

# El Monte City School District



## G.A.T.E. Identification Tool Kit

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# SECTION I

G.A.T.E.  
Screening  
Tools

# Section I-

## GATE Screening Tools

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### Introduction

The following are recommended screening tools for finding gifted students. The forms are to be used by parents, teachers and students in an effort to find gifted children.

### GATE Referral Form

Form 1A, *GATE Referral Form* may be used by teachers, principals and parents. Parents nominating their children are asked to complete the *Parent Inventory Form*. Included is a translation into Spanish. It is suggested that the teacher has the recommended student fill out the *Student Interest Survey* at this time as well.

### Student Interest Survey

*The Student Interest Survey* is a tool to help teachers find gifted students in their classrooms. Sometimes students do not exhibit their unique talents in class, but will spend many hours at home pursuing areas of personal interest with absorbed passion. This tool may also be used with currently identified student as a guide for creating differentiated activities and with potentially gifted students for enriching their curriculum and to give them an opportunity to shine in their areas of strength.

## **Identification Procedures**

Form 1C, *Identification Procedures*, explains the process of identification from teacher referral to the creation of the GATE file and input to our District School Max system.

## **Identification Flow Chart**

Form 1D, *Identification Flow Chart*, explains the various tools we have for identifying children for the GATE program. It is presented in a visual way and is meant as a quick overview for teachers, parents and administrators. Refer to Form 2A, page 26 for CST cutoff scores.

## **Bright Child v. Gifted Learners**

Form 1E, *Bright Child v. Gifted Learners* is meant as an informational tool for teachers in the screening process. It compares the difference between bright, achieving students and gifted learners.

## **Guided Learning Plan/K-2 Watch List**

*Submit to Site Psychologist in March of Student's 2<sup>nd</sup> grade year*

Form 2F, *Guided Learning Plan/K-2 Watch List* is to place our younger students on a watch list for GATE referral. It is a tool to document strengths and to create a portfolio to showcase students' ability areas. These forms are to be kept in a binder in the Principal's office and reviewed in March.

In **March** of the **student's second grade year**, *give the psychologist a copy of the Watch List form* and copies of any materials in the *student's portfolio*. This will help ensure timely referral for third grade.

## **Peer Nomination Form**

Form 2L, *Peer Nomination Form* is a tool that teachers in grade 4 and up can use with their classes to enlist the help of students in finding the gifted among their peers. Teachers are to make a class set and distribute. The teacher then tallies the responses to see which names are mentioned the most frequently.

## **Parent Inventory/Recommendation**

Form 2P, *Parent Inventory/Recommendation* is a tool for parents to nominate their child for the GATE program. This isn't a guarantee for identification, but is meant to start the screening process for students who haven't been nominated by their teachers.

## **Self-Nomination**

Form 2S, *Self-Nomination* is often on target. A number of students may want to participate in programming for the gifted; the *Self-Nomination Form* is an excellent tool for finding gifted students. This can jump start the referral process for students that teachers sometimes miss, or that may be creatively gifted or may qualify under performance criteria. These may be students that qualify under their achievement test scores that have been over looked, or they may go on to qualify under intelligence testing. These students may not currently qualify under the criteria. Their self-nomination form can be kept on file so they can be considered at a later time.

This form is to be used by students in **4th grade and older**.

# FORM 1A-

## GATE Program Referral Form



### BEHAVIORAL CHARACTERISTICS OF GIFTED AND TALENTED STUDENTS

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_ Telephone: \_\_\_\_\_

Grade: \_\_\_\_\_ Room: \_\_\_\_\_ Teacher: \_\_\_\_\_ Birth date: \_\_\_\_\_ Age: \_\_\_\_\_

Parent's Names: \_\_\_\_\_

Please **place a check mark in the categories** you think best describes the student.

**CATEGORIES:** (1) most of the time (2) often (3) occasionally (4) rarely

<b>A LEARNING</b>					
<i>ITEM</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Don't Know</b>
1 Is a rapid learner, who understands advanced topics easily.					
2 Shows insight					
3 Persists in completing tasks.					
4 Sees the problem quickly and takes the initiative.					
5 Learns basic skills quickly and with little practice.					
6 Is reluctant to practice skills already mastered					
7 Follows complex directions easily.					
8 Constructs and handles high levels of abstraction.					
9 Can cope with more than one idea at a time.					
10 Has strong critical thinking skills and is self-critical.					
11 Has surprising perception and deep insight.					
12 Is a keen and alert observer, notes detail and is quick to see similarities and differences.					
13 Displays intellectual and physical restlessness; once encouraged, is seldom a passive learner.					
14 Has a remarkable range of specialized knowledge (e.g. dinosaurs).					
15 Possesses extensive general knowledge (often knows more than the teacher), and finds classroom books superficial.					
16 Explores wide-ranging and special interests, frequently at great depth.					



17	Has quick mastery and recall of information, seems to need no revision and is impatient with repetition.					
18	Can recall in detail what he/she has read.					
19	Has advanced understanding and use of language, but sometimes hesitates as the correct word is searched for and then used.					
20	Demonstrates a richness of imagery in informal language and brainstorming.					
21	Can ask unusual (even awkward) questions or make unusual contributions to class discussions.					
22	Asks many provocative, searching questions which tend to be unlike those asked by other students of the same age.					
23	Has exceptional curiosity and frequently wants to know the reasons why.					
24	Can produce original and imaginative work, even if defective in technical accuracy (e.g. poor spelling and/or handwriting).					
25	Wants to debate topics at greater depth.					
26	Mental speed is faster than writing ability, so is often reluctant to write at length. Prefers to talk rather than write and talks at speed with fluency and expression.					

<b>PSYCHOSOCIAL</b>						
<b>ITEM</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Don't Know</b>
1	Sets very high personal standards and is a perfectionist.					
3	Demonstrates a sense of humor					
4	May be behind peers in manual dexterity, which can be a source of frustration.					
5	Daydreams and seems lost in another world.					
6	Listens to only part of the explanation and sometimes appears to lack concentration, but when questioned usually knows the answer.					
7	When interested, becomes absorbed for long periods and may be impatient with interference or change.					
10	Can be stubborn in own ideas and opinions.					
11	Shows sensitivity and reacts strongly to things causing distress or injustice.					

*Exceptionally Able Children, 1996*

Principal's Signature: \_\_\_\_\_ Psychologist's Signature \_\_\_\_\_  
 Teacher's Signature: \_\_\_\_\_

## Form 1B-

### Student Interest Survey-

*This form is to be given to the student at the time of referral.*

Name: \_\_\_\_\_ Age: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_



Please answer the following questions. Your answers will help you to narrow down your interests and help your teacher to work with you on customizing your learning.

1. What kinds of books do you like to read?
2. Why do you want to be in the GATE Program?
3. What are your favorite websites?
4. Which TV programs do you enjoy watching? **Why?**
5. What is your favorite activity or subject at school? Your least favorite? **Why?**
6. What is your first choice about what you do with your free time at home?  
How much time do you spend on your hobbies/activities?
7. If you could talk to any person currently living, who would it be?  
**Why?** Write down 3 questions you would ask that person.
8. What careers do you think might be a good match for you when you are an adult? **Why?**
9. Imagine that someday you will write a book. What do you think it will be about?
10. Describe 10 things that would be present in a perfect world.
11. Describe an invention you would create to make the world a better place.
12. What questions do you think should be added to this survey?



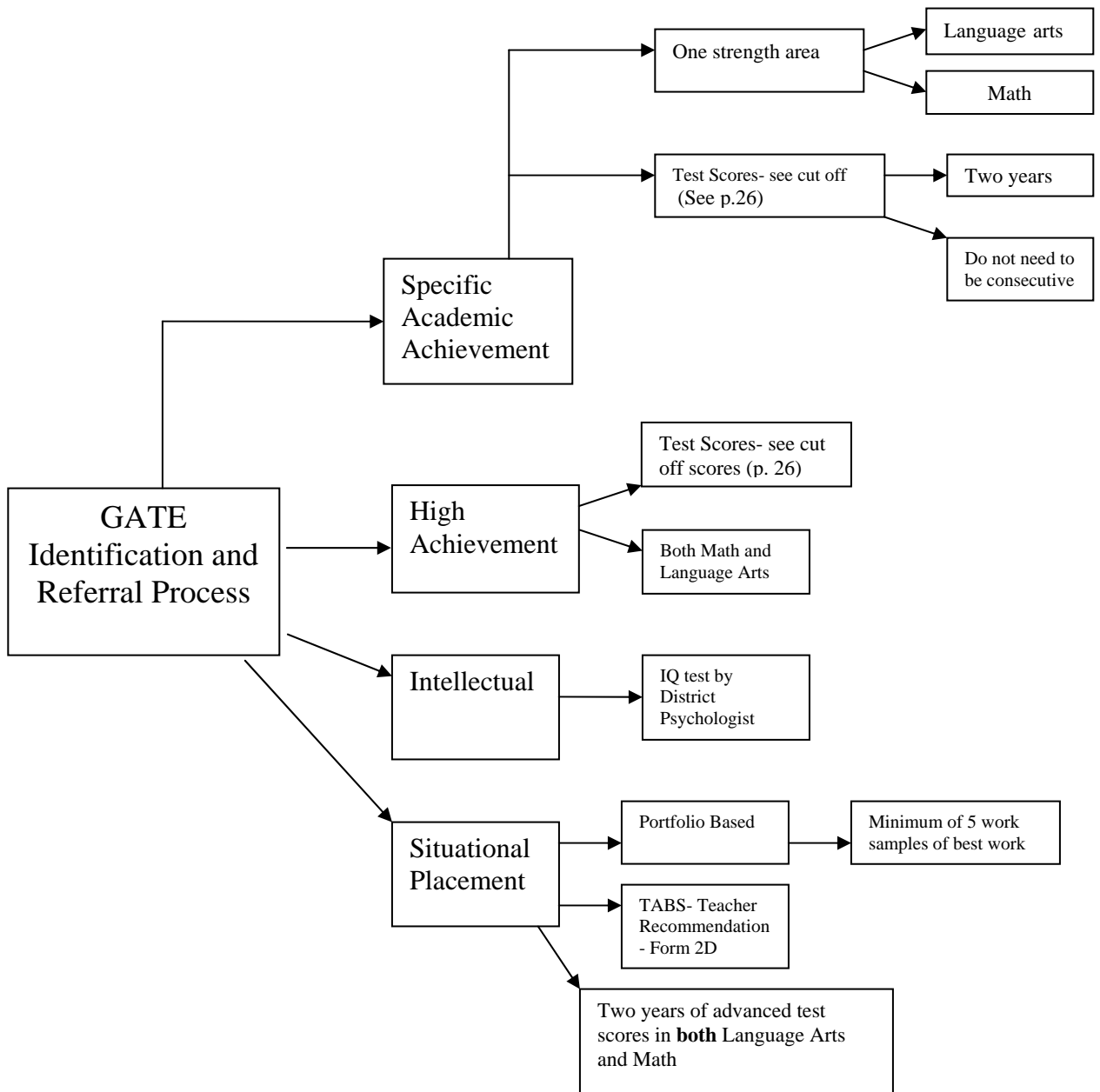
## Form 1C-

### GATE Program Identification Procedures



1. All GATE Referral Forms will be filed in an area accessible by teachers. They are available online at: [www.emcsd.org](http://www.emcsd.org)
2. Teachers will fill out the *GATE Referral Form/Behavioral Characteristics of the Gifted* (1A) completely and obtain the Principal's signature. Forms will be returned if not signed by the Principal.
3. **Referral Deadlines: Grades 5-8: October 15<sup>th</sup> Grades 3-4: December 1<sup>st</sup>**  
*All applications received after these dates will be placed on a waiting list to attend the GATE Resource Room for the following year. These students must meet the current eligibility criteria in place for that following school year.*
4. Principal gives the GATE Referral to the Site Psychologist.
5. The Psychologist will review the cumulative folder to determine whether the student may be eligible under the Intellectual, High Achievement, or Specific Academic Ability.  
If the student is not eligible under the above criteria, then an individual assessment may be required.
  - a. The psychologist will send home the GATE Permission to test form.
  - b. If the student does not qualify under one of these 3 areas: Intellectual, High Achievement, Specific Academic; but the parent or teacher recommends strongly that the student be recommended for GATE, the psychologist will give the teacher a TABS observation sheet and send a Parent Inventory (**Form 2P**) home.
  - c. The TABs Observation sheet must be accompanied by a portfolio of student work that provides support/evidence to the student's area of talent or giftedness. Select samples of *outstanding* work that can hold up to scrutiny. A team consisting of the teacher, principal and psychologist must decide whether or not the student qualifies under Situational Placement. Situational placement includes students being nominated for **artistic talent** (Forms 2DA, 2DA1) or **leadership talent** (Forms 2DL, 2DL1).
  - d. Situational Placement must be reviewed each year to see if the student can qualify under High Achievement or Specific Academic. If not, renew Situational Placement for another year.
6. Upon qualification of a student into the GATE Program, the Parent Approval Slip (Form 2M) will be sent home for parent signature. (Situational Placement has a different slip (Form 2N).
7. After slip has been returned, the psychologist will complete the GATE identification Form and also the Psychologist Report Cover Sheet (Form 2K, p.45).
  - a) Send to Chantal Cravens (GATE Program Specialist) at Wilkerson school
  - b) Make an extra copy of the Psychologist Report Cover Sheet (Form 2K)
  - c) Place this extra Form 2K in the Student Cum folder
8. Chantal Cravens will create a file for the student. The information should include:
  - a. Psychologist Report Cover Sheet (Form 2K, p.45)
  - b. Referral Sheet (Form 1A- pgs. 8-10)
  - c. Approval Sheet (Form 2M, p.48)
  - d. Identification Report (see pgs. 41-44)
  - e. Parent Confirmation Letter of acceptance into the program or Did Not Qualify Letter (Form 2Q), one copy sent to parent.
  - f. This file will be sent to the student's school and placed in his/her CUM folder.
  - g. Create a simple separate file to be filed in the GATE Resource Room for our records. This file will include Form 2K and parent permission form.
9. Chantal will enter student into Computer Data Base (currently, School Max).
10. Chantal Cravens will send the parent information packet to the school site, via the student, when the student will be attending the GATE Resource Room.
11. **DID NOT QUALIFY:** Psychologists place a copy of GATE Referral Sheet and the DID NOT QUALIFY Form (Form 2Q, p.60) in the cumulative folder.
12. **Transfer Students:** These students need to go through our screening process. Have previous district FAX over information on how the student was identified; send to Chantal Cravens at Wilkerson. FAX: 626-443-8659. Write TRANSFER in large letters at bottom of identification sheet.

Form 1D-  
Flow Chart



**Cut Off Scores on the CST:**  
 Grade 3 Requires **BOTH** ELA450+ and EMA 520+  
 Grades 4-6: ELA 450+ *or* EMA 520+ (two years in this score range)  
 Grades 7-8: ELA 450+ *or* EMA 500+ (two years in this range)  
 Revised: 2-23-12 cmc

# Bright Child v. Gifted Learner

Bright Child	Gifted Learner
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feelings and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good at memorization	Good guesser
Enjoys straightforward sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

Source: <http://pages.framingham.k12.ma.us/sage/brightchild.htm>

Revised May 3, 2005 CM



**Achievement Tests Completed:**

- Terra Nova (1<sup>st</sup> grade) score \_\_\_\_\_ date \_\_\_\_\_
- Kindergarten Assessment Test score \_\_\_\_\_ date \_\_\_\_\_
- Other: \_\_\_\_\_ score \_\_\_\_\_ date \_\_\_\_\_

What other criteria are you using to verify that this student should be recommended for the gifted program?

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**Site Principals:** *Please place these students on your k-2 "Watch List" for GATE.*

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

What modifications/adjustments have been made to the student's curriculum?

(Check all that apply and use the comment section for additional clarification).

- |                                       |                 |
|---------------------------------------|-----------------|
| Independent Study _____               | Comments: _____ |
| Cluster grouping _____                | Comments: _____ |
| Mentorship _____                      | Comments: _____ |
| Regrouping _____                      | Comments: _____ |
| Compacting _____                      | Comments: _____ |
| Tiered Assignments _____              | Comments: _____ |
| Subject matter acceleration _____     | Comments: _____ |
| Whole grade acceleration _____        | Comments: _____ |
| Flexibility in products/process _____ | Comments: _____ |

**READINESS: On a scale of 1-10 [10 being the highest score]:**

Does the student attend school regularly  
And complete his/her assignments?                      1 2 3 4 5 6 7 8 9 10

Does the student welcome academic challenge?                      1 2 3 4 5 6 7 8 9 10

Does the student relate well to other  
teachers and students?                      1 2 3 4 5 6 7 8 9 10

Does the student behave appropriately, in and  
out of school?                      1 2 3 4 5 6 7 8 9 10

Is the student a leader?                      1 2 3 4 5 6 7 8 9 10

[May be perceived as "bossy" by peers]

Is the student enthusiastic about placement in a gifted program? 1 2 3 4 5 6 7 8 9 10

Do the student's parents want such a placement? 1 2 3 4 5 6 7 8 9 10

Notes and observations regarding student progress:

Date: \_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_  
\_\_\_\_\_

- Please add any evidence of student work [Portfolio] that will support your recommendation of this student for the GATE program.
- Feel free to attach additional pages for anecdotal evidence or observations.
- Be sure to give a copy of this to the site psychologist by **March** of the student's **second grade** to ensure placement in the G.A.T. E. Program for third grade.

Revised 5/3/05 CMC



Form 2-L



## GATE PROGRAM

# PEER NOMINATION FORM

TO BE USED WITH FOURTH-EIGHTH GRADE CLASSROOM STUDENTS ONLY

Here are some descriptions of students. Read each description carefully and ask yourself “Which students are like this?” Under each question write down the name/s of student/s you think fits the description. Do not write your own name under any of the questions and do not sign your name at the top of the paper.

1. Who learns the fastest? \_\_\_\_\_
2. Who knows a lot? \_\_\_\_\_
3. Who gets the best grades? \_\_\_\_\_
4. Who can tell you what words mean?  
\_\_\_\_\_
5. Who really gets excited by challenging work?  
\_\_\_\_\_
6. Who has the most different opinions or way of doing things?  
\_\_\_\_\_
7. Who works hard in school and doesn't waste time?  
\_\_\_\_\_
8. Who can always think of more than one way to do things?  
\_\_\_\_\_
9. Who is really excited about being in school and learning new things?  
\_\_\_\_\_
10. Who is really creative? \_\_\_\_\_
11. Who asks questions that really make you think?  
\_\_\_\_\_



Revised 5/3/05 CMC

**Form 2 P**



## Parent Inventory/Recommendation

Date: \_\_\_\_\_ Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

So that we may more effectively evaluate your child's potential for participation in the GATE Program, we ask that you complete the evaluation below and return it to your child's school principal by \_\_\_\_\_ (date).

Please put an X in the box that describes your child.

- Is your child involved in a special hobby? \_\_\_\_\_ Please explain on the back of this sheet.

My child	Often	Sometimes	A Little
1. Is a alert beyond his/her years			
2. Likes school			
3. Is interested in what older children or adults are playing or doing			
4. Knows where to find information			
5. Judges the usefulness of facts			
6. Is quite creative or artistic			
7. Has a lot of ideas to share			
8. Has many ways of solving problems			
9. Is aware of things a lot of people don't notice			
10. Likes to pretend			
11. Reads a lot of books			
12. Other children want to join in on his/her games or activities			
13. Asks a lot of questions about many things			
14. Is not concerned with details			
15. Enjoys and responds to beauty			
16. Is very concerned with justice and fairness			
17. Is able to plan and organize activities			
18. Wants to participate in the GATE Program			
19. Often finds and corrects his/her own mistakes			
20. Makes up stories or has unique ideas			
21. Has a lot of interests			
22. Knows how to get other kids to do what he/she wants			
23. Enjoys other people and seeks them out			
24. Needs to have alone time or gets grumpy			
25. Is willing to work with others			
26. Sets high standards/goals for him/herself			
27. Is able to laugh at him/herself			
28. Likes to do many things			

Form 2 P



## Inventario o recomendacion del padre/madre

Fecha: \_\_\_\_\_ Nombre del estudiante: \_\_\_\_\_ Grado: \_\_\_\_\_ Escuela: \_\_\_\_\_

Para poder evaluar la habilidad de su hijo/a con mas eficacia y poder participar dentro del programa GATE, le pedimos que llene la evaluacion y la regrese al director/a de la escuela de su niño/a antes de la fecha \_\_\_\_\_.

Por favor marque con una X en la caja mas adecuada que describa a su hijo/a.

¿Está su hijo/a involucrado en algun pasatiempo o afición? \_\_\_\_\_ Por favor de una explicacion en verso:

Mi hijo/a	Frecuentemente	A veces	Un poco
1. Es mas alerto/a que otros niños de su propia edad			
2. Le gusta la escuela			
3. Demuestra interes en lo que otras personas mayores hacen o juegan			
4. Sabe donde encontrar informacion			
5. Juzga la utilidad de hechos			
6. Es muy creativo y artistico			
7. Tiene varias ideas para compartir			
8. Tiene varias maneras de resolver problemas			
9. Es alerto/a a cosas que otras personas no notan			
10. Le gusta usar su imaginacion			
11. Lee muchos libros			
12. Otros niños quieren participar en sus juegos o actividades			
13. Hace muchas preguntas sobre diferentes cosas			
14. No se preocupa con detalles			
15. Aprecia y responde a la belleza			
16. Le preocupa mucho la igualdad y justicia			
17. Puede planear y organizar actividades			
18. Quiere participar en el programa GATE			
19. Regularmente encuentra y corrige sus propios errores			
20. Compone historias y tiene sus propias ideas			
21. Tiene varios intereses			
22. Sabe como poner a otros niños hacer lo que les dice			
23. Disfruta la compania de otras personas y las busca			
24. Le gusta tomar tiempo solo/a o se muestra enojado/a			
25. Esta dispuesto/a a trabajar con otras personas			
26. Se pone altas metas y estandares para si mismo			
27. Se puede reir de si mismo			
28. Le gusta hacer varias cosas			

Dr. Roger Taylor, 1992

May 3, 2005 CMC



## Sự Nhận Xét/Ý Kiến Phụ Huynh

Ngày: \_\_\_\_\_ Tên Học sinh: \_\_\_\_\_ Lớp: \_\_\_\_\_ Trường: \_\_\_\_\_

Để việc đánh giá tiềm năng của con quý vị được hữu hiệu hơn để tham gia Chương trình GATE, xin quý vị hoàn tất phần định lượng dưới đây và gửi lại cho hiệu trưởng trường của con quý vị từ đây đến ngày \_\_\_\_\_.  
Xin đánh dấu X vào phần thích hợp với con quý vị.

- Con quý vị có sở thích nào đặc biệt không? \_\_\_\_\_ Xin giải thích ở mặt sau.

Con tôi	Thường	Đôi khi	Ít khi
1. Có sự cảnh giác vượt quá tuổi của em			
2. Thích đi học			
3. Thích những trò chơi hay việc làm của các em khác hay người lớn.			
4. Biết cách tìm tin tức			
5. Đánh giá sự hữu ích của sự việc			
6. Có óc sáng kiến hoặc nghệ thuật			
7. Có nhiều ý kiến để chia sẻ			
8. Có nhiều cách để giải quyết vấn đề			
9. Có sự nhận thức về các vật mà người khác không để ý			
10. Thích giả bộ			
11. Đọc nhiều sách			
12. Các em khác muốn tham dự vào các trò chơi hoặc sinh hoạt của em			
13. Hay thắc mắc về nhiều thứ			
14. Không quan tâm đến chi tiết			
15. Biết hưởng thụ và đáp ứng với cảnh đẹp			
16. Rất quan tâm đến công lý và sự công bằng			
17. Có thể hoạch định và điều hành các sinh hoạt			
18. Muốn được tham gia Chương trình GATE			
19. Thường tìm và sửa những lỗi lầm của em			
20. Tự đặt ra những câu chuyện hoặc có những tư tưởng khác thường			
21. Có nhiều hứng thú			
22. Biết cách làm cho các trẻ khác làm theo những gì em muốn			
23. Vui với người khác và tìm ra họ			
24. Cần có thời gian riêng tư hoặc sẽ gặt gòn			
25. Sẵn sàng cộng tác với người khác			



## 家長列舉/建議

日期：\_\_\_\_\_ 學生姓名：\_\_\_\_\_ 年級\_\_\_\_\_ 學校：\_\_\_\_\_

為有助於我們有效評估您孩子參加資優課程計劃的潛力起見，我們懇請您完成下列評價並於\_\_\_\_\_（日期）之前交給您孩子就讀學校的校長。

請在能說明您孩子情況的有關空格處劃X

- 您的孩子有特殊的業餘愛好嗎？\_\_\_\_\_ 請在背面詳細解釋說明

我的孩子	常常	有時	少許
1. 具有超越其年齡的機敏			
2. 喜歡學校			
3. 對年齡大的孩子或大人的所玩或做的事情感興趣			
4. 知道去何處尋找資訊			
5. 判斷有關事實是否有用			
6. 相當具有創造力或藝術才能			
7. 有許多想法和別人分享			
8. 有許多解決問題的方法			
9. 能注意到許多常人不注意到的問題			
10. 喜歡假扮			
11. 閱讀許多書籍			
12. 別的兒童都喜歡參加他/她舉辦的遊戲或活動			
13. 對許多事物有很多疑問			
14. 不在乎細節			
15. 欣賞美並做出反應			
16. 對公正和公平非常關切			
17. 有能力計劃和組織活動			
18. 想參加資優課程計劃			
19. 常常能發現並糾正自己的錯誤			
20. 會編故事或有獨特的想法			
21. 興趣廣泛			
22. 知道如何讓別的孩子為自己想做做的事情			
23. 欣賞他人並能找出自己欣賞的人			
24. 需要自己獨處的時間，否則性情怪戾			
25. 願意和別人一起做事			
26. 能為自己制訂高標準或目標			
27. 能自我解嘲			
28. 喜歡做很多事情			
每欄所劃數目			
乘以分值	3	2	1
每欄總分值			

Dr. Roger Taylor, 1992

總分：

5/3/05CMC





**FORM 2S-**  
**Self-Nomination for the GATE Program**  
 (For use with 4<sup>th</sup> grade and up)



Please show whether you agree or disagree with each of the statements by marking one of the spaces.

