiante cumple con los requisitos para ser referido para la identificación formal. Los resultados del proceso de selección serán comunicados a los padres.

Letra de molde por favor

Apellido del Estudiante	Primer Nombre del Estudiante	Inicial	Fecha de Nacimiento
Nombre Completo de la Escuela			Grado

Habilidad Intelectual

REFERENCIA POR LOS PADRES:

Apellido del Padre/Tutor	Primer Nombre		
Domicilio	Ciudad	Código Postal	
Correo Electrónico		Número de Teléfono ()	
Firma del Padre/Tutor		Fecha	

Yo entiendo que se le puede administrar a mi hijo pruebas de capacidad, aptitud o logros como parte del proceso de identificación. Los resultados de todas las pruebas serán compartidos con los padres.

Q

REFERENCIA POR OTRAS PERSONAS (miembro de la comunidad, compañero, sí mismo)

Letra de molde por favor

Apellido	Primer Nombre		
Domicilio	Ciudad	Código Postal	
Correo Electrónico		Número de Teléfono ()	
Firma		Fecha	

Por favor, responda a las siguientes preguntas y envíe el formulario completo al coordinador del programa GATE o a la persona designada en la escuela del estudiante.



**LISTA DE REFERENCIA DE LOS PADRES/OTROS PARA LA IDENTIFICACIÓN COMO
DOTADO/TALENTOSO: HABILIDAD INTELECTUAL - (Es requerida)**

INSTRUCCIONES: Lea cuidadosamente cada declaración e indique la frecuencia de las características observadas y marque con una flecha (✓) en la cajita apropiada en el espacio proporcionado de acuerdo a esta escala. Devuelva el formulario a su escuela local.

¿Cuándo ha observado esta característica?	Rara vez o Nunca	Ocasional-mente	La Mayor parte del tiempo	Práctica-mente todo el tiempo
1. Se imagina que las cosas pueden ser diferente de la forma en que realmente son. "Se pregunta ¿y si?" O "¿Qué pasaría si?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Tiene curiosidad de auto-estimularse; muestra su independencia al tratar de aprender más sobre algo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Opta por escoger los problemas difíciles a problemas simples.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Es seleccionado por sus compañeros para posiciones de liderazgo académico.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Se adapta fácilmente a nuevas situaciones; es flexible en el pensamiento y la acción; no se perturba si la rutina normal cambia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Se organiza y brinda estructura a las cosas, personas y situaciones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Utiliza formas únicas e inusuales para resolver problemas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Muestra una gran curiosidad por muchas cosas, a menudo va más allá de los límites conocidos o convencionales.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Posee un gran almacén de información sobre una variedad de temas más allá de los intereses habituales de estos tiempos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Razona, piensa con claridad y comprende el significado.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Expresa interés en la comprensión de sí mismo y en la de los demás.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Posee el interés de un niño mayor o el de un adulto en diferentes áreas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Está alerta y tiene una observación aguda y responde rápidamente.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Se esfuerza por alcanzar la perfección, se auto-crítica, no queda fácilmente satisfecho con la velocidad propia o productos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Hace generalizaciones y saca conclusiones que resumen la información compleja con facilidad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Puede realizar labores más difíciles mentalmente/artes dramáticas/liderazgo/ creatividad que sus compañeros.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Parece darse cuenta de lo que otros quieren y les ayuda a lograrlo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Tiende a dirigir a otros en las actividades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Tiene la capacidad de trabajar a través de la frustración y mantener la atención.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Ve defectos en las cosas, incluyendo su propio trabajo, y puede sugerir mejores maneras de desempeñar el trabajo o alcanzar un objetivo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Tiene muchas maneras diferentes de resolver los problemas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Desafía la autoridad cuando siente que la justicia se ha ofendido, se enfoca con estructuras alternativas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Demuestra un sentido del humor maduro.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Tiene un vocabulario inusualmente avanzado y/o posee habilidades arriba del nivel para su edad, utiliza términos de una manera significativa.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DUPLICATE ATTACHMENT C (BACK-TO-BACK) BEFORE DISTRIBUTION.



GIFTED/TALENTED IDENTIFICATION REFERRAL FORM — Optional

FILE IN STUDENT'S CUM RECORD

INSTRUCTIONS:

Completion of this section is optional. Please complete both Section I and Section II. In Section II, please provide two or three specific examples of behaviors, activities, completed products, and/or projects that support the category of referral.

Section I: LAUSD Gifted/Talented Categories

Intellectual Ability—demonstrates extraordinary or potential for extraordinary intellectual development.

