
Los Alamitos Unified School District **Gifted & Talented Education Identification Process**



The GATE Universal Screening **Informational Parent Presentation**

What is the Universal Screening?

A screening process that assesses every third grade student, with parent/guardian consent, for GATE identification. This five-month identification process takes place between January and May.

What is GATE?

GATE, which stands for Gifted and Talented Education, is an identification used at the elementary school level to recognize students capable of achieving significantly beyond the level of their peers.

Why Hold This Meeting?

At your upcoming Fall parent conference your student's third grade teacher will be asking you to sign consent to have your child take the Otis-Lennon School Abilities Test (OLSAT). This test is used as one of the measures in the district's GATE identification process.

GATE Overview

State of California

- 796 districts that identify GATE students
- 481,958 identified GATE students (7.5% of all students)

Los Alamitos Unified School District

- 1,192 identified GATE students (13% of all students)
- Formally identifies GATE in 4th grade

AB-2313

- January 2002
- Requires GATE primary services to be integrated into the regular school day

GATE Overview

GATE Identification Process

- Outlined in the District GATE Plan
- Districts have discretion as to age / grade and measures for qualification

Structure of GATE

- Varies district by district and is guided by District GATE Plan
- Cluster grouping with like minded peers
- Flexible ability groups (ability driven not Label Driven)
- Focus on meeting individual student need through differentiated instruction for all students – all students should grow one school year
- Accountability through District and state assessments used ongoing through the school year
- NO funding for GATE from state or federal government

GATE Identification Process

Two-Tiered Screening Process: A cumulative look at a child's academic and intellectual abilities using multiple measures and research-based decision making.

- Tier 1 – Standardized Testing
- Tier 2 – School Readiness & Achievement

TIER I

Screening Protocols

**Standardized Testing:
Intellectual & Achievement Measures**



Los Alamitos
Unified School District
Gifted and Talented Education Program
Multiple Measures for GATE Identification
Initial Screening Grade 3

Student Name _____ School _____ Date Screened _____

Category	Criteria	Scores (Circle or write point value)		
Intellectual	OTIS-LENNON SCHOOL ABILITIES TEST (OLSAT)	Total		
		96 th percentile or above.....	5	
		92 nd - 95 th percentile.....	2	
		Verbal		
		96 th percentile or above.....	4	
		92 nd - 95 th percentile.....	2	
		Non-Verbal		
		96 th percentile or above.....	4	
		92 nd - 95 th percentile.....	2	
Achievement	FOUNTAS & PINNELL BENCHMARK ASSESSMENT			
		Level Q or Above	2	
<div style="border: 1px solid black; padding: 5px;"> One Point Each (Max 3): <input type="checkbox"/> Second Language <input type="checkbox"/> Special Education <input type="checkbox"/> Under-represented Minority <input type="checkbox"/> V-NV Discrepancy <input type="checkbox"/> VAPA Experience <input type="checkbox"/> Exceptional Leadership Ability <input type="checkbox"/> Other: Socio-Economic </div>			TOTAL	
	Student received 10 points or more and QUALIFIES for GATE identification without further documentation. Site GATE Coordinator's Signature _____ Principal's Signature _____			
	Student received 3 or more points combined (OLSAT/Benchmark) and will be moved to second phase of GATE identification process. Data is sent to site GATE coordinator and teacher begins collecting data for the Student Nomination Cover Sheet (GATE FORM H).			
	Student received 2 points or less, testing results will be sent home, and not continuing with the GATE screening process. (Non-Qualification)			

Teacher Name (Please Print): _____ Teacher's Signature: _____



**Los Alamitos
Unified School District**
Gifted and Talented Education Program
Multiple Measures for GATE Identification
Initial Screening Grade 4-5