	<b>Traits</b>	<b>Just like me</b>	<b>A bit like me</b>	<b>Not like me</b>	<b>Not like me at all</b>
1	I am a good athlete.				
2	I am a good student.				
3	I am popular with the other students.				
4	I am the one who understands and accepts other people.				
5	I know how to get along with other people.				
6	Other people think that I am smart.				
7	People think that I am creative.				
8	I enjoy working with mechanic and scientific things.				
9	I enjoy doing math problems.				
10	I like working independently on special projects.				
11	I enjoy debating or discussing ideas.				
12	I enjoy working with other people on projects.				
13	I enjoy “losing myself” in a good book.				
14	I have a good sense of humor.				
15	My work is often quite original.				
16	I am able to take charge on a group project.				
17	I come up with lots of ideas on how to solve a problem.				
18	I want to be in the GATE program.				
19	I don’t mind being different from other people.				
20	I like studying subjects that are challenging or even difficult.				
21	I feel strongly about things, even if others think I’m opinionated or they don’t agree with me.				
22	People tell me that I have a large vocabulary or use big words.				
23	I like to get ideas from things that I read and see and then make them my own.				
24	I like to ask a lot of questions.				
25	I hate not knowing things, and I have to look things up and find out.				
26	It drives me crazy when I think a situation isn’t fair.				

5/3/05CMC

# SECTION II

Identification  
Forms  
And  
Teacher  
Checklists

## Section II- Identification Forms and Teacher Checklists

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### **Introduction**

All identification forms are to be submitted to the site psychologist. It is suggested that teachers make copies of all paperwork submitted, in case paperwork gets lost in the process, which has been known to happen on occasion.

### **Overall Academic Ability**

Form 2B, *Criteria for High Achievement Checklist*, is used by teachers to find students who show overall academic high ability in mathematics and language arts. The psychologist looks at the students cumulative record folder and notes the students test scores and any other evidence pieces to his/her psychologist report for high achievement, Form 2H.

### **Giftedness in a Single Subject**

Form 2C, *Criteria for Specific Academic Achievement Checklist*, is used by teachers to refer students for GATE that have academic prowess in one specific academic area. The psychologist looks at the student's cumulative record folder and notes the students test scores and any other evidence pieces to his/her psychologist report for high achievement, Form 2I. Identification Reports for the psychologists can be found in the next section.

### **IQ Testing**

Form 2E, *Criteria for Intellectual Ability Checklist*, is used to refer students for intelligence testing. This form is used to follow up a referral by the screening process, such as: student self-nomination, parent nomination, teacher referral, peer nomination, or referral by the site administrator. This is useful for students who do not qualify under their standardized test scores.

### **Situational Placement**

Situational Placement encompasses the areas of creativity, talent, and cognitive ability. There are several forms that can be used in this process. Situational Placement requires portfolio submittal as part of the identification process.

The beauty of using portfolios in the identification procedure is that it moves toward a partnership between teacher and student. Some characteristics about portfolios are:



- Accentuate the positive
- Show systematic evidence of student achievement
- Show work over time
- Include a rich variety of style and content
- Encourage higher levels of reflective practice and self assessment
- Emphasizes intrinsic rather than extrinsic motivation

Portfolios can play an important role in the identification process for the gifted program. They can be a useful tool for gifted programs in finding minority students, English language learners, children in poverty, and children with special talents. These portfolio submissions can take many forms: electronic portfolios with multi-media projects, videotapes, photographs, and audiotapes.

Students identified under situational placement must have **two years of test scores in math and language arts in the advanced strand**. Those two years do not have to be consecutive. *Third graders only*: one year of test scores in the advanced strand for math and language arts.

### **TABs- Traits Aptitudes and Behavior Sheet**

Form 2D1 is the *TABs fill in sheet*. Form 2D2 is a TABs prompt sheet. This matrix called TABs (Traits, Aptitudes and Behaviors) is a technique developed by Frasier, M., et al. (1995) in *A new window for looking at gifted children*, as a cooperative research project designed to identify gifted students who come from families who are economically disadvantaged and who have limited proficiency in the English language. The teacher looks for examples (making notations on TABs observation sheet) in these areas, and gathers student work samples to compile a portfolio.

A copy Form 2D3 (*TABs portfolio submittal checklist*) is to accompany each student work sample as a cover sheet. Form 2D3 (T1) is a **Checklist for TABs Portfolio Submittals**; it is designed to guide teachers in their selection of student work samples that are reflective of the intelligence areas on the TABs referral sheet. Inclusion of teacher made rubrics or checklist to accompany the evidence pieces is highly recommended. The rubrics/checklists assist the reader/reviewers to understand the criteria used for assessment of the evidence pieces in the portfolio.

### **Artistic Talent**

Form 2D (A) is the *Checklist for identification in Artistic Ability*. This is to be submitted to the site psychologist. Form 2D (A1) *the Portfolio submittal checklist for Artistic Talent* must accompany the portfolio of student work. This checklist is designed to guide teachers in their selection of student work samples that are reflective of the student's abilities in various aspects of visual arts.

### **Leadership Talent**

Form 2D (L) is the *Checklist for Leadership Ability*. Form 2D (L1) *the Portfolio submittal checklist for Leadership Talent* must accompany the portfolio of student work. This checklist is designed to guide teachers in their selection of student work samples that are reflective of the student's abilities in various aspects of leadership.

# GATE Program

## Qualification Scores California Standards Test High Achievement and Specific Academic Achievement

English Language Arts	
Grade Level	Cut off scores
3-8	450 and above
Mathematics	
Grade Level	Cut off scores
3-6	520 and above
7-8	500 and above

Revised 2-23-12 *CMC*

Based upon current CST data for the top 5% scores in EMCS D by grade level performance.

# Criteria for High Achievement

## Form 2 B



A high achieving student consistently functions independently at high levels in reading and/or language arts and math.

A total of FOUR criteria must be met. The first and second items must be met as well as any two other criteria from the list.

\_\_\_ Recommendation for GATE screening (self, parent, teacher, principal).

\_\_\_ Scores in the high advanced category on the STAR/ California standards test for at least 2 years in English/Language Arts and math.  
**See cutoff scores. (P.26 GATE IDToolkit)**

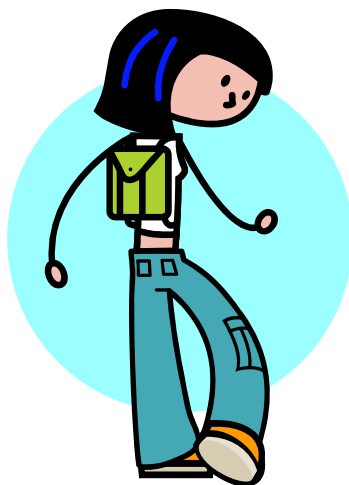
\_\_\_ Maintains a 3.0 GPA or the elementary grade equivalent

\_\_\_ Prefers the complex to the obvious

\_\_\_ Is goal and product oriented

\_\_\_ Memorizes school related work with little or no drill

\_\_\_ Enthusiastically responds to school demands



Revised 5/14/2008 CMC

# GATE Program Form 2C

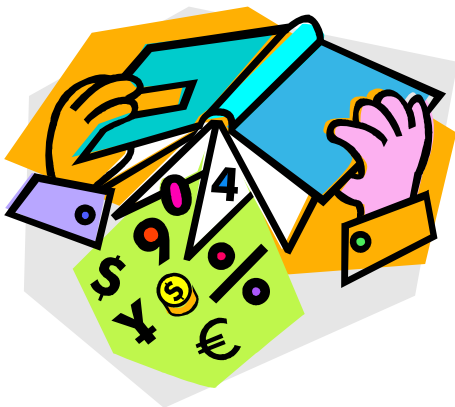


## Criteria for Specific Academic Ability

A student who is identified by his/her specific academic ability functions at a highly advanced academic level in a particular subject area.

THREE of the following criteria must be met *including* the first and second item and any of the others.

- \_\_\_\_\_ Recommendation for GATE screening.
- \_\_\_\_\_ Scores for at least 2 years or more in the high advanced strand on the California Standards Test (CST). **See cutoff scores** (P.26 GATE IDToolkit)
- \_\_\_\_\_ Retains extraordinary amounts of information in one specific area
- \_\_\_\_\_ Has an accelerated pace of thought and the ability to process information in one specific area
- \_\_\_\_\_ Exhibits goal directed behavior and earlier development of self-motivation, self-direction and self-control.



Revised 5/14/2008 CMC

## Form 2-E Intellectual



A student who is identified by his/her intellectual ability has intellectual development significantly advanced in relation to chronological peers.

**Four** of the following criteria must be met, including the first **two**.

- \_\_\_\_\_ Recommendation for GATE screening
- \_\_\_\_\_ An I.Q. of 130 or more on the Binet, WISC IV, or Leiter or \_\_\_\_\_.
- \_\_\_\_\_ Interview and/or observation by psychologist
- \_\_\_\_\_ Retains extraordinary amounts of information
- \_\_\_\_\_ Shows unusual interest and curiosity
- \_\_\_\_\_ Exhibits advanced verbal fluency, vocabulary development and expression
- \_\_\_\_\_ Has the ability to think in terms of abstract terms, alternatives, generalizations and senses consequences
- \_\_\_\_\_ Exhibits a mature sense of humor



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Referring Teacher: \_\_\_\_\_ Student: \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_

Form 2 D-1

### TABS (Traits, Aptitudes and Behaviors) Sheet

Use this sheet to observe Traits, Aptitudes and Behaviors (TABS) displayed by your students.

<i>Motivation</i> Evidence of desire to learn.	<i>Interests</i> Intense (sometimes unusual) interests.	<i>Communication Skills</i> Highly expressive and effective use of words, numbers, and symbols.	<i>Problem-Solving Ability</i> Effective, often inventive strategies for recognizing and solving problems	<i>Memory</i> Large storehouse of information on school or non-school topics
<i>Inquiry</i> Questions, experiments, explores.	<i>Insight</i> Quickly grasps new concepts and makes connections; senses deeper meanings.	<i>Reasoning</i> Logical approaches to figuring out solutions.	<i>Imagination/Creativity</i> Produces many ideas; highly original	<i>Humor</i> Conveys and picks up on humor

Revised 4/22/2005 CMC

Referring Teacher: \_\_\_\_\_ Student: \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_

## TABS (Traits, Aptitudes and Behaviors) Sheet Prompts

Form 2D-2 TABS Prompts

Use this sheet to observe Traits, Aptitudes and Behaviors (TABs) displayed by your students.

<p><b>Motivation</b> Evidence of desire to learn.</p>	<p><b>Interests</b> Intense (sometimes unusual) interests.</p>	<p><b>Communication Skills</b> Highly expressive and effective use of words, numbers, and symbols.</p>	<p><b>Problem-Solving Ability</b> Effective, often inventive strategies for recognizing and solving problems</p>	<p><b>Memory</b> Large storehouse of information on school or non-school topics</p>
<p>Student may: Demonstrate persistence in pursuing/completing self-selected tasks Be an enthusiastic learner Aspire to be somebody, or do something.</p>	<p>Student may: Demonstrate unusual or advanced interests in a topic or activity Be a self-starter Beyond age group Pursue an activity unceasingly</p>	<p>Student may: Demonstrate unusual ability to communicate verbally, physically, artistically, symbolically Use particularly apt examples, illustrations, or elaborations</p>	<p>Student may: Demonstrate unusual ability to devise or adapt a systematic strategy for solving problems and to change the strategy if it is not working. Create new designs, invent.</p>	<p>Student may: Already know Need only 1-2 repetitions for mastery Have a wealth of information about school or non-school topics Pay attention to details Manipulate information</p>
<p><b>Inquiry</b> Questions, experiments, explores.</p>	<p><b>Insight</b> Quickly grasps new concepts and makes connections; senses deeper meanings.</p>	<p><b>Reasoning</b> Logical approaches to figuring out solutions.</p>	<p><b>Imagination/Creativity</b> Produces many ideas; highly original</p>	<p><b>Humor</b> Conveys and picks up on humor</p>
<p>Student May: Ask unusual questions for age. Play around with ideas Exploratory behaviors directed toward eliciting information about things</p>	<p>Student May: Make inferences Good guesser Keenly observant Sees unusual and diverse relationships Integrates ideas across disciplines</p>	<p>Student May: Make generalizations Use metaphors and analogies Think in a logical manner Think things through and come up with plausible answers</p>	<p>Student May: Show ingenuity in using common materials Have wild and sometimes silly ideas Have fluent/flexible ideas Be highly curious</p>	<p>Student May: Have a keen sense of humor Attuned to feelings Understands comedic timing Demonstrate unusual emotional depth Be open to experiences Demonstrate sensory awareness</p>

Revised 4/22/2005 CMC

# G.A.T.E. Checklist for TABs Portfolio Submittal

## (Page 1)

*A minimum of **five** work samples are required for the portfolio documentation. **Please copy** this checklist and attach with work samples. Write a note on the top of each sample indicating the strength point of the student (i.e. problem solving, insight, etc.)*

Referring Teacher: \_\_\_\_\_ Student: \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_

*Note: If you have created a scoring rubric or checklist for the attached student samples, please include them.*

The attached evidence piece gives evidence for the characteristics checked below. Check boxes to the right hand side of the trait/ability.

<i>Motivation</i>	<i>Interests</i>	<i>Communication</i>	<i>Problem-Solving Ability</i>	<i>Memory</i>
Demonstrate persistence in pursuing/completing self-selected tasks	Demonstrate unusual or advanced interests in a topic or activity	Demonstrate unusual ability to communicate verbally, physically, artistically, symbolically	Demonstrate unusual ability to devise or adapt a systematic strategy for solving problems and to change the strategy if it is not working.	Already know Need only 1-2 repetitions for mastery
Be an enthusiastic learner	Be a self-starter	Use particularly apt examples, illustrations, or elaborations	Create new designs, invent	Have a wealth of information about school or non-school topics
Aspire to be somebody, or do something.	Beyond age group			Pay attention to details
	Pursue an activity unceasingly			Manipulate information



## G.A.T.E. Checklist for TABs Portfolio Submittal (Page2)

Referring Teacher: \_\_\_\_\_ Student: \_\_\_\_\_

The attached evidence piece gives evidence for the characteristics checked below.  
Check boxes to the right hand side of the trait/ability.

<i><b>Inquiry</b></i>	<i><b>Insight</b></i>	<i><b>Reasoning</b></i>	<i><b>Imagination/ Creativity</b></i>	<i><b>Humor</b></i>
Ask unusual questions for age.	Make inferences	Make generalizations	Show ingenuity in using common materials	Have a keen sense of humor
Play around with ideas	Good guesser	Use metaphors and analogies	Have wild and sometimes silly ideas	Attuned to feelings
Exploratory behaviors directed toward eliciting information about things	Keenly observant	Think in a logical manner	Have fluent/flexible ideas	Understands comedic timing
	Sees unusual and diverse relationships	Think things through and come up with plausible answers	Be highly curious	Demonstrate unusual emotional depth
	Integrates ideas across disciplines			Be open to experiences



# GATE Program

## Checklist/Rating Scale for Artistic Talent

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_  
 Person completing referral form: \_\_\_\_\_  
 How long have you known the child? \_\_\_\_\_

Form 2D-A  
Artistic Talent

**Please check off the box that best describes the student:**

	<b>Artistic Characteristics</b>	Rarely or Never	Sometimes	Most of the time	Almost always
1	Likes to participate in art activities; is eager to express ideas.				
2	Incorporates a large number of elements into art work; varies the subject and content of art work.				
3	Arrives at unique, unconventional solutions to artistic problems as opposed to traditional, conventional ideas.				
4	Concentrates for long periods of time on art projects.				
5	Works on self-initiated art projects at home.				
6	Willingly tries out different media; experiments with a variety of materials and techniques.				
7	Tends to select art media for free activity or classroom projects.				
8	Is particularly sensitive to the environment; is a keen observer- sees the unusual, what may be overlooked by others.				
9	Produces balance and order in art work.				
10	Is critical of own work; sets high standards of quality often reworks creation in order to refine it.				
11	Shows an interest in other student's work- spends time studying and discussing their work.				
12	Elaborates on ideas from other people-uses them as a "jumping off point" as opposed to copying them.				
13	Is uninhibited in expressions of opinions; is sometimes radical and spirited in disagreement; is tenacious.				
14	Is sensitive to beauty; pays attention to aesthetic characteristics of things.				
15	Nonconforming; accepts disorder; is individualistic; does not fear being different.				
16	Attention given to small details (shading, texture, background).				

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## Form 2D (A1)-*Artistic Ability* G.A.T.E. Checklist for Portfolio Submittal



A minimum of **five** work samples are required for the portfolio documentation. **Please copy** this checklist and submit it with the work samples.

Referring Teacher: \_\_\_\_\_  
Student: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

*Note: If you have created a scoring rubric or checklist for the attached student samples, please include them.*

The attached evidence piece gives evidence for the characteristics checked below. Check the box to the right hand side of the trait/ability demonstrated.

Artistic Trait	X
Mixes colors and varies values for artistic effect.	
Color sense and use.	
Demonstrates use of balance and order in artwork.	
Use of shading to create depth.	
Use of perspective.	
Creativity and originality of ideas.	
Elaboration on concepts seen in others artwork.	
Creative use of seemingly unrelated materials or forms.	
Use of depth, balance and proportion that is beyond that of grade level peers.	
Demonstrates originality and whimsy.	
Relates art skills and knowledge into other content areas.	
Employs a variety of two-dimensional and three-dimensional media, techniques, and processes to communicate ideas, experiences, and stories in works of art.	
Form: Use of line, shape, value, color, space, and texture.	
Use of pattern, rhythm, shape, and positive and negative space.	
Plans, selects, and purposefully uses the visual and organizational components of art and design, symbols, and images to improve the communication of their own ideas in works of art.	
Demonstrates the use of a single medium (oil, chalk, paper, watercolor, pencil, and wire) to create multiple effects in works of art.	

Revised 5/10/05CMC

## El Monte City School District GATE Program Rating Scale for Leadership Talent

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_  
 Person completing referral form: \_\_\_\_\_  
 How long have you known the child? \_\_\_\_\_

**Form 2D-L  
Leadership  
Talent**

**Please check off the box that best describes the student:**

	<b>Leadership Characteristics</b>	<b>Rarely or Never</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>Almost always</b>
1	Carries responsibility well; can be counted on to do what he/she has promised and usually does it well.				
2	Is self-confident with children his/her own age as well as adults; seems comfortable when asked to show work in front of the class.				
3	Seems to be well-liked by classmates; tends to avoid bickering is generally easy to get along with.				
4	Is cooperative with teacher and classmates; copes with unpleasantness and fosters team spirit				
5	Can express self well; has good verbal skills and is usually well understood.				
6	Adapts readily to new situations; is flexible in thought and action.				
7	Sociable; determines appropriate behavior.				
8	Organizes others; directs activities and makes others feel needed and productive; may be seen as 'bossy'.				
9	Participates in school activities connected with the school; often will volunteer for things.				
10	Sets high standards for self; controls own emotions.				
11	Projects into the future; sees consequences of decisions.				
12	Figures out what is wrong; shows others how to solve the problem.				
13	Handles abstract ideas and sees a broader perspective; sees whole while others focus on the parts				
14	Gauges appropriateness of decisions, directions, or suggestions and timing of them.				

Renzulli/Smith/White/Callahan/Hartman

Revised 5/10/05CMC

## Form 2D (L1) - Leadership Ability G.A.T.E. Checklist for Portfolio Submittal



*A minimum of **two** evidence pieces are required for portfolio. **Please copy this checklist and attach a separate checklist for each evidence piece.***

Referring Teacher: \_\_\_\_\_  
 Student: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

*Note: If you have created a scoring rubric or checklist for the attached student samples, please include them.*

The attached evidence piece gives evidence for the characteristics checked below. Check the box to the right hand side of the trait/ability demonstrated.

<b>Leadership Ability</b>	<input type="checkbox"/>
Carries responsibility well; can be counted on to do what he/she has promised and usually does it well.	<input type="checkbox"/>
Is self-confident with children his/her own age as well as adults; seems comfortable when asked to show work in front of the class.	<input type="checkbox"/>
Seems to be well-liked by classmates; tends to avoid bickering is generally easy to get along with.	<input type="checkbox"/>
Is cooperative with teacher and classmates; copes with unpleasantness and fosters team spirit	<input type="checkbox"/>
Can express self well; has good verbal skills and is usually well understood.	<input type="checkbox"/>
Adapts readily to new situations; is flexible in thought and action.	<input type="checkbox"/>
Sociable; determines appropriate behavior.	<input type="checkbox"/>
Organizes others; directs activities and makes others feel needed and productive; may be seen as 'bossy'.	<input type="checkbox"/>
Participates in school activities connected with the school; often will volunteer for things.	<input type="checkbox"/>
Sets high standards for self; controls own emotions.	<input type="checkbox"/>
Figures out what is wrong; shows others how to solve the problem.	<input type="checkbox"/>
Handles abstract ideas and sees a broader perspective; sees whole while others focus on the parts	<input type="checkbox"/>
Gauges appropriateness of decisions, directions, or suggestions and timing of them.	<input type="checkbox"/>
Initiates or participates in service projects such as: School newspaper, classroom newsletter, campus clean-up, cross-age reading or tutoring.	<input type="checkbox"/>
Generates ideas for helping others: creating a school-wide recycling program, creating water saving device for a third world country, or fund raising for tsunami victims.	<input type="checkbox"/>
Other:	<input type="checkbox"/>

# **SECTION III**

## **Identification Reports For Psychologists**

# SECTION III

## IDENTIFICATION REPORTS FOR PSYCHOLOGISTS

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Form 2 H- Identification Report-0021- High Achievement		42
Form 2 I- Identification Report-0032- Specific Academic Ability		43
Form 2 J- Identification Report-0041- Situational Placement		44
Form 2 K- Psychologist Report Cover sheet		45

### Introduction

These are identification reports to be used by site psychologists. These become part of the student's GATE identification file.

### Intellectual

*Form 2G, Intellectual (IQ)*, is used for students identified using IQ testing.

### High Achievement

*Form 2H, High Achievement*, is used for students with general academic high achievement indicated by two years of high performance in math and language arts on standardized state tests such as the California Standards tests.

## **Specific Academic Ability**

*Form 2I, Specific Academic Ability*, is used for students with superior ability in one specific subject area indicated by two years of high performance in math *or* language arts on standardized state tests such as the California Standards tests.

## **Psychologist's Report for Situational Placement**

*Form 2J* is the **psychologist's report for situational placement**. These students demonstrate creative and divergent thinking noted by teacher observation (**TABs Observation Sheet**), artistic talent, or leadership talent. A portfolio of a minimum of five student work samples must be submitted with the appropriate checklists attached. This report is also to be used for identification in the **arts** and for **leadership** ability.

## **Psychologist Report Cover Sheet**

**Form 2K** is the **Psychologist Report Cover Sheet**



El Monte City School District  
3540 N. Lexington Avenue  
El Monte, CA. 91731-2684  
(626) 575-2331 Chantal Cravens, GATE

Form 2G-0011

Identification Report for G.A.T.E. Program

Student's Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Room #: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Category: **INTELLECTUAL ABILITY- 0011**

Date of evaluation for G.A.T.E. Identification: \_\_\_\_\_



\_\_\_\_\_ was referred for possible G.A.T.E. Identification by his/her \_\_\_\_\_.

Please refer to the attached Referral Checklist. He/she was evaluated by a set of District Criteria that indicates his/her intellectual development is significantly advanced in relation to his/her chronological peers.

TEST:

WISC IV \_\_\_\_\_ Leiter-R \_\_\_\_\_  
Verbal Comprehension \_\_\_\_\_ KABC II: \_\_\_\_\_  
Perceptual Reasoning \_\_\_\_\_  
Working Memory \_\_\_\_\_  
Processing Speed: \_\_\_\_\_  
Full Scale: \_\_\_\_\_

As a result of classroom observation and/or teacher interview, it can be stated that \_\_\_\_\_ exhibits the following characteristics:

- \_\_\_\_\_ Retains extraordinary amounts of information
- \_\_\_\_\_ Shows unusual interest and curiosity
- \_\_\_\_\_ Exhibits advanced verbal fluency, vocabulary development and expression
- \_\_\_\_\_ Has and accelerated pace of thought and the ability to process information
- \_\_\_\_\_ Exhibits goal directed behavior and earlier development of self-motivation, self control and self-direction
- \_\_\_\_\_ Has the ability to think in terms of abstract terms, alternatives, generalizations, and senses consequences
- \_\_\_\_\_ Exhibits a mature sense of humor
- \_\_\_\_\_ Special Ability- Please explain: \_\_\_\_\_

According to our team evaluation, \_\_\_\_\_ does/does not meet the criteria needed to qualify for our District G.A.T.E. Program under the category of INTELLECTUAL ABILITY.

Psychologist: \_\_\_\_\_

Please fill out completely, and send this form to Wendy Gebhardt, District Office- Payroll Department, on the date of identification.

For Office Use only: 1 2 3 4 5 6 7 Sex: M F

STATE REQUIRED INFORMATION

Language Identification: FEP \_\_\_\_\_ LEP \_\_\_\_\_ Language \_\_\_\_\_

Non English Speaking Home:   Free Lunch Ticket:

**El Monte City School District**  
**3540 N. Lexington Avenue**  
**El Monte, CA. 91731-2684**  
 (626) 575-2331 Chantal Cravens, GATE

**Form 2H- 0021**  
**Identification Report for G.A.T.E.Program**

Student's Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Room #: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Category: **High Achievement- 0021**

Date of evaluation for G.A.T.E. Identification: \_\_\_\_\_



\_\_\_\_\_ was referred for possible G.A.T.E. Identification by his/her \_\_\_\_\_.  
 Please refer to the attached **Referral Checklist**. He/she was evaluated by a set of District Criteria that indicates he/she consistently functions independently at high levels in reading and/or language or math.

CST Scores Two Years			
Subject	Year:	Year:	Year:
Reading			
Language			
Math			

Terra Nova	
Subject	Year:
Math	
Reading	
Language	

Grade Point Average	
Year:	GPA:
Year:	GPA:

As a result of classroom observation and/or teacher interview, it can be stated that \_\_\_\_\_ exhibits the following characteristics:

- \_\_\_\_\_ Prefers the complex to the obvious
- \_\_\_\_\_ Memorizes school work with little or no drill
- \_\_\_\_\_ Is goal and product oriented
- \_\_\_\_\_ Shows self-direction and motivation, perseverance and competitiveness
- \_\_\_\_\_ Demonstrates a high energy level
- \_\_\_\_\_ Long attention span for classroom assignments
- \_\_\_\_\_ Is enthusiastic about school demands
- \_\_\_\_\_ Outstanding attendance
- \_\_\_\_\_ Special Ability- Please explain: \_\_\_\_\_

According to our team evaluation, \_\_\_\_\_ does/does not meet the criteria needed to qualify for our District G.A.T.E. Program under the category of **High Achievement**.