Please Print

Student Last Name	Student First Name	M.I.	Date of Birth
Complete Name of School			Grade

PARENT REFERRAL:

Parent/Guardian's Last Name	First Name	
Home Address	City	Zip Code
E-mail	Home Phone No. ()	
Parent/Guardian Signature	Date	

I understand that tests of ability, aptitude, or achievement may be administered to my child as part of the identification process. Results of all tests will be shared with parents.

OR

REFERRAL BY OTHER (community member, peer, self)

Please Print

Last Name	First Name	
Home Address	City	Zip Code
E-mail	Home Phone No. ()	
Signature	Date	

Please respond to the following questions and submit the completed form to the GATE coordinator or designee at the student's school.

DUPLICATE ATTACHMENT C-1 (BACK-TO-BACK) BEFORE DISTRIBUTION.



GIFTED AND TALENTED IDENTIFICATION REFERRAL FORM

FILE IN STUDENT'S CUM RECORD

Section II:

What are your main reasons for referring this student to the District Gifted/Talented Program? Share your insights about his/her talents, abilities, and learning needs.

Please describe any other information/activity which you believe is relevant and would assist us in getting to know this student's interests and abilities.

Briefly describe the student's major interests, hobbies and other creative endeavors.

_____	_____
Comments Completed by (print name)	Print Title
Signature:	Date:

DUPLICATE ATTACHMENT C-1 (BACK-TO-BACK) BEFORE DISTRIBUTION.



**FORMULARIO DE LOS PADRES/OTROS PARA LA REFERENCIA DE IDENTIFICACIÓN
COMO DOTADO/TALENTOSO—Opcional**

FILE IN STUDENT'S CUM RECORD

INSTRUCCIONES:

Finalización de esta sección es opcional. Favor de completar las Secciones I y II. En la Sección II, favor de proporcionar dos o tres ejemplos específicos sobre el comportamiento, actividades, productos terminados o proyectos que apoyen a la categoría de referencia.

Sección I: Categorías Como Dotados/Talentedos del Distrito

Habilidad Intelectual—*demuestra extraordinario o un potencial extraordinario para el desarrollo intelectual.*

Letra de molde por favor

Apellido del Estudiante	Primer Nombre del Estudiante	Inicial	Fecha de Nacimiento
Nombre Completo de la Escuela			Grado

REFERENCIA POR LOS PADRES:

Apellido del Padre/Tutor	Primer Nombre		
Domicilio	Ciudad	Código Postal	
Correo Electrónico		Número de Teléfono ()	
Firma del Padre/Tutor		Fecha	

Yo entiendo que se le puede administrar a mi hijo pruebas de capacidad, aptitud o rendimiento como parte del proceso de identificación. Los resultados de todas las pruebas serán compartidos con los padres.

Q

REFERENCIA POR OTRAS PERSONAS (miembro de la comunidad, compañero, sí mismo)

Letra de molde por favor

Apellido	Primer Nombre		
Domicilio	Ciudad	Código Postal	
Correo Electrónico		Número de Teléfono ()	
Firma		Fecha	

Por favor, responda a las siguientes preguntas y envíe el formulario completo al coordinador del programa GATE o a la persona designada en la escuela del estudiante.

DUPLICATE ATTACHMENT C-1 (BACK-TO-BACK) BEFORE DISTRIBUTION.



**FORMULARIO DE LOS PADRES/OTROS PARA LA REFERENCIA DE IDENTIFICACIÓN
COMO DOTADO/TALENTOSO — Opcional**

FILE IN STUDENT'S CUM RECORD

Sección II: *¿Cuáles son sus principales razones de referir al estudiante para el Programa Para Alumnos Dotados/Talentosos del Distrito? Comparta sus puntos de vista sobre sus talentos, habilidades y necesidades de aprendizaje.*

Por favor describa cualquier otra información/actividad que usted crea que es relevante y nos ayude a conocer los intereses y capacidades del estudiante.

Describa brevemente los principales intereses del estudiante, aficiones y otros esfuerzos creativos.

Comentarios hechos por (escriba con letra de molde)	Título
Firma:	Fecha:

DUPLICATE ATTACHMENT C-1 (BACK-TO-BACK) BEFORE DISTRIBUTION.



LOCAL SCHOOL GATE SCREENING COMMITTEE REFERRAL COVER SHEET

Attachment D is kept at the school site. After screening students, the Local School GATE Screening Committee is not to submit this form with the school *Request for Assessment Packet*.

Los Angeles Unified School District's agreement with the Office for Civil Rights stipulates that special emphasis be directed toward identifying students from all ethnic, linguistic, cultural, and socioeconomic backgrounds.

TEACHERS/STAFF: Please list below the names of students referred by teachers/staff, parents, community members, or the student themselves for identification. Submit to the school GATE coordinator the *Local School Gifted/Talented Identification Referral Cover Sheet* and all referral forms (Attachments C and C-1) received from parents/others for each student listed below. It is the responsibility of the Local School GATE Screening Committee to determine if there is sufficient evidence to support a student's application for evaluation. (Teachers at independent charter schools must complete and submit the *Teacher Checklist*, Attachment H.)

CATEGORIES FOR FORMAL IDENTIFICATION:

CATEGORY	GRADES	DEFINITION
Intellectual Ability	K-12	Students whose general intellectual development is markedly advanced in relation to their chronological peers (one semester teacher observation is required).
High Achievement Ability	5-12; 2 (OLSAT-8)	Students who function at highly advanced levels in both English-Language Arts/Reading and Mathematics (evidence requires two consecutive years); Students who demonstrate high achievement on a nationally standardized, norm-referenced, group administered measure of verbal and non-verbal school abilities (2 nd Grade OLSAT-8 only).
Specific Academic Ability	5-12	Students who function at highly advanced levels in either English-Language Arts/Reading, or Mathematics (evidence requires three consecutive years).
Creative Ability	4-12	Students who use imagination or have original ideas; have the ability to think up and design new inventions; produce innovative work, solve problems in new ways, or develop an idea based on an original, novel or unconventional approach.
Leadership Ability	4-12	Students who show confidence and knowledge; influence others effectively; have problem-solving and decision-making skills; express ideas in oral or written form clearly; show sense of purpose and direction.
Visual and Performing Arts	2-12	Students who originate, perform, produce, or respond at exceptionally high levels in either dance, drama, voice, drawing or painting.

STUDENT'S NAME (Print last name, first name, middle initial)		GRADE	REFERRAL CATEGORY (Indicate specific discipline if applicable)
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Referring Teacher's Name

Room No.

Date

Return to GATE Coordinator/Designee

Room No.



SELECTED CHARACTERISTICS OF GIFTED/TALENTED STUDENTS

(See Attachment B for additional information regarding Gifted/Talented Categories characteristics.)

GENERAL INTELLECTUAL ABILITY CHARACTERISTICS

- Displays strong powers of reasoning; ability to make comparisons and generalizations
- Shows ability to concentrate and become totally absorbed in an assignment, project, or activity
- Approaches tasks in unexpected, unusual, and original ways
- Shows ability to use humor to make a point, change a situation, gain an advantage, or connect diverse knowledge
- Shows fluency in his/her native language; uses expressive speech, extensive vocabulary, and natural communication skills

GENERAL HIGH ACHIEVEMENT/SPECIFIC ACADEMIC ABILITY CHARACTERISTICS

- Comprehends in-depth, complex ideas
- Initiates projects and extensions of assignments.
- Is an expert who abstracts beyond the field
- Ponders with depth and multiple perspectives
- Is selectively mentally engaged
- Generates complex, abstract ideas

GENERAL VISUAL ARTS ABILITY CHARACTERISTICS

- Takes artwork seriously; finds satisfaction in producing or sharing artwork
- Is willing to try out new materials and experiences
- Fills extra time with drawing, painting, and creating
- Portrays own experiences and feelings in artwork
- Can appreciate, evaluate, and learn from others' artwork

GENERAL PERFORMING ARTS ABILITY CHARACTERISTICS

- Applies appropriate mechanics of the art form
- Evidences body/voice awareness, control, and flexibility
- Communicates ideas and emotions through the art form
- Evidences an ability to move an audience emotionally
- Produces or performs original works

GENERAL CREATIVE ABILITY CHARACTERISTICS

- Is fluent in producing and elaborating on ideas
- Makes unusual associations between remote ideas
- Is flexible in thinking patterns
- Senses when problems exist
- Is intellectually playful, interested in fantasy, imagination

GENERAL LEADERSHIP ABILITY CHARACTERISTICS

- Can inspire and motivate others
- Organizes others
- Recognizes skills and abilities possessed by others
- Interacts with others, easily showing social skills
- Recognizes and can articulate the goals of a group
- Can articulate ideas clearly



ATTACHMENT E
Submit One-Sided Original

PARENT CONSENT FOR ASSESSMENT AS GIFTED/TALENTED AND PROGRAM PLACEMENT

STUDENT MUST ATTEND A LAUSD SCHOOL

Please type or print legibly in black ink.

