



**LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE**

TITLE: Guidelines for Identifying Students as Gifted in the Visual Arts Ability and Performing Arts Ability Categories

NUMBER: REF-5234.2

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PURPOSE: The purpose of this Reference Guide is to provide guidelines for identification in the gifted categories of Visual Arts Ability and Performing Arts Ability Categories. Eligible students are students who attend a Los Angeles Unified School District (LAUSD) school.

MAJOR CHANGES: This revision supersedes REF-5234.1, *Guidelines for Identifying Students as Gifted in the Visual and Performing Arts Categories*, dated September 6, 2016. It includes revisions to dance presentation requirements, deadlines to submit referrals and use of inventories and questionnaires. It delineates the gifted/talented identification referral procedures through the District’s My Integrated Student Information System (MiSiS). It also includes gifted/talented identification policy changes for students enrolled in non-LAUSD schools.

BACKGROUND: The LAUSD Board of Education 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 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.

ROUTING

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



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

GUIDELINES:

I. GIFTED IDENTIFICATION: VISUAL ARTS ABILITY AND PERFORMING ARTS ABILITY CATEGORIES

A. Identification Criteria

1. The District has gifted/talented identification criteria specific to the Visual Arts Ability and Performing Arts Ability Categories.
2. The District also has gifted/talented policies and procedures in place that ensure the equitable screening and assessment of diverse student populations.

B. Evidence of Visual Arts Ability

1. Displays an ability to depict people and other subjects from their environment at an earlier age than other children
2. Prefers drawing to other forms of entertainment
3. Puts depth into drawing, showing planning and good proportion
4. Treats art seriously and enjoys it
5. Shows originality in modes of undertaking art
6. Pursues art in spare time and stays with an art project longer than other children
7. Uses art to express feelings and experiences
8. Enjoys doodling and improvising with the effects of lines, shapes, and patterns

C. Evidence of Performing Arts Ability

1. Voice
 - a. Discriminates musical and other sounds well
 - b. Understands musical relationships
 - c. Enjoys musical activities and demonstrates musical feeling
 - d. Shows tonal memory
 - e. Responds readily to rhythm, melody and harmony
 - f. Uses music to express self, feeling, moods or experience
2. Dance
 - a. Uses the body to communicate meaning
 - b. Moves without inhibition in an individual or group setting
 - c. Recalls movement sequences easily after being taught
 - d. Uses his/her body as an instrument when listening to or performing with music
 - e. Has a strong sense of rhythm, anticipates a beat when moving
 - f. Choreographs dance moves to musical pieces



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3. Drama

- a. Has a unique ability to express self, feeling, moods, etc., through means of facial expressions, gestures and bodily movements
- b. Has outer world attention that results in a unique ability to engage effectively with a role
- c. Demonstrates interest and enjoyment in dramatic activities
- d. Has a unique ability to shift into role of another character, animal or object
- e. Enjoys evoking emotional responses from listeners
- f. Brings a dramatic situation to a climax with a well-timed ending when telling a story

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 gifted/talented services.
2. Each academic year, schools are to follow the District provisions for the ongoing referral and screening of students in second grade and above who exhibit superior characteristics to that of chronological peers in the Visual Arts Ability and Performing Arts Ability Categories.
3. Any student, whether or not a resident of 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 is initiated at the LAUSD school of attendance and can come from a teacher, parent, member of the community, peer, or the student may self-nominate.

B. Students Ineligible for Referral for Gifted Identification

1. Students who are ineligible for referral for gifted identification 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 gifted/talented identification 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:



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- 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 the District's:
 - 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 at the beginning of the school year the following:
 - i. *Gifted/Talented Categories of Identification*, Attachment B (English/Spanish), which provides an overview of the gifted identification categories and process.
 - ii. *Gifted/Talented Identification Referral Form*, Attachment C (English/Spanish), is required for all referrals received from parents, peers, students, and members of the community.
 - iii. *Gifted/Talented Identification Referral Form*, Attachment C-1 (English/Spanish), is optional. It is 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).



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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 a site's gifted/talented identification rate 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 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, quantitative and qualitative documentation, such as:
 - a. Exemplary student work samples, products, or activities (any media format) in the arts
 - b. Report card grades and/or cumulative record comments that suggest exemplary performing or visual arts ability
 - c. Teacher Checklist (Attachment H)/Observations
 - d. Parent Inventory Checklist (Attachment C and/or C-1)
 3. If the Local School GATE Screening Committee determines that a candidate is eligible for a gifted/talented identification 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 a gifted/talented identification 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 gifted/talented identification 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/reassessment any time during an academic year prior to the Visual and Performing Arts Ability deadlines.
 - b. Once a referral is created in MiSiS, the online referral should be completed within thirty days.
 - c. Matriculating students should be referred prior to 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

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 each field under *School Required Section*:
 - a. Referral
 - b. Screening (assign staff to complete *Teacher Checklist*)



- i. Click 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 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.
3. School personnel are to include the following in the Request for Assessment Packet:
 - 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 processing purposes, each document in the Request for Assessment 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 Visual Arts Ability and Performing Arts Ability Request for Assessment Packets 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 Visual Ability and Performing Arts Ability referrals with any other categories.

- B. If Request for Assessment Packets are incomplete, not submitted correctly, or there is no evidence that on-site screening was conducted,



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the packet will not be time-stamped and will be returned to the school, resulting in a delay in processing. Schools may resubmit the completed Request for Assessment Packets before the deadlines.