Psychologist: \_\_\_\_\_

**For Office Use only: 1 2 3 4 5 6 7 Sex: M F**

STATE REQUIRED INFORMATION	
Language Identification: FEP__LEP__ RFEP__ EO __	Language _____
Non English Speaking Home: __YES __NO	Free Lunch Ticket: __YES __NO

**El Monte City School District**  
**3540 N. Lexington Avenue**  
**El Monte, CA. 91731-2684**  
 (626) 575-2331 Chantal Cravens, GATE

**Form 2I- 0032**  
**Identification Report for G.A.T.E.Program**

Student's Name: \_\_\_\_\_ Student ID #: \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_ Room: \_\_\_\_\_ Teacher: \_\_\_\_\_  
 DOB: \_\_\_\_\_ Date Admitted to the Program: \_\_\_\_\_

Category: **SPECIFIC ACADEMIC ACHIEVEMENT- 0032**



\_\_\_\_\_ was referred for possible GATE identification by his/her  
 \_\_\_\_\_. Please refer to attached Referral Checklist. He/she was evaluated by a set of  
 District Criteria that indicates he/she functions at a highly advanced academic level in a particular area.

Terra Nova	
Subject	Year:
Math	
Reading	
Language	

CST Scores Two Years			
Subject	Year:	Year:	Year:
Reading			
Language			
Math			

As a result of classroom observation and/or by the teacher interview, it can be stated that \_\_\_\_\_ exhibits the following characteristics:

- \_\_\_\_\_ Retains extraordinary amounts of information in one specific area.
- \_\_\_\_\_ Has an accelerated pace of thought and the ability to process information in one specific area.
- \_\_\_\_\_ Exhibits goal directed behavior and earlier development of self-motivation, self-direction, and self-control.
- \_\_\_\_\_ Special ability- Please explain: \_\_\_\_\_

According to the results of our evaluation team, \_\_\_\_\_ does/does not meet the criteria needed to qualify for our District GATE Program under the category for Specific Academic Ability.

STATE REQUIRED INFORMATION Language Identification: FEP ___ LEP ___ RFEP ___ EO ___ Language _____ Non English Speaking Home: ___ YES ___ NO Free Lunch Ticket: ___ Yes ___ No
--

**For Office Use only: 1      2      3      4      5      6      7      Sex: M   F**

Psychologist: \_\_\_\_\_



El Monte City School District  
 3540 N. Lexington Avenue  
 El Monte, CA. 91731-2684  
 (626) 575-2331 Chantal Cravens, GATE

---

**Form 2J-0041**  
**SITUATIONAL PLACEMENT**  
**Identification Report**

---

Student's Name: \_\_\_\_\_ Student ID# \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_ Room: \_\_\_\_\_ Teacher: \_\_\_\_\_  
 DOB: \_\_\_\_\_ Date admitted to GATE Program: \_\_\_\_\_  
 Category: **SITUATIONAL PLACEMENT- 0041**

\_\_\_\_\_ was referred for possible **GATE identification** by his/her  
 \_\_\_\_\_. Please refer to attached **Referral Checklist** and **TABS Observation Sheet** and/or **Parent Inventory** and/or **Leadership Checklist** or **Artistic Ability Checklist**. A portfolio of \_\_\_\_\_ current academic work in the area/s checked below was/were reviewed for indications of GATE Potential:

Math _____ Language Arts _____ Science _____ Social Studies _____ Other _____
---

In addition, \_\_\_\_\_, exhibits the following special ability:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

According to the results of our evaluation team, \_\_\_\_\_ does/does not meet the criteria needed to qualify for our District GATE Program under the category for **SITUATIONAL PLACEMENT**.

Psychologist: \_\_\_\_\_

Please fill out completely, and send this form to Chantal Cravens, GATE Specialist on the date of identification.

<b>STATE REQUIRED INFORMATION</b> Language Identification: FEP ___ LEP ___ RFEP ___ EO ___ _____ Language _____ Non English Speaking Home: ___ YES ___ NO Free Lunch Ticket: ___ Yes ___ No
--

**For Office Use only: 1 2 3 4 5 6 7 Sex: M F**

Form 2K-  
G.A.T.E. Program Psychologist Report Cover Sheet  
El Monte City School District  
3540 N. Lexington Avenue  
El Monte, CA. 91731  
(626) 575-2331 Chantal Cravens, GATE



Student Name \_\_\_\_\_ ID # \_\_\_\_\_  
School \_\_\_\_\_ Grade \_\_\_\_\_ Room \_\_\_\_\_ Teacher \_\_\_\_\_  
DOB \_\_\_\_/\_\_\_\_/\_\_\_\_ Date admitted to the program \_\_\_\_/\_\_\_\_/\_\_\_\_

Category: Circle one of the following:

Intellectual Ability 0011 High Achievement 0021  
Specific Academic Ability 0032 Situational Placement 0041

Criteria:

\_\_\_ Intellectual  
\_\_\_ High Achievement  
\_\_\_ Specific Academic Area: \_\_\_\_\_  
\_\_\_ Situational

Test:

WISC IV \_\_\_\_\_  
Verbal Comprehension \_\_\_\_\_  
Perceptual Reasoning \_\_\_\_\_  
Working Memory \_\_\_\_\_  
Processing Speed \_\_\_\_\_  
Leiter \_\_\_\_\_  
KABC II \_\_\_\_\_

CST Scores Two Years			
Subject	Year:	Year:	Year:
Reading			
Language			
Math			

Grade Point Average	
Year:	GPA:

Terra Nova	
Subject	Year:
Math	
Reading	
Language	

\_\_\_ Special Ability, Please explain: \_\_\_\_\_  
\_\_\_\_\_

STATE REQUIRED INFORMATION

Language Identification: FEP \_\_\_ LEP \_\_\_ RFEP \_\_\_ EO \_\_\_ Language \_\_\_\_\_

Non English Speaking Home: \_\_\_ YES \_\_\_ NO Free Lunch Ticket: \_\_\_ Yes \_\_\_ No

**For Office Use only: 1 2 3 4 5 6 7 Sex: M F**

Please fill out completely, and send this form to Chantal Cravens, GATE Specialist on the date of identification.



# SECTION IV

## Parent Permission Forms

## SECTION IV

### PARENT PERMISSION FORMS

#### Introduction

The law requires that parents give permission for their child to participate in programs for the gifted. The following pages include parent permission forms for program participation, both in English and in Spanish.

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# Form 2 M-

## G.A.T.E. Parent Approval Form



Dear Mr. and Mrs. \_\_\_\_\_ Date: \_\_\_\_\_

Your child was referred for the Gifted and Talented Education (G.A.T.E.) Program. This recommendation was based on your child's performance on the California Standards Test and/or your child's grade point average (G.P.A.) for the past two years. Your child may be eligible for identification as gifted. In general, pupils selected to participate are given enriched educational experiences and are offered a range of more difficult materials in their area of giftedness. Hopefully, they will progress more rapidly in all school subjects. Referral does not guarantee placement. You will be notified by our district GATE coordinator if your child does or does not meet the acceptance criteria for this program.

If you approve, please sign and return this form to his teacher.

I shall be happy to discuss the program with you at any time.

Sincerely,

\_\_\_\_\_  
Psychologist



### GATE APPROVAL FORM

I approve placement of \_\_\_\_\_ in the program for the Gifted and Talented Education (G.A.T.E.) Program, in the El Monte City School District.

\_\_\_\_\_  
Date Signature of Parent or Guardian

Please return this lower portion to your *school site psychologist*.



Form 2M Spanish-  
G.A.T. E. Parent Approval Form  
FORMA DE APROBACIÓN  
DEL PROGRAMA G.A.T.E.



Estimado Sr. y Sra \_\_\_\_\_ Fecha: \_\_\_/\_\_\_/\_\_\_

Su niño califico para el programa de Educación de Superdotados y Talentosos (G.A.T.E). La revisión de Prueba de Estándares de California de su niño/a señala ser sobresaliente en el grado y promedio (G.P.A), durante los dos años pasados. Él/ella demuestra el criterio de elegibilidad establecido por el comité de admisiones. Su niño/a es elegible para ser identificado como superdotado y recibir servicios disponibles para dirigirse a su/sus necesidades educativas. En general, los alumnos seleccionados para participar reciben experiencias de enriquecimiento educativo y son ofrecidos una variedad de materiales más difíciles en su área de ser superdotado. Esperamos que ellos progresarán más rápidamente en todas las areas académicas y escolares.

Si usted aprueba, por favor firme y devuelva esta forma a su profesor.

Mé encantaria poder hablar del programa con usted en cualquier momento.

Sinceramente,

\_\_\_\_\_  
Psicólogo



**FORMA DE APROBACIÓN DEL PROGRAMA G.A.T.E.**

Apruebo la colocación de \_\_\_\_\_ en el programa de Educación de superdotados y Talentosos (G.A.T.E), dentro del distrito escolar de la ciudad de El Monte.

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma del padre o guardian

*Por favor devuelva esta parte posterior al psicólogo de su escuela.*

## Form 2 M-



# Đơn Chấp Thuận của Phụ Huynh G.A.T.E.

Thưa Ông/Bà: \_\_\_\_\_ Ngày: \_\_\_\_\_

Con của quý vị đã được giới thiệu vào chương trình giáo dục dành cho những học sinh có năng khiếu và tài năng (Gifted and Talented Education (G.A.T.E.) Program). Kết quả bài Trắc Nghiệm Tiêu Chuẩn của California của em và/hoặc điểm trung bình của em (G.P.A.) trong hai năm qua, cho thấy em đạt tiêu chuẩn do Admissions Committee đề ra. Con của quý vị đủ điều kiện để được chứng nhận là một người có tài năng và sẽ được nhận những dịch vụ phù hợp với nhu cầu giáo dục của em. Thông thường, các em được chọn tham gia chương trình sẽ học những kinh nghiệm giáo dục phong phú và những tài liệu có trình độ cao hơn phù hợp với tài năng của các em. Hy vọng các em sẽ tiến bộ nhanh chóng trong mọi môn học trong trường.

Nếu quý vị bằng lòng, xin ký tên và gửi lại đơn này cho giáo viên của em.

Tôi sẵn lòng thảo luận về chương trình với quý vị bất cứ lúc nào.

Trân trọng,

\_\_\_\_\_  
Tâm Lý Gia



### ĐƠN CHẤP THUẬN GATE

Tôi chấp thuận cho \_\_\_\_\_ vào chương trình giáo dục dành cho những học sinh có năng khiếu và tài năng (Gifted and Talented Education (G.A.T.E.) trong Khu Học Chánh Thành Phố El Monte.

\_\_\_\_\_  
Ngày

\_\_\_\_\_  
Chữ ký của Phụ huynh/Giám hộ

Xin gửi lại phần dưới cho *Tâm Lý Gia của trường*.

**Form 2 M-**  
**資優課程家長批准書**



親愛的 \_\_\_\_\_ 日期: \_\_\_\_\_

您的孩子被推薦參加資優課程計劃的學習 (G.A.T.E.)  
。經過對您孩子過去兩年的加州標準測驗和/或平均分數的審查后，發現其符合由招生委員會制訂的資格標準。您的孩子被認定為資優學生，並將接受相應的教育服務來滿足其在教育上的需求。總之，被選拔上的學生會經受豐富的教育體驗，在他們有天資的領域，接受更有難度的學習資料。我們希望他們能在各門功課上都取得更迅速的進步。

如果您同意，請在此表上簽字並交還給孩子的老師。

我願隨時與您討論有關本課程的事宜。

\_\_\_\_\_  
心理學專家敬啟



**資優批准書**

我同意 \_\_\_\_\_

參加艾爾蒙地城市學區設立的資優教育課程 (G.A.T.E.)。

\_\_\_\_\_  
日期

\_\_\_\_\_  
家長/監護人簽名

請將下半部分交還給 **駐校心理學專家**

Form 2 N  
**G.A.T.E. Program Situational  
Placement**



Dear Parent/Guardian;

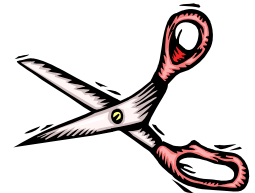
Your child \_\_\_\_\_ has been screened for the Gifted and Talented Education Program. This program is for children who show high academic ability and/or talent. At this time, he/she does not qualify for formal admission to the program. However, the classroom teacher feels that \_\_\_\_\_ shows high potential in the following areas: \_\_\_\_\_, and therefore would benefit from participation in the GATE Program for the \_\_\_\_\_ school year.

Your child will be re-evaluated for formal admission in the El Monte City School District GATE Program next year.

Sincerely,

\_\_\_\_\_, School Site Psychologist

Please detach and return this lower portion to  
the **School Psychologist**



Student: \_\_\_\_\_ School: \_\_\_\_\_

\_\_\_\_\_ I **give permission** for my child to participate in the GATE Situational Placement Program for the \_\_\_\_\_ school year.

\_\_\_\_\_ I **do not** wish my child to participate in the GATE Situational Placement Program for the \_\_\_\_\_ school year.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

Revised 5/3/05 CMC

# Form 2N- Spanish GATE Situational Placement Parent Approval form



Programa de GATE, Colocación Situacional

Estimado Sr. y Sra \_\_\_\_\_;

Su niño \_\_\_\_\_ califico para el Programa GATE. Este programa es para niños que muestran la habilidad y/o el talento alto académicos. En este momento, la él/ella no califica para la admisión formal al programa. Sin embargo, el maestro de aula se siente que \_\_\_\_\_ muestra el potencial alto en las áreas siguientes:

\_\_\_\_\_, y por lo tanto beneficiaría de la participación en el Programa de GATE para el \_\_\_\_\_ año escolar. En general, los alumnos seleccionados para participar reciben experiencias de enriquecimiento educativo y son ofrecidos una variedad de materiales más difíciles en su área de ser superdotado. Esperamos que ellos progresarán más rápidamente en todas las areas académicas y escolares.

Su niño será reevalua para la admisión formal en el Programa de GATE el año próximo.