DISTRICT IDENTIFICATION NUMBER									

Last Name	First Name	M.I.	Date of Birth
Complete Name of School		Ethnicity	Grade Home Phone No. ()
Student Ethnic Background: Refer to the list and enter ethnicity name on the form.		African American or Black American Indian or Alaskan Native	Asian Latino Pacific Islander White
Home Address (Must be a residential address.)		City	Zip Code

Your child has been referred as a candidate for assessment and identification as Gifted/Talented in the following category: Intellectual Ability*

*In general, students referred for identification as potentially gifted in the area of intellectual ability are administered only a single psychological evaluation.

PLEASE COMPLETE AND RETURN THIS FORM TO YOUR CHILD’S TEACHER.

A brief description of the categories and identification process is provided as Attachment B.

PARENTS: To continue the assessment process, please indicate your consent by checking appropriate box in each section and signing below.

I. The following are factor(s) for consideration that may affect my child’s performance:

- IEP on file. IEP in progress. Section 504 Plan on file. Section 504 Plan in progress.

Specify Accommodations: _____

School is responsible for reviewing assessment process, program options and program goals with parents.

II. I **consent** to an assessment, which may include the administration of an intelligence test and/or the evaluation of the student’s performance or the evaluation of the academic record. I understand that test results may be invalidated if my child was pre-exposed to the intelligence test administered or to any other unauthorized practice items. If found eligible, I hereby give my consent for the above-named student to participate in the Gifted/Talented Program.

III. I **do not** consent to an assessment or to my child participating in the Gifted/Talented Program.

V. **Name of Parent/Guardian (print name):**

VI. **Parent/Guardian Signature**

Relationship to Pupil

Date

(Evidence of legal guardianship required)

SCHOOL PERSONNEL:

- A copy of the consent form is filed in the student’s “cumulative record” at the school site; it is entered as completed in MiSiS; the original copy is sent in with the assessment packet.
- Required documents are to be completed and submitted to the corresponding office servicing the school in a timely manner after the receipt of the parent consent form.
- Schools provide a copy of Attachments B and C and may give a copy of the consent form to parent.

Consent form, which can be reproduced, is available in several languages by calling (213) 241-6500.



CONSENTIMIENTO DEL PADRE PARA LA EVALUACIÓN COMO DOTADO/TALENTOSO Y COLOCACIÓN EN EL PROGRAMA

EL ESTUDIANTE DEBE ASISTIR A UNA ESCUELA DEL DISTRITO ESCOLAR UNIFICADO DE LOS ÁNGELES

Escriba con letra legible.

NÚMERO DE IDENTIFICACIÓN DEL DISTRITO									

Apellido del Estudiante			Primer Nombre del Estudiante			Inicial	Fecha de Nacimiento:		
Nombre Completo de la Escuela					Grupo Étnico	Año	Teléfono de la casa ()		
Etnicidad del Estudiante: Consulte la lista e introduzca el nombre del grupo étnico en el formulario					Afroamericano o Negro Indio Americano o Nativo de Alaska	Asiático Latino	Islas del Pacífico Blanco		
Domicilio (Debe ser residencial)					Ciudad			Código Postal:	

Su niño ha sido nombrado como candidato para una evaluación e identificación como Dotado/Talentoso en la siguiente categoría:

Habilidad Intelectual*

* Generalmente, a los estudiantes que se les refiere para ser identificados en el área de intelectual se les hace una evaluación psicológica una vez solamente.

POR FAVOR LLENE LA FORMA Y MÁNDELA AL MAESTRO DE SU NIÑO.

Una breve descripción de las categorías y proceso de la identificación se proporciona en el documento Anexo B.

PADRES: Para continuar con dicho proceso indique su consentimiento anotando su selección en cada sección y firmando al pie de la página.

I. Factores de consideración que pueden afectar el resultado del rendimiento de mi hijo:

- | | |
|--|---|
| <input type="checkbox"/> El IEP está archivado. | <input type="checkbox"/> La Sección del Plan 504 está archivada. |
| <input type="checkbox"/> El IEP está en proceso. | <input type="checkbox"/> La Sección del Plan 504 está en proceso. |

Especifique su acomodación: _____

La escuela es responsable de explicar el proceso de evaluación, las opciones del programa y las metas del programa con los padres.

II. **Do** mi consentimiento para la evaluación cual puede incluir la administración de una prueba sobre su capacidad escolar o la evaluación de su rendimiento académico. Entiendo que los resultados del examen pueden ser invalidados si mi hijo fue expuesto previamente a la prueba de inteligencia administrada o a cualquier otra práctica no autorizada. Si es elegible, doy mi consentimiento para la participación del estudiante nombrado arriba en el Programa Para Alumnos Dotados/Talentosos.

III. **No doy** mi consentimiento para la evaluación ni para que mi hijo/hija participe en el Programa Para Alumnos Dotados/Talentosos.

V. Nombre del Padre/Tutor (con letra de molde):

VI. Firma del Padre/Tutor

Parentesco con el alumno

Fecha

(Se necesita evidencia legal de su tutela.)

FACULTAD ESCOLAR:

- Una copia del consentimiento debe ser archivada en el "Registro Acumulativo" del estudiante en el campo escolar; el recibo del consentimiento se debe entrar en el sistema MiSiS; la original debe mandarse con el paquete de remisión.
- Los documentos requeridos deben llenarse y mandarse a la oficina correspondiente que presta servicios a la escuela lo más pronto posible después de obtener la firma del consentimiento.
- La escuela debe proveer copias de los Anexos B y C y del consentimiento a los padres.



ATTACHMENT F

REQUEST FOR ASSESSMENT: INTELLECTUAL ABILITY CATEGORY

DO NOT MAIL "INTELLECTUAL" REFERRALS TO CENTRAL GATE OFFICE; DO NOT WRITE GATE ON THE ENVELOPE.

Name of School	Charter <input type="checkbox"/> Independent <input type="checkbox"/> Affiliated <input type="checkbox"/> Approved Fee-for-Service is included.	Org. Code			Local District
Contact Person & Title	E-mail	Phone Number ()			

- Students listed below have been screened as candidates for identification as gifted/talented and all supporting evidence has been reviewed and verified.
- Parent has signed the consent to assess and program placement form, copy is filed in cum and originals are attached.
- All addresses are current and students have been verified as attending LAUSD.
- All screening documents (teacher checklist/parent/other referral forms) have been completed and filed in student cum record.
- A copy of this form is kept at school site.

Please Print Name of Student					For Office Use Only		
Referral in MiSiS	Alphabetically (Last Name, First Name, Middle Initial) Grouped by grade level	Student Data			*Preliminary Eligibility Status in the Intellectual Category		
		Student 10-Digit ID Number	Enter Ethnicity Name	Grade	Gifted	Highly Gifted or HGA	Not Eligible
1	<input type="checkbox"/>						
2	<input type="checkbox"/>						
3	<input type="checkbox"/>						
4	<input type="checkbox"/>						
5	<input type="checkbox"/>						
6	<input type="checkbox"/>						
7	<input type="checkbox"/>						
8	<input type="checkbox"/>						
9	<input type="checkbox"/>						
10	<input type="checkbox"/>						

Student Ethnic Background: Enter ethnicity name on the referral form.

American Indian or Alaskan Native	African American or Black	White
Asian	Latino	Pacific Islander

For scanning purposes, all documents must be legible, one-sided originals and complete. Do not use a highlighter on any form. Please use ink (not pencil), use white paper only and do not staple student data (use paper clips).

_____	_____
Signature of Principal	Date

FOR OFFICE USE ONLY: Date _____
Processed by _____ Psychological Services Personnel, Gifted/Talented Programs
Date notifications to schools were sent _____

Please do not submit student data by fax or e-mail.

DUPLICATE AS NEEDED.



Submit Page (One-Sided Original)

LOCAL SCHOOL GATE SCREENING COMMITTEE REQUEST FOR REASSESSMENT AS GIFTED/TALENTED IN THE INTELLECTUAL ABILITY CATEGORY

STUDENT IDENTIFICATION NUMBER									

Local District: _____

Today's Date: _____

Last Name	First Name	M.I.	Date of Birth
School		Grade	Track
		Home Phone No. ()	
Home Address (Student must be enrolled in LAUSD schools)		City	Zip Code

Previous Assessment Date: _____

In general, students referred for identification as potentially gifted in intellectual ability are administered only a single psychological evaluation unless the initial administration is considered not a valid indicator of the student's ability (refer to the reassessment procedures on page 2 of this form). When the request has been reviewed by the Local School GATE Screening Committee and it is approved by the school administrator, documentation is forwarded to the following office:

School Mail:
Gifted/Talented Programs
Beaudry Site, 25th Floor

U.S. Mail
Gifted/Talented Programs
333 S. Beaudry Ave., 25th Floor, Los Angeles, CA 90017

SCHOOL APPROVAL <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved	
Print Name & Title of Contact Person	Telephone Number ()
Signature of Principal (required):	Date:

Do not request a new parent consent without the reassessment "approval" from the Gifted/Talented Programs Central Office.

