



**LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE**

TITLE: Guidelines for Identifying Students as Gifted in the Creative Ability and Leadership Ability Categories

NUMBER: REF-5233.2

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DATE: August 6, 2019

PURPOSE: The purpose of this reference guide is to provide guidelines for identification in the gifted/talented categories of Creative Ability and Leadership Ability. Eligible students are students who attend a Los Angeles Unified School District (LAUSD) school.

MAJOR CHANGES: This revision supersedes REF-5233.1, *Guidelines for Identifying Students as Gifted in the Creative and Leadership Ability Categories*, dated September 6, 2016. It addresses 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 adopted a plan for Gifted and Talented Education (GATE), which identifies District policies and procedures for identifying gifted/talented 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 (OCR).

District Gifted and Talented Education (GATE) Policy

In compliance with applicable State statutes and regulations, the California Department of Education (CDE) Gifted and Talented Education Program Resources Guide, and the California State Board of Education Recommended Standards for Programs for Gifted and Talented Students, 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

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



GUIDELINES:

demographics. If underrepresentation exists, then school staff must take immediate action to ensure equitable access to gifted/talented identification.

I. GIFTED IDENTIFICATION: CREATIVE AND LEADERSHIP ABILITY CATEGORIES

A. Identification Criteria for Creative Ability and Leadership Ability

1. The District has specific gifted/talented identification criteria for the Creative Ability and Leadership Ability Categories.
2. The District has gifted/talented policies and procedures in place that ensure the equitable screening and assessment of diverse student populations.

B. Characteristics of Students with Creative Ability

1. Highly curious about ideas, objects, situations, or events
2. Fluent thinkers, able to generate possibilities, consequences, and related ideas
3. Make unusual associations between seemingly unrelated ideas, facts, or objects
4. Produce original ideas (may respond with unexpected answers) and ask many questions
5. Prefer imposing own structure on situation and learning
6. Exhibit high tolerance for ambiguity, willingness to take mental and emotional risks
7. Experiment with whatever is at hand
8. Highly imaginative and keenly observant
9. Demonstrate higher degree to think and produce beyond conventional limits
10. Think up many ways to accomplish a goal (may resist following directions)

C. Characteristics of Students with Leadership Ability

1. Frequently sought out by peers
2. Interact easily with other students and adults
3. Adapt easily to new situations
4. Influence others to work toward goals-desirable or undesirable
5. Looked to by others for ideas and decisions
6. Well-liked by peers
7. Tend to take on more than can be accomplished
8. Express higher levels of interpersonal sensitivity
9. Exhibit the acquisition of social cognition and social competence at an early age
10. Highly sociable

II. REFERRAL GUIDELINES

A. Student 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.



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2. Each academic year, referrals for identification are accepted for students in second grade and above whose creative or leadership ability is markedly advanced in relation to their chronological peers.
 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 Referral
1. Students not eligible for referral include students enrolled in:
 - 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.
 - 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 the 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.



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- iii. Attachment C-1 (English/Spanish)-The *Gifted/Talented Identification Referral Form* is optional. It may be used when the referrer would like to include additional information that was not provided 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 any referral forms (i.e., Attachment C, C-1, F-1) 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 under-representation, 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



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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. Exemplary student work samples, products, or activities (any media format) that exhibit the characteristics of creativity or leadership
 - b. Report card grades and/or cumulative record comments that suggest exemplary student ability in creativity or leadership in one or more discipline
 - c. Teacher Checklist (Attachment H)/Observations
 - d. Parent/Other Inventory Checklist (Attachment C and C-1)
3. 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.
4. 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. Referral Deadline
 - a. Students may be referred for assessment any time during an academic year prior to the third week of May.
 - b. Once a referral is created in MiSiS, the online referral should be completed within thirty days.
 - c. Matriculating students should be referred prior by the first week of December.
 - d. All referrals in MiSiS must be completed, including the required fields, teacher checklist, and parent consent prior to the deadline.

