



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

**NUMBER:** REF-5233.3

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**PURPOSE:** The purpose of this reference guide is to provide guidelines for identification in the gifted/talented categories of Creative Ability and Leadership Ability. Eligible students are students who attend a L.A. Unified school.

**MAJOR CHANGES:** This revision supersedes REF-5233.2, *Guidelines for Identifying Students as Gifted in the Creative and Leadership Ability Categories*, dated July 24, 2019. It includes changes to student eligibility criteria for participation in Schools for Advanced Studies (SAS) and gifted magnet centers. Students who are identified as gifted/talented in the Creative and Leadership Ability categories meet the eligibility criteria for SAS and gifted magnet centers.

**BACKGROUND:** L.A. Unified Board of Education Gifted and Talented Education (GATE) Plan\_ The L.A. Unified Board of Education has adopted a plan for Gifted and Talented Education (GATE), which identifies district policies and procedures for identifying gifted/talented learners in seven categories. District policies and procedures for gifted/talented identification are in accordance with California State guidance and requirements.

District Gifted and Talented Education (GATE) Policy

In compliance with applicable state statutes and regulations, including 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) policy. This policy is articulated in the 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. Therefore, District policies and procedures are 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  
CoS Administrators  
School Site Principals  
GATE Coordinators  
Teachers



**GUIDELINES:**

**I. GIFTED IDENTIFICATION: CREATIVE AND LEADERSHIP ABILITY CATEGORIES**

- A. Identification Criteria for Creative Ability and Leadership Ability
  1. There is District criteria specific to the Creative Ability and Leadership Ability Categories.
  2. The District has policies and procedures in place that ensure the equitable screening and assessment of diverse student populations.
  
- B. Characteristics of Students with Creative Ability
  1. Demonstrate high curiosity about ideas, objects, situations, or events
  2. Are fluent thinkers, able to generate possibilities, consequences, and related ideas
  3. Make unusual associations between seemingly unrelated ideas, facts, or objects
  4. Produce original ideas (may respond with unexpected answers) and ask many questions
  5. Prefer imposing own structure on situation and learning
  6. Exhibit high tolerance for ambiguity, willingness to take mental and emotional risks
  7. Experiment with whatever is at hand
  8. Are highly imaginative and keenly observant
  9. Demonstrate, to a higher degree, to think and produce beyond conventional limits
  10. Think up many ways to accomplish a goal (may resist following directions)
  
- C. Characteristics of Students with Leadership Ability
  1. Are frequently sought out by peers
  2. Interact easily with other students and adults
  3. Adapt easily to new situations
  4. Influence others to work toward goals (desirable or undesirable)
  5. Are looked to by others for ideas and decisions
  6. Tend to take on more than can be accomplished
  7. Are well-liked by peers
  8. Express higher levels of interpersonal sensitivity
  9. Exhibit the acquisition of social cognition and social competence at an early age
  10. Are highly sociable

**II. REFERRAL GUIDELINES**

- A. Students Eligible for Gifted/Talented Identification Referral
  1. District procedures are designed to ensure that students from all populations in the district have access to the assessment process and, if identified, receive services.
  2. Each academic year, referrals for identification are accepted for



- students in second grade and above, who's creative and leadership ability is markedly advanced in relation to their chronological peers.
3. Any student, whether or not a resident of L.A. Unified, who is enrolled in an L.A. Unified school is eligible for a gifted/talented identification referral.
  4. Referral of a student for identification as gifted/talented is initiated at the L.A. Unified school of attendance and can come from a teacher, parent, member of the community, peer, or a student may self-nominate.
- B. Students Ineligible for Gifted/Talented Identification Referral  
Students not eligible for referral include students enrolled in:
1. Private schools.
  2. Independent charter schools either outside of L.A. Unified boundaries or not authorized by L.A. Unified.
  3. Home school programs not affiliated with the City of Angels, an independent study school for L.A. Unified.
- C. Charter Schools - See Section VIII of this reference guide for information regarding referral procedures for affiliated and independent charter schools.

### III. SCHOOL SCREENING PROCESS

- A. School Site Administrator Annual GATE Responsibilities
1. At the beginning of each academic year, it is the responsibility of the school administration to:
    - a. Understand the process for the assessment and identification of gifted and talented students for each category of identification. See Attachment A, *Gifted/Talented Referral, Screening, Assessment and Identification Process Flow Chart*.
    - b. Distribute each academic year information regarding:
      - i. Gifted/talented programs and services
      - ii. Gifted/talented referral, screening and identification procedures, and timeline
    - c. Communicate through school newsletter or announcements that referrals for gifted/talented identification are accepted from parents/families, teachers, peers, members of the community, or self-nominated students.
    - d. Support equitable access by distributing the following:
      - i. Attachment B, *Gifted/Talented Categories of Identification* (English/Spanish), provides an overview of the gifted identification categories and process.
      - ii. Attachment C, *Parent/Other Referral Form/Checklist for Gifted/Talented Identification*, is the form that parents/guardians will use to refer a child for identification.
      - iii. Attachment C-1, *Optional Gifted/Talented Identification Referral Form, C-1*, (English/Spanish) may be used when the referrer