Student Name _____ School _____ Date Screened _____

Category	Criteria	Scores (Circle or write point value)																							
Intellectual	OTIS-LENNON SCHOOL ABILITIES TEST (OLSAT)																								
	Total Score _____																								
	Verbal Score _____																								
	Non-Verbal Score _____																								
		Total 96 th percentile or above..... 5 92 nd - 95 th percentile..... 2 Verbal 96 th percentile or above..... 4 92 nd - 95 th percentile..... 2 Non-Verbal 96 th percentile or above..... 4 92 nd - 95 th percentile..... 2																							
Achievement	SBAC English Language Arts Scaled Score _____ <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Nearly Met <input type="checkbox"/> Not Met	Mathematics Scaled Score _____ <input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Nearly Met <input type="checkbox"/> Not Met	<table style="width: 100%;"> <tr> <th style="width: 50%;">ELA</th> <th style="width: 50%;">Points</th> </tr> <tr> <td>Exceeds</td> <td>2</td> </tr> <tr> <td>Meets</td> <td>1</td> </tr> <tr> <td>Nearly Met</td> <td>0</td> </tr> <tr> <td>Not Met</td> <td>0</td> </tr> </table>	ELA	Points	Exceeds	2	Meets	1	Nearly Met	0	Not Met	0	<table style="width: 100%;"> <tr> <th style="width: 50%;">Math</th> <th style="width: 50%;">Points</th> </tr> <tr> <td>Exceeds</td> <td>2</td> </tr> <tr> <td>Meets</td> <td>1</td> </tr> <tr> <td>Nearly Met</td> <td>0</td> </tr> <tr> <td>Not Met</td> <td>0</td> </tr> </table>	Math	Points	Exceeds	2	Meets	1	Nearly Met	0	Not Met	0	ELA + Math Total _____
	ELA	Points																							
	Exceeds	2																							
	Meets	1																							
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Math	Points																								
Exceeds	2																								
Meets	1																								
Nearly Met	0																								
Not Met	0																								
<div style="border: 1px solid black; padding: 5px;"> One Point Each (Max 3): <input type="checkbox"/> Second Language <input type="checkbox"/> Special Education <input type="checkbox"/> Perfect CAASPP Mathematics Score <input type="checkbox"/> Under-represented Minority <input type="checkbox"/> V-NV Discrepancy <input type="checkbox"/> VAPA Experience <input type="checkbox"/> Exceptional Leadership Ability <input type="checkbox"/> Other: Socio-Economic </div>				TOTAL																					
Student received 16 points or more and QUALIFIES for GATE identification without further documentation. Site GATE Coordinator's Signature _____ Principal's Signature _____																									
Student received 9 or more points combined (OLSAT/Benchmark) and will be moved to second phase of GATE identification process. Data is sent to site GATE coordinator and teacher begins collecting data for the Student Nomination Cover Sheet (GATE FORM H).																									
Student received 8 points or less, testing results will be sent home, and not continuing with the GATE screening process. (Non-Qualification)																									