VI. ASSESSMENT PROCESS

A. Assessment Conducted by Gifted/Talented Programs

1. Gifted/Talented Programs, Advanced Learning Options, conducts talent assessments in dance, drama, voice, and visual arts twice a year on the third Saturday in November and on the third Saturday in May. Transportation is not provided.
2. After receipt of a complete school Request for Assessment Packet, Gifted/Talented Programs, Advanced Learning Options, mails a letter of invitation to the address listed in MiSiS.
3. The student and parent must bring the letter of invitation to register on the day of the Visual Arts demonstration or Performing Arts audition.
4. Late or Over Subscription: If referrals are submitted/received after the deadline or if there is an over subscription, the following occurs:
 - a. The referring school will be notified by Gifted/Talented Programs, Advanced Learning Options.
 - b. Parents/guardians have the option to select the next available assessment date by notifying, Gifted/Talented Programs, Advanced Learning Options, within school year.
5. No Shows: If a student does not attend the audition/demonstration on the assigned date, the audition/demonstration referral will be discarded.
6. Cancellations: Parents/guardians have the option to select the next available assessment date by notifying Gifted/Talented Programs, Advanced Learning Options.
 - a. Cancellation notice for November must be submitted in writing by the parent/guardian to Gifted/Talented Programs, Advanced Learning Options, prior to the assessment date. The fax number and address are listed on the letter of invitation.
 - b. Cancellations for May require a new student application packet.
7. District Talent Assessment: Talent assessment consists of the following:
 - a. Visual Arts (drawing and painting)
 - i. Portfolio evaluation of student artwork
 - ii. Demonstration of student drawings at the selected District audition site
 - b. Performing Arts (dance, drama and voice)-an audition in the performing arts at the selected District demonstration site
8. Student Work: Selection of student work for the demonstration and audition must be age appropriate.



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- B. Assessment Dates: For assessment dates and application due dates, refer to the memorandum titled, *District Talent Assessment: Visual Arts Demonstrations and Performing Arts Auditions*, which is issued annually.

VII. SCHOOL NOTIFICATION OF STUDENT ELIGIBILITY

A. Eligible and Ineligible Status

1. Gifted/Talented Programs, Advanced Learning Options, will notify schools of the eligibility status of students.
2. Gifted/Talented Programs, Advanced Learning Options, will mail notification letters regarding student eligibility status to parents.

B. GATE 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 GATE 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 student results in writing to Gifted/Talented Programs, Advanced Learning Options, by completing the request form available at <http://achieve.lausd.net/gate>.

E. Confirmation of Identification and Documentation of Notification

1. Gifted/Talented Programs, Advanced Learning Options, will confirm in MiSiS a student's identification status.
2. Gifted/Talented Programs, Advanced Learning Options, will document in MiSiS that notification letters were sent home.

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. School or Parent Reassessment Request

1. The process for requesting an additional assessment or



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- reassessment is different for the Visual Arts Ability and Performing Arts Ability Categories (Refer to Attachment G).
2. Given the nature of the assessments, there is technically no reassessment. However, a parent or a school may request an additional assessment the following academic year.
 3. MiSiS does not allow more than one referral to be submitted for the same discipline within one school year.
 4. In accordance with District policy, standard screening and referral procedures for this new referral are followed at the school site.

H. 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 Gifted/Talented Programs, Advanced Learning Options. It is also available for download on the GATE webpage <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:



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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 to Gifted/Talented Programs, ATTN: Indicated Category, the following:
 - a. *Teacher Checklist for Visual Arts Ability or Performing Arts Ability* (Attachment H-VA or Attachment H-PA)
 - b. *Application for Identification as Gifted* (Attachment I) must include original signature and the date application is signed.
 - c. For additional information regarding referral and screening requirements, refer to Section III of this reference guide.

D. Confirmation of Service

1. Gifted/Talented Programs, Advanced Learning Options, 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, Advanced Learning Options, will mail the *Notification of Eligibility* to the affiliated or independent charter schools.
2. Only independent charter schools will distribute the parent notification letters. Parents of affiliated charter schools will receive notification letters directly from Gifted/Talented Programs, Advanced Learning Options.

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*, dated September 6, 2016.

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.



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:
PERFORMING ARTS ABILITY (Required)

After determination has been made, file in student's cum record.

INSTRUCTIONS: Please complete pages one and two of this form for a student (2nd grade and above) who you believe is 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

✓ Performing Arts Ability*: Dance Drama Voice

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 CHECKLIST: PERFORMING ARTS

(Required)

DIRECTIONS: Complete all items in Section I and the one group in Section II that relates to the category of referral. Read each statement carefully and indicate the frequency of the characteristics observed by placing a (√) in the appropriate number in the space provided according to this scale. Return completed form to your local school.

SECTION I: GENERAL CHARACTERISTICS: PERFORMING ARTS	Seldom/ Never	Occasionally	Frequently	Consistently
Takes performance seriously; seems to find much satisfaction in performing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages fully when participating in performing arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is willing to try out new experiences in selected performing art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sings, dances, or role plays when given choice of activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SECTION II:				
SPECIFIC CHARACTERISTICS—DANCE	Seldom/ Never	Occasionally	Frequently	Consistently
Demonstrates a sense of rhythm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has an advanced sense of balance as compared to age-peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits flexibility when dancing; is limber	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates coordination in physical activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates ideas through dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates interesting choreography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can improvise a dance when provided with music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPECIFIC CHARACTERISTICS—DRAMA	Seldom/ Never	Occasionally	Frequently	Consistently
Uses voice effectively in communicating emotions and ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Imitates others; i.e. mimics people or animals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates feelings effectively using facial expressions, gestures, and/or body movements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes original scripts or creates skits from known stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skillfully tells stories, building toward the climax of the action; does not simply retell events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When acting out a written text, effectively delivers author's main ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shifts easily into the role of a character, animal, or object	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses voice effectively in communicating emotions and ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPECIFIC CHARACTERISTICS—VOICE	Seldom/ Never	Occasionally	Frequently	Consistently
Demonstrates a sense of rhythm/beat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates accurate pitch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memorizes songs easily and performs them accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Composes original songs, lyrics, or music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performs musically in ways that are beyond what has been taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performs unusual/difficult rhythms, melodies, or harmonies accurately	<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: DESTREZA EN ARTES DRAMÁTICAS (Es requerida)

After determination has been made, file in student's cum record.