- would like to include additional information not provided in Attachment C.
- iv. Attachment D, Teacher Referral Checklist (Creative Ability/Leadership Ability) for *Gifted/Talented Identification*.
2. It is also the responsibility of the school administration to establish a 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. School GATE Screening Committee
1. The School GATE Screening Committee should be comprised of a minimum of three 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 School GATE Screening Committee should understand how to identify and serve culturally, linguistically, and economically diverse students.
  3. The School GATE Screening Committee must establish a process and a timeline to ensure that all referred students are screened in a timely manner.
  4. It is the responsibility of the GATE coordinator to distribute to staff Attachment E, *School GATE Screening Committee Referral Cover Sheet*, so staff can list students who have been referred for Creative Ability or Leadership Ability Identification.
  5. Teachers/staff must submit with Attachment E all referral forms received from parents, peers, students, teachers and members of the school community to the school GATE coordinator.
  6. If gifted/talented identification does not reflect the demographics of the school, then site administration and the School GATE Screening Committee must:
    - a. Determine which populations are underrepresented and the extent of the disparity.
    - b. Take immediate action at the referral level to address under-representation, if applicable.
- C. Screening Initiation Process for Students Attending L.A. Unified or Affiliated Charter Schools
1. Before the on-site screening committee meets, a referral must be initiated in MiSiS at <https://achieve.lausd.net/MiSiS> by the school's GATE coordinator. See Section IV, Procedures for Submitting a Referral in MiSiS.
  2. After a referral is initiated in MiSiS, a staff member who is most familiar with the student must complete in MiSiS the *Teacher Checklist*, which will serve as a screening tool.
  3. Once a referral is initiated in MiSiS, school site screening must be scheduled and completed within the next 30 days.



#### IV. PROCEDURES FOR SUBMITTING A REFERRAL IN MISIS

##### A. MiSiS-School GATE Coordinator User Role

1. Prior to initiating the online referral process, schools (including affiliated charters) must obtain schoolwide access to MiSiS for GATE referrals.
2. The school site GATE coordinator must log in to <http://oneaccess.lausd.net>, click on *Manage/Edit Roles* under the MiSiS application, and then click on *New Request* to apply for a School GATE Coordinator user role. (User Role Request must be approved by the school administrator.)
3. Deadline
  - a. Students may be referred for Creative or Leadership Ability evaluations any time during an academic year prior to the deadline in the third week of May. For the deadline in a given school year, refer to the applicable annual GATE Calendar.
  - b. Once a referral is created in MiSiS, the online referral should be completed within 30 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, the *Teacher Checklist*, and parent consent prior to the deadline.

##### B. MiSiS Login

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

##### C. MiSiS Tasks

1. The school GATE coordinator completes all of the following fields under *School Required Section*:
  - a. Referral
  - b. Screening (assign staff member who is to complete *Teacher Checklist*)
    - i. Clicks the Save button after assigning *Teacher Checklist*. This button may be used throughout the online referral process to save work and return at a later time.



- ii. *Note-Teacher Checklist* must be completed before proceeding to the next field.
  - c. Screening Committee Report
2. The school GATE coordinator clicks the *Submit* button when all fields are complete and referral is ready for submission.

## V. SCHOOL SCREENING GUIDELINES FOR STUDENTS ATTENDING L.A. Unified OR AFFILIATED CHARTER SCHOOLS

### A. Review of School Referral Forms

1. The 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. Evidence to support such abilities include, but are not limited to the following quantitative and qualitative documentation:
  - a. Exemplary student work samples, products, or activities (any media format) that exhibit the characteristics of creativity or leadership
  - b. Report card grades and/or cumulative record comments that suggest exemplary student ability in creativity or leadership in one or more discipline
  - c. *Parent/Other Referral Form/Checklist* (Attachment C and/or C-1)
  - d. *Teacher Checklist* (Attachment D) and/or observations

### B. Determining Eligibility for Gifted/Talented Programs Assessment

1. If after reviewing referrals, the School GATE Screening Committee determines that a candidate is eligible for referral to Gifted/Talented Programs, a signed copy of the *Parent Consent for Assessment* (Attachment E) must be obtained for each student referred for assessment.
2. The original, signed consent must be included in the school's GATE Referral Packet that is submitted to Gifted/Talented Programs and a copy must be filed in student's cumulative record. For more information, see Section VI.

### C. Completion of Request for Assessment Cover Sheet

1. After reviewing all referrals and Teacher Checklists entered in MiSiS, the School GATE Screening Committee lists the names of students and provides all requested information on Attachment F, *Request for Assessment Cover Sheet*.
2. If the School GATE Screening Committee determines that a candidate is not eligible for an assessment referral, it is the responsibility of the school GATE coordinator to notify the stakeholder making the referral.
3. The process for requesting an additional assessment or reassessment is different for these two gifted/talented identification categories. Given the nature of the assessments for Creative Ability and Leadership



Ability identification categories, there is technically no reassessment. However, a parent or a school may request an assessment the following academic year. See Attachment G, *Gifted/Talented in the Creative Ability or Leadership Ability Category: Parent/School Request for Additional Assessment*.

4. It is the responsibility of the school GATE coordinator to include in the GATE Referral Packet all required documentation included in VI. A. 3. of this memorandum.

## VI. MAILING GATE REFERRAL PACKETS

### A. Guidelines for Mailing GATE Referral Packets

1. To list the name of a student on the *Request for Assessment Cover Sheet* without appropriate screening is not permitted.
2. The GATE Referral Packet for each cost center must include current forms, signatures, and be assembled separately by identification category.
3. School personnel are to submit the following in the GATE referral packets:
  - a. *Parent Consent for Assessment and Program Placement* (Attachment E)
  - b. *Request for Assessment Form* (Attachment F)
  - c. *Request for Assessment-Student Achievements* (Attachment F-1)
  - d. Student portfolio—three to five exemplary items
  - e. Copy of current IEP or Section 504 Plan, if applicable
  - f. Approved *Fee-for-Service* form, if applicable
4. For scanning purposes, each document in a GATE referral packet must meet the following guidelines:
  - a. Legible, one-sided originals, blue/black ink, white paper, no staples or highlighted areas
  - b. Incomplete or illegible documents will result in the return of the GATE referral which will result in a delay in processing
5. Mail Creative and Leadership Ability GATE Referral Packets via school mail or U.S. Postal service to:

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

6. Student documentation submitted by fax or e-mail will not be accepted.
7. To avoid delays, do not mix your Creative Ability and Leadership Ability referrals with any other categories.



- B. Incomplete or Incorrectly Submitted GATE Referral Packet
  - 1. If a GATE Referral Packet is incomplete, not submitted correctly, or there is no evidence that on-site screening was conducted, the packet will not be time-stamped and will be returned to the school.
  - 2. GATE Referral Packets are reviewed in order received so returned packets will result in a delay in processing.

## VII. EVALUATION PROCESS

- A. Evaluation Conducted by Gifted/Talented Programs
  - 1. Evaluation for Creative Ability and Leadership categories is conducted through a student portfolio with work samples. For portfolio details, see *Request for Assessment* (Attachment F-1).
  - 2. Evaluations are reviewed in the order received.
- B. School or Parent Reassessment Request
  - 1. The process for requesting an additional assessment or reassessment is different for these two gifted/talented identification categories. Refer to Attachment G.
  - 2. Given the nature of the evaluation, there is technically no reassessment.
  - 3. MiSiS does not allow more than one referral to be submitted for the same discipline within one school year.
  - 4. However, a parent or a school may request an additional assessment the following academic year.
  - 5. In accordance with District policy, standard screening and referral procedures for this new referral must be followed.

## VIII. NOTIFICATION OF STUDENT ELIGIBILITY

- A. Eligible and Ineligible Status
  - 1. Gifted/Talented Programs office staff will mail notification letters regarding student eligibility status to schools.
  - 2. It is the responsibility of school personnel to forward the notification letters of eligibility/ineligibility to parents within 30 days.
- B. Parent Notification Letters
  - 1. School personnel with an approved user role, e.g., GATE coordinator, can access a copy of the notification letter through MiSiS.
  - 2. To download the notification letter:
    - a. Log in to <https://achieve.lausd.net/MiSiS>
    - b. Click on the following:
      - i. Reports
      - ii. GATE
      - iii. GATE Notification letter





C. GATE Student Roster

1. A GATE Student Roster is available on MiSiS
2. Authorized school staff can generate a GATE student roster of identified students by:
  - a. Logging in to <https://achieve.lausd.net/MiSiS>
  - b. Clicking on the following:
    - i. Reports
    - ii. GATE
    - iii. GATE Student Roster

D. Student Results

1. Parents have the right to request student results.
2. Parents can request student results from the GATE office by completing the request form available at <http://achieve.lausd.net/gate>.

E. Documentation of Parent Notification

1. Once parents have been notified, it is the responsibility of school personnel to document this in MiSiS.
2. School personnel enter a checkmark (✓) in MiSiS on the *Notification of Eligibility Sent* under Screening Committee Report section and confirm student identification status.

F. Cumulative Record

1. A copy of the notification letter must be filed in the student's cumulative record.
2. If the student transfers to another school, the cumulative record is forwarded to the new school.

