



Gifted/Talented Programs

Advanced Learning Options

OFFICE OF THE CHIEF OF SPECIAL EDUCATION, EQUITY AND SPECIALIZED PROGRAMS

Creative Ability Category Overview

For School Sites ONLY



What are the characteristics of students with exemplary Creative Ability (CA)?

Students with exemplary creative ability are those who can engage in integrated thought processes such as divergent and convergent thinking in order to develop novel ideas or products that are markedly advanced in relation to their chronological peers. Creatively gifted students can be imaginative, problem-solution oriented, producers of original thought, fluent in ideation and alternative-solution generation, have the ability to reimagine, reinvent, improve, and transform conventional thinking and products. They don't just think outside-of-the-box – they break the box and its barriers by taking risks, and at times, challenge the status quo. They are our future inventors, ground-breaking engineers, ingenious scientists, visionary architects, cutting-edge designers (fashion, costume, games, apps, advertisements, websites, etc.), innovative entrepreneurs, imaginative novelists, newspaper journalists/editors, screenplay authors, musical composers, and more!

(For a complete list of characteristics, see Attachment H – CA found in REF-5233.3.)



What are the referral requirements for the CA Category (Grade 2 and Above)?

The Creative Ability Category referral requires completion of the following for each student referred:

- 1) An online GATE application (MiSiS)
- 2) Documentation/Paperwork (Reference Guide 5233.3)
 - Attachment E: Parent Consent
 - Attachment F: Request for Assessment
- 3) An e-Portfolio comprised of the following **two** components:
 - Attachment F-1 (Reference Guide 5233.3)
 - 3 to 5 Student Artifacts (collected and compiled by the school only)
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 - Note: Schools may submit the e-Portfolio and Attachment F-1 (summary page) on a PowerPoint or Google Slides.



Michelle Papazyan, LAUSD

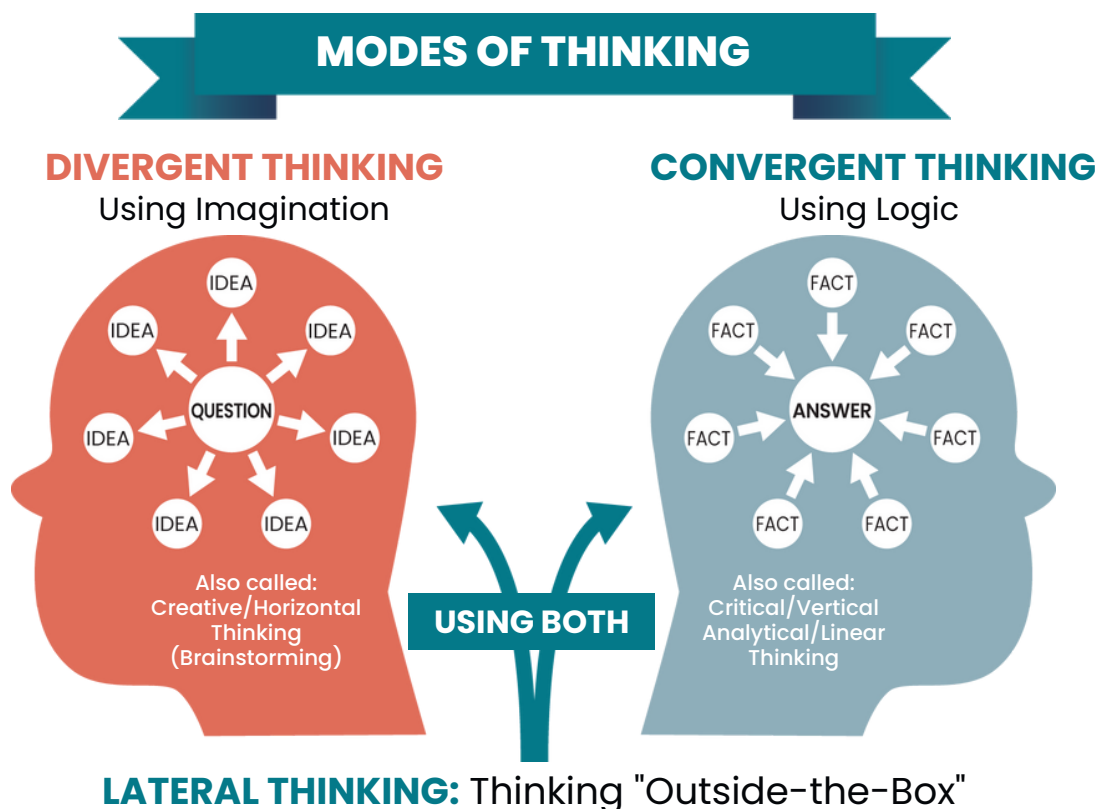
How are referrals submitted?

CA referrals (paperwork and e-Portfolios) should be submitted by the school GATE coordinator **via LAUSD email only** to Michelle Papazyan, District Coordinator, at mpapazya@lausd.net, no later than 5:00 p.m. on the third Friday in May each year.

- Paperwork and e-Portfolio should be emailed together for each student referral and NOT emailed separately. The email subject line should read: **CA Referral_Student's First Initial_Student's Last Name_Grade Level_Name of School**
- Schools submitting multiple student referrals at the same time can do so in one email or may submit separate emails for each student referred. Student names can be excluded from the email's subject line.
- Incomplete referrals will not be processed or evaluated. They will be marked as "incomplete" in MiSiS and returned to schools via email.
- Referrals with paperwork submitted as JPEG/PNG files or PDF attachments comprised of JPEG/PNG files (screenshots) that are illegible will not be processed.
- Creative Ability referrals are evaluated quarterly by Gifted/Talented Programs.
- Students who do not qualify can be reassessed after one year using the same process.

