



RIM OF THE WORLD UNIFIED SCHOOL DISTRICT GATE PROGRAM FREQUENTLY ASKED QUESTIONS (FAQ)

Frequently Asked questions about GATE:

Q: What is the meaning of the term GATE?

A: California Department of Education uses the acronym to stand for **Gifted And Talented Education**. GATE programs are designed specifically for gifted learners.

Q: What criteria is used to identify students as GATE?

A: Rim of the World School District identifies students in third grade for the GATE program which begins in fourth grade. Once identified, GATE students remain in the program until high school graduation. We use the Naglieri (NNAT-3) and Otis-Lennon tests, as well as other achievement indicators to determine GATE eligibility. The Naglieri Non-Verbal Ability Tests (NNAT-3) include different types of questions: pattern completion, reasoning by analogy, serial reasoning and spatial visualization.

Q: Do all students get tested for GATE?

A: GATE assessment takes place in the fall and spring of each school year. All third-grade students take the NNAT-3 eligibility test in the spring. Students in grades four and five may also be assessed in the spring for GATE by parent or teacher request or because they were not previously assessed. In the fall students may be assessed on NNAT-3 if they are new to the district and not previously assessed or on the OTIS-Lennon, based on their 3rd grade NNAT-3 results. All parent requests for assessment will occur during the spring assessment window. Parents may opt their student out of GATE testing and/or GATE program participation and activities.

Q: Once my child is tested how and when will I be notified if my child is identified as GATE?

A: Because we use multiple measures as a means of identifying students as GATE, parents will be notified between June-October. Different data results are available at different times within this time span. Depending on which data points your child demonstrates eligibility in, you may be notified sooner or later within this time span. Only parents of students who are identified as GATE will be notified, no other notification is sent out for non-eligibility. Parents of eligible students will be sent a permission slip in order for their child to participate in the GATE program. A student is not officially identified as GATE until the signed parent permission slip is received by the district office. Parents may opt their student out of GATE program participation and activities.

Q. Are GATE students in separate classes?

A: No. Elementary students (fourth and fifth grade only) who are identified as GATE will be strategically **clustered** with other students who are GATE identified and/or students who are high achieving in the general classroom setting. Students at the secondary level, grades 7-12, are encouraged to take honors and advanced placement classes offered at the middle and high school.

Q: How are teachers prepared to accommodate the needs of gifted students within the expectations of the currently defined standards-based curriculum and proficiency benchmark assessments?

A: Many of our fourth and fifth grade teachers have received their GATE certification. Those

who are not officially GATE certified are still authorized to teach GATE students under their California Teaching Credential. Teacher training in GATE strategies is encouraged for teachers who have GATE identified students in their class.

Q: Is there different curriculum for GATE students?

A: The curriculum is the same as for all students, but it is differentiated or modified to make it appropriate for their specific needs. Commonly, we differentiate by adding depth, complexity, and content imperatives. The pace is accelerated to provide more time for independent and creative learning. The students are challenged by enabling them to venture further, deeper and more elaborately into each area of study. They are engaged in comprehensive understanding of the areas under study by being asked to make connections, relationships, and associations with concepts. Though the topics are the same, specific learning targets are being established for GATE students for each unit. It is recommended that schools reference documents such as “Differentiating the Common Core State Standards for Gifted Students” for GATE program planning and implementation.

Q: What do the terms Depth, Complexity, and Content Imperatives have to do with GATE students?

A: What we ask of GATE students includes the development and use of Depth skills, such as: considering an issue from different points of view; elaborate; gather evidence; paraphrase; measure; generalize; extrapolate; define ambiguity; replicate; and judge. The Complexity skills we expect GATE students to develop and use are: draw conclusions, show relationships; negotiate; estimate; define the problem; revise with new data; check for authenticity; and prove-disprove. In addition, GATE learning will be guided by using the Content Imperatives which are a tool to dig deeper into the curriculum: Paradox, Parallel, Contribution, Convergence, and Origin.

Q: What are some examples of activities GATE students may be engaged in?

A: GATE students may engage in the following activities and more:

- Acceleration
- Choice and Decision Making Regarding Projects
- Use of Thinking Maps
- Academic Vocabulary Development
- Problem-Based Learning
- Literature Discussions and Socratic Seminars
- Service Learning Opportunities
- Extended Learning and Enrichment Opportunities
- Leadership Opportunities
- Expressions of Creativity and Critical Thinking

Q: Who do I talk to if I have questions about the GATE program?

A: The school’s GATE coordinator, your child’s teacher and the principal can provide you with more specific information about the GATE program at your child’s school.

Other information and resources about GATE programs can be found on the CDE website using this link: