

San Mateo Union High School District

GIFTED AND TALENTED EDUCATION

CATEGORIES, CRITERIA AND EVIDENCE FOR IDENTIFICATION OF GATE STUDENTS

The San Mateo Union High School District adheres to the method of Identification of Gifted and Talented Pupil as stated in Title 5, Chapter 3, Sections 3820, 3821, 3811, 3823, and 3824.

The method of identification adheres to the following general principles: a) Standards shall ensure the identification of pupils who possess a capacity for excellence far beyond that of their chronological peers. b) Methods shall be designed to seek out and identify those pupils whose extraordinary capacities require special services and programs. c) Provisions shall be made for examining a pupil's range of capacities. d) Methods and techniques of identification shall generate information as to a pupil's capacities and needs. e) There shall be equal opportunity to be identified in the categories served. f) Methods shall be designed to seek out and identify gifted and talented pupils from varying linguistic, economic, and cultural backgrounds.

Nominations may be made by a teacher, counselor, administrator, coordinator, community advocate, parent, peer or self, using the appropriate forms provided by the GATE office. All nominations must be screened by a school site committee or special district committee when all the appropriate evidence is gathered. (APPROPRIATE EVIDENCE = a total of 10 points, strong school personnel or community advocate recommendation is required. More than one type of measure must be submitted.) After the screening meeting, all data is to be submitted, with all copies attached, to the GATE office where the final determination of eligibility will be made. Written notification of the student's acceptance will be sent to the school site and to the parents by the GATE office.

<u>CATEGORY, CRITERIA, EVIDENCE</u>	<u>MAXIMUM NO. OF POINTS TO BE AWARDED</u>
-------------------------------------	--

PRIOR IDENTIFICATION

Students who have been previously identified as Gifted and Talented in another school district and who are transferring to or entering the San Mateo Union High School District will be considered eligible for the SMUHSD's GATE program, pending parent approval and official documentation.

NEW IDENTIFICATION

The following criteria (●) are common to all new identification categories.

- Nationally-normed, standardized, group achievement test scores, for example, Scholastic Aptitude Test (SAT), PSAT, CTBS, CAT6, SAT9, taken within past two years on the total test battery or in the appropriate subject area
97%ile = 6 pts.
96%ile = 5 pts.
94-95%ile = 4 pts.
90-93%ile = 2 pts.
- California Standards Test (CST) taken within the past two years in appropriate subject area(s)
460 scale score = 6 pts.
440-459 scale score = 5 pts.
420-439 scale score = 4 pts.
- Advanced Placement (AP) Exam taken in 9th, 10th or 11th grade
Score of 5 = 6 pts.
Score of 4 = 5 pts.
- Grade Point Average (GPA) of 3.4 or higher for at least two years, either overall or in specific academic courses
4.0 = 4 pts.
3.75 = 3 pts.
3.5 = 2 pts.
3.4 = 1 pt.
- **Strong** teacher recommendations (minimum 1; 2+ preferred) up to 6 pts.
- Evidence of high achievement, high ability or creativity such as portfolios, awards, honors up to 6 pts.
- Strong parent or community member recommendation up to 2 pts.

San Mateo Union High School District

<u>CATEGORY, CRITERIA, EVIDENCE</u>	<u>MAXIMUM NO. OF POINTS TO BE AWARDED</u>
-------------------------------------	--

- Strong student motivation (Student may submit a self-inventory and/or an autobiographical sketch noting motivation, interests, and background.) up to 2 pts.
- Has overcome hardships, challenges, economic disadvantages or has other unusual circumstances up to 4 pts.

Following is a description of each category for new identification, including any additional criteria (♦) specific to the individual category.

I. Intellectual Ability

Student whose general intellectual development is significantly accelerated in relation to chronological peers. This student is an observant, inquisitive, intense, independent thinker. S/he is excited about new ideas, learns rapidly and easily, thinks abstractly, and enjoys hypothesizing.

- ♦ Placement in the top two percentile on a group or individualized test of intelligence (e.g., WISC-R), administered by either the district psychologist or a private psychologist (required) up to 8 pts.

II. Specific Academic Ability

Student who consistently functions at highly advanced academic levels in a particular subject area. This student acquires knowledge quickly, pursues certain areas with vigor, comprehends well, and is widely read in special areas.

III. High Achievement

Student who produces advanced ideas/products and/or attains exceptionally high scores on achievement tests. This student pursues academic areas with vigor, acquires knowledge quickly and produces exceptional work. S/he experiences a high rate of success in most subjects.

IV. Leadership

Student who displays the characteristic behavior necessary for extraordinary leadership; one who is able to exert influence on others under varied environmental situations. This student shows good judgment, foresees consequences, is responsible, self-confident and articulate. S/he is well accepted by peers.

- ♦ Demonstrated leadership: endorsement and verification by school/community person(s) involved in activity up to 6 pts.

V. Visual/Performing Arts

Student who originates, performs, produces, or responds at exceptionally high levels in any of the arts. This student is observant, well-coordinated, creative, and imaginative. S/he has an ability for expressing feelings, thoughts and moods through art, dance, drama, or music and likes to produce original products.

- ♦ Evidence of nominations, awards or media recognition of student's talent up to 6 pts.
- ♦ Written evaluation verifying exceptionally high level of talent submitted by a professional in the appropriate field up to 6 pts.
- ♦ Submission by student or teacher of evidence of talent, e.g., art portfolio, project, audio/video tape of performance, evaluated by a professional in the appropriate field up to 6 pts.

VI. Creativity

Student who characteristically perceives significant similarities or differences within the environment, challenges assumptions, and produces unique alternative solutions. This student demonstrates any or all of the following: a keen sense of humor, original, unconventional and/or imaginative ideas, products, solutions. S/he is a resourceful thinker who isn't concerned about being different.