



## **Evaluation for TTUSD GATE Program 2014-2017**

Tahoe Truckee Unified School District (TTUSD) students, grades 3-12, are eligible to be evaluated for the district's Gifted and Talented Education (GATE) program once per academic year; there are four ways to be identified for gifted services. Once a student has been identified for gifted services in TTUSD, they are not required to be re-evaluated.

### **GATE Identification through the OLSAT:**

The Otis-Lennon School Abilities Test (OLSAT) is an abilities test (i.e.: it measures potential), not an achievement test (i.e.: a test that measures what a student knows at any given point in time). The OLSAT is a nationally normed, standardized assessment, which measures a student's potential for verbal and non-verbal abilities.

All third graders are given the OLSAT as a universal screen (unless parents/guardians opt students out of testing) each year during the testing window (at the end of February) for identification for the GATE program the following Fall. Students who receive a score of 95% or better in any category are admitted to the GATE program. Students receive scores for their verbal and non-verbal abilities in both an age-normed and grade-normed situation (i.e.: they are compared to other students their age *and* to other students in their grade, who might be older or younger than them).

Students who receive a score of 90-94% in any category (but 95% or better in none) are eligible to complete the portfolio option the next academic school year, if interested. Students who receive a score of 89% or lower in all categories are eligible to retake the OLSAT the next academic year, during the testing window.

### **GATE Identification through the CELDT:**

The California English Language Development Test (CELDT) is an assessment that all California English Language Learners (ELLs) must take each year in order to monitor their progress in English Language acquisition. Based on the progress that ELLs make on their CELDT tests (in conjunction with their scores on California state standards assessments, and class performance, as per the requirements from the California Department of Education), students can be re-classified as English Language Proficient (R-FEP) once they have demonstrated proficiency.

The average ELL takes approximately 5 years to progress from non-English Language Proficient to R-FEP, with an anticipated gain of one level of proficiency each year. Therefore, if a student makes "greater than anticipated growth" on their CELDT (i.e.: making 2 or more years' worth of growth in one year), they may have their cumulative file evaluated by the Extensions and Interventions Programs Coordinator (EIPC, who oversees the district's GATE program) and the English Language Programs Coordinator (ELPC, who oversees the English Language Development programming for the district), who (along with the student's school's recommendation), will determine the student's eligibility for the GATE program.

### **GATE Identification through the Portfolio Option:**

Students who received a 90-94% on the OLSAT the year before are eligible to be evaluated for the GATE program by submitting a portfolio of student work. Students interested in completing the Portfolio Option should contact their school's GATE Coordinator for the specific requirements of the portfolio, which include: a cover letter introducing her-/himself and why s/he would like to be admitted to the GATE program; up to 4 pieces of student work that s/he is particularly proud of, with an explanation of the assignment and why s/he chose to include it; 1 choice piece which highlights an area of passion (past entries have included: videos, audio recordings, poetry, short stories, paintings, etc.); students must submit a writing sample based on a prompt they receive from the GATE Coordinator; and students must have one current and one past teacher complete the

Renzulli Scales for Rating the Behavioral Characteristics of Superior Students (which are to be submitted from the teachers directly to the EIPC).

Portfolios are evaluated by the District's GATE PLC, which is made up of district GATE Coordinators (from all TK-8 schools in the district), the EIPC, all site principals and the Executive Director of Educational Services. The rubric for evaluation will be placed in the cumulative files of students who participate in the Portfolio Option.

Please note: The GATE PLC reserves the right to update and revise the rubric for the portfolio each year based on the continuing development of the program and the needs of the students. At this time, the rubric is not available to students before portfolio evaluation because the GATE PLC does not want to limit the creativity of students and/or create a standardized "look" for what a portfolio should be.

### **I am new to TTUSD, what are the options for my child?**

TTUSD students can only be evaluated for gifted services once per year, during the testing/portfolio windows. Students who are new to the district, however, can be evaluated (by taking the OLSAT or based on CELDT scores) at the request of the family when they enroll in the district, even if this is out of the testing window. Students who have been previously identified for gifted services within the State of California may provide proof of eligibility, and they will be admitted to the GATE program. Similarly, students who have been identified for gifted services in Washoe County (our sister district across the Nevada border) will also be admitted into the program.

### **What if my child does not qualify for GATE but needs something more rigorous than the regular curriculum?**

This year TTUSD is piloting the Accelerated Learners Services (ALS) program at one of our elementary schools (Glenshire Elementary) and one of our middle schools (Alder Creek Middle School). The purpose of this pilot is to meet the academic needs of our accelerated students in the regular classroom whether they are GATE identified or not. Students will qualify for the program in a flexible way, that is, if they demonstrate that they have a need for accelerated/enriched curriculum in a particular subject through formative assessments (i.e.: they need acceleration in math), then they will "walk to learn." The walk to learn model allows students to walk to programs in different classes for different levels of challenge, depth and complexity, acceleration, etc. (i.e.: one 5<sup>th</sup> grade teacher may teach the regular math curriculum while her partner may teach an accelerated math class at the same time; students needing accelerated material will "walk" to the second teacher's room for this one subject, then return to their regular classroom when the lesson is completed).

### **Who do I contact with questions or for more information?**

Please contact the district's Extensions and Interventions Programs Coordinator:  
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