INSTRUCCIONES: Por favor complete las páginas uno y dos de esta forma para el estudiante (segundo año en adelante) 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 del talento 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

REFERENCIA POR LOS PADRES:

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

Destreza en Artes Dramáticas en*: Danza Drama Canto

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 EN ARTES DRAMÁTICAS (Es requerida)

After determination has been made, file in student's cum record.

INSTRUCCIONES: Complete todos los elementos de la Sección I y del grupo al que se refiere la categoría de referencia en la Sección II. 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.

SECCIÓN I: CARACTERÍSTICAS GENERALES: ARTES DRAMÁTICAS	Rara vez o Nunca	Ocasional-mente	La Mayor parte del tiempo	Prácticamente todo el tiempo
Toma la actuación en serio; parece encontrar mucha satisfacción en la realización	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Se dedica completamente al participar en las artes dramáticas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Está dispuesto a probar nuevas experiencias en el arte dramático seleccionado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canta, baila o actúa cuando se le da a escoger actividades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SECCIÓN II: CARACTERÍSTICAS ESPECÍFICAS—DANZA	Rara vez o Nunca	Ocasional-mente	La Mayor parte del tiempo	Prácticamente todo el tiempo
Demuestra sentir el ritmo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tiene un sentido avanzado de equilibrio en comparación con sus compañeros de edad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibe flexibilidad al bailar; es ágil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demuestra coordinación en actividades físicas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comunica ideas a través de la danza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crea coreografía interesante	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Puede improvisar un baile cuando se le proporciona la música	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CARACTERÍSTICAS ESPECÍFICAS—DRAMA	Rara vez o Nunca	Ocasional-mente	La Mayor parte del tiempo	Prácticamente todo el tiempo
Utiliza la voz eficazmente al comunicar emociones e ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Imita a otros; es decir, imita a personas o animales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comunica sentimientos acertadamente utilizando las expresiones faciales, gestos y/o movimientos del cuerpo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Escribe guiones originales o crea guiones a partir de historias conocidas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hábilmente, cuenta historias, construyendo hacia el clímax de la acción; no nada más vuelve a contar acontecimientos simplemente	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cuando actúa un texto escrito, transmite acertadamente las ideas principales del autor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Se desliza fácilmente en el papel de un personaje, animal u objeto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CARACTERÍSTICAS ESPECÍFICAS—CANTO	Rara vez o Nunca	Ocasional-mente	La Mayor parte del tiempo	Prácticamente todo el tiempo
Demuestra sentir el ritmo/compás	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demuestra el tono preciso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memoriza canciones fácilmente y las realiza con precisión	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compone canciones, letra o música original	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Realiza musicalmente en formas que están más allá de lo que se le ha enseñado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Realiza ritmos extraños/difíciles, melodías o armonías con precisión	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



GIFTED/TALENTED IDENTIFICATION PARENT/OTHER REFERRAL FORM:
VISUAL ARTS ABILITY (REQUIRED)

After determination has been made, file in student's cum record.

Instructions: Please complete pages one and two of this form for a student (2nd grade and above) who you believe is demonstrating exceptional strengths or talents and whose performance and achievement should be reviewed to determine eligibility for gifted identification.

Once this form is received, your Local School GATE Screening Committee will review the student's performance data to determine if the criteria for referral 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

Visual Arts Ability

PARENT REFERRAL:

Parent/Guardian's 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 FORM: VISUAL ARTS

(Required)

DIRECTIONS: Complete all items in Section I and the one group in Section II that relates to the category of referral. Read each statement carefully and indicate the frequency of the characteristics observed by placing a (√) in the appropriate number in the space provided according to this scale. Return completed form to your local school.

SECTION I: GENERAL CHARACTERISTICS: VISUAL ARTS	Seldom/ Never	Occasionally	Frequently	Consistently
Takes artwork seriously; seems to find much satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages fully when participating in the visual arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is willing to try out new materials and experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fills extra time with drawing and painting activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SECTION II: SPECIFIC CHARACTERISTICS—VISUAL ARTS	Seldom/ Never	Occasionally	Frequently	Consistently
Draws a wide variety of imaginative things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Puts depth and detail into pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates compelling compositions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows originality. Draws or sculpts things in ways few other students do and in ways not usually taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Likes to model with clay, carve, construct or work with three-dimensional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experiments with color; uses unusual combinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates objects from scraps of leftover materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elaborates on other people’s ideas and uses them as a jumping off point as opposed to copying from others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows unique selection of art media for individual activity or classroom projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deliberate or intuitive understanding of design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays compulsive artistic pursuit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Composes with unusual detail and skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to relate information about subject matter or idea in details and/or space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is interested in other people’s artwork and appreciates, evaluates, and learns from others’ work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows evidence of high psychomotor ability related to a specific art or medium.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seems to portray own experiences and feelings in art projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



**FORMULARIO DE LOS PADRES/OTRO DE REFERENCIA PARA LA IDENTIFICACIÓN
COMO DOTADO/TALENTOSO: DESTREZA EN ARTES VISUALES (Es Requerida)**

After determination has been made, file in student's cum record.

INSTRUCCIONES: Por favor complete las páginas uno y dos de esta forma para el estudiante (segundo año en adelante) 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 del talento del estudiante para determinar si se justifica evaluaciones adicionales y si se 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

Destreza en Artes Visuales

REFERENCIA POR LOS PADRES:

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

o

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 PARA LA IDENTIFICACIÓN COMO DOTADO/TALENTOSO:
DESTREZA EN ARTES VISUALES (Es requerida)

INSTRUCCIONES: Complete todos los elementos de sección I y el grupo en la Sección II que se refiere a la categoría de referencia. Lea cuidadosamente cada declaración e indique la frecuencia de las características observadas mediante la colocación de una (√) en el cajita apropiada en el espacio proporcionado de acuerdo a esta escala. Devuelva el formulario a su escuela local.