What are portfolio artifacts?

- The portfolio is the **evaluation/assessment** for the CA Category. The artifacts included in the portfolio should be assignments, tasks, projects, etc. that are completed by the student and meet the criteria listed below.
- Portfolio artifacts should be **assigned by and completed at the school site**. Students may continue to work on the artifacts outside of school as needed.
- Artifacts should demonstrate **exemplary** creative ability. Exemplary portfolios include high-quality evidence that demonstrates depth, complexity, novelty, and lateral thinking. *See graphic below.*
- Artifacts can be in **multimedia** format, i.e., links, that lead to digital documents or products, e.g., photos, videos, blogs, websites, handouts, presentations, products, designs, inventions, stories, poems, compositions, comic books, newsletters, news articles, fashion design books, play production samples, stop motion animation, robotic designs, gadgets, mechanical devices, computer coding, and games. Artifact links should be listed in the summary section of Attachment F-1.
- Artifacts can be the **student's original work** (Word documents, PDFs, PPTs, etc.) Original work should be emailed as attachments.

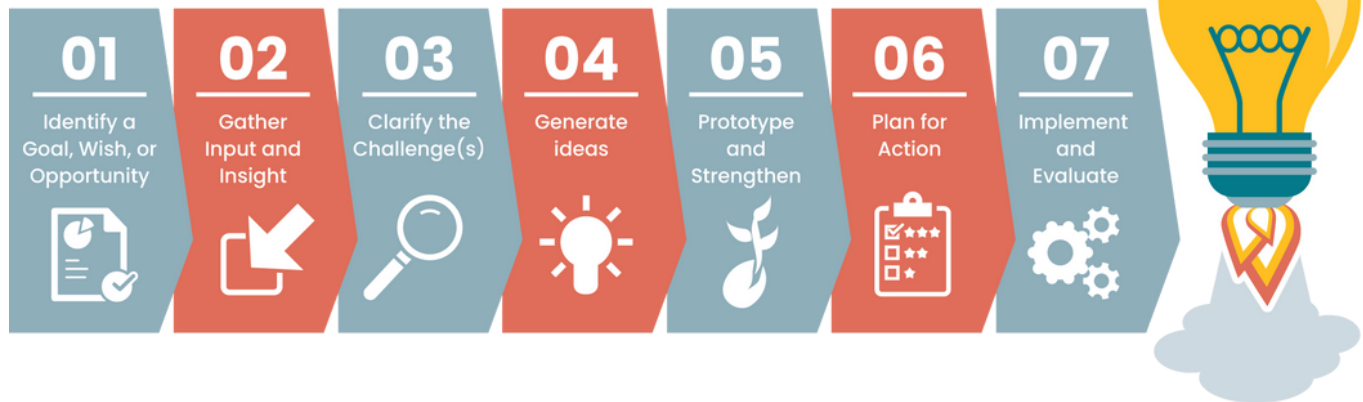




What are the criteria for portfolio artifacts?

- Artifacts should be different, novel, unusual, innovative, and unique.
- Artifacts should be task appropriate.
 - > Task-appropriate artifacts:
 - Have value
 - Have utility
 - Are useful
 - Are applicable
 - Are relevant
- Artifacts should demonstrate lateral thinking and elements of the creative process. *See graphic on page 2 and below.*
- Artifacts should be of high quality – exhibiting depth and complexity.
- Artifacts may come from all disciplines/subjects.
 - > **Note:** Visual and performing art artifacts should be referred in the **Visual Arts or Performing Arts Categories.**
 - > **Note:** Artifacts should **not be achievement-based only.** Achievement-based samples consist of assignments where the expectation is for students to replicate or duplicate someone else's thinking or product. The expectation for such assignments is for all students' thinking and work to look the same because there is only one correct answer, product, or end result. Examples of such assignments are multiple-choice tests, projects with specific step-by-step directions where the goal is to follow instructions and the end result is known, or writing assignments where students are retelling or sequencing a set of known facts.

UNIVERSAL CREATIVE PROCESS



CA Portfolio Tips

- **Important:** The portfolio and summary page should NOT be completed by a parent/guardian.
- Project completion may span over multiple grade levels.
- Artifact summaries listed on Attachment F-1 are vital to the evaluation committee. Schools should provide as much information as possible for each artifact in the summary section. The summaries provide insight and perspective that may not be explicitly obvious to the evaluation committee. Schools should describe the creative traits exemplified by each artifact, explain the creative and critical thinking processes utilized, emphasize why the artifacts are novel, innovative, task-appropriate, of high-quality, and demonstrate depth and complexity. Providing student background information can also be very helpful.
- Schools should ensure all links provided on Attachment F-1 are functional. Access should not be restricted as multiple committee members must view the portfolio.
- Schools should not submit the exact same artifacts and summaries for multiple students as this does not demonstrate "novelty." If students worked together on the same project/activity, there should be clear differentiation in their contributions and this information should be outlined in the summary sections of Attachment F-1.
- Artifacts not assigned by school staff are only permitted for two of the five artifacts as long as the first three artifacts were assigned by the school.
- Schools that need further guidance should sign up for a small group training on this topic: Gifted Identification – Creative Ability Category. Trainings can be found in MyPLN (Keyword: GATE).
- Student portfolios are considered assessments. Sample portfolios cannot be shared with GATE coordinators or school staff for purposes of "sample-viewing."