TEXT LEVEL LADDER OF PROGRESS

GRADE LEVEL GOALS

FOUNTAS & PINNELL LEVELS*

High School / Adult
Grades Seven, Eight+
Grade Six

Grade Five

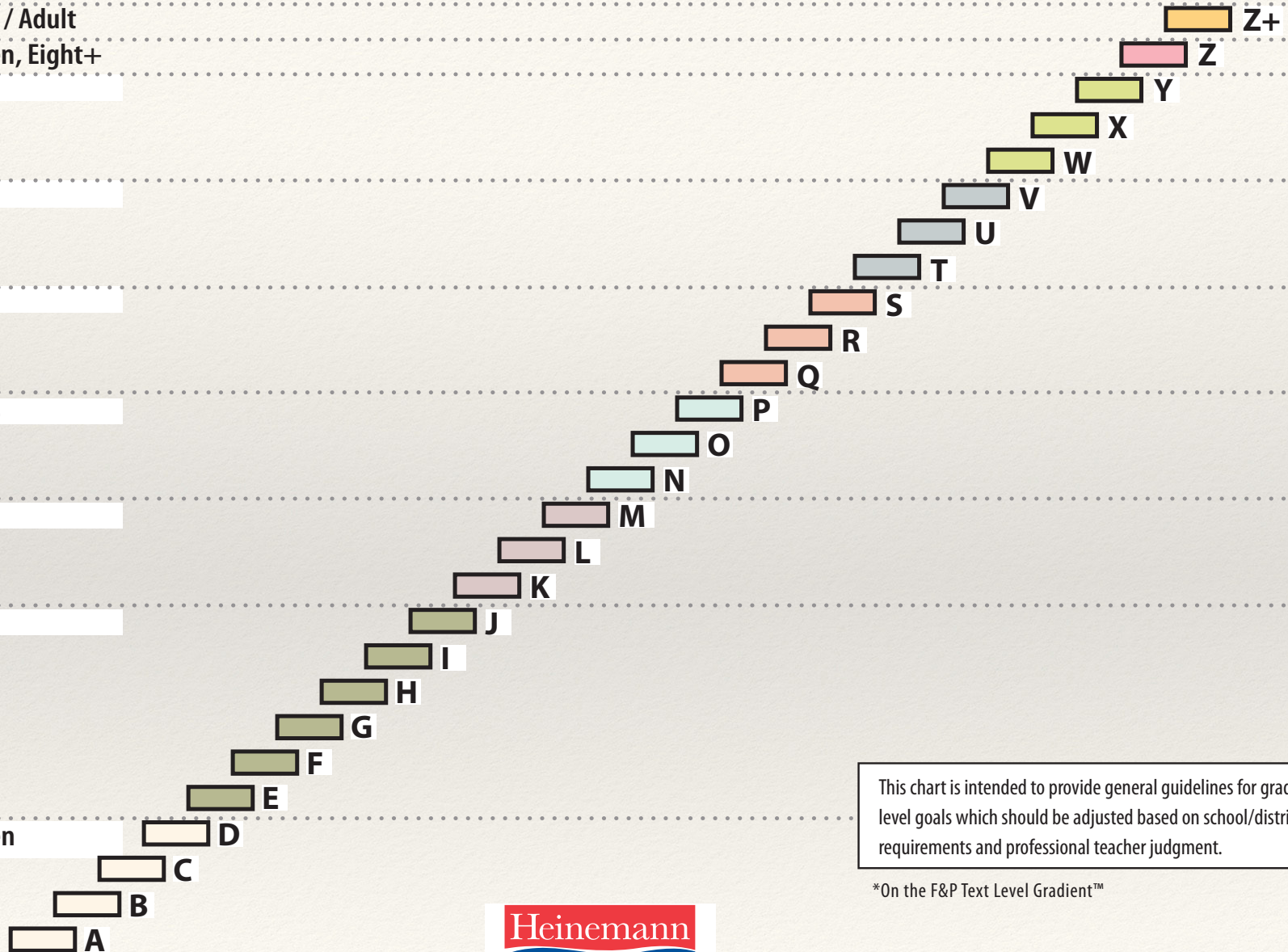
Grade Four

Grade Three

Grade Two

Grade One

Kindergarten



This chart is intended to provide general guidelines for grade level goals which should be adjusted based on school/district requirements and professional teacher judgment.

*On the F&P Text Level Gradient™

Intellectual Measure

Otis Lennon School Abilities Test (OLSAT)

- Verbal Score 92% or Higher (2-4 points)
- Non-Verbal Score 92% or Higher (2-4 points)
- Total Score 92% or Higher (2-5 points)
- **Two parts to the test:**
 - Practice Test: Untimed and self-corrected
 - Actual Test: Timed and scored
 - Given one week apart in your student's 3rd grade classroom
 - Given after school for 4th-5th grade students by the site GATE Coordinator

Achievement Measures

- **CAASPP Scores**

- English Language Arts & Mathematics
 - Exceeds (2 points) or Meets (1 point)

- **Fountas & Pinnell Reading Assessment (Gr. 3 Only)**

- Level Q or above (2 points)

Outcome of TIER I Screening

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graph TD; A[Outcome of TIER I Screening] --> B[Not Qualified]; A --> C[Move to Tier II]; A --> D[Qualified];
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Not Qualified

(Grade 3) 2 Points or Less
(Gr. 4-5) 8 Points or Less

*The screening process is complete.

Move to Tier
II

(Grade 3) 3-9 Points
(Gr. 4-5) 9-15 Points

Qualified

(Grade 3) 10 Points+
(Gr. 4-5) 16 Points+

*The screening process is complete.

TIER II

Screening Protocols

**School Readiness & Achievement:
Creativity, Special Considerations & Other**



**Los Alamitos
Unified School District**
Gifted and Talented Education Program

Multiple Measures for GATE Identification, Grade 3-5

Student Name _____ School _____ Date Screened _____

Category	Criteria	Scores (Circle or write point value)	
Intellectual <small>(Private screening results will be reviewed by LAUSD School Psychologist)</small>	OTIS-LENNON SCHOOL ABILITIES TEST (OLSAT)	Total	
		96 th percentile or above	5
		92 nd - 95 th percentile	2
		Verbal	
	Total Score _____	96 th percentile or above	4
	Verbal Score _____	92 nd - 95 th percentile	2
	Non-Verbal Score _____	Non-Verbal	
		96 th percentile or above	4
		92 nd - 95 th percentile	2
Achievement	FOUNTAS & PINNELL BENCHMARK ASSESSMENT	Grade 3: At level Q or above	
		Grade 4: At level T or above	2
		Grade 5: At level W or above	
	Grade Point Average _____	3.8 or above	1
	SBAC English Language Arts	Exceeds	2
		Meets	1
	SBAC Mathematics	Exceeds	2
		Meets	1
Creativity	STUDENT WORK	Exceptional	2
		Strong	1
		Satisfactory	0
Other	Teacher Survey / Recommendation	Teacher Recommendation	1
	Parent Survey	No Teacher Recommendation	0
			1
Special Considerations	Check as many as are appropriate: <input type="checkbox"/> High achieving in Math <input type="checkbox"/> Second language <input type="checkbox"/> Special education <input type="checkbox"/> Under-represented minority <input type="checkbox"/> Significant Scoring Influence (learning channels, V-NV) <input type="checkbox"/> Visual and/or Performing Arts Excellence <input type="checkbox"/> Exceptional Leadership Ability <input type="checkbox"/> Other (Limited experience due to socio-economic status, health, family, etc.)	Three or More Considerations	3
		Two Considerations	2
		One Consideration	1
	IDENTIFICATION CATEGORY: <input type="checkbox"/> Intellectual <input type="checkbox"/> High Achievement <input type="checkbox"/> Creativity	Total Score \geq 16 for Identification	
		Qualified for GATE	<input type="checkbox"/> Yes <input type="checkbox"/> No
	PENDING IDENTIFICATION Waiting for current SBAC results to determine final results of screening process.	Total Score of 14 or more if student hasn't received maximum SBAC points.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Site GATE Coordinator's Signature _____

Principal's Signature _____

School Readiness & Achievement

CREATIVITY

Student Work Sample

- Teachers provide a piece of a student's work for the screening process. (*Work sample rubric is used for points determination.*)
- Awarded points based on an evaluation rubric:
 - Exceptional – 2
 - Strong – 1
 - Satisfactory – 0

GRADE POINT AVERAGE

- 3.8 or above (1 point)

OTHER

- Teacher Survey (1 point)
- Parent Survey (1 point)

SPECIAL CONSIDERATIONS

- Perfect Score on CAASPP Mathematics
- Second language
- Special education
- Under-represented minority
- Significant Scoring Influence (V-NV)
- Visual and/or Performing Arts Excellence
- Exceptional Leadership Ability
- Other (Limited experience due to socio-economic status, health, family, etc.)
(Up to 3 Points)

Outcome of TIER II Screening

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graph TD; A[Outcome of TIER II Screening] --> B[Not Qualified]; A --> C[PENDING]; A --> D[Qualified]; B --- E[15 Points or Less]; E --- F[*The screening process is complete.]; C --- G[14-15 Points if student hasn't received maximum CAASPP points]; D --- H[16 Points+]; H --- I[*The screening process is complete.];
```

Not Qualified

15 Points or Less

***The screening
process is complete.**

PENDING

**14-15 Points if
student hasn't
received maximum
CAASPP points**

Qualified

16 Points+

***The screening
process is complete.**

GATE Identification

- **QUALIFIED** means meeting a points minimum on the Multiple Measures Form(s)
- **PENDING** identification to await for CAASPP scores, possibly yielding a potential increase in points
- Final identification and screening letters sent home the last week of May to all students screened for the GATE identification (*Qualified, Pending and Not Qualified.*)
- Once a student is identified they are always recognized as GATE.
- All students in grades 3-7 are eligible to be screened for GATE annually

Instructional Delivery

- ❖ **Differentiated Instruction**

- ❖ Standards-based core curriculum

- ❖ Differentiation through:

- Depth, Acceleration, Complexity, Pacing, Novelty*

- ❖ **Groupings and Structure**

- ❖ Continuous progress through ongoing assessment

- ❖ Intellectual peer interaction

- ❖ Flexible grouping

What is Differentiated Instruction?

Differentiated instruction is the manner in which each teacher modifies the core curriculum and designs strategies to address the unique needs of all students, including gifted students.

Retelling vs. Author's Purpose
Skeletal System vs. Central Nervous System
Workshop Conferencing
CGI Data Sets
Depth & Complexity Thinking Prompts

Evidence of Success

- ❖ 92% Post Secondary Education Enrollment Rate
- ❖ 65% of Class of 2018 took at least one AP Course
- ❖ 76% of Class of 2018 meet/exceed A-G Requirements
- ❖ One of of only four districts in the U.S. to be on the College Board's AP Honor Roll seven years in a row
- ❖ #1 in O.C. in both Math & ELA on state assessments
- ❖ #1 in O.C. in combined average on state assessments
- ❖ #9 in CA on combined average on state assessments

Does Identification Matter?

Will it effect my student in Middle School and Beyond?

- ❖ Piece of information used to make sure your student's needs are being met
- ❖ It provides parents with information about how their child performs in comparison to peers
- ❖ It doesn't't ever limit course access to students
- ❖ It's NOT the only way into ELA Honors Programming
- ❖ Not used for Accelerated Math Placement
- ❖ Not used for AP Course Enrollment

What are the HONORS Pathways?

Ways to provide challenging curriculum and instruction to students capable of achieving significantly beyond the level of their peers.

Open to ALL students capable of success in a rigorous curriculum, regardless of GATE Identification.

Middle School Honors ELA Rubric

Los Alamitos Unified School District Middle School English Honors Placement Rubric

STUDENT NAME: _____

- ☐Hopkinson
☐LAE
☐Lee
☐McGaugh
☐Rossmoor
☐Weaver

	Criteria	Points Awarded
ACHIEVEMENT	Report Card: Trimester 2 Grade: Reading Trimester 2 Grade: Writing	A = 2 B = 1 A = 2 B = 1
	SBAC Summative Assessment Spring 2015 – Overall ELA Score	Level 4 = 4 Level 3 = 2
	Fountas & Pinnell Reading Level: Instructional: X+ X= Mid-6th Y= End of 6 th Z= Grade 7-8+	Z= 3 points Y= 2 points X = 1 point