SECCIÓN I: CARACTERÍSTICAS GENERALES: ARTES VISUALES	Rara vez o Nunca	Ocasional-mente	La Mayor parte del tiempo	Prácticamente todo el tiempo
Obras de arte se toma en serio; parece encontrar mucha satisfacción.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Se dedica completamente al participar en el arte visual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Está dispuesto a probar nuevos materiales y experiencias.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tiempo extra se llena con actividades de dibujo y pintura.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SECCIÓN II: CARACTERÍSTICAS ESPECÍFICAS—ARTES VISUALES	Rara vez o Nunca	Ocasional-mente	La Mayor parte del tiempo	Prácticamente todo el tiempo
Dibuja una gran variedad de cosas imaginativas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pone la profundidad y detalle en dibujos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crea composiciones cautivadores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Muestra originalidad. Dibuja o esculpe cosas de modos que pocos otros estudiantes hacen y de modos no por lo general enseñados.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Le gusta modelar con arcilla, esculpir, construir o trabajar con materiales tridimensionales.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experimenta con el color; utiliza combinaciones inusuales.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crea objetos de desechos de materiales sobrantes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elabora en las ideas de otras personas y las utiliza como punto en lugar de copiar de otros.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Muestra una selección única de los medios de arte para proyectos individuales de la actividad o clase.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deliberada o intuitivo conocimiento de diseño.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Muestra compulsiva búsqueda artística.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compone con habilidad y detalle inusual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacidad para relacionar información acerca del tema o idea en detalles y/o espacio.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Está interesado en el arte de otras personas. Puede apreciar, evaluar y aprender del trabajo de otros.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidencias de alta capacidad psicomotora relacionada con un determinado arte o medio.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parece transmitir a sus propias experiencias y sentimientos en proyectos artísticos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



GIFTED/TALENTED IDENTIFICATION PARENT/OTHER REFERRAL FORM (Optional)

After determination has been made, file in student's cum record.

Instructions: Completion of this referral form is optional. Should be submitted only if there is a need to present additional information to support the referral. 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.

LAUSD Gifted/Talented Categories

Section I

<input type="checkbox"/> Visual Arts Ability —originates, produces or responds at exceptionally high levels in drawing or painting.
<input type="checkbox"/> Performing Arts Ability —originates, produces or responds at exceptionally high levels in dance, drama or voice.

Please Print

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

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.

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



GIFTED/TALENTED IDENTIFICATION PARENT/OTHER REFERRAL FORM—OPTIONAL

After determination has been made, 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)**

After determination has been made, file in student's cum record.

INSTRUCCIONES: Este formulario es opcional. Por favor complete las Secciones I y II. En la Sección II, Favor de proporcionar dos o tres ejemplos específicos del comportamiento, actividades, productos terminados o proyectos que apoyan a la categoría de referencia.

Sección I

<input type="checkbox"/> <i>Destreza en Artes Visuales</i> – inicia, produce o responde a niveles excepcionalmente altos en dibujo o pintura.
<input type="checkbox"/> <i>Destreza en Artes Dramáticas</i> – inicia, produce o responde a niveles excepcionalmente altos en danza, drama, o canto.

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	

O

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**

After determination has been made, file in student's cum record.

Sección II

¿Cuáles son sus principales razones de referir al estudiante para el Programa Para Alumnos Dotados/Talentedos 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 que nos ayude a conocer los intereses y capacidades del estudiante.

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

<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Comentarios hechos por (escriba en letra de molde)	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> 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 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:
PERFORMING ARTS ABILITY**

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	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: Performing Arts Ability*: Dance Drama Voice

*Students referred for identification as potentially gifted in the area of Performing Arts Ability are evaluated for placement through audition.

Talent assessment date is scheduled: the 3rd Sat. in Nov. and the 3rd Sat. in May **Year:** _____

Student may apply only one time within the school year for the same discipline.

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

A brief description of the categories and identification process is provided on 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 **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. I understand transportation is not provided to the location site.

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. May also provide a copy of the consent form to parent.

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

Do not duplicate back-to-back. Parents are to submit page 1 only.

(Page 2 includes the Performing Arts audition requirements.)



REQUIREMENTS FOR AN AUDITION IN THE PERFORMING ARTS

Applicants must be in the second grade or above

DISTRIBUTE THIS INFORMATION TO CANDIDATES WHOSE REFERRAL PACKETS HAVE BEEN SUBMITTED FOR IDENTIFICATION FOR THE DISTRICTWIDE AUDITION PROCESS.

REGISTRATION

Registration takes place 30 minutes before the scheduled audition. All students will be assessed in the order of their arrival. Students arriving more than 30 minutes late will not be assessed. Parents may remain on campus but may not observe the audition. Candidates must check-in/register in order to participate on the day of the event.

Provided below are the Performing Arts Audition instructions. Candidates who will participate in the performing arts auditions should be aware of the requirements so that they are fully prepared.

1. Candidates must select one category per audition date.
2. Student selection should be age-appropriate material.
3. Candidates must be punctual.

DANCE

Candidates should wear appropriate dance clothing (no costumes, big shirts, jeans, or oversized sweats). Students may wear black and white leotards, tights, t-shirts, or sweats and appropriate dance shoes or bare feet. Long hair should be tied back or pinned up neatly. Students will not be allowed to participate if attire is not appropriate. Candidates should be prepared to do the following:

- Participate in a warm-up.
- Prepare a one-minute, age-appropriate dance to music that is selected and prepared prior to the audition. Candidates should bring a device (charged or with fresh batteries) with music cued to the starting point. **Dance style and musical choices are open and must be age-appropriate** (e.g., ballet, tap, hip hop, etc.).
- Perform a short sequence of choreographed movements, if necessary.
- Perform a short dance improvisation, if necessary.

DRAMA

Candidates should be prepared to do the following:

- Make a one- to two-minute maximum age-appropriate presentation, such as a monologue or an acting routine from a play which has been prepared by the candidate before the audition. **Selection must be age-appropriate and contain no profanity.**
- Give a cold reading or an improvisation on a piece assigned by the evaluator at the audition, if necessary.