-----FOR OFFICE USE ONLY. DO NOT WRITE BELOW THIS LINE. -----								
DISTRICT GIFTED/TALENTED PROGRAMS APPROVAL <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved								
If approved, reassessment may occur after: _____								
Comments:								
Name of District Gifted/Talented Staff Member (please print)	Print Title							
Signature of District Gifted/Talented Staff Member		Date						
Reassessment Date _____	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Gifted</td> <td style="width: 33%;">Highly Gifted or HGA</td> <td style="width: 33%;">Not Eligible</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> </table>		Gifted	Highly Gifted or HGA	Not Eligible			
Gifted			Highly Gifted or HGA	Not Eligible				
Processed by _____ Psychological Services Personnel, Gifted/Talented Programs								
Date notifications to schools were sent _____								

For the school's responsibility and policy procedures regarding student assessment eligibility, please refer to the Division of Instruction BUL-269.9 titled, *Policy for Assessing and Identifying Students for Gifted/Talented Programs.*



REASSESSMENT PROCEDURES IN THE INTELLECTUAL CATEGORY

School personnel may refer to BUL-269.9, *Policy for Assessing and Identifying Students for Gifted/Talented Programs* for step-by-step instructions.

- A. **District Reassessment Policy:** In general, students referred for identification as potentially gifted in intellectual ability are administered only a single psychological evaluation. Reassessment referrals must be submitted by the first week of April.
1. **Invalid Assessment**—If the initial administration is considered invalid by the examining psychologist at the time of administration, a request for reassessment is not necessary. The procedure is as follows:
 - a. The designated GATE psychologist at the local district will determine the need for reassessment. If needed, the reassessment using a different test instrument will be scheduled within 30 days of the initial administration.
 - b. The designated GATE psychologist at the Local District will notify the school and the parent of the decision to reassess and provide the schedule (a new parent consent is not required).
 2. **School or parent reassessment request:** If the school/parent requests a reassessment, there must be significant documentation to indicate that the initial administration was an underestimate of the student’s potential.
 - a. If school/parent has concerns with the testing session, they must be addressed with the on-site GATE coordinator immediately. Do not wait for test results before requesting reassessment.
 - b. The following must be considered:
 - 1) Students who have never been previously tested maintain priority over students with reassessment approvals.
 - 2) Reassessment could take up to a year after the initial test.
 - 3) The person requesting reassessment must submit to the local school a valid written rationale and evidence that supports the rationale or evidence that shows significantly higher potential. (The following are not valid rationales: student was ill on day of original assessment (illness must be addressed within 48 hours of testing date); parent wants to apply for a different program, etc.)
 - 4) All requests are reviewed on a case-by-case basis.
- B. **Reassessment approval process:** Reassessment request is a two-step approval process.
1. **Step 1—School approval**
 - a. If approved by the local school administrator, the Request for Reassessment form, the letter(s) of rationale, copy of the most current IEP or Section 504 Plan (if applicable) and copies of the supporting evidence are forwarded to the Gifted/Talented Programs office.
 - b. School personnel must use the *Request for Reassessment as Gifted/Talented in the Intellectual Category*, (Attachment I) included in this Reference Guide.
 2. **Step 2—Gifted/Talented Programs approval:** Final review of reassessment request and of student data is made by a panel of District psychologists.
 - a. If approved by the Gifted/Talented Programs office, the request will be assigned to the designated GATE psychologist at the local district serving the school who will then notify the school and parent.
 - b. The school will then complete/submit to the designated GATE psychologist the following:
 - 1) a new signed parent consent form
 - 2) additional evidence supporting reassessment request (if applicable)
 - 3) charter schools submit the approved Fee-for-Service form
 - c. If not approved by the Gifted/Talented Programs office, the request will be returned to the school to be filed in student cumulative record and the school notifies the parent.

DO NOT SUBMIT THIS PAGE WITH REFERRAL.



SAMPLE COMMENTS FOR GIFTED/TALENTED STUDENTS

The following are sample comments in the different disciplines to assist school personnel when completing the MiSiS section or filling out the paper application for identification form.