G. Gifted/Talented Services

1. Once identified, students must be provided quality differentiated educational programs and resources to promote student achievement.
2. The informative, *Gifted/Talented Programs Overview*, detailing Districtwide program options (English/Spanish) must be distributed to "eligible" students only.
3. The informative is mailed to schools with the *Notification of Eligibility* by the GATE office. It is also available for download on the GATE webpage at <https://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 receive GATE services.
5. Students identified in the Creative and Leadership Ability categories are eligible for participation in Schools for Advanced Studies and gifted magnet centers.



## IX. REFERRAL PROCEDURES FOR AFFILIATED AND INDEPENDENT CHARTER SCHOOLS

- A. Charter School Students - Independent and affiliated charter schools may request evaluations for identification of students through the Fee-for-Service process by contacting the Charter Schools Division at (213) 241-0399.
- B. Fee-for-Service Process
1. Designated school personnel complete the Fee-for-Service form and submit referrals as soon as the principal's signature is obtained.
  2. Use one Fee-for-Service form for each category and/or program.
  3. An original Fee-for-Service form must be included with the referral packet. Failure to include the Fee-for-Service form will create delays in processing.
  4. For filing purposes, fax signed copies to: Charter Schools Division, (213) 241-2054 and Gifted/Talented Programs, Attn.: Fee-for-Service, (213) 241-8975.
- C. Independent and Affiliated Charter Schools Student Referrals and Requests for Assessment or Application for Identification
1. Independent and affiliated charter schools referring students for identification must be located within L.A. Unified boundaries and authorized by L.A. Unified.
  2. Affiliated charter schools must follow screening and referral procedures delineated in all of the sections above.
  3. Only affiliated charter school GATE coordinators can create a referral in MiSiS.
  4. In addition to the items delineated in Section VI of this reference guide, independent charter schools must submit the following to Gifted/Talented Programs, ATTN: Indicated Category:
    - a. *Teacher Checklist for Creative Ability or Leadership Ability* (Attachment H)
    - b. *Application for Identification as Gifted* (Attachment I) which must include original signatures and date that application is signed
- D. Confirmation of Services
1. Gifted/Talented Programs will send a completed *Confirmation of Services* (COS) form for the school administrator's signature.
  2. Upon receipt of the signed form, Gifted/Talented Programs office will forward the signed COS form to the Charter School Division for final billing.
  3. Schools are not billed if services are not rendered.



E. School Notification of Student Eligibility

1. Gifted/Talented Programs will mail the *Notification of Eligibility* to the affiliated or independent charter schools.
2. The charter school is to distribute the parent notification letter(s).

**RELATED  
RESOURCES:**

For information regarding District policy, gifted/talented identification procedures, and requirements, refer to BUL-269.11, *Policy for Assessing and Identifying Students for Gifted/Talented Programs*.

**ASSISTANCE:**

- **Guidelines and Referral Procedures:** Contact Michelle Papazyan, Specialist, Gifted/Talented Programs, Advanced Learning Options, at (213) 241-6500 or [mpapazya@lausd.net](mailto:mpapazya@lausd.net).
- **MiSiS and MyData:** Call IT Helpdesk at (213) 241-5200, Option 5, or to open a ticket, go to <http://achieve.lausd.net/MiSiS>.



**GIFTED/TALENTED REFERRAL, SCREENING, ASSESSMENT AND IDENTIFICATION PROCESS FLOW CHART**

**GIFTED AND TALENTED EDUCATION POLICY**

It is the responsibility of the school GATE coordinator to fully understand the District's identification process and to share it with school staff, parents and community (see BUL-269.11 for the District's referral policy). Districtwide meetings and professional development opportunities with a focus on GATE identification are held throughout the school year. Additionally, school site GATE coordinators may register on MyPLN for small group meetings on GATE identification. Accordingly, District educators may register on MyPLN for GATE professional development opportunities, including the GATE Symposium. Registration for GATE Salary Point classes is through MyPLN.

**SEARCH AND REFERRAL**

Refer to *Referral and School Screening Process*, REF-5233.3, for the Local School GATE Screening Committee responsibility and step-by-step instructions on the District's referral process. Per District policy, student referrals must proportionally reflect the demographics of the school.

**SCREENING**

The School GATE Screening Committee review requires documents to recommend students for gifted identification and create the referral in MiSiS. (Refer to *Procedures for Submitting a Request for Assessment in MiSiS and Assessment Process*, REF-5233.3, for directions.)

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**

<b>SEND TO GIFTED/TALENTED PROGRAMS OFFICE</b>		<b>SEND TO DESIGNATED GATE PSYCHOLOGISTS AT THE LOCAL DISTRICT</b> <small>(See Designated GATE Psychologist Directory, Attachment J.)</small>
<ul style="list-style-type: none"> <li>- <b>Performing Arts Ability Category</b> (Dance, Voice, Drama)</li> <li>- <b>Visual Arts Ability Category</b> (Demonstration/Portfolio Assessment)</li> </ul> <p><b>Note:</b> Audition and Demonstration Assessments are held on the 3<sup>rd</sup> Saturday of November and the 3<sup>rd</sup> Saturday of May.</p>	<ul style="list-style-type: none"> <li>- <b>High Achievement Ability Category</b></li> <li>- <b>Specific Academic Ability Category</b></li> <li>- <b>Leadership Ability Category</b> (Portfolio Assessment)</li> <li>- <b>Creative Ability Category</b> (Portfolio Assessment)</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Intellectual Ability Category</b> <ul style="list-style-type: none"> <li>- Gifted</li> <li>- Highly Gifted Applicable</li> <li>- Highly Gifted</li> </ul> </li> </ul> <p><b>Note:</b> 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 must 1) confirm student's eligibility status, 2) record in MiSiS when parents have been notified, 3) distribute notification letter to parents and 4) place a copy of notification letter in student's cumulative record.
- Once identified, students must be provided quality differentiated educational programs and resources to promote student achievement. Per District policy, 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**

Los Angeles Unified School District (L.A. Unified) 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**

<b>Intellectual Ability</b>	Second semester of kindergarten and above	Students whose general intellectual development is markedly advanced in relation to their chronological peers.
<b>High Achievement Ability</b>	2 <sup>nd</sup> Grade only	Students who demonstrate high achievement on a nationally standardized, norm-referenced, group administered measure of verbal and non-verbal school abilities.
	5 <sup>th</sup> 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.
<b>Specific Academic Ability</b>	5 <sup>th</sup> 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.
<b>Performing Arts Ability</b>	2 <sup>nd</sup> Grade and above	Students who originate, perform, produce, or respond at exceptionally high levels in dance, drama or voice.
<b>Visual Arts Ability</b>	2 <sup>nd</sup> Grade and above	Students who originate, perform, produce, or respond at exceptionally high levels in drawing or painting.
<b>Creative Ability</b>	2 <sup>nd</sup> 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.
<b>Leadership Ability</b>	2 <sup>nd</sup> 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 IDENTIFICATION**

1. A referral for identification is made by a teacher, parent, student or any member of the school community. See school site administration for a copy of the referral form for any of the seven categories of identification.
2. The 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
  - submits a request to the appropriate office
3. Designated District Gifted/Talented staff member(s):
  - reviews all screening and assessment data
  - requires, when appropriate, a test, audition or demonstration
  - makes a final determination on the eligibility of students
4. Notification of student eligibility or ineligibility sent to parent/family.



ATTACHMENT B

**CHARACTERISTICS OF GIFTED/TALENTED STUDENTS**

While gifted and talented learners display a 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 of 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
- Uses 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 such as 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 particular subject or skill
- Strives toward perfection in a particular 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 visual 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 (L.A. Unified por sus siglas en inglés) define un estudiante dotado/ talentoso como el que exhibe excelencia o la capacidad avanzada cronológicamente en relación al de sus compañeros en una o más categorías dotados/talentosos.

**CATEGORÍAS DE IDENTIFICACIÓN**

<b>Habilidad Intelectual</b>	Segundo semestre del kinder en adelante	Aquellos estudiantes cuyo desarrollo intelectual en general está sumamente avanzado cronológicamente en relación al de sus compañeros.
<b>Aprovechamiento Superior</b>	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.
<b>Destrezas Académicas Específicas</b>	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.
<b>Destrezas en las Artes Dramáticas</b>	Segundo año en adelante	Aquellos estudiantes que inician, trabajan, producen o responden a niveles excepcionalmente altos en danza, drama o canto.
<b>Destrezas en las Artes Visuales</b>	Segundo año en adelante	Aquellos estudiantes que inician, trabajan, producen o responden a niveles excepcionalmente altos en dibujo o pintura.
<b>Destreza en el área de Creatividad</b>	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.
<b>Destreza en el área de Liderazgo</b>	Segundo año en adelante	Aquellos estudiantes que demuestran seguridad y conocimientos; influncian a los demás con eficacia; demuestran habilidad para resolver problemas y tomar sus propias decisiones; expresan ideas con claridad oralmente o por escrito; demuestran tener un propósito y un sentido de ubicación.

**PROCESO DE IDENTIFICACIÓN**

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

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



## **CARACTERÍSTICAS DE ESTUDIANTES DOTADOS/TALENTOSOS**

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

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

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

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

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

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

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

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

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

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

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

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

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





**GIFTED/TALENTED IDENTIFICATION PARENT/OTHER REFERRAL FORM:**  
**CREATIVE/LEADERSHIP ABILITY**

FILE IN STUDENT'S CUM RECORD

**INSTRUCTIONS:** Please complete pages one and two of this form for your child who you believe is demonstrating exceptional strengths or talents and, therefore, would like your child's strengths and/or talents to be reviewed to determine eligibility for gifted identification.

