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

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## *The GATE Universal Screening* **Informational Parent Presentation**

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# What is the Universal Screening?

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

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# What is GATE?

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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.

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# Why Hold This Meeting?

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At your upcoming Fall parent conference your student's third and fourth grade teachers 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.

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# GATE Overview

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## 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 (5<sup>th</sup> grade in 2021)

## AB-2313

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

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# GATE Overview

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## 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
- 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

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# GATE Identification Process

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**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*  
Multiple Measures for GATE Identification  
Initial Screening Grade 3

Student Name \_\_\_\_\_ School \_\_\_\_\_ Date Screened \_\_\_\_\_

Category	Criteria	Scores (Circle or write point value)	
<b>Intellectual</b>	<b>OTIS-LENNON SCHOOL ABILITIES TEST (OLSAT)</b>		
	Total Score _____	<b>Total</b> 96 <sup>th</sup> percentile or above.....	5
	Verbal Score _____	92 <sup>nd</sup> - 95 <sup>th</sup> percentile .....	2
	Non-Verbal Score _____	<b>Verbal</b> 96 <sup>th</sup> percentile or above.....	4
		92 <sup>nd</sup> - 95 <sup>th</sup> percentile .....	2
		<b>Non-Verbal</b> 96 <sup>th</sup> percentile or above.....	4
		92 <sup>nd</sup> - 95 <sup>th</sup> percentile .....	2
<b>Achievement</b>	<b>FOUNTAS &amp; PINNELL BENCHMARK ASSESSMENT</b>		
		Level Q or Above	2
<b>One Point Each (Max 3):</b> <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			<b>TOTAL</b>
	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*  
Multiple Measures for GATE Identification  
Initial Screening Grade 4-5