ENGLISH/ENGLISH-LANGUAGE ARTS/READING:

- Reading is two to three years above grade level; attacks difficult words independently
- Comprehends what is read quickly and easily; understands complex situations and has extensive verbal vocabulary
- Challenges self in the selection of reading materials; performs above grade level in all reading activities
- Reads accurately and expressively
- Enjoys reading and is an avid consumer of written material
- Has strong comprehension skills including strong recalling, retelling, and predicting ability
- Demonstrates above average written work
- Has learned a second language rapidly
- Understands and uses new vocabulary with attention to the nuances of words
- Uses elaborative examples and illustrations to expand upon the main ideas of a product or project
- Demonstrates good critical thinking skills; responds to questions at an elaborative and thoughtful level
- Has an ability to analyze literature and grasp an in-depth understanding of what was read

MATHEMATICS:

- Has excellent reasoning ability
- Grasps new concepts quickly; mental math is easy for him/her
- Demonstrates higher level thinking skills
- Displays advanced-level math skills; basic skills are far above peers
- Has strong analytical skills and advanced problem-solving techniques
- Reasons very logically to solve word problems; devises personal strategies for solving problems
- Grasps concepts easily and can apply concepts in new situations
- Is an enthusiastic worker and has mastered mathematical skills with ease and understanding
- Learns quickly and has a good memory
- Sees patterns or algorithms

SCIENCE:

- Is a great evaluator who puts single details into a complete picture
- Uses advanced reasoning skills to determine outcomes
- Is extremely interested in science and produces work above and beyond what is required
- Uses the scientific process to gain knowledge based on inquiry
- Locates, selects, and uses relevant information and material when writing reports
- Grasps scientific concepts easily and applies them to other situations

SOCIAL SCIENCE:

- Grasps abstract concepts; has excellent reasoning ability
- Looks for patterns, trends, and connections over time
- Synthesizes material and summarizes information
- Shows interest in his/her community, country, and world
- Has a strong sense of social responsibility and is concerned with social injustices



**APPLICATION FOR IDENTIFICATION AS GIFTED
IN THE INTELLECTUAL ABILITY CATEGORY**

ATTACHMENT I

Please type or print
legibly in black ink.

Org. Code	Local District

DISTRICT IDENTIFICATION NUMBER																			
--------------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Special Education —Indicate the following:		English Language Development		Poverty Level Indicator		
Eligibility: _____	<input type="checkbox"/> Copy of IEP or <input type="checkbox"/> 504 Plan	ELD Level: _____	Classification: _____	<input type="checkbox"/> No	<input type="checkbox"/> Yes (Submit Documentation)	
Student Ethnic Background (Enter ethnicity name on the referral form):		American Indian or Alaskan Native	Asian	African American or Black	Latino	White Pacific Islander
I. Last Name	First Name	M.I.	Sex	Grade	Birth Date	Ethnicity
School			Student Language:		Home Language:	
Parent/Guardian Name				Work Phone:		
				Home Phone:		

II. REFERRAL
Print Name & Title: _____ Signature: _____

III. SCREENING All items must be completed. Previous GATE assessment? Yes No If yes, complete below:
Date: _____ Site: _____ Category: _____ Eligible Not Eligible

PROTOCOL <input type="checkbox"/> District-approved standardized achievement test (NPR score) Name of Test _____	STUDENT ACADEMIC PERFORMANCE DATA: Report two previous consecutive years of qualifying scores and grades— <u>data must be recorded below</u> (supporting documentation must be included, if it's not in MISIS). Elementary —report grades from 2nd & 3rd reporting period under Achievement (i.e., grades of 4/4) Secondary —report grade point average of 1st & 2nd semester (i.e., 4.0 GPA; 3.5 Honors or AP) District-Approved Test criteria scores that meet the cutoff—report total national percentile scores, composite scores, or verbal reasoning and quantitative reasoning; SBAC "Standards Exceeded" qualifying scale scores OLSAT-8 —report Total Age-Based Percentile Rank (APR) score or APR Verbal and APR Non-Verbal												
	YEAR	GRADE	English Language Arts English/Reading/EL			Mathematics			Science (Secondary)			Social Science (Secondary)	
		SBAC	Grades	CST or N/PR	SBAC	Grades	CST or N/PR	SBAC	Grades	CST or N/PR	SBAC	Grades	CST or N/PR

YEAR	GRADE	English Language Arts English/Reading/EL			Mathematics			Science (Secondary)			Social Science (Secondary)		
		SBAC	Grades	CST or N/PR	SBAC	Grades	CST or N/PR	SBAC	Grades	CST or N/PR	SBAC	Grades	CST or N/PR

IV. SCREENING COMMITTEE REPORT Check when completed, if applicable:
 Not recommended; discontinue screening. Attach one-sided originals to Attachment C (do not staple): Approved Fee-for-Service IEP
 Recommended Obtain parent consent. Application & Verification of Excellence (Teacher Checklist, pg. 2). Proof of student poverty status Section 504 Plan

A minimum of three committee member signatures required.
(A member should have understanding of candidate's economic, linguistic, and cultural background.)

Signature of Teacher (required): _____	Date: _____
Signature of Administrator or Designee (required): _____	Date: _____
Signature of committee member (required; include title): _____	Date: _____

-----FOR DISTRICT OFFICE USE ONLY. DO NOT WRITE BELOW THIS LINE. -----

V. PSYCHOLOGIST'S COMMENTS:

Signature: _____	Print Name: _____	Date: _____
------------------	-------------------	-------------

VI. DISTRICT DETERMINATION OF ELIGIBILITY [] Student meets the federally defined poverty level as per documentation.
 [] Not eligible for participation [] Eligible in the Intellectual Ability Category as: [] Gifted [] HGA [] Highly Gifted

Signature of District Designated GATE Psychologist _____	Print Name _____	Assessment Date _____
--	------------------	-----------------------



Designated GATE Psychologist Directory-*Intellectual Ability ONLY*

Local District	Designated GATE Psychologists	To avoid delays, please address the envelopes as indicated.		Telephone Number/ E-mail
		District Mail Address	Location	
Central	Julia Dalton	Julia Dalton, Psychologist Local District Central c/o Charles Kim ES	c/o Kim Elementary School 225 S. Oxford Ave. Los Angeles, CA 90004	(323) 936-0386 julia.dalton@lausd.net
Central	Aaron Socie	Gifted/Talented Programs Beaudry Site, 25 th Floor ATTN: Aaron Socie	Gifted/Talented Programs 25th Floor 333 S. Beaudry Ave. Los Angeles, CA 90017	(213) 241-4536 aaron.socie@lausd.net
Central District (Reassessments Only)	Carol Lewis Breaux	Gifted/Talented Programs Beaudry Site, 25 th Floor ATTN: Reassessments	Gifted/Talented Programs 25th Floor 333 S. Beaudry Ave. Los Angeles, CA 90017	(213) 241-6500 carol.lewis@lausd.net
East	Joanna Galeazzi-Flores	Joanna Flores <i>or</i> Christine Berardo Psychological Services Local District East	Local District East 2151 Soto St., First Floor Los Angeles, CA 90032	(323) 224-3367 jxg9837@lausd.net
	Christine Berardo			(323) 224-3370 cab2305@lausd.net
Northeast	Shannon James	Shannon James <i>or</i> Veronica Rodriguez GATE Psychologist Pacoima Site/Northeast Annex Building 87	Local District Northeast Annex 13395 E. Kagel Canyon St. Building 87 Pacoima, CA 91331	(818) 686-4502 shannon.l.james@lausd.net
	Veronica Rodriguez			(818) 686-4501 vxr9349@lausd.net
Northwest	Sarah Webb	Sarah Webb <i>or</i> Monica Vega <i>or</i> Desiree Freudiger Local District Northwest	Local District Northwest 6621 Balboa Blvd. Van Nuys, CA 91406	(818) 654-3721 sew2203@lausd.net
	Monica Vega			(818) 654-3634 mkv2382@lausd.net
	Desiree Freudiger			(818) 654-3613 dmf0517@lausd.net
South	Elizabeth Kaley	Elizabeth Kaley <i>or</i> Lori Panganiban Local District South	Local District South 1208 Magnolia Ave. Gardena, CA 90247	(310) 965-7916 elizabeth.kaley@lausd.net
	Lori Panganiban			(310) 965-7918 lori.panganiban@lausd.net
West	Sheila Shortt	Sheila Shortt <i>or</i> Sherine Shenouda <i>or</i> Desiree Freudiger Local District West Building A-1	Local District West 11380 W. Graham Pl. Building A-1 Los Angeles, CA 90064	(310) 914-2151 sas9229@lausd.net
	Sherine Shenouda			(310) 914-2175 sherine.shenouda@lausd.net
	Desiree Freudiger			Telephone TBD dmf0517@lausd.net

Submit all applicable forms directly to the designated GATE psychologist assigned to the local district serving your school.

(Do not write GATE on envelope.)

Student data will not be accepted by fax or e-mail.