Once this form is received, your 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 School GATE Screening Committee will communicate the results of the screening process to parents.

Please Print

<b>Student Last Name</b>	<b>Student First Name</b>	<b>M.I.</b>	<b>Date of Birth</b>
<b>Complete Name of School</b>			<b>Grade</b>
<b>Select one:</b> <input type="checkbox"/> Creative Ability <input type="checkbox"/> Leadership Ability			

**PARENT REFERRAL:**

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

**OR**

**REFERRAL BY OTHER (community member, peer, self)**

Please Print

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

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



**GIFTED/TALENTED IDENTIFICATION PARENT/OTHER REFERRAL CHECKLIST**  
**CREATIVE/LEADERSHIP ABILITY**

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

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

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



**FORMULARIO DE LOS PADRES/OTROS DE REFERENCIA PARA LA IDENTIFICACIÓN COMO  
DOTADO/TALENTOSO: DESTREZA CREATIVA O EN EL ÁREA DE LIDERAZGO**  
FILE IN STUDENT'S CUM RECORD

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

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

Letra de molde por favor

<b>Apellido del Estudiante</b>	<b>Primer Nombre del Estudiante</b>	<b>Inicial</b>	<b>Fecha de Nacimiento</b>
<b>Nombre Completo de la Escuela</b>			<b>Grado</b>
<b>Seleccione una:</b> <input type="checkbox"/> Destreza Creativa <input type="checkbox"/> Destreza en el Área de Liderazgo			

**REFERENCIA POR LOS PADRES:**

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

Q

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

Letra de molde por favor

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

***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.***



ANEXO C

**LISTA DE REFERENCIA DE LOS PADRES/OTROS PARA LA IDENTIFICACIÓN COMO DOTADO/TALENTOSO: DESTREZA CREATIVA O EN EL ÁREA DE LIDERAZGO — (Es requerida)**

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

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

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



**SCHOOL GATE SCREENING COMMITTEE REFERRAL COVER SHEET**

Attachment D is kept at the school site. This form does NOT need to be submitted.

*L.A. Unified School District's GATE policy 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 any stakeholder for identification. Submit this form, including any parent referral forms, with evidence that support students' abilities to the GATE coordinator. It is the responsibility of the School GATE Screening Committee to determine if there is sufficient evidence to support a student's application for evaluation.

**CATEGORIES FOR FORMAL IDENTIFICATION:**

CATEGORY	GRADES	DEFINITION
<b>Intellectual Ability</b>	<b>K-12</b>	Students whose general intellectual development is markedly advanced in relation to their chronological peers (one semester teacher observation required).
<b>High Achievement</b>	<b>5-12; 2 (OLSAT-8)</b>	Students who function at highly advanced levels in both English-Language Arts/Reading and Mathematics (two consecutive years of evidence required); Students who demonstrate high achievement on a nationally standardized, norm-referenced, group administered measure of verbal and non-verbal school abilities (2 <sup>nd</sup> Grade OLSAT-8 only).
<b>Specific Academic Ability</b>	<b>5-12</b>	Students who function at highly advanced levels in either English-Language Arts/Reading, or Mathematics (three consecutive years of evidence required).
<b>Creative Ability</b>	<b>2-12</b>	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.
<b>Leadership Ability</b>	<b>2-12</b>	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.
<b>Visual and Performing Arts</b>	<b>2-12</b>	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/GUARDIAN CONSENT FOR GIFTED/TALENTED  
ASSESSMENT AND PROGRAM PLACEMENT**

STUDENT MUST ATTEND AN L.A. Unified SCHOOL

Please type or print  
legibly in black ink.

DISTRICT IDENTIFICATION NUMBER									

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

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

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

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

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

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

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

Specify Accommodations: \_\_\_\_\_

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

II.  I consent to an assessment, which may include the evaluation of the student's performance, portfolio, checklists, etc. **and** if found eligible, I hereby give my consent for the above-named student to participate in the Gifted/Talented Program.

III.  I do not consent to an assessment.    I do not consent to my child's participation.

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

V. Parent/Guardian Signature

Relationship to Pupil

(Evidence of legal guardianship required)

Date

**SCHOOL PERSONNEL:**

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

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



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

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

Escriba con letra legible.

NÚMERO DE IDENTIFICACIÓN DEL DISTRITO									

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

Su niño ha sido nombrado como candidato para una evaluación e identificación como Dotado/Talentoso en la siguiente categoría:									
<input type="checkbox"/> Destreza en el área de Creatividad					<input type="checkbox"/> Destreza en el área de Liderazgo				

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

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

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

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

- |  |   |
|--|---|
| <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 una evaluación la cual puede incluir la evaluación de su rendimiento académico, portafolio, lista de características, etc. **y** si es elegible, otorgo mi consentimiento para la participación de mi hijo/hija en el Programa Para Alumnos Dotados/Talentosos.
- III.  No doy mi consentimiento para la evaluación.  No deseo que mi hijo/hija participe.