Student Name \_\_\_\_\_ School \_\_\_\_\_ Date Screened \_\_\_\_\_

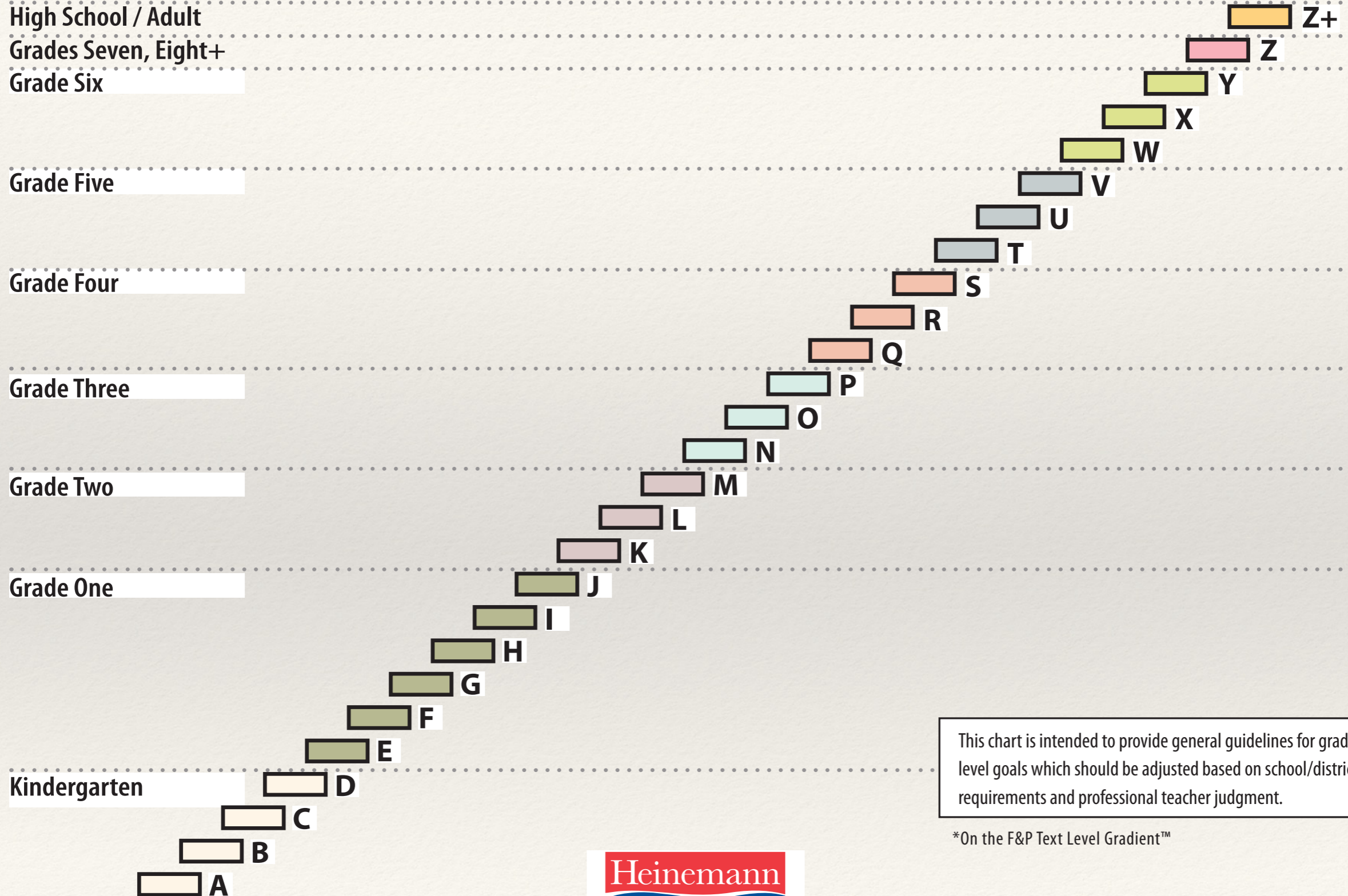
Category	Criteria	Scores (Circle or write point value)																						
Intellectual	<b>OTIS-LENNON SCHOOL ABILITIES TEST (OLSAT)</b>																							
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		<b>Non-Verbal</b> 96 <sup>th</sup> percentile or above.....	4																					
		92 <sup>nd</sup> - 95 <sup>th</sup> percentile .....	2																					
Achievement	<b>EOY District Benchmark</b>																							
	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 border="0"> <tr> <td><u>ELA</u></td> <td><u>Points</u></td> <td><u>Math</u></td> <td><u>Points</u></td> <td></td> </tr> <tr> <td>Exceeds</td> <td>2</td> <td>Exceeds</td> <td>2</td> <td rowspan="4">ELA + Math Total _____</td> </tr> <tr> <td>Meets</td> <td>1</td> <td>Meets</td> <td>1</td> </tr> <tr> <td>Nearly Met</td> <td>0</td> <td>Nearly Met</td> <td>0</td> </tr> <tr> <td>Not Met</td> <td>0</td> <td>Not Met</td> <td>0</td> </tr> </table>	<u>ELA</u>	<u>Points</u>	<u>Math</u>	<u>Points</u>		Exceeds	2	Exceeds	2	ELA + Math Total _____	Meets	1	Meets	1	Nearly Met	0	Nearly Met	0	Not Met	0	Not Met	0
<u>ELA</u>	<u>Points</u>	<u>Math</u>	<u>Points</u>																					
Exceeds	2	Exceeds	2	ELA + Math Total _____																				
Meets	1	Meets	1																					
Nearly Met	0	Nearly Met	0																					
Not Met	0	Not Met	0																					
<b>One Point Each (Max 3):</b> <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			<b>TOTAL</b>																					
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)																								

Teacher Name (Please Print): \_\_\_\_\_ Teacher's Signature: \_\_\_\_\_

# TEXT LEVEL LADDER OF PROGRESS

## GRADE LEVEL GOALS

## FOUNTAS & PINNELL LEVELS\*



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™



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# Intellectual Measure

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## 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 3<sup>rd</sup>/4<sup>th</sup> grade classroom
  - Given after school for 5th grade students by the site GATE Coordinator

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# Achievement Measures

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- **CAASPP / EOY Benchmark 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