VOICE

Candidates should bring either sheet music for an accompanist (or their own accompanist) or any device with music only as an accompaniment that should be cued to the starting point (two-minute maximum); no other voices should be on it, and it should be charged or with fresh batteries. **Selection must be age appropriate.** The student should be prepared to do the following:

- Sing one verse and chorus of an age-appropriate song selected and prepared prior to the audition. (Singing a song a capella is not recommended.)
- Listen to and sing back intervals and rhythms played on the piano, if necessary.
- Sing a song taught by the evaluator at the audition, if necessary.

Students will receive an invitation by letter, which must be brought to the audition. Paperwork will be returned to school if:

- student does not select a category or selects more than one discipline
- required referral forms are missing or not filled out properly
- the student, parent, and teacher evaluations are not signed (Signed forms must be filed in student's cum record.)

Student applications will be processed on a first-come, first-served basis due to limited capacity.

**IMPORTANT INFORMATION: DISTRIBUTE TO PARENTS
DO NOT SUBMIT THIS PAGE WITH PARENT CONSENT FORM.**



**CONSENTIMIENTO DEL PADRE PARA LA EVALUACIÓN COMO DOTADO/TALENTOSO Y COLOCACIÓN EN EL PROGRAMA:
DESTREZAS EN ARTES DRAMÁTICAS**

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 Pacifico Blanco
Domicilio (Debe ser residencial)			Ciudad	Código Postal:	

Su niño ha sido nombrado como candidato para una evaluación e identificación como Dotado/Talento en la siguiente categoría:	
<input checked="" type="checkbox"/> Destreza en Artes Dramáticas en*: <input type="checkbox"/> Danza <input type="checkbox"/> Drama <input type="checkbox"/> Canto	
* Los estudiantes referidos para identificación como potencialmente dotados en el área de Destrezas en Artes Dramáticas son evaluados para la colocación a través de una audición. Fecha de la evaluación: el 3.º sábado en nov. <input type="checkbox"/> y el 3.º sábado en mayo <input type="checkbox"/> Año: _____	
El estudiante puede solicitar la misma disciplina sólo una vez en el año escolar.	

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. Doy mi consentimiento para la evaluación y si es elegible, otorgo mi consentimiento para la participación de mi hijo/hija en el Programa Para Alumnos Dotados/Talentos.

III. No doy mi consentimiento para la evaluación. No deseo que mi hijo/hija participe.

VI. Entiendo que no hay servicio de transportación al lugar.

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

VI. 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 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 Anexo B y C y del consentimiento a los padres.

Do not duplicate back-to-back. Parents are to submit page 1 only.
(Page 2 includes the Performing Arts audition requirements.)



REQUISITOS PARA UNA AUDICIÓN EN EL ÁREA DE ARTES DRAMÁTICAS
Candidatos deben cursar el segundo año en adelante

DISTRIBUTE THIS INFORMATION TO CANDIDATES WHOSE REFERRAL PACKETS HAVE BEEN SUBMITTED FOR IDENTIFICATION FOR THE DISTRICTWIDE AUDITION PROCESS.

REGISTRO

El registro se hace 30 minutos antes del horario de la audición. Todos los estudiantes serán examinados conforme a como van llegando. Los estudiantes que lleguen 30 minutos tarde no se verán. Los padres pueden quedarse en el campo escolar pero no podrán presenciar la audición. Los candidatos deben registrarse para poder participar el día del evento.

Lo siguiente son las instrucciones para la Audición en el Área de Artes Dramáticas. Los Candidatos que van a participar en la audición de Artes Dramáticas deben conocer los requisitos para que estén preparados completamente.

1. Los candidatos deben seleccionar una categoría por cada fecha de audición.
2. La presentación seleccionada debe ser adecuada conforme a su edad.
3. Los candidatos deben ser puntuales.

DANZA

El vestuario de los candidatos debe ser adecuado (no se pongan disfraces, ni usen camisas o playeras grandes, jeans, o sudaderas grandes). El estudiante puede vestir de blanco y negro con medias y leotardos, pantalones deportivos, o camisetas y puede usar zapatos de baile adecuados o bailar descalzo. El pelo largo debe estar recogido. No se le permitirá al estudiante participar si su vestuario no es el adecuado. Los candidatos deben estar preparados para hacer lo siguiente:

- Participar en un calentamiento.
- Presentar un baile conforme a su edad de un minuto con la música preparada que se haya escogido antes de la audición. Los candidatos deben traer su propio aparato con música (debe estar cargado o tener pilas frescas) y la entrada de la grabación debe ser al punto del empiezo. **La opción musical y el estilo del baile están abiertos y deben ser adecuados conforme a su edad** (por ejemplo, ballet, tap, hip hop, etc.).
- Realizar una secuencia corta de movimientos coreográficos, si es necesario.
- Realizar una breve danza improvisada, si es necesario.

DRAMA

Los Candidatos deben estar preparados para:

- Hacer una presentación adecuada conforme a su edad de uno a dos minutos máximo, como un monólogo, o la escena de una obra de teatro que haya sido preparada por el candidato antes de la audición. **La selección debe ser adecuada conforme a su edad y no tener palabras obscenas.**
- Si fuese necesario, dar una lectura en frío de una improvisación de una pieza asignada por el evaluador el día de la audición.

CANTO

El candidato debe traer ya sea su hoja de música para el acompañante (traer su propio acompañante) o su propio aparato con música solamente el cual debe estar cargado o tener pilas frescas (el tiempo máximo es de 2 min.); no se deben escuchar otras voces, la entrada de la grabación debe ser al punto del empiezo y deberá usarse como acompañamiento. **La selección debe ser adecuada conforme a la edad del estudiante.** Los candidatos deben estar preparados para hacer lo siguiente:

- Cantar un verso y un coro de algo adecuado a su edad que haya escogido y preparado antes de la audición. (Cantar a capella no es recomendada.)
- Si fuese necesario, escuchar y cantar intervalos y ritmos tocados en el piano.
- Si fuese necesario, cantar una canción enseñada por el evaluador durante la audición.

Se les invitará a través de una carta la cual deben presentar para registrarse. Los papeles se devolverán a la escuela si:

- el estudiante no selecciona una categoría o si el estudiante selecciona más de una disciplina
- las formas requeridas faltan o están incompletas
- las evaluaciones del maestro, padre o estudiante no han sido firmadas (Documentos firmados deben ser archivados en el registro acumulativo del estudiante.)

Las solicitudes se procesarán conforme como se reciban debido al límite de capacidad.

IMPORTANT INFORMATION: DISTRIBUTE TO PARENTS
DO NOT SUBMIT THIS PAGE WITH PARENT CONSENT FORM.



PARENT CONSENT FOR ASSESSMENT AS GIFTED/TALENTED: VISUAL ARTS ABILITY

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	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: Visual Arts Ability*

*Students referred for identification as potentially gifted in the area of Visual Arts Ability are evaluated for placement through demonstration (Visual Arts)

Talent assessment date is scheduled: the 3rd Sat. in Nov. and the 3rd Sat. in May Year: _____

Student may apply only one time within the school year for the same discipline.

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

A brief description of the categories and identification process is provided on 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 **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. **I understand transportation is not provided to the location site.**

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. May also provide a 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.

Do not duplicate back-to-back. Parents are to submit page 1 only.

(Page 2 includes the Visual Arts demonstration requirements.)



REQUIREMENTS FOR GIVING A DEMONSTRATION IN THE VISUAL ARTS

Applicants must be in the second grade or above

DISTRIBUTE THIS INFORMATION TO CANDIDATES WHOSE REFERRAL PACKETS HAVE BEEN SUBMITTED FOR IDENTIFICATION FOR THE DISTRICTWIDE DEMONSTRATION PROCESS.

The demonstration in the visual arts consists of two parts: An evaluation of the portfolio of artwork brought by the candidate to the demonstration and an evaluation of artwork prepared by the candidate at the demonstration site. The following is a recommendation to best guide the student’s demonstration.

- I. The portfolio should contain a variety of no more than six to ten pieces of the candidate's original artwork. Portfolios should contain samples of artwork that include a selection of media but is not limited to the examples listed. Student artwork must be age-appropriate, current, and must illustrate the student's overall knowledge of the elements of art, perspective, and color theory.

Examples of student’s original work	Media examples	Unacceptable pieces
Watercolor paintings	Charcoal; Conte or crayon/ charcoal	Cartoons; doodles
Still life drawings	Oil pastels	Pencil or pen tracings of commercial art
Landscapes	Mixed media	Painting by numbers
Figure drawings	Pen and ink	Class assignments where all artwork produced looks the same
Self-Portraits	Pencil	Work over three years old
Pieces done for class projects are allowable, if independent individual artwork is produced	Prisma	DVDs, slides, or Power-Point presentations
	Tempera	Copies of copyrighted figures, commercial illustrations, calendars, or direct, un-interpreted renderings of photographs
	Watercolors	

- Artwork should be contained. A student-made folder or commercially made carrying case is acceptable (artwork should not be loose).
- Maximum size of work presented should be 18" x 24".
- Pictures should not be framed. Matting is optional.
- All items must be clearly marked with the candidate's name, grade, and school.

- II. The demonstration consists of candidates working unassisted within time limits on the art exercises described below. Students will use familiar art materials to draw from observation and imagination. The process will take approximately three hours. All materials will be provided.

STILL LIFE: PENCIL ONLY		FREE DRAWING: MIXED MEDIA	
Exercise I	Still life drawing	Exercise II	Free drawing
Media	Pencil only	Media	Pastel, pencil, ink or marker
Time	One hour	Time	One hour

- III. Students will receive an invitation letter, which must be brought to the demonstration. Paperwork will be returned to school if:
- student does not select a category or selects more than one discipline
 - required referral forms are missing or not filled out properly
 - the student, parent, and teacher evaluations are not signed (signed forms must be filed in student’s cum record)

Student applications will be processed on a first-come, first-served basis due to limited capacity.

**IMPORTANT INFORMATION: DISTRIBUTE TO PARENTS
DO NOT SUBMIT THIS PAGE WITH PARENT CONSENT FORM.**



**CONSENTIMIENTO DEL PADRE PARA LA EVALUACIÓN COMO DOTADO/TALENTOSO Y COLOCACIÓN EN EL PROGRAMA:
DESTREZAS EN ARTES VISUALES**

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

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 Pacífico	Asiático	Islas del Latino
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 Artes Visuales

* Los estudiantes referidos para identificación como potencialmente dotados en el área de Destrezas en Artes Visuales son evaluados para la colocación a través de una demostración. Fecha de la evaluación: el 3.º sábado en nov. y el 3.º sábado en mayo Año: _____

El estudiante puede solicitar la misma disciplina sólo una vez en el año escolar.

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 la evaluación 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. Entiendo que no hay servicio de transportación hacia el lugar.

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

VI. **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 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.

Do not duplicate back-to-back. Parents are to submit page 1 only.
(Page 2 includes the Performing Arts audition requirements.)



REQUISITOS PARA LA DEMOSTRACIÓN EN LAS ARTES VISUALES

El candidato deberá cursar del segundo grado en adelante

DISTRIBUTE THIS INFORMATION TO CANDIDATES WHOSE REFERRAL PACKETS HAVE BEEN SUBMITTED FOR IDENTIFICATION FOR THE DISTRICTWIDE DEMONSTRATION PROCESS.

La demostración en las artes visuales consiste en dos partes: Una evaluación del portafolio de dibujos presentado por el candidato en la demostración y una evaluación del arte que el candidato prepare durante la demostración. Lo siguiente es una recomendación para que el estudiante se prepare de la mejor manera.

- I. El portafolio debe contener una variedad de no más de seis a diez, piezas de arte originales del candidato. Los Portafolios deben contener muestras de obras de arte que incluyan una selección de materiales de arte, pero que no se limite a los ejemplos enumerados. Las obras de arte del estudiante deben ser apropiadas para su edad, deben ser actuales, y deben ilustrar el conocimiento general del estudiante de los elementos del arte, la perspectiva y la teoría del color.

Ejemplos de obras originales	Exemplos del material	Piezas inaceptables
Dibujos de acuarela	Carbón; Conte o crayola	Caricaturas; garabatos
Dibujos de naturaleza muerta de objetos reales	Pastel	Calcar con lápiz o tinta cualquier arte comercial
Paisajes	Medios mixtos	Dibujos conectando números
Figuras	Tinta y pluma	Dibujos hechos en clase donde todo se mira igual
Retratos de sí mismo	Lápiz	Dibujos hechos por más de tres años
Piezas hechas en clase como proyectos son permitidos, si éstos son independientes y demuestran su individualidad	Prisma	Presentaciones en PowerPoint, DVD, o diapositivas
	Tempera	Copias protegidas por los derechos de autor de personajes de caricaturas, ilustraciones comerciales, o calendarios, ni versiones directas sin interpretación de fotografías
	Acuarela	

- Los dibujos no deben estar sueltos. Se deben presentar en una carpeta ya sea comercial o en un folder confeccionado por el estudiante.
 - El tamaño máximo del trabajo presentado debe ser de 18" x 24".
 - Los dibujos no deben ponerse en un marco. Encuadrar el trabajo es opcional.
 - Todos los dibujos que se presenten deben tener claramente el nombre, grado, y la escuela del candidato.
- II. La demostración consiste en que los candidatos trabajarán sin ayuda y durante un tiempo limitado como se indica en los ejercicios siguientes. Los alumnos usarán materiales conocidos para dibujar la observación presentada o su imaginación. El proceso durará aproximadamente tres horas. Se les proveerán todos los materiales.

NATURALEZA MUERTA: LÁPIZ SOLAMENTE		DIBUJO DE SU PREDILECCION: MEDIOS MIXTOS	
Ejercicio I	Dibujar una naturaleza muerta	Ejercicio II	Dibujo de su predilección
Medio	Lápiz solamente	Medio	Pastel, lápiz, tinta o marcador
Tiempo	Una hora	Tiempo	Una hora

- III. A los alumnos se les invitará a través de una carta la cual deben presentar en la demostración. Los papeles se devolverán a la escuela si:
- el estudiante no selecciona una categoría o si selecciona más de una disciplina
 - las formas requeridas faltan o no están completadas correctamente
 - las evaluaciones del maestro, padre o estudiante no han sido firmadas (Documentos firmados deben ser archivados en el registro acumulativo del estudiante.)

Las solicitudes se procesarán conforme como se reciban debido al límite de capacidad.

IMPORTANT INFORMATION: DISTRIBUTE TO PARENTS
DO NOT SUBMIT THIS PAGE WITH PARENT CONSENT FORM.



ATTACHMENT F (PA)

REQUEST FOR AN AUDITION IN THE PERFORMING ARTS ABILITY CATEGORY COVER SHEET

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

- Students listed below have been screened as candidates for gifted/talented identification and all supporting documents have 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 (per Parent Consent form)) 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.
- Copy of this form is kept at school site.

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).

Year: _____

PERFORMING ARTS ABILITY, GRADES 2-12—dance, drama, or voice. Date of audition: 3rd Sat. in Nov. May

Please Print Name of Student (Last Name, First Name, Middle Initial)		Student Data			Must Select One Discipline Only Indicate Discipline	For Office Use Only *Preliminary Eligibility Status	
Referral in MISIS	(Last Name, First Name, Middle Initial)	District ID Number (10-Digits)	Enter Ethnicity Name	Grade	Category of Application	Eligible	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

Two applications for one student will automatically be declined and returned to school. Districtwide talent assessment is conducted the third Saturday in November and the third Saturday in May, unless otherwise notified. Gifted/Talented Programs staff will mail the eligibility letter to parents and will send a student eligibility status list to the school.

<hr/> Signature of Principal	<hr/> Date
-------------------------------------	-------------------

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

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



ATTACHMENT F (VA)

REQUEST FOR A DEMONSTRATION IN THE VISUAL ARTS ABILITY CATEGORY

School Name		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 gifted/talented identification and all supporting documents have 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 (per Parent Consent form) 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.
- Copy of this form is kept at school site.

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).

Year: _____

VISUAL ARTS ABILITY, GRADES 2–12—drawing, painting. Date of demonstration: 3rd Sat. in Nov. May

Please Print Name of Student		Student Data			For Office Use Only *Preliminary Eligibility Status	
Referral in MiSiS	Alphabetically (Last Name, First Name, Middle Initial)	District ID Number (10-Digits)	Enter Ethnicity Name	Grade	Eligible	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

Two applications for one student will automatically be declined and returned to school. Districtwide talent assessment is conducted the third Saturday in November and the third Saturday in May, unless otherwise notified. Gifted/Talented Programs staff will mail the eligibility letter to parents and will send a student eligibility status list to the school.

--	--

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

DUPLICATE AS NEEDED.

REF-5234.2

Division of Instruction

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



GIFTED/TALENTED IN THE VISUAL ARTS ABILITY OR PERFORMING ARTS ABILITY CATEGORY
PARENT/SCHOOL REQUEST FOR ADDITIONAL ASSESSMENT

Visual Arts Ability/Performing Arts Ability

The process for requesting an additional assessment or reassessment is different for the Visual Arts Ability and Performing Arts Ability Categories. Given the nature of the assessments, there is technically no reassessment. However, a parent or a school may request an additional assessment in accordance with the following guidelines:

- A student may demonstrate/audition only one time within the school year for the same discipline. However, a new referral/application may be submitted for the same discipline the following academic year.
- MiSiS does not allow more than one referral submitted for the same discipline within one school year.
- Up to two Visual Arts Ability and Performing Arts Ability referrals may be submitted within the same school year if the referral is for a different discipline.
- The student may demonstrate/audition again for that discipline the next school year. A school or a parent may make a new referral. (District screening and referral procedures are followed at the school site.)
- A student may apply in a different discipline within the same school year. (This is reflected in MiSiS as well.)



SPECIFIC CHARACTERISTICS—VOICE	Seldom/ Never	Occasionally	Frequently	Consistently
Demonstrates a sense of rhythm/beat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates accurate pitch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memorizes songs easily and performs them accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Composes original songs, lyrics, or music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performs musically in ways that are beyond what has been taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performs unusual/difficult rhythms, melodies, or harmonies accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<p>_____</p> <p>Teacher Checklist and Comments Completed By (print name above)</p>	<p>_____</p> <p>Print Title</p>
<p> Signature:</p>	<p>Date:</p>



SAMPLE COMMENTS FOR GIFTED/TALENTED STUDENTS: PERFORMING ARTS ABILITY

The following are sample comments to assist school personnel when completing the MiSiS section or completing the request for identification paper application.

DANCE

- Demonstrates exceptional physical balance
- Performs sequences of movement easily and well
- Communicates meaning and feeling with movement
- Uses his/her body as an instrument of expression
- Volunteers to participate in movement activities and dance

DRAMA

- Readily shifts into the role of characters, animals or objects
- Communicates feelings by means of facial expression, gestures and bodily movements
- Uses voice expressively to convey or enhance meaning
- Easily tells a story or gives a vivid account of some experience
- Regularly seeks performance opportunities

VOICE

- Matches pitches accurately
- Is able to duplicate complex rhythms correctly
- Demonstrates unusual ability on an instrument, including voice
- Has a high degree of aural memory/musical memory
- Displays compulsive musical pursuit



SAMPLE COMMENTS FOR GIFTED/TALENTED STUDENTS: VISUAL ARTS ABILITY

The following are sample comments to assist school personnel when completing the MiSiS section or completing the request for identification paper application.

VISUAL ARTS

- Elaborates on other people's ideas and uses them as a jumping off point as opposed to copying from others
- Shows unique selection of art media for individual activity or classroom projects
- Has unusual and richly imaginative ideas
- Composes with unusual detail and skill
- Displays compulsive artistic pursuit
- Displays an ability to depict people and other subjects from their environment at an earlier age than other children.
- Prefers drawing to other forms of entertainment and has the drive to work on his/her own
- Puts depth into drawing, showing planning and good proportion
- Treats art seriously and enjoys it
- Shows originality in modes of undertaking art
- Is willing to try out new materials and experiences
- Pursues art in spare time and stays with an art project longer than other children
- Uses art to express feelings and experiences
- Enjoys doodling and improvising with the effects of lines, shapes, and patterns



**INDEPENDENT CHARTER APPLICATION FOR IDENTIFICATION AS GIFTED AND TALENTED:
VISUAL AND PERFORMING ARTS**

Please type or print legibly in black

Org. Code										Local District					
STUDENT 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:						
Home Address (Must be a residential address.)					City					Zip Code					
II. REFERRAL: Name & Title										Signature:					
Select a Category. Mark <input checked="" type="checkbox"/> one box only. Assessment date requested: 3rd Saturday in <input type="checkbox"/> Nov. <input type="checkbox"/> May Year: _____															
<input type="checkbox"/> Visual Arts <input type="checkbox"/> Performing Arts (Select <u>one</u> discipline): <input type="checkbox"/> Dance <input type="checkbox"/> Drama <input type="checkbox"/> Voice															
III. SCREENING Mark <input checked="" type="checkbox"/> as items are completed (do not submit with referral). A. Documentation is: <input type="checkbox"/> Signed and filed in cum record 1. <input type="checkbox"/> Teacher Checklist 2. <input type="checkbox"/> Referral Form from Parent/Other (Attachment C) 3. <input type="checkbox"/> Parent Consent and Program Placement						B. Referral: Submit the following (do not staple): 1. <input type="checkbox"/> Application for Identification as Talented (Independent charters) 2. <input type="checkbox"/> Parent Consent & Program Placement 3. If applicable: <input type="checkbox"/> Proof of student poverty status <input type="checkbox"/> IEP <input type="checkbox"/> Section 504 Plan <input type="checkbox"/> Approved Fee-for-Service									
C. Previous GATE assessment? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, complete below:															
Date:		<input type="checkbox"/> Visual Arts						<input type="checkbox"/> Eligible <input type="checkbox"/> Not Eligible							
Date:		Performing Arts: <input type="checkbox"/> Dance						<input type="checkbox"/> Eligible <input type="checkbox"/> Not Eligible							
Date:		Performing Arts: <input type="checkbox"/> Drama						<input type="checkbox"/> Eligible <input type="checkbox"/> Not Eligible							
Date:		Performing Arts: <input type="checkbox"/> Voice						<input type="checkbox"/> Eligible <input type="checkbox"/> Not Eligible							
Date:		Site:		Category:				<input type="checkbox"/> Eligible <input type="checkbox"/> Not Eligible							
DETERMINATION OF CANDIDACY/SCREENING COMMITTEE REPORT															
Consideration for eligibility in: <input type="checkbox"/> Visual Arts Performing Arts: <input type="checkbox"/> dance <input type="checkbox"/> drama <input type="checkbox"/> voice <input type="checkbox"/> Not recommended. (Discontinue screening.) 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:					
V. DISTRICT DETERMINATION OF ELIGIBILITY						FOR DISTRICT OFFICE USE ONLY									
[] Not eligible for participation: Total score did not fall within the "Exceptional Range."															
[] Eligible for participation in: Visual Arts Ability [] Performing Arts Ability [] Dance [] Drama [] Voice															
[] Student meets the qualifying score and the federally defined poverty level as per documentation.															
Comments:															
Print Name				Signature of District Staff				[] Administrator [] Designee, Gifted/Talented Programs				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.