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

V. Firma del Padre/Tutor

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

Fecha

**FACULTAD ESCOLAR:**

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





ATTACHMENT F (CA)

**REQUEST FOR ASSESSMENT COVER SHEET: CREATIVE ABILITY CATEGORY**

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

- Students listed below have been screened as candidates for identification as gifted/talented and all supporting evidence has been reviewed and verified.
- Parent has signed the consent to assess and program placement form, copy is filed in cum and originals are attached.
- All addresses are current and students have been verified as attending L.A. Unified.
- All screening documents (teacher checklist/parent/other referral forms, including F-1/CA) have been completed, are properly assembled and are attached.
- A copy of this form is kept at school site.

Referral in MiSIS	Please Print Name of Student <b>Alphabetically</b> (Last Name, First Name, Middle Initial) <b>Grouped by grade level</b>	Student Data			For Office Use Only *Preliminary Eligibility Status	
		Student 10-Digit ID Number	Enter Ethnicity Name	Grade	Eligible	Ineligible
1	<input type="checkbox"/>					
2	<input type="checkbox"/>					
3	<input type="checkbox"/>					
4	<input type="checkbox"/>					
5	<input type="checkbox"/>					
6	<input type="checkbox"/>					
7	<input type="checkbox"/>					
8	<input type="checkbox"/>					
9	<input type="checkbox"/>					
10	<input type="checkbox"/>					

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

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

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

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

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

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

DUPLICATE AS NEEDED.



**REQUEST FOR EVALUATION: CREATIVE ABILITY CATEGORY**

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

**INSTRUCTIONS:**

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

Please Print

Creative Ability

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

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

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

**Summary:**

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

**Summary:**



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

Summary:

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

Summary:

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

Summary:



ATTACHMENT F (LA)

**REQUEST FOR ASSESSMENT COVER SHEET: LEADERSHIP ABILITY CATEGORY**

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

- Students listed below have been screened as candidates for identification as gifted/talented and all supporting evidence has been reviewed and verified.
- Parent has signed the consent to assess and program placement form, copy is filed in cum and originals are attached.
- All addresses are current and students have been verified as attending L.A. Unified.
- All screening documents (teacher checklist/parent/other referral forms, including F-1/LA) have been completed, are properly assembled and are attached.
- A copy of this form is kept at school site.

Referral in MiSiS	Please Print Name of Student  Alphabetically (Last Name, First Name, Middle Initial) Grouped by grade level	Student Data			For Office Use Only *Preliminary Eligibility Status	
		Student 10-Digit ID Number	Enter Ethnicity Name	Grade	Eligible	Ineligible
1	<input type="checkbox"/>					
2	<input type="checkbox"/>					
3	<input type="checkbox"/>					
4	<input type="checkbox"/>					
5	<input type="checkbox"/>					
6	<input type="checkbox"/>					
7	<input type="checkbox"/>					
8	<input type="checkbox"/>					
9	<input type="checkbox"/>					
10	<input type="checkbox"/>					

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

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

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

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

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

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

DUPLICATE AS NEEDED.



**REQUEST FOR ASSESSMENT: LEADERSHIP ABILITY CATEGORY**

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

**INSTRUCTIONS:**

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

Please Print

**Leadership Ability**

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

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

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

Summary:	
----------	--

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

Summary:	
----------	--



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

**Summary:**

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

**Summary:**

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

**Summary:**



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

**Creative Ability/Leadership Ability**

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

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



**TEACHER CHECKLIST: CREATIVE ABILITY CATEGORY**

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

**A. CHECKLIST FOR IDENTIFICATION AS GIFTED/TALENTED**

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

<b>Last Name</b>	<b>First Name</b>	<b>Student ID No.</b>	

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

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

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

Teacher Checklist and Comments Completed by (print name above)	Print Title
Signature:	Date:





**SAMPLE COMMENTS FOR GIFTED/TALENTED STUDENTS: CREATIVE ABILITY**

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

**CREATIVE ABILITY:**

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



**TEACHER CHECKLIST: LEADERSHIP ABILITY CATEGORY**

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

**A. CHECKLIST FOR IDENTIFICATION AS GIFTED/TALENTED**

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

--	--	--	--	--	--	--	--	--	--	--

Last Name

First Name

Student ID No.

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

1) No opportunity to observe 2) Seldom/Never 3) Occasionally 4) Frequently 5) Consistently	1	2	3	4	5
Has excellent leadership skills; is considered a "leader" in the school/classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acts responsibly in social situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Projects a positive image to peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates or participates in service projects; generates ideas for helping others, for example, creating a school-wide recycling program, creating water saving device for a third world country, or fund raising for tsunami, drought, hunger, AIDS, or earthquake victims	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands diverse attitudes, skills, and talents; interacts effectively with a diversity of people while working towards a common goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Earns the respect and trust of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resolves peer disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the desire to be challenged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapts readily to new situations; is flexible in thought and action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has group dynamic skills; has the ability to motivate others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes charge and is responsible in group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has excellent written and/or oral communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows excellent planning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generates solutions to social and environmental problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has an advanced ability to make sound judgments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the ability to comprehend larger systems of knowledge than age peers	<input type="checkbox"/>	<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><b>Teacher Checklist and Comments Completed by (print name)</b></p>		<p>_____</p> <p><b>Print Title</b></p>	
<p> <b>Signature:</b></p>		<p><b>Date:</b></p>	



**SAMPLE COMMENTS FOR GIFTED/TALENTED STUDENTS: LEADERSHIP ABILITY**

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

**LEADERSHIP ABILITY:**

- Inspires and motivate others
- Organizes others
- Recognizes skills and abilities possessed by others
- Interacts with others, easily showing social skills
- Recognizes and can articulate the goals of a group
- Can articulate ideas clearly
- Can listen to others empathetically
- Understands how people feel and how groups function
- Can give directions clearly and effectively
- Exercises authority reliably and responsibly
- Can adopt non-leadership roles within a group
- Can establish the mood of a group
- Supports others in a group when appropriate
- Can coordinate the work of several individuals
- Is often asked for ideas and suggestions
- Is looked to by others when something must be decided



**APPLICATION FOR IDENTIFICATION AS GIFTED/TALENTED**

Please type or print  
legibly in black ink.

**CREATIVE OR LEADERSHIP  
ABILITY CATEGORIES**

<b>Loc. Code</b>			<b>Local District</b>

<b>STUDENT IDENTIFICATION NUMBER</b>										
--------------------------------------	--	--	--	--	--	--	--	--	--	--

<b>Special Education</b> —Indicate the following:	<b>English Language Development</b>	<b>Poverty Level Indicator</b>
Eligibility: _____ <input type="checkbox"/> Copy of IEP or 504 Plan	ELD Level: _____ Classification: _____	<input type="checkbox"/> No <input type="checkbox"/> Yes (Submit Documentation)

<b>Student Ethnic Background</b> (Enter ethnicity name on the referral form):	American Indian or Alaskan Native	Asian	African American or Black	Latino	White Pacific Islander
--	--------------------------------------	-------	------------------------------	--------	---------------------------

<b>I. Last Name</b>	<b>First Name</b>	<b>M.I.</b>	<b>Sex</b>	<b>Grade</b>	<b>Birth Date</b>	<b>Ethnicity</b>
---------------------	-------------------	-------------	------------	--------------	-------------------	------------------

<b>School</b>	<b>Student Language:</b>	<b>Home Language:</b>
---------------	--------------------------	-----------------------

<b>Parent/Guardian Name</b>	<b>Work Phone:</b>
	<b>Home Phone:</b>

<b>II. REFERRAL</b> Print Name & Title: _____	Signature: _____
--	------------------

Select a Category.  Creative Ability  Leadership Ability

<b>III. SCREENING</b> Mark [✓] as items are completed.	<b>B. Referral</b> —Attach one-sided originals to Attachments F & F-1 (do not staple):
<b>A. Documentation is:</b> <input type="checkbox"/> Signed and filed in cum record	1. <input type="checkbox"/> Application for Identification (Independent charter schools only)
1. <input type="checkbox"/> Teacher Checklist (L.A. Unified completed in	2. <input type="checkbox"/> Parent Consent & Program Placement
2. <input type="checkbox"/> MiSiS) Referral form from Parent/Other	3. <input type="checkbox"/> Teacher Checklist (Independent charter schools only)
3. <input type="checkbox"/> (Attachment C) Parent Consent & Program Placement	4. 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

**B. Previous GATE assessment?**  Yes  No If yes, complete below:

<b>Year:</b> _____	<b>School:</b> _____	<b>Category:</b> _____	<input type="checkbox"/> Eligible <input type="checkbox"/> Not Eligible
--------------------	----------------------	------------------------	---

**C. Teacher comments are required to verify advanced performance in the required subject areas (specify):**

  
  
  
  
  

**IV. SCREENING COMMITTEE REPORT**

Verification of Excellence. (Appropriate Attachment H must be completed and submitted.)

Recommended; obtain parent consent  Not recommended; discontinue screening.

**Minimum of three committee member signatures required.**

(At least one member should have understanding of candidate's economic, linguistic, and cultural background.)

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

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

**V. DISTRICT DETERMINATION OF ELIGIBILITY**

[ ] Not eligible for participation.

[ ] Eligible in the category of: [ ] Creative Ability [ ] Leadership Ability

**Comments:**

  
  
  

Print Name _____	Signature of District Staff _____	Title of District Staff _____	Date of Assessment _____
------------------	-----------------------------------	-------------------------------	--------------------------