B. MiSiS Login



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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 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.

V. SUBMITTING REQUEST FOR ASSESSMENT PACKET

A. Guidelines for Submitting Request for Assessment Packet

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.
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. *Request for Assessment-Student Achievements* (Attachment F-1)
 - d. Student portfolio-three to five exemplary items
 - e. Copy of current IEP or Section 504 Plan, if applicable
 - f. Approved *Fee-for-Service* form, if applicable
4. For scanning purposes, each document in a Request for Assessment Packet must meet the following guidelines:
 - a. Legible, one-sided originals, blue/black ink, white paper, no staples or highlighted areas



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- b. Incomplete or illegible documents will be returned to the schools which will result in a delay in processing
- 5. Mail Creative Ability and Leadership Ability Request for Assessment Packet via school mail or U.S. Postal service to:

School Mail	U. S. Mail	Telephone
Gifted/Talented Programs Advanced Learning Options Beaudry Site, 25th Floor ATTN: Indicate Category	Gifted/Talented Programs Advanced Learning Options 333 S. Beaudry Ave. Beaudry Site, 25th Floor Los Angeles, CA 90017 ATTN: Indicate Category	(213) 241-6500

- 6. Student documentation submitted by fax or e-mail will not be accepted.
- 7. To avoid delays, do not mix your Creative Ability and Leadership Ability referrals with any other categories.
- 8. If a Request for Assessment Packet is 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. Schools will have 30 days to resubmit a returned Request for Assessment Packet.

VI. ASSESSMENT PROCESS

A. Assessment Conducted by Gifted/Talented Programs

- 1. Assessment for these two categories is conducted through a student portfolio with work samples. For details, see Attachment F-1, *Request for Assessment*.
- 2. Assessments are conducted in the order Request for Assessment Packet are received.
- 3. After conducting the assessment, a staff member from the Gifted/Talented Programs office will enter student results in MiSiS.

B. Student Assessment Results

- 1. Designated Gifted/Talented Programs personnel will prepare student documents for scanning.
- 2. Student assessment results will be archived in FileNet.

C. School or Parent Reassessment Request

- 1. The process for requesting an additional assessment or reassessment is different for the Creative Ability and Leadership Ability categories (Refer to Attachment G).
- 2. Given the nature of the assessments, there is technically no reassessment.
- 3. MiSiS does not allow more than one referral to be submitted for the same discipline within one school year.
- 4. However, a parent or a school may request an additional assessment the following academic year.



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5. In accordance with District policy, standard screening and referral procedures for this new referral are followed at the school site.

VII. SCHOOL NOTIFICATION OF STUDENT ELIGIBILITY

A. Eligible and Ineligible Status

1. Gifted/Talented Programs, Advanced Learning Options, will mail notification letters regarding student eligibility status to schools.
2. It is the responsibility of school personnel to forward the notification letters of eligibility/ineligibility to parents 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

D. Student Results-Parents may request in writing student results to the Gifted/Talented Programs, Advanced Learning Options, by completing the request form available at <http://achieve.lausd.net/gate>.

E. Documentation of Parent Notification

1. Once parents have been 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 Report 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 at <http://achieve.lausd.net/gate> under 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.

VIII. 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.
 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 VI of this reference guide, independent charter schools must submit the following to Gifted/Talented Programs, ATTN: Indicated Category:
 - a. *Teacher Checklist for Creative Ability or Leadership Ability* (Attachment H)
 - b. *Application for Identification as Gifted* (Attachment I) which



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must include original signatures and date that application is signed.

- c. For additional information regarding referral and screening requirements, refer to section III of this reference guide.

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.

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 Michelle Papazyan, Specialist, Gifted/Talented Programs, Advanced Learning Options, at (213) 241-6500.



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 District's 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</i> <i>(See Designated GATE Psychologist Directory, Attachment J, if applicable.)</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 <ul style="list-style-type: none"> - 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:
CREATIVE/LEADERSHIP ABILITY

FILE IN STUDENT'S CUM RECORD

INSTRUCTIONS: Please complete pages one and two of this form for a student who you believe is demonstrating exceptional strengths or talents and, therefore, would like the student's strengths and/or talents 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
Select one: <input type="checkbox"/> Creative Ability <input type="checkbox"/> Leadership Ability			

PARENT REFERRAL:

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

CREATIVE/LEADERSHIP ABILITY

DIRECTIONS: For the applicable category (Creative Ability or Leadership Ability) that student is referred, 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.

<input type="checkbox"/> CREATIVE ABILITY: When have you observed this characteristic?	Seldom or Never	Occasionally	Most of the time	Virtually all of the time
1. Is fluent in producing and elaborating on ideas. Makes unusual associations between remote ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is flexible in thinking patterns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Senses when problems exist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Acts spontaneously, intuitively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Tolerates ambiguity and uncertainty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Senses inconsistencies and discontinuities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Readily guesses and makes hypotheses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Juggles or redefines elements of a problem or task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Retains own ideas in a discussion or collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Provides multiple solutions or responses to problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Is uninhibited in expression, sometimes radical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is intellectually playful, interested in fantasy, imagination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Always tries to adapt or improve things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Has a keen sense of humor, seeing humor in situations others do not	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Doesn't mind being different	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Can show unusual degrees of originality, concentration and persistent hard work on projects that capture interest and imagination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> LEADERSHIP ABILITY: When have you observed this characteristic?	Seldom or Never	Occasionally	Most of the time	Virtually all of the time
1. Can inspire and motivate others. Organizes others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Recognizes skills and abilities possessed by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Interacts with others, easily showing social skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Recognizes and can articulate the goals of a group. Can articulate ideas clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Can listen to others empathetically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Understands how people feel and how groups function	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Can give directions clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Exercises authority reliably and responsibly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Can adopt non-leadership roles within a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Can establish the mood of a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Supports others in a group when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Can coordinate the work of several individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Is often asked for ideas and suggestions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Is looked to by others when something must be decided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



ANEXO C

**FORMULARIO DE LOS PADRES/OTROS DE REFERENCIA PARA LA IDENTIFICACIÓN COMO
DOTADO/TALENTOSO: DESTREZA CREATIVA O EN EL ÁREA DE LIDERAZGO**

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 la Escuela Local de Evaluación 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
Seleccione una: <input type="checkbox"/> Destreza Creativa <input type="checkbox"/> Destreza en el Área de Liderazgo			

REFERENCIA POR LOS PADRES:

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

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: DESTREZA CREATIVA O EN EL ÁREA DE LIDERAZGO — (Es requerida)

INSTRUCCIONES: Lea cuidadosamente cada declaración e indique la frecuencia de las características observadas (Destreza Creativa o En Área de Liderazgo) 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.

<input type="checkbox"/> DESTREZA CREATIVA: ¿Cuándo se ha observado esta característica?	Rara vez o Nunca	Ocasional-mente	La Mayor parte del tiempo	Práctica-mente todo el tiempo
1. Es expresivo al producir y elaborar sus ideas. Hace asociaciones inusuales entre ideas remotas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Es flexible en su forma de pensar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Detecta cuando existen problemas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Actúa espontáneamente e intuitivamente	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Tolera la ambigüedad y la incertidumbre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Detecta las incoherencias y discontinuidades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Adivina fácilmente y formula un hipótesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Resuelve o redefine los elementos de un problema o tarea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Conserva sus propias ideas en una discusión o colaboración	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Proporciona varias soluciones o respuestas a problemas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. No se cohíbe y a veces es extremadamente expresivo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Es intelectualmente juguetón, se interesa en la fantasía y la imaginación	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Siempre trata de adaptarse o mejorar las cosas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Tiene un agudo sentido del humor, ve el humor en situaciones donde otros no lo ven	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. No le importa ser diferente	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Puede mostrar grados inusuales de originalidad, concentración y persistencia en el trabajo de proyectos que capturen el interés y la imaginación	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> DESTREZA EN EL ÁREA DE LIDERAZGO: ¿Cuándo se ha observado la característica?	Rara vez o Nunca	Ocasional-mente	La Mayor parte del tiempo	Práctica-mente todo el tiempo
1. Puede inspirar y motivar a otros. Organiza a los demás	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Reconoce capacidades y habilidades poseídas por los demás	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Interactúa con los demás, mostrando fácilmente habilidades sociales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Reconoce y puede articular los objetivos de un grupo. Puede expresar ideas claramente	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Puede escuchar a otros con empatía	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Entiende cómo se siente la gente y cómo funcionan en grupo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Puede dar instrucciones claramente y con eficacia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Ejerce autoridad confiable y responsable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Puede adoptarse dentro de un grupo sin tomar el papel de líder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Puede establecer el estado de ánimo de un grupo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Apoya a los demás en un grupo cuando es adecuado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Puede coordinar el trabajo de varios individuos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. A menudo pide ideas y sugerencias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Es solicitado por otros, cuando algo debe ser decidido	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



DUPLICATE ATTACHMENT C (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 assessment. (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



PARENT CONSENT FOR ASSESSMENT AS GIFTED/TALENTED AND PROGRAM PLACEMENT

STUDENT MUST ATTEND AN 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	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: Creative Ability Leadership Ability

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 evaluation of the student’s performance, portfolio, checklists, etc. **and** 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. I do not consent to my child’s participation.

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

V. **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 del padre ()	
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:

- Destreza en el área de Creatividad Destreza en el área de Liderazgo

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:

- El IEP está archivado. La Sección del Plan 504 está archivada.
 El IEP está en proceso. 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. Doy mi consentimiento para una evaluación la cual puede incluir la evaluación de su rendimiento académico, portafolio, lista de características, etc. y si es elegible, otorgo mi consentimiento para la participación de mi hijo/hija en el Programa Para Alumnos Dotados/Talentosos.
- III. No doy mi consentimiento para la evaluación. No deseo que mi hijo/hija participe.

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

V. **Firma del Padre/Tutor**

Parentesco con el alumno
(Se necesita evidencia legal de su tutela.)

Fecha

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 evaluación.
- 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 del padre.
- La escuela debe proveer copias de los Anexos B y C y del consentimiento a los padres.



ATTACHMENT F (CA)

REQUEST FOR ASSESSMENT COVER SHEET: CREATIVE ABILITY CATEGORY

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, including F-1/CA) have been completed, are properly assembled and are attached.
- A copy of this form is kept at school site.

		Please Print Name of Student	Student Data			For Office Use Only *Preliminary Eligibility Status	
Referral in MiSiS		Alphabetically (Last Name, First Name, Middle Initial)	Student 10-Digit ID Number	Enter Ethnicity Name	Grade	Eligible	Ineligible
		Grouped by grade level					
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).

	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.



ATTACHMENT F (LA)

REQUEST FOR ASSESSMENT COVER SHEET: LEADERSHIP ABILITY CATEGORY

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, including F-1/CA) have been completed, are properly assembled and are attached.
- A copy of this form is kept at school site.

		Please Print Name of Student	Student Data			For Office Use Only *Preliminary Eligibility Status	
Referral in MiSiS		Alphabetically (Last Name, First Name, Middle Initial)	Student 10-Digit ID Number	Enter Ethnicity Name	Grade	Eligible	Ineligible
		Grouped by grade level					
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).

	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.



REQUEST FOR ASSESSMENT: CREATIVE ABILITY CATEGORY

This form must be submitted with the Request for Assessment Coversheet (Attachment F-CA) for each student referred.

INSTRUCTIONS:

Completion of this section is required for the Creative Ability category. List at least three items (no more than five) as evidence of exceptional talent in the Creative Ability category, which may be, but are not limited to, specific activities, completed products, and projects. Student talents/abilities listed should be supported with evidence. Please submit this form with a portfolio of exemplary student evidence to support listed items below. Portfolio items submitted can be the original student work or copies, however, items will not be returned. Digital portfolios may be submitted.

Please Print

Creative Ability

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

Section II: Three items of evidence must be identified in order for student to be considered for identification. Should there be five items for consideration, please submit the remaining two items on page 2 (Section III).

Item # 1	Date of Activity	Item of Evidence (Must be included with the Request for Assessment, Attachment F.)
----------	------------------	--

Summary:

Item # 2	Date of Activity	Item of Evidence (Must be included with the Request for Assessment, Attachment F.)
----------	------------------	--

Summary:



Item # 3	Date of Activity	Item of Evidence (Must be included with the Request for Assessment, Attachment F.)
----------	------------------	--

Summary:

Item # 4	Date of Activity	Item of Evidence (Must be included with the Request for Assessment, Attachment F.)
----------	------------------	--

Summary:

Item # 5	Date of Activity	Item of Evidence (Must be included with the Request for Assessment, Attachment F.)
----------	------------------	--

Summary:



REQUEST FOR ASSESSMENT: LEADERSHIP ABILITY CATEGORY

This form must be submitted with the Request for Assessment Coversheet (Attachment F-LA) for each student referred.

INSTRUCTIONS:

Completion of this section is required for the Leadership Ability category. List at least three items (no more than five) as evidence of exceptional talent in the Leadership Ability category, which may be, but are not limited to, specific activities, completed products, and projects. Student talents/abilities listed should be supported with evidence. Please submit this form with a portfolio of exemplary student evidence to support listed items below. Portfolio items submitted can be the original student work or copies, however, items will not be returned. Digital portfolios may be submitted.

Please Print

Leadership Ability

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

Section II: Three items of evidence must be identified for student to be considered for identification. Should there be five items for consideration, please submit the remaining two items on page 2 (Section III).

Item # 1	Date of Activity	Item of Evidence (Must be included with the Request for Assessment, Attachment F.)
----------	------------------	--

Summary:

Item # 2	Date of Activity	Item of Evidence (Must be included with the Request for Assessment, Attachment F.)
----------	------------------	--

Summary:



Item # 3	Date of Activity	Item of Evidence (Must be included with the Request for Assessment, Attachment F.)
----------	------------------	--

Summary:

Item # 4	Date of Activity	Item of Evidence (Must be included with the Request for Assessment, Attachment F.)
----------	------------------	--

Summary:

Item # 5	Date of Activity	Item of Evidence (Must be included with the Request for Assessment, Attachment F.)
----------	------------------	--

Summary:



GIFTED/TALENTED IN THE CREATIVE ABILITY OR LEADERSHIP ABILITY CATEGORY
PARENT/SCHOOL REQUEST FOR ADDITIONAL ASSESSMENT

Creative Ability/Leadership Ability

The process for requesting an additional assessment or reassessment is different for these two gifted/talented identification categories. Given the nature of the assessments, there is technically no reassessment, however, a parent or a school may request an assessment the following academic year. In accordance with District policy, standard screening and referral procedures for this new referral are followed at the school site.

Please note that MiSiS does not allow more than one referral submitted for either Creative Ability or Leadership Ability within one school year.



TEACHER CHECKLIST: CREATIVE ABILITY CATEGORY

Independent charter school staff complete and submit with referral packet. File a copy in the student's cum record. Teachers at LAUSD schools, including affiliated charters, complete the Teacher Checklist in MiSiS.

A. CHECKLIST FOR IDENTIFICATION AS GIFTED/TALENTED

This is a list of characteristics frequently found in students identified as gifted or talented in the Creative Ability Category, including students from diverse backgrounds. The checklist will be used as part of the information considered in determining student eligibility to participate in Gifted/Talented Programs.

Last Name	First Name	Student ID No.									

From your observations of this student, indicate how often each trait applies by checking the appropriate column.

1) No opportunity to observe 2) Seldom/Never 3) Occasionally 4) Frequently 5) Consistently	1	2	3	4	5
Has flexible thought processes in solving problems, able to use many different alternatives and approaches to problem solving	<input type="checkbox"/>				
Is a fluent thinker, able to generate possibilities, consequences, or related ideas, is fluent in producing and elaborating on ideas	<input type="checkbox"/>				
Has the ability to add to, embellish, or build off of an idea or product; to dream up, invent, or to see, to think, to conceptualize new ideas or products that are of use to society	<input type="checkbox"/>				
Can readily construct hypotheses or "what if" questions	<input type="checkbox"/>				
Approaches the world as an explorer or scientist	<input type="checkbox"/>				
Has the ability to create fresh, unique, unusual, totally new, or extremely different ideas or products	<input type="checkbox"/>				
Has the ability to conceptualize difficult, intricate, many layered or multifaceted ideas or products	<input type="checkbox"/>				
Shows willingness to be courageous, adventurous, daring, trying new things or taking risks in order to stand apart	<input type="checkbox"/>				
Shows traits of exhibiting probing behaviors, asking and posing questions, searching, being able to look deeper into ideas, and wanting to know more about something	<input type="checkbox"/>				
Thinks or acts in novel ways, such as proposing original activities or games	<input type="checkbox"/>				
Is intellectually playful, interested in fantasy, and imagination	<input type="checkbox"/>				
Creates original skits, stories, poems and/or songs	<input type="checkbox"/>				
Uses previously learned things in new contexts	<input type="checkbox"/>				
Goes beyond the given to generate novel and interesting ideas	<input type="checkbox"/>				
Sees connections other people do not	<input type="checkbox"/>				

B. TEACHER COMMENTS ARE REQUIRED to verify advanced performance in the identified category; **must be detailed and individualized.** See Sample Comments on page 2.

<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border-bottom: 1px solid black; border-right: 1px solid black;"></td> <td style="width: 50%; border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border: none;">Teacher Checklist and Comments Completed by (print name)</td> <td style="border: none;">Print Title</td> </tr> <tr> <td style="border: none; padding-top: 5px;">✍ Signature:</td> <td style="border: none; padding-top: 5px;">Date:</td> </tr> </table>			Teacher Checklist and Comments Completed by (print name)	Print Title	✍ Signature:	Date:
Teacher Checklist and Comments Completed by (print name)	Print Title					
✍ Signature:	Date:					



ATTACHMENT H (CA)

SAMPLE COMMENTS FOR GIFTED/TALENTED STUDENTS: CREATIVE ABILITY

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.

CREATIVE ABILITY:

- Is fluent in producing and elaborating on ideas
- Makes unusual associations between remote ideas
- Is flexible in thinking patterns
- Senses when problems exist
- Acts spontaneously, intuitively
- Tolerates ambiguity and uncertainty
- Senses inconsistencies and discontinuities
- Readily guesses and makes hypotheses
- Juggles or redefines elements of a problem or task
- Retains own ideas in a discussion or collaboration
- Provides multiple solutions or responses to problems
- Is uninhibited in expression, sometimes radical
- Is intellectually playful, interested in fantasy, imagination
- Always tries to adapt or improve things
- Has a keen sense of humor, seeing humor in situations others do not
- Doesn't mind being different
- Can show unusual degrees of originality, concentration and persistent hard work on projects that capture interest and imagination



ATTACHMENT H (LA)

SAMPLE COMMENTS FOR GIFTED/TALENTED STUDENTS: LEADERSHIP ABILITY

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.

LEADERSHIP ABILITY:

- 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
- Can listen to others empathetically
- Understands how people feel and how groups function
- Can give directions clearly and effectively
- Exercises authority reliably and responsibly
- Can adopt non-leadership roles within a group
- Can establish the mood of a group
- Supports others in a group when appropriate
- Can coordinate the work of several individuals
- Is often asked for ideas and suggestions
- Is looked to by others when something must be decided