	Teacher Recommendation for HONORS <i>Please consider the following when making the course recommendation. One point per criterion will be awarded.</i> <ul style="list-style-type: none"> • Ability to write a clear, cohesive paragraph • Ability to analyze text • Solid work habits • Good organization skills 	Recommendation = 1 Point Each/Up to 4 Points <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
QUALIFICATION	TOTAL SCORE	
	English 6:HONORS = 10 or more	Yes No

Teacher Comments:

Middle School: HONORS Program

- ✓ 2-period Reading & Language Arts (Honors) gr.6-8
- ✓ Social Science (Honors) gr. 7-8
- ✓ **Accelerated Mathematics*** gr.6-8
- ✓ 8th grade Physical Science (Honors)
- ✓ Strong Elective Program
- ✓ Accelerated World Language Program

*Determined looking at MEMA, Math Fluency Assesment, Math Achievement Grades, Habits of Learner and Teacher Reccomendation. See Mathematics Flow Chart.

6th Grade Sample Schedule

Period 1: Reading (Honors)

Period 2: Language Arts (Honors)

Period 3: Social Science (Honors)

Period 4: Accelerated Math (Math 6A)*

Period 5: Fine Arts / Exploratory Wheel: Art, Drama,
Keyboarding, Music or Band, Choir, Orchestra, Jazz Band

Period 6: Earth Science

Period 7: Physical Education

**See Mathematics Flow Chart*

7th Grade Sample Schedule

Period 1: Elective

Period 2: Language Arts (Honors)

Period 3: Reading (Honors)

Period 4: Social Science (Honors)

Period 5: Accelerated Math 7A*

Period 6: Life Science

Period 7: Physical Education

**See Mathematics Flow Chart*

8th Grade Sample Schedule

Period 1: Elective

Period 2: Language Arts (Honors)

Period 3: Reading (Honors)

Period 4: Social Science (Honors)

Period 5: Algebra 1*

Period 6: Physical Science (Honors)

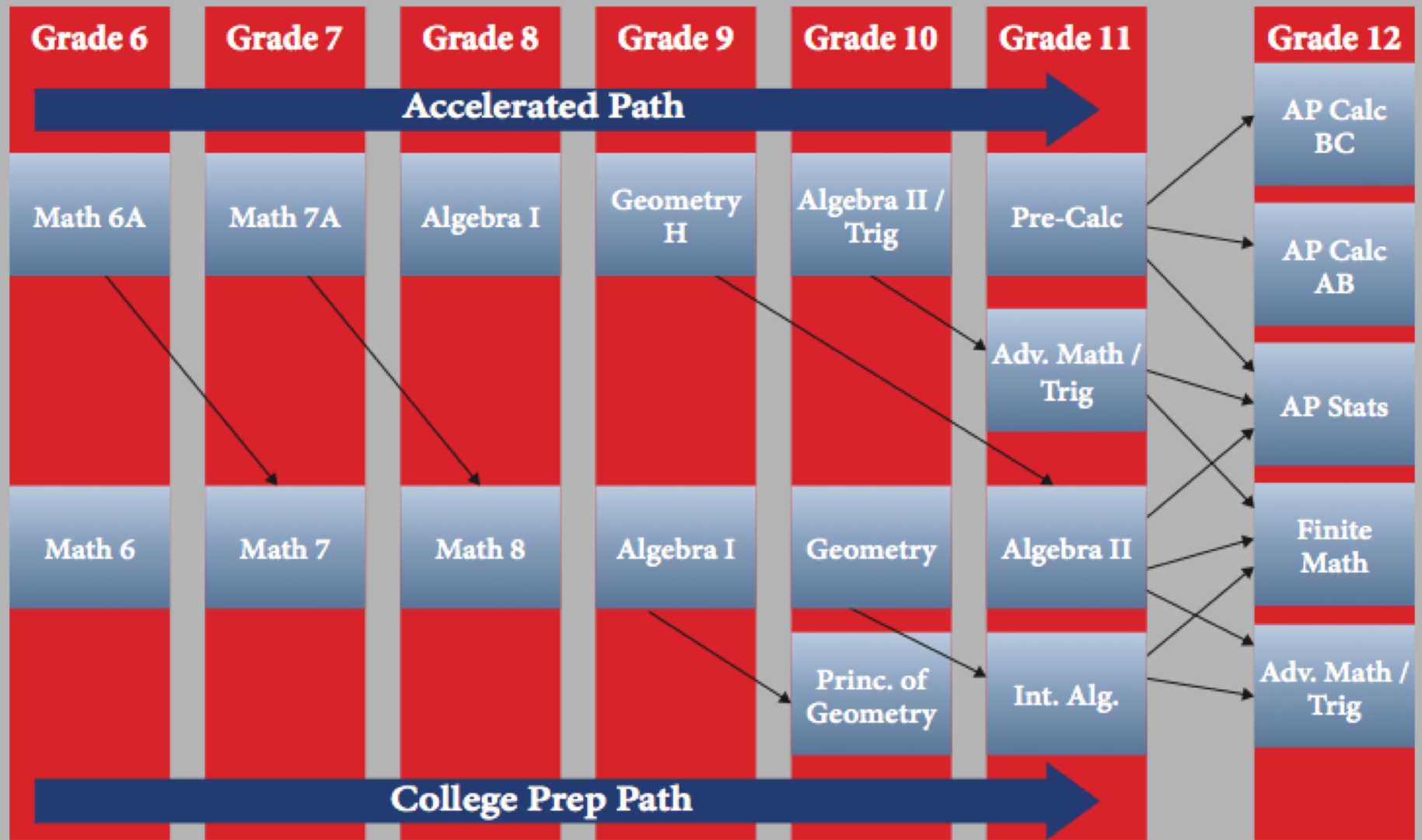
Period 7: Physical Education

*See Mathematics Flow Chart

Los Alamitos Unified School District

Igniting Unlimited Possibilities for Students!

SECONDARY MATH PATHWAYS



A - An accelerated course that will cover 1.5 years of material in 1 school year.

H - An honors level course that will challenge students with greater depth.

True or False?

Being GATE identified means my student will receive a separate curriculum?

FALSE

- ❖ GATE doesn't mean a different curriculum.
- ❖ GATE means working at a higher-level of thinking. May require more time from student and independent planning time.
- ❖ Teachers differentiate projects and classwork for students of all ability levels.

True or False?

GATE means my student will be pulled out of their classroom for GATE instruction or have more homework.

FALSE

- ❖ GATE instruction happens within your child's classroom.
- ❖ Your child will not “know” or be “called back” using the term GATE during the school day.
- ❖ Based on content standards:
 - ❖ 4-5: Cluster groupings
 - ❖ 6-8: HONORS Program- Language Arts / Mathematics / Science Courses
 - ❖ 9-12: Honors and AP Courses

True or False?

My student must be GATE identified to enter into the HONORS Pathways in Middle School?

F A L S E

- ❖ **Students don't need to be identified as GATE for Middle School Honors placement.**
- ❖ **ELA Honors – Placement can be based off of GATE identification OR qualification on ELA Rubric**
- ❖ **Accelerated Math – Placement based off of assessment data, achievement data and teacher recommendation**

Identification Timeline

- ❖ January – February : OLSAT Testing
- ❖ March – April: Completion of TIER I & TIER II screening
- ❖ Late May: Parent notification of identification results

Questions & Answers

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