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*

**Multiple Measures for GATE Identification, Grade 3-5**

Student Name \_\_\_\_\_ School \_\_\_\_\_ Date Screened \_\_\_\_\_

Category	Criteria	Scores (Circle or write point value)	
<b>Intellectual</b> <small>(Private screening results will be reviewed by LAUSD School Psychologist)</small>	<b>OTIS-LENNON SCHOOL ABILITIES TEST (OLSAT)</b>  Total Score _____ Verbal Score _____ Non-Verbal Score _____	<b>Total</b> 96 <sup>th</sup> percentile or above ..... 5 92 <sup>nd</sup> - 95 <sup>th</sup> percentile ..... 2 <b>Verbal</b> 96 <sup>th</sup> percentile or above ..... 4 92 <sup>nd</sup> - 95 <sup>th</sup> percentile ..... 2 <b>Non-Verbal</b> 96 <sup>th</sup> percentile or above ..... 4 92 <sup>nd</sup> - 95 <sup>th</sup> percentile ..... 2	
	<b>FOUNTAS &amp; PINNELL BENCHMARK ASSESSMENT</b>	Grade 3: At level Q or above Grade 4: At level T or above Grade 5: At level W or above	2
	<b>Grade Point Average</b> _____	3.8 or above.....	1
	<b>CAASPP/EOY Benchmark English Language Arts</b>	Exceeds Meets	2 1
<b>CAASPP/EOY Mathematics</b>	Exceeds Meets	2 1	
<b>Creativity</b>	<b>STUDENT WORK</b>  Exceptional..... Strong..... Satisfactory.....	2 1 0	
<b>Other</b>	<b>Teacher Survey / Recommendation</b>  <b>Parent Survey</b> .....	Teacher Recommendation..... No Teacher Recommendation.....	1 0 1
<b>Special Considerations</b>	Check as many as are appropriate: <input type="checkbox"/> Perfect CAASPP Mathematics Score <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 .....  Two Considerations.....  One Consideration .....	3  2  1
<b>IDENTIFICATION CATEGORY:</b> <input type="checkbox"/> Intellectual <input type="checkbox"/> High Achievement <input type="checkbox"/> Creativity		<b>Total Score ≥ 16 for Identification</b>  <b>Qualified for GATE</b> .....	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>PENDING IDENTIFICATION</b> Waiting for current CAASPP results to determine final results of screening process.		Total Score of 14 or more if student hasn't received maximum CAASPP points.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Site GATE Coordinator's Signature \_\_\_\_\_

Principal's Signature \_\_\_\_\_



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# School Readiness & Achievement

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## 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

## 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)

## GRADE POINT AVERAGE

- 3.8 or above (1 point)

# Outcome of TIER II Screening

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.

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# GATE Identification

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- **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

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# Instructional Delivery

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- ❖ **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

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# What is Differentiated Instruction?

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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

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## Does Identification Matter?

### Will it effect my student in Middle School and Beyond?

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- ❖ 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

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# What are the HONORS Pathways?

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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*

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

STUDENT NAME: \_\_\_\_\_

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

**Teacher Comments:**

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# Middle School: HONORS Program

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- ✓ 2-period Reading & Language Arts (Honors) gr.6-8
- ✓ Social Science (Honors) gr. 6-8
- ✓ **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.

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# 6th Grade Sample Schedule

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Period 1: Reading (Honors)

Period 2: Language Arts (Honors)

Period 3: Social Science (Honors)

Period 4: Accelerated Math (Math 6/7)\*

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*

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# 7th Grade Sample Schedule

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Period 1: Elective

Period 2: Language Arts (Honors)

Period 3: Reading (Honors)

Period 4: Social Science (Honors)

Period 5: Accelerated Math 7/8\*

Period 6: Life Science

Period 7: Physical Education

*\*See Mathematics Flow Chart*

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# 8th Grade Sample Schedule

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Period 1: Elective

Period 2: Language Arts (Honors)

Period 3: Reading (Honors)

Period 4: Social Science (Honors)

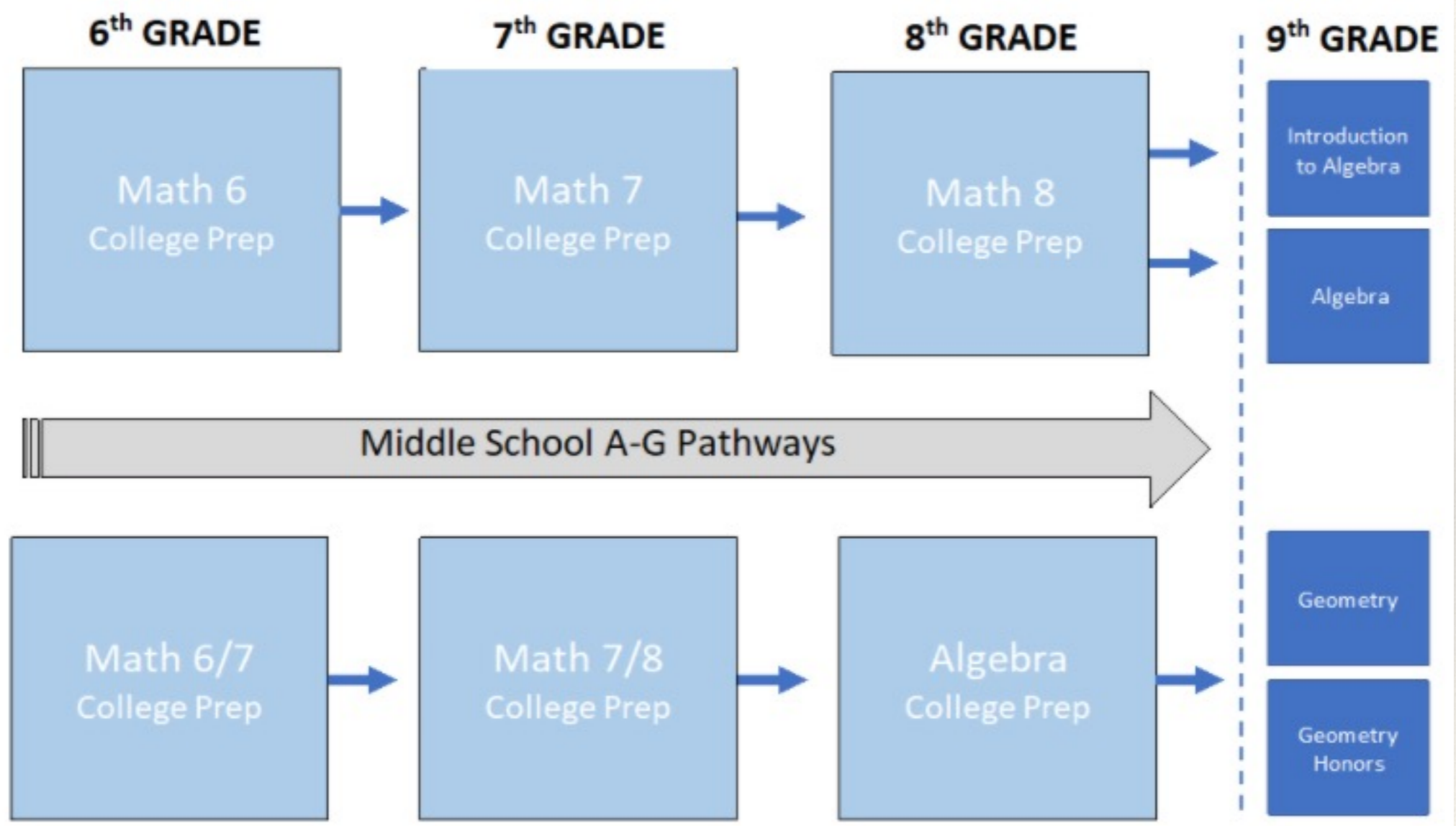
Period 5: Algebra\*

Period 6: Physical Science (Honors)

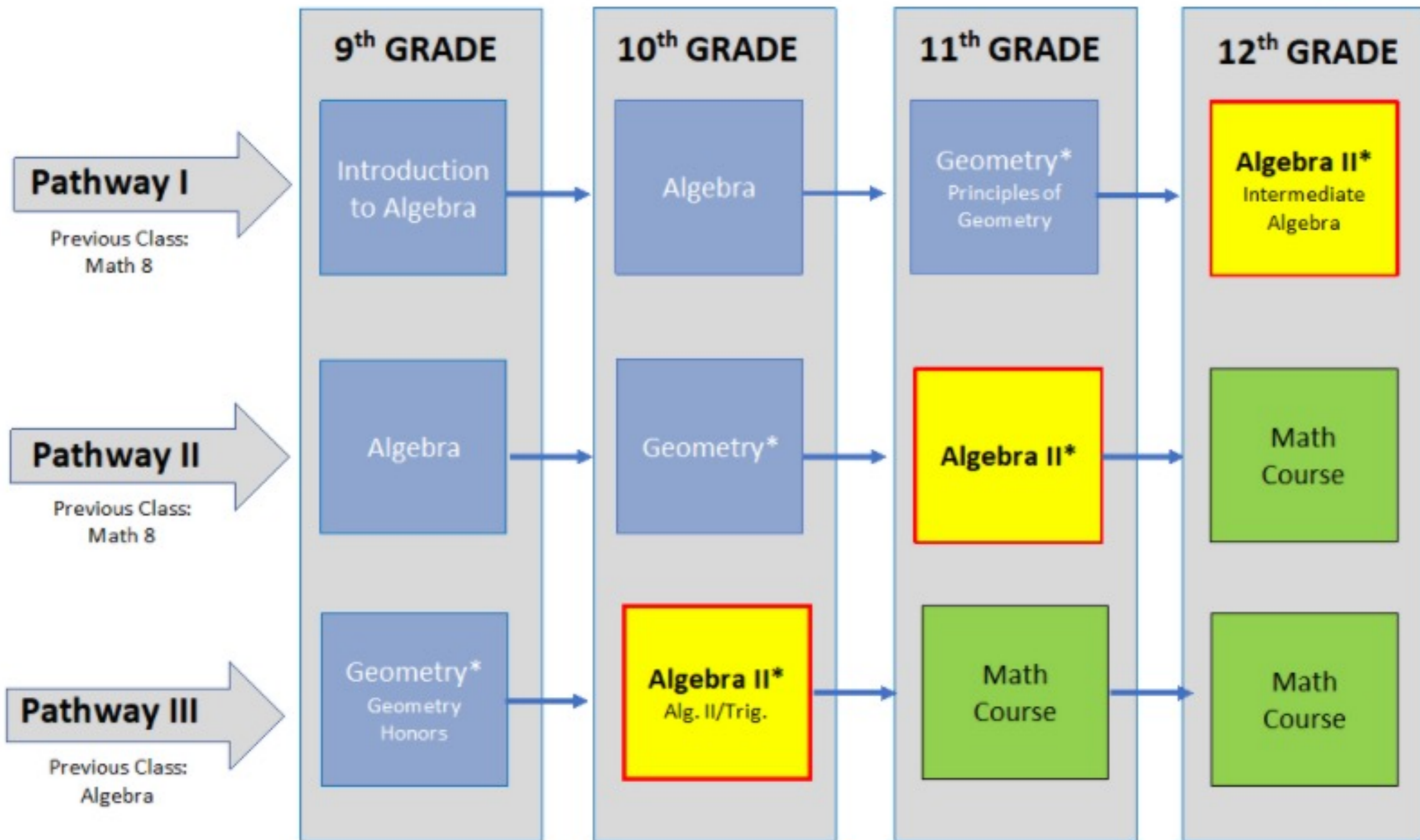
Period 7: Physical Education

\*See Mathematics Flow Chart

LOS ALAMITOS UNIFIED SCHOOL DISTRICT  
Middle School Mathematics College Bound Pathways



LOS ALAMITOS UNIFIED SCHOOL DISTRICT  
 High School Mathematics A-G Pathways



Algebra II = Meets A-G College Entrance     
 \* Equivalent Courses     
 Math Course = See Back for Math Progression Option

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# True or False?

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

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# F A L S E

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- ❖ 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.



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# True or False?

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

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# F A L S E

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- ❖ **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

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# True or False?

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

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# **F A L S E**

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- ❖ **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**

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# Identification Timeline

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

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# Questions & Answers

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## For more information:

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