Sinceramente,

Chantal Cravens, Especialista de Programa GATE



## Forma De Aprobación Del Programa G.A.T.E.

Separe por favor y vuelva esta porción al Psicólogo de la Escuela

El estudiante: \_\_\_\_\_

\_\_\_\_\_ Doy el permiso para mi niño a tomar parte en la GATE el Programa Situacional de la Colocación para el \_\_\_\_\_ año escolar.

\_\_\_\_\_ Yo no deseo que mi niño tome parte en la GATE el Programa Situacional de la Colocación para el \_\_\_\_\_ año escolar.

## Form 2 N

# Sự Bổ Nhiệm của Chương Trình G.A.T.E.



Kính gửi Phụ huynh/Giám hộ;

Con quý vị là \_\_\_\_\_ đã được chương trình Gifted and Talented Education (GATE) thanh lọc. Chương trình này dành cho những em có khả năng và/hoặc năng khiếu cao về học vấn. Trong lúc này em không đủ tiêu chuẩn để chính thức tham gia chương trình. Tuy nhiên, giáo viên chủ nhiệm cảm thấy rằng \_\_\_\_\_ chứng tỏ có khả năng cao về các môn: \_\_\_\_\_ và vì thế sự tham gia chương trình GATE niên khóa \_\_\_\_\_ sẽ mang lại lợi ích cho em.

Con quý vị sẽ được tái thẩm định để chính thức tham gia chương trình GATE của Khu Ho Chánh Thành Phố El Monte vào niên khóa tới.

Trân trọng,

\_\_\_\_\_, Tâm Lý Gia của trường

Xin cắt rời phần dưới đây và gửi lại  
cho **Tâm Lý Gia của trường**



Học sinh: \_\_\_\_\_ Trường: \_\_\_\_\_

\_\_\_\_\_ Tôi **đồng ý** cho con tôi tham gia Sự Bổ Nhiệm của GATE trong niên khóa \_\_\_\_\_.

\_\_\_\_\_ Tôi **không** muốn con tôi tham gia Sự Bổ Nhiệm của GATE trong niên khóa \_\_\_\_\_.

\_\_\_\_\_  
Phụ huynh/Giám hộ ký tên

\_\_\_\_\_  
Ngày

Revised 5/3/05 CMC



## Form 2 N

# 資優課程臨時 分班安排

親愛的家長/監護人:

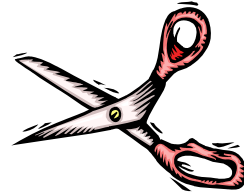
您的孩子\_\_\_\_\_接受了資優教育課程對其進行的有關測驗。該教育課程是專為那些表現出高學術能力和天資的學生設立的。目前，您的孩子尚不符合被本課程錄取的資格。然而，其班級教師認為\_\_\_\_\_在以下方面具有很高的潛力:

\_\_\_\_\_, 而且會因參加 \_\_\_\_\_  
學年度的資優課程而獲益。

明年您的孩子會接受艾爾蒙地城市學區資優課程計劃的重新評估，以便確定其是否可以正式進入資優課程學習。

\_\_\_\_\_ 駐校心理學專家敬啟

請將下半部分剪刀下並交給  
駐校心理學專家



學生: \_\_\_\_\_ 學校: \_\_\_\_\_

\_\_\_\_\_ 我同意我的孩子參加資優課程計劃  
\_\_\_\_\_ 學年的臨時分班安排。

\_\_\_\_\_ 我不同意我的孩子參加資優課程計劃  
\_\_\_\_\_ 學年的臨時分班安排。

\_\_\_\_\_ 家長/監護人簽名

\_\_\_\_\_ 日期



# Form 2-0 Permission to Test Form

Dear Parent/Guardian;

Your child has been recommended as a potential candidate for the district program for gifted and talented students. As part of the determination of eligibility, may require a district psychologist to administer an individual test of intelligence (IQ test). For this, we must have your written consent.



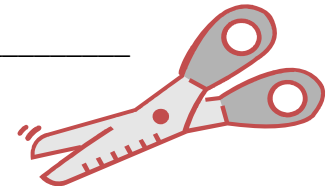
If you are interested in having your child tested and possibly placed in the G.A.T.E. program for advanced students, please check the appropriate box below.

If your child is eligible for the program, it will be necessary for the school to obtain your permission prior to placement. It should be noted that invitations to enroll in the special program are not extended to students who do not appear to be eligible. Eligibility is determined on the basis of all available, pertinent evidence and not on the basis of test scores alone.

If you have any questions about the program, please contact me at the number listed below. Please return this letter at your earliest convenience.

Sincerely,

\_\_\_\_\_ Phone: \_\_\_\_\_  
Psychologist



---

**PLEASE RETURN THIS LOWER PORTION TO YOUR SCHOOL SITE PSYCHOLOGIST OR PRINCIPAL**

\_\_\_\_\_ I consent to testing for my child and would be interested in having him/her considered for placement in the program for gifted and talented students if he/she is found eligible.

\_\_\_\_\_ I do not wish to have my child tested or considered for placement in the program for gifted and talented students.

Student's Name: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_



## Forma 2-0 Permiso para examen



Estimado padre/guardián;

Su niño/a ha sido recomendado como un candidato potencial para el programa del distrito para estudiantes talentosos y superdotados. Parte de la determinación de la elegibilidad, puede requerir que un psicólogo del distrito administrar un examen individual de inteligencia, IQ (cociente intelectual). Para esto, nosotros debemos tener su consentimiento por escrito.

Si usted esta interesado para que su niño tome el examen y posiblemente sea colocado en el programa GATE para estudiantes avanzados, por favor marque la caja adecuada.

Si su niño/a es elegible para el programa, será necesario que la escuela obtenga su permiso antes de ser parte de el programa. Debe notar que las invitaciones para matricularse en el programa especial no son extendidas a estudiantes que no aparecen ser elegibles. La elegibilidad se determina por toda la evidencia disponible y pertinente y no por una sólo puntuaciones.

Si usted tiene cualquiera pregunta acerca del programa, por favor llameme al numero que que esta abajo. Por favor regrese esta forma lo mas pronto posible.

Sinceramente,

Chantal Cravens,  
Especialista del programa GATE  
(626) 575-2310



**POR FAVOR REGRESE ESTA PORCION AL PSICÓLOGO/A O AL DIRECTOR/A DE SU ESCUELA**

- Sí doy mi consentimiento para que mi niño/a tome el examen y estoy interesado/a en que mi hijo/a sea colocado en el programa de GATE si califica.
- No deseo que mi niño/a tome el examen o sea considerado/a para ser colocado en el programa de GATE.

Nombre del estudiante: \_\_\_\_\_

Fecha: \_\_\_\_\_ Firma del padre/guardián \_\_\_\_\_

Form 2-0  
Đơn Chấp Thuận Cho Trắc Nghiệm



Kính Gởi Quý Phụ Huynh/Giám Hộ

Con của quý vị được đề cử vào chương trình dành cho các học sinh giỏi và có năng khiếu của học khu (gifted and talented). Để xác định khả năng của em, một tâm lý gia của học khu sẽ trắc nghiệm sự thông minh của em (IQ test). Chúng tôi phải có văn thư chấp thuận của quý vị để thi hành việc này.

Nếu quý vị muốn cho em thi và có thể được liệt vào chương trình G.A.T.E. dành cho những học sinh ưu tú, xin vui lòng đánh dấu vào phần thích hợp dưới đây.

Nếu con của quý vị hội đủ tiêu chuẩn của chương trình, trường học sẽ cần sự đồng ý của quý vị để xếp lớp cho em. Nên lưu ý rằng những học sinh không có khả năng sẽ không được mời vào chương trình đặc biệt này. Sự tuyển chọn không chỉ căn cứ vào điểm thi mà còn dựa trên căn bản của những điều đã có sẵn và những chứng minh cụ thể nữa.

Nếu quý vị có thắc mắc gì về chương trình, xin liên lạc với tôi qua số điện thoại dưới đây. Xin vui lòng gửi lại thư này càng sớm càng tốt.

Trân trọng,

Chantal Cravens, Chuyên Gia Chương Trình GATE  
(626) 575-2310

=====

**XIN GỬI LẠI PHẦN DƯỚI ĐÂY CHO TÂM LÝ GIA HOẶC  
HIỆU TRƯỞNG TRƯỜNG**



\_\_\_\_\_ Tôi đồng ý cho trắc nghiệm khả năng của con tôi và vui lòng cho con tôi vào chương trình dành cho những học sinh giỏi và có năng khiếu nếu con tôi đủ tiêu chuẩn.

\_\_\_\_\_ Tôi không đồng ý cho trắc nghiệm khả năng của con tôi hoặc cho con tôi vào chương trình dành cho những học sinh giỏi và có năng khiếu.

Tên học sinh \_\_\_\_\_

\_\_\_\_\_  
Chữ ký của Phụ Huynh/Giám Hộ

\_\_\_\_\_  
Ngày

# Form 2-0 測驗許可書



親愛的家長/監護人:

您的孩子被推薦為學區資優課程計劃的可能人選。作為資格認定的一部分，可能需要學區心理學專家對其進行單獨的智力測驗。有鑒于此，我們必須得到您的書面同意。

如果您有意願讓孩子接受測驗，並有可能使其參加為高程度學生設置的資優課程 ( G.A.T.E. )，請您勾畫下面恰當的選項。

如果您的孩子符合資格，學校進行安排時，必須先取得您的同意。請注意，不合資格的學生並不在該特別計劃邀請之內。符合資格與否，取決于所有能獲得的有關證據，而非單純依靠測驗成績。

如您對該課程計劃有任何疑問，請撥下面的電話和我聯係。請盡早將此信交回。

Chantal Cravens, GATE 資優課程專員敬啟  
(626) 575-2310



請將此下半部分交給駐校心理學專家或校長

\_\_\_\_\_我同意孩子接受測驗，如果符合資格，也有興趣將其安排到為資優學生設立的課程中學習。

\_\_\_\_\_我不同意孩子接受測驗，或安排其到為資優學生設立的課程學習。

學生姓名: \_\_\_\_\_

日期:\_\_\_\_\_ 家長/監護人簽名: \_\_\_\_\_

# Form 2Q

## G.A.T.E. Parent Letter: Did Not Qualify



Dear Parent/Guardian;

Your child, \_\_\_\_\_ was nominated as a potential candidate for the G.A.T.E. program this year.

In order to qualify for the G.A.T.E. program, a child must meet specific criteria, such as several years of scores in the advanced category on the California Standards test or a score in the Very Superior range on an intelligence test. Certain criteria require the submittal of a performance portfolio that demonstrates outstanding ability in a specific area. Eligibility is determined by all available, pertinent evidence and not on the basis of test scores alone.

Your child has numerous strengths. However, he/she did not meet the criteria for acceptance into the G.A.T.E. program at this time.

We will keep your child's name on file and he/she will be considered at a later time.

If you have any questions, please call me at: \_\_\_\_\_  
Phone number

Sincerely, \_\_\_\_\_  
Psychologist



**Forma – 2Q**  
**Investigación de GATE**  
**Notificación al padre de que su hijo/a: No calificó**

Estimado padre/guardián;

Este año, su hijo/a, \_\_\_\_\_ fue nombrado como un candidato potencial para el programa GATE.

Para poder calificar en el programa GATE, cualquier niño/a debe alcanzar los criterios específicos, tal como varios años de calificaciones avanzadas en ciertas categorías de los exámenes de los estándares de California o una calificación muy superior en la prueba de inteligencia. Ciertos criterios requieren la sumisión de un portafolio que demuestre el desempeño y la habilidad sobresaliente en alguna área específica. La elegibilidad es determinada por toda la evidencia disponible y pertinente y no por una sola puntuación.

Por el momento, su niño/a, no alcanzo los criterios para la aceptación en el programa GATE.

Mantendremos el nombre de su niño/a en el archivo y posteriormente se tomara en considerará de nuevo.

Si usted tiene cualquiera pregunta, por favor llame al número de teléfono:

\_\_\_\_\_

Sinceramente,

\_\_\_\_\_

Psicólogo/a

Form 2Q  
DNQ Letter  
Vietnamese

**G.A.T.E. Screening**  
**Thư Gửi Phụ Huynh: Không Đủ Điều Kiện**



Quý Phụ Huynh/Giám Hộ Thân Mến;

Con quý vị, \_\_\_\_\_ đã được  
tiến cử như một ứng viên chương trình G.A.T.E. niên học này

Để hội đủ điều kiện cho chương trình G.A.T.E., một học sinh phải đạt một số tiêu chuẩn tiêu biểu, như có số điểm cao trong bài trắc nghiệm Tiêu Chuẩn của California trong vài năm. Tiêu chuẩn căn bản lưu trong tập hồ sơ phải chứng minh khả năng đặc biệt trong một lãnh vực chuyên biệt.

Sự tuyển chọn không chỉ căn cứ vào điểm thi mà còn dựa trên căn bản của những điều đã có sẵn và những chứng minh cụ thể nữa.

Con của quý vị đã không đạt được những tiêu chuẩn để được nhận vào chương trình G.A.T.E. trong lúc này.

Chúng tôi sẽ lưu tên của con quý vị trong hồ sơ và em sẽ được xét lại sau này.

Nếu quý vị có điều chi thắc mắc, xin gọi điện thoại cho tôi, số: \_\_\_\_\_  
Số điện thoại

Trân trọng, \_\_\_\_\_  
Tâm Lý Gia



**Form 2Q-**  
**Did not qualify letter**  
**G.A.T.E. 資優學生選拔**  
**致家長書:不合資格**



親愛的家長/監護人:

您的孩子\_\_\_\_\_

被提名為本年度資優課程的可能人選。

如要符合G.A.T.E.資優課程的資格，每個孩子須達到特別標準，例如連續幾年取得加州標準測驗的高分數。有的標準要求提供能表現該生技能的文檔，說明該生在某一方面具有杰出的能力。合格與否取決于所有現成的有關證據，並非單純依據其考試成績。

這次您的孩子沒有達到G.A.T.E.資優課程的錄取標準。

我們會將您孩子的姓名存檔，以後再做考慮。

如果您有任何疑問，請撥:\_\_\_\_\_垂詢。

---

心理學專家敬啟

Form 2R-  
G.A.T.E. Transfer Student  
Parent Approval Form



Dear Mr. and Mrs. \_\_\_\_\_:

Your child, \_\_\_\_\_, was tested for the Gifted and Talented Program (G.A.T.E.) in another district.

We have accepted these test results and would like your child placed in our G.A.T.E. program. In general, students selected to participate are given enriched educational experiences; are required to study a wide range of more challenging materials; and are expected to progress in their school subjects.

G.A.T.E. students are eligible for special academic opportunities such as: The G.A.T.E. Summer Academy, our 7-8<sup>th</sup> graders participate in the U.C. Irvine Academic Talent Search/PSAT exam, GATE Science Club, GATE Saturday Seminars, etc.

If you approve, please sign and return this form to your school site psychologist.

If you have further questions, please call Mrs. Cravens, the GATE Program Specialist at 626-575-2310.

Sincerely, \_\_\_\_\_  
Psychologist

---

Approval Form

I approve of the placement of \_\_\_\_\_ in the program for the Gifted and Talented Education (G.A.T.E.), in the El Monte City School District.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent or Guardian

Please return the lower portion to your school site. It will be given to the school site psychologist.

Revised 5/10/05 CMC





Forma 2R  
Forma de traslado de estudiante de GATE

Estimado Sr. y Sra. \_\_\_\_\_:

Su niño/a, \_\_\_\_\_, tomo la prueba para GATE (programa de estudiantes superdotados y talentosos) en otro distrito. Hemos aceptado los resultados de la prueba y queremos que a su niño/a sea colocado en nuestra programa de GATE.

En general, los estudiantes elegidos para participar reciben experiencia de enriquecimiento educativo; se les requiere estudiar una gran variedad de materias de más alto nivel; y están bajo la expectativa de progresar en todas las materias de clase.

Los estudiantes de GATE tienen derecho a oportunidades especiales de académicas tales como: La Academia del verano de GATE, nuestros alumnos de grados 7 y 8 toman parte en el examen académico de búsqueda de talento en U.C. Irvine /PSAT, el Club de la ciencias de GATE, los seminarios de GATE el sábado, etc.

Si usted aprueba, por favor firme y regrese esta forma al psicólogo/a de su escuela.

Si usted tiene preguntas adicionales, por favor llame a la Sra. Cravens, especialista del Programa de GATE al (626) 575-2310.

Sinceramente,

\_\_\_\_\_  
Psicólogo/a



**Forma de aprobación**

Apruebo la colocación de \_\_\_\_\_ en el programa de educación G.A.T.E. dentro de El Monte City School District.

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma de padre o guardián

Por favor regrese esta porción de la forma a la escuela. La forma será dada al psicólogo/a de la escuela.

**Form 2R-  
G.A.T.E. Transfer Student Form**



Kính gửi Ông/Bà \_\_\_\_\_ :

Con quý vị là: \_\_\_\_\_, đã được  
trắc nghiệm về Chương trình Gifted and Talented Program (G.A.T.E.) tại  
một khu học chánh khác.

Chúng tôi đã nhận kết quả của những trắc nghiệm này và muốn con quý vị được xếp trong  
chương trình G.A.T.E. của chúng tôi.

Thông thường, các học sinh được chọn tham gia chương trình được học trong một  
chương trình giáo dục phong phú; phải học với những tài liệu cao hơn; và hy vọng  
tiến bộ trong những môn học trong trường.

Các học sinh G.A.T.E. đủ tiêu chuẩn tham gia những cơ hội đặc biệt như: The G.A.T.E.  
Summer Academy, các học sinh lớp 7-8 của chúng tôi dự những kỳ thi của U.C. Irvine  
Academic Talent Search/PSAT, GATE Science Club, GATE Saturday Seminars, vân vân.

Nếu quý vị đồng ý, Xin vui lòng ký tên và gửi lại đơn này cho Tâm Lý Gia của trường.

Nếu quý vị có điều chi thắc mắc, xin điện thoại cho Bà Cravens, Chuyên Gia Chương Trình  
GATE, số 626-575-2310.

Trân trọng, \_\_\_\_\_  
Tâm Lý Gia

---

Đơn Chấp Thuận

Tôi đồng ý sự xếp lớp của \_\_\_\_\_ trong chương trình Gifted  
and Talented Education (G.A.T.E.), trong Khu Học Chánh Thành Phố El Monte.

\_\_\_\_\_  
Ngày \_\_\_\_\_ Chữ ký của phụ huynh \_\_\_\_\_

Xin gửi lại phần dưới cho trường nơi quý vị cư ngụ. Chúng tôi sẽ gửi cho tâm lý gia trong  
khu vực trường.

Revised 5/10/05 CMC

Form 2R-  
Out of District Transfer Student Form  
G.A.T.E. 學生轉學書



親愛的\_\_\_\_\_先生、太太:

您的孩子,\_\_\_\_\_,接受過另一學區給予的資優課程測驗。我們同意採納這些測驗成績並願意將其安排在我們的資優班中學習。

總的來講,被錄取的學生會接受豐富的教育經歷,會被要求學習廣泛而具挑戰性的教材,預期在學校的各門功課上也能取得進步。

G.A.T.E.資優學生有資格獲得參加特別學術活動的機會,例如:G.A.T.E.

暑期研習班,我們的7、8年級學生參加加大Irvine分校的學術天才搜尋/PSAT 測驗, GATE 資優學生俱樂部, GATE 資優學生周六研討班等。

如果您同意,請簽名並將此表交給您學校的駐校心理學專家。

如果您有問題,請致電給資優課程專員Mrs. Cravens 626-575-2310.

\_\_\_\_\_  
心理學專家敬啟

---

同意書

我同意\_\_\_\_\_被安排參加艾爾蒙地城市學區資優教育課程(G.A.T.E.)。

\_\_\_\_\_  
日期

\_\_\_\_\_  
家長或監護人簽名

請將下半部分交給您的學校。此表會被轉交給駐校心理學專家。

**Form 2S- Confirmation Letter**

Acceptance into GATE Program

To the Parents of \_\_\_\_\_;

This letter is to confirm your child’s acceptance into the GATE Program.

\_\_\_\_\_ has met all of the eligibility requirements necessary to qualify for GATE.

Thank you for your interest and support of our program.

There will be many opportunities during the year for your child to participate in activities that will challenge him/her intellectually and encourage creativity. Please make good use of our district website [www.emcsd.org](http://www.emcsd.org) to keep current on upcoming activities and opportunities. You will receive mailings of upcoming events as well.

Sincerely, Chantal Cravens

Chantal Cravens, District GATE Program Specialist

**Forma 2S - Carta de Confirmación**

Aceptación al Programa de GATE

Para los padres de \_\_\_\_\_;

Esta carta es para confirmar que su hijo/a ha sido aceptado al programa de GATE.

\_\_\_\_\_ ha alcanzado todos los requisitos de elegibilidad necesarios para calificar para el programa de GATE.

Gracias por su interés y apoyo en nuestro programa.

Habrà muchas oportunidades durante el año para que su hijo/a participe en actividades que lo reten intelectualmente y animen su creatividad.

Por favor haga buen uso del sitio Web por Internet del distrito [www.emcsd.org](http://www.emcsd.org) para mantenerse informado de próximas actividades y oportunidades.

Usted también recibirá notificación por correo de eventos próximos.

Sra. Chantal Cravens, Programa de GATE

Name of Student \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_ Room/Teacher \_\_\_\_\_

# SECTION V

## Social And Emotional Needs

# SECTION V-

## SOCIAL AND EMOTIONAL NEEDS

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### Introduction

#### **G.A.T.E. At-Risk Intervention Form**

The *G.A.T.E. At-Risk Intervention Form* is for use with GATE students who are exhibiting at-risk behavior, such as: underachievement, depression, aggression, disruptive behavior, or chronic absenteeism. The format is very similar to a student success team meeting. This is a formal way to document the at risk behavior and to create intervention strategies with an action plan for the student.

#### **Checklist for Underachieving G.A.T.E. Students**

The *Checklist for Underachieving G.A.T.E. Students* is a tool to assist teachers in documenting the types of underachieving behaviors the student is exhibiting. It assists the intervention team in gathering data.

#### **Characteristics of Gifted Children**

*Characteristics of Gifted Children* is to inform teachers about certain common characteristics of the gifted and how these can manifest themselves in negative behaviors.

Form 5A

## G.A.T.E. - At-Risk Intervention Plan

Name of Student: \_\_\_\_\_ School: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Referring teacher: \_\_\_\_\_

**At-Risk Behavior:** (circle all that apply)

Academic underachievement

Depression

Aggression

Bullying

Social Problems

Attendance issues

Other: \_\_\_\_\_



**Present at meeting:** (circle all that apply)

Student

Classroom teacher

Principal

other teacher

GATE Resource Specialist

Parent

other: \_\_\_\_\_

Consulted, but not present:

\_\_\_\_\_

**Agreed upon intervention strategies:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date for follow-up meeting: \_\_\_\_\_

Signatures:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Psychologist

\_\_\_\_\_  
other:

# FORM 5B- Underachieving Gifted Checklist

<b>CHECKLIST OF CHARACTERISTICS COMMON TO UNDERACHIEVING GIFTED STUDENTS</b>
--

**Student name** \_\_\_\_\_ **Date** \_\_\_\_\_

<b>CHARACTERISTICS</b>		
Does the student demonstrate any of the following common characteristics and patterns of underachievement?	Yes	No
<b>A very high IQ?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Poor work habits?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>A seeming inability to concentrate?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lack of effort in tasks?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>An intense interest in one particular area?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Frequently unfinished work?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>A low self-esteem?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Emotional frustration?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Negative attitudes towards self and peers?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Failure to respond to motivation by usual teacher techniques?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>A skill deficit in at least one subject area?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Inattentiveness to tasks at hand?</b>	<input type="checkbox"/>	<input type="checkbox"/>

**Additional Information:**



## Form 5B (Page 2)

<b>BEHAVIOR PATTERNS</b>		
<p>Underachieving students may display either aggressive or withdrawn behavior patterns. Gender differences are evident in the tendency towards aggressive behavior in males and withdrawn behavior in identified female underachievers.</p>		
<p>Does the student demonstrate the following aggressive behavior patterns?</p>	Yes	No
Stubborn refusal to comply with requests?	<input type="checkbox"/>	<input type="checkbox"/>
Attention seeking by varied strategies?	<input type="checkbox"/>	<input type="checkbox"/>
Disruption of others instead of work – exploitation of any opportunity?	<input type="checkbox"/>	<input type="checkbox"/>
Continual rejection of set work with such reasons given as “I already know it”?	<input type="checkbox"/>	<input type="checkbox"/>
Absence of self-direction in decision-making?	<input type="checkbox"/>	<input type="checkbox"/>
Continual alienation of peers because of aggressive behavior and negative attitudes?	<input type="checkbox"/>	<input type="checkbox"/>
<p>Does the student demonstrate any of the following features of withdrawal behavior pattern?</p>	Yes	No
Lack of communication with peers or teachers?	<input type="checkbox"/>	<input type="checkbox"/>
Tendency to live in a fantasy world?	<input type="checkbox"/>	<input type="checkbox"/>
Preference for working alone rather than in a group?	<input type="checkbox"/>	<input type="checkbox"/>
Little in-class work undertaken?	<input type="checkbox"/>	<input type="checkbox"/>
Little attempt made to justify behavior?	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>(Whiteman, 1980)</i></p>		

<b>Characteristics</b>	<b>Positive Behaviors</b>	<b>Negative Behaviors</b>
Learns rapidly and easily	Memorizes and masters basic facts quickly	Gets bored easily, resists drill, disturbs others, daydreams
Reads intensively	Reads many books and uses library on own	Neglects other responsibilities
Advanced vocabulary	Communicates ideas well	Shows off, invokes peer resentment
Retains a quantity of information	Ready recall and responses	Monopolizes discussions
Long attention span	Sticks with a task or project	Resists class routine, dislikes interruptions
Curious, has a variety of interests	Asks questions, gets excited about ideas	Goes on tangents, no follow-through
Works independently	Creates and invents beyond assigned tasks	Refuses to work with others
Alert and observant	Recognizes problems	Impolitely corrects adults
Has a good sense of humor	Able to laugh at self	Plays cruel jokes or tricks on others
Comprehends, recognizes relationships	Able to solve social problems alone	Interferes in the affairs of others
High academic achievement	Does school work well	Braggs, egotistical, impatient with others
Fluent, verbal facility	Forceful with words, numbers; leads peers in a positive way	Leads others into negative behaviors
Individualistic; challenges ideas	Asserts self and ideas, has sense of own uniqueness	Has few friends, non-conforming, stubborn in beliefs
Self-motivated, self-sufficient	Requires minimum teacher direction or help	Is overly aggressive, challenges authority

Revised 5/3/05 CMC

# Form 5C-

# Characteristics of Gifted Children

# SECTION VI

## Program Assessment

# SECTION VI

## PROGRAM ASSESSMENT

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### **Introduction**

#### **Student Evaluation**

**Form 6A- *Student Evaluation*** is to be given to students in April/May to get their feedback on the quality of our program and suggestions on how to improve.

#### **Teacher Evaluation**

**Form 6B- *Teacher Evaluation*** is sent via email to all of our teachers. This form helps us know what differentiation strategies teachers are using, what areas they want more training in and suggestions for improving our program.

#### **Parent Evaluation**

**Form 6C- *Parent Evaluation*** is mailed to our parents to get their feedback on the quality of our program and suggestions on how to improve our services to their children.

# GATE Program- Student Evaluations



Name of student: \_\_\_\_\_ grade: \_\_\_\_\_

Name of School: \_\_\_\_\_ date: \_\_\_\_\_

In order to evaluate the effectiveness of the GATE Program, please answer the following questions:

1. I am grouped for part of the day with other GATE and high achieving students: [circle one] Yes No
2. What activities helped you to be challenged this year: **circle those that apply**  
 Cooperative Learning    Discussion    Teacher Providing Information  
 Research    Hands-on/Experimentation    Individual Projects/Studies
3. I wish we could do more:  
 \_\_\_\_\_  
 \_\_\_\_\_
4. I feel like I am being challenged in my area of academic strength: YES NO
5. My area/s of academic strength is/are: \_\_\_\_\_
6. The GATE program in my classroom and at my school: (circle those that apply)
 

A. Challenged my thinking	Yes	No
B. Encouraged me to read or study beyond class assignments	Yes	No
C. Required me to plan ahead and think as I worked the assignment	Yes	No
D. Required special projects/assignments/research	Yes	No
7. Two favorite activities that helped me to learn were:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
8. I participated in the GATE Summer Academy this year or in the past: YES NO
9. How was your regular curriculum made more challenging for you? (**Circle**)  
 More decision making    More complex questions    Faster pace  
 Complex projects    New activities    Research opportunities

Thank you for taking the time to fill out this evaluation. We will use your input to design and build our GATE program.

1. Please return this form to your homeroom teacher or school secretary.  
 Wilkerson School- Chantal Cravens- GATE  
 Fax: (626) 579-2310
2. **Mail to:** Chantal Cravens, Wilkerson School, GATE Program  
 2700 N. Esto Ave. El Monte, CA. 91733



## GATE Program Teacher Evaluation

**School:** \_\_\_\_\_ **Grade level:** \_\_\_\_\_

Your student/s participated in the GATE Program this year. We are interested in knowing your reaction to this experience. It will give us the feedback to evaluate and improve our program to better serve you and our students.

- ❖ Please return this evaluation to: Wilkerson- Chantal Cravens- GATE
- ❖ Or you may FAX it to me at: [626] 443-8659
- ❖ Email: [ccravens@emcsd.org](mailto:ccravens@emcsd.org)

1. How many identified GATE students to you have in your room? \_\_\_\_\_
2. Do they all attend the GATE Resource Room? \_\_\_\_\_
3. What kind of differentiated activities have you used with your GATE students this year? (Circle/boldface all that apply).

Tiered assignments	modified pace	pre-testing	compacting
varied product	critical thinking		
Individualized assignments	Internet research	higher-level materials	
Pre-assessing readiness level	mentoring	cross- age instruction	

4. I would like more training in:  
Circle or boldface (if completing electronically) as many as you like

Creating Tiered Lessons                      The social and emotional needs of the gifted

Curriculum compacting using pre-testing

Creating independent study contracts

The screening, referral and identification process for the gifted

5. Some of the strengths of the district GATE program are:

\_\_\_\_\_

6. Some suggestions I have for strengthening the program at my site level are:

\_\_\_\_\_

**Please rate the following items on a scale of 1 to 5.**

1. Teachers have been adequately in-serviced on the district's referral and identification criteria for GATE.

**Disagree**    1                      2                      3                      4                      5                      **Agree**

2. I use pre-testing to find out what my students know before I teach curricular units.

**Disagree**    1                      2                      3                      4                      5                      **Agree**

3. My lesson plans and GATE student work indicate that there are qualitatively different learning experiences for my GATE students which challenge them in their area/s of giftedness.

**Disagree**    1                      2                      3                      4                      5                      **Agree**

# El Monte City School District GATE Program Parent Evaluation



School: \_\_\_\_\_

Student: \_\_\_\_\_ grade: \_\_\_\_\_

Your child has participated this year in the EMCS D Gifted and Talented Education Program. We are interested in knowing your reaction to this experience. It will provide us with information in planning our program for next year.

You may return this form in several ways:

1. By Fax: (626) 443-8659
2. Mail: Attn. Chantal Cravens, GATE- 2700 N. Doreen- El Monte, CA. 91733
3. Scan and email as an attachment to: [ccravens@emcsd.org](mailto:ccravens@emcsd.org) under **subject** write- "GATE Parent Evaluation"
4. Return this to your school site secretary and ask her to forward it to me at Wilkerson School.
5. Return this to your child's classroom teacher and ask him/her to forward it to me.

Evaluation: Circle your answers

1. Did your child enjoy the GATE Resource Room Program?  
Yes                      No                      Somewhat
2. Overall, how would you rate the quality of the GATE Program at the school site?  
I didn't know it was at the school site    Excellent            Good            Fair
3. How well informed do you feel about the GATE program in the district?  
Excellent      Good      Fair      Poor
4. I have attended some of these GATE parent meetings (check box):  
Parent Advisory Group Meetings {    Open House {
5. These three points were the most helpful for my child: (circle three)  
A. Being around other gifted kids                      B. Self-esteem  
C. Challenging activities                                      D. Using technology  
E. Problem-solving    F. Using creativity  
G. Vocabulary development                                  H. Thinking skills taught  
I. Work independently    J. Quality of teacher's knowledge
7. What activities would you like to see added to our GATE program?

\_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Please visit: [www.emcsd.org](http://www.emcsd.org) for more information about our program. Go to Departments-GATE

# El Monte City School District

## Programa de GATE

### Evaluación de padres

Form 6-C



**Escuela:** \_\_\_\_\_

**Nombre del estudiante:** \_\_\_\_\_ **Grado:** \_\_\_\_\_

Este año, su niño/a ha participado en el programa de educación de superdotados de EMCS D. Estamos interesados en su opinión sobre esta experiencia. Sus respuestas nos proporcionarán la información necesaria para la planificación de nuestro programa para el año próximo. Usted puede regresar esta forma de varias maneras:

1. Por fax: (626) 579-3729
2. Por correo: Attn. Chantal Cravens, GATE- 2700 N. Doreen- El Monte, CA. 91733
3. Escudriñe (scan) y mande por correo electrónico (e-mail) a: [cgravens@emcsd.org](mailto:cgravens@emcsd.org) bajo el sujeto, escriba- "Evaluación de Padres de GATE"
4. Regrese la forma a la secretaria de la escuela de su niño/a y pida que se me envíe a la escuela Rio Vista.
5. Regrese la forma al maestro/a del niño/a y pida que me lo envíe.

Escoja su respuesta y la marca con un círculo:

1. **¿Su niño/a gozó del programa GATE en el salon de recursos?**  
Sí
No
Algo
2. **¿En términos generales, cómo valora la calidad del Programa GATE en su escuela?**  
Yo no supe que estaba en la escuela
Excelente
Bueno
Justo
3. **¿Qué tan informado se siente acerca del programa GATE en el distrito?**

**Excelente**                      **Bueno**                      **Justo**                      **Mal**

4. **He asistido algunas de las reuniones de padres de GATE:**
  - Lunch Parent Advisory Group** (Grupo consejero de padres durante el almuerzo)
  - Open House** (Casa abierta)
  - College Night** (Noche Colegial)
5. **Estos tres puntos fueron los mas útiles para mi niño/a: (marque tres)**

<ul style="list-style-type: none"> <li>A. Está alrededor de otros niños superdotados</li> <li>C. Actividades difíciles</li> <li>E. Solución de problemas</li> <li>G. El desarrollo del vocabulario</li> <li>I. Trabajar independientemente</li> </ul>	<ul style="list-style-type: none"> <li>B. Auto estima</li> <li>D. Utilizando la tecnología</li> <li>F. Utilizando la creatividad</li> <li>H. Enseñansa de consentracion y pensamiento</li> <li>J. La calidad del conocimiento del maestro</li> </ul>
---	--

7. **¿Qué actividades quiziera ver añadidas a nuestro programa de GATE?**

\_\_\_\_\_

Firma del padre: \_\_\_\_\_ Fecha: \_\_\_\_\_

Para más información acerca de nuestro programa GATE,  
por favor visite la pagina: [www.emcsd.org](http://www.emcsd.org) y seleccione Departments-GATE



# El Monte City School District

## Chương Trình GATE Sự Thâm Định của Phụ Huynh

Form 6-C



Trường: \_\_\_\_\_

Học sinh: \_\_\_\_\_

Lớp: \_\_\_\_\_

Năm nay con của quý vị đã hiện diện trong Chương Trình Gifted and Talented Education Program của Khu Học Chánh Thành Phố El Monte. Chúng tôi muốn biết ý kiến của quý vị về vấn đề này. Ý kiến của quý vị sẽ giúp chúng tôi thêm dữ kiện để hoạch định chương trình trong năm tới.

Quý vị có thể nộp đơn này bằng nhiều cách:

1. Bằng điện thư: (626) 575-2331
2. Gửi tới địa chỉ: Attn. Chantal Cravens, 2700 N. Doreen Ave. El Monte, CA. 91733
3. Scan và email với đơn đính kèm tới: [ccravens@emcsd.org](mailto:ccravens@emcsd.org) bên dưới tựa đề xin viết: "GATE Parent Evaluation"
4. Gửi lại đơn này cho thư ký trường học của con quý vị và nhờ cô ấy gửi đến cho tôi ở trường Wilkerson
5. Gửi lại đơn này cho giáo viên của con quý vị và nhờ Thầy/Cô ấy gửi đến cho tôi

Sự thâm định: Khoanh tròn câu trả lời của quý vị

1. Con của quý vị có thích Chương trình GATE Resource Room Program?  
Có                      Không                      Một chút
2. Nói chung, quý vị đánh giá phẩm chất của chương trình GATE như thế nào tại trường nơi quý vị cư ngụ?  
Tôi không biết là đã có chương trình GATE tại trường      Tuyệt vời      Tốt      Được
3. Quý vị cảm thấy thế nào về chương trình GATE trong học khu?  
Tuyệt vời      Tốt      Được      Dở
4. Tôi đã từng hiện diện trong những buổi họp của GATE như:  
Lunch Parent Advisory Group      Open House      College Night
5. Ba điểm này hữu ích nhất cho con tôi: (khoanh tròn 3 điều)  
A. Sinh hoạt chung với những em có năng khiếu khác                      B. Tự tin  
C. Những sinh hoạt có tính cách thi đua    D. Dùng kỹ thuật  
E. Sự giải quyết vấn đề    F. Dùng sự sáng tạo  
G. Tiến bộ về từ ngữ    H. Được dạy xáo năng suy nghĩ  
I. Làm việc một cách độc lập    J. Trình độ kiến thức của giáo viên
7. Quý vị muốn thêm những sinh hoạt nào vào chương trình GATE của chúng tôi?

Phụ huynh ký tên \_\_\_\_\_ Ngày \_\_\_\_\_

Xin vào: [www.emcsd.org](http://www.emcsd.org) để biết thêm chi tiết về chương trình. Đến trường GATE

Parent Evaluation  
資優課程  
家長評判表

Form 6-C



學校: \_\_\_\_\_

學生: \_\_\_\_\_ 年級: \_\_\_\_\_

您的孩子今年參加了由艾爾蒙地城市學區主辦的資優學生教育課程。我們希望您對這一經歷的意見。這樣會為我們提供有關資訊，從而有助於我們對下一年的課程做出安排。

您可以用以下方式將此問卷交回:

6. 傳真至: (626) 575-2331
7. 郵寄至: Chantal Cravens, GATE- 2700 N. Doreen- El Monte, CA. 91733
8. 掃描后以電子郵件的形式發往: [cgravens@emcsd.org](mailto:cgravens@emcsd.org) 在subject欄中寫明- “GATE Parent Evaluation”
9. 將此表交給您學校的秘書，請其轉送到 Rio Vista 學校給我。
10. 交給您孩子的班級教師，請其轉交給我。

評估: 請圈選答案

1. 您的孩子喜歡資優課程提供的資源課堂計劃嗎？

是                      否                      有點

2. 總的來講，您如何評價本校資優課程計劃的質量？

我不知道本校有此計劃    優異            良好            尚可

3. 您覺得學區告知您有關資優課程的資訊如何？

優異            良好            尚可            不足

4. 我參加過資優課程計劃舉辦的一些會議:

午餐家長顧問小組    學校開放日            大學之夜

5. 以下三點對我的孩子最有幫助 (請選三個)

- |                |            |
|----------------|------------|
| A. 能和別的資優學生在一起 | B. 自尊心     |
| C. 有挑戰性的活動     | D. 應用科技    |
| E. 解決問題        | F. 應用創造力   |
| G. 詞匯的增長       | H. 思考技能的教授 |
| I. 獨立工作能力      | J. 教師知識的質量 |

7. 您希望我們的資優課程增加些什麼活動？

家長簽名 \_\_\_\_\_ 日期 \_\_\_\_\_

請流覽我們的網站以獲取有關我們課程的更多資訊: [www.emcsd.org](http://www.emcsd.org) 參觀有關學校-GATE

# El Monte City G.A.T.E. Program



## Contact Information:

Oscar Marquez, Director, Student Support Services  
(626) 453-3760  
omarquez@emcsd.org

Chantal Cravens, GATE Program Specialist  
(626) 575-2331  
ccravens@emcsd.org