

Weslaco ISD

2023-2024

G/T IDENTIFICATION AND ASSESSMENT

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Last Update 10/9/23



WISD GT Specialist



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AGENDA

- **Purpose of the GT Program**
 - **Definition of Giftedness**
 - **WISD Vision**
- **Student Assessment**
- **Qualification Requirements**
- **Service Design**
 - **Grade Level Program Offerings**

PURPOSE

The purpose of identifying students as Gifted and Talented is to determine which students will benefit from the services provided in the Gifted and Talented Program.

VISION

Weslaco ISD is committed to providing a high-quality education for advanced academic students and recognizes that they are unique in their needs, interests, and abilities.

Due to the nature of their remarkable abilities, gifted students need a differentiated educational program that provides challenging activities in line with their capabilities.

STATE DEFINITION

A gifted/talented student is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who

- **exhibits high performance capability in an intellectual, creative, or artistic area;**
- **possesses an unusual capacity for leadership; or**
- **excels in a specific academic field.**

Bright vs. Gifted

We have bright students and we have gifted students... what is the difference?

BRIGHT CHILD

1. Knows the answers
2. Is interested
3. Is attentive
4. Has good ideas
5. Works hard
6. Answers the questions
7. Top group
8. Listens with interest
9. Learns with ease
10. 6-8 Repetitions for mastery
11. Understands ideas
12. Enjoys peers
13. Grasps the meaning
14. Completes assignments
15. Is receptive
16. Copies accurately
17. Enjoys school
18. Absorbs information
19. Technician
20. Good memorizer
21. Enjoys straightforward
22. Is alert
23. Is pleased with own learning



Szabo, J. (2013). Ohio Javits Project: I-GET-GTED
Taibbi, C. (2012). The "Bright Child" vs. the "Gifted Learner":
What's the Difference?. Psychology Today.

Gifted vs. Bright

We have gifted students and we have bright students... what is the difference?

GIFTED LEARNER

1. Asks the questions
2. Is highly curious
3. Is mentally and physically involved
4. Has wild, silly ideas
5. Plays around yet tests well
6. Discusses in detail, elaborates
7. Beyond the group
8. Shows strong feelings and opinions
9. Already knows
10. 1-2 repetitions for mastery
11. Constructs abstractions
12. Prefers adults
13. Draws inferences
14. Initiates projects
15. Is intense
16. Creates a new design
17. Enjoys learning
18. Manipulates information
19. Inventor
20. Good guesser
21. Thrives on complexity
22. Is keenly observant
23. Is highly self-critical



Szabo, J. (2013). Ohio Javits Project: I-GET-GTED
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THE IDENTIFICATION PROCESS

1. Parent Meeting
2. Staff Development
3. Nomination
4. Screening
5. Selection
6. Participation



Who May Nominate:

- Community
- Parent
- Teacher
- Peer
- Self

NOMINATION

Flyer Communication Options:

- Remind 101
- Class Dojo
- Social Media
- District Website
- Doors of school building

This nomination form includes the parent survey that must be completed for the nomination process.



Click or scan to nominate a student for GT
Escanear para nominar a un estudiante para GT



**1st-12th Grade GT
Nomination Period**
October 23rd-November 17th

**Período de nominaciones
GT de 1.º a 12.º grado**
23 de octubre al 17 de noviembre
Ventana de prueba

Contact us at/Contactenos AL:
956.969.6805

PARENT SURVEY

GT Parent Survey 2023-2024

Directions: Please complete the following survey to let us know about your child. 1) My child never shows this behavior. 2) My child rarely shows this behavior. 3) My child shows this behavior sometimes. 4) My child shows this behavior often. 5) My child shows this behavior most of the time.

Encuesta de referencia para padres: Por favor complete la siguiente encuesta para informarnos sobre su hijo/a. 1) Mi hijo/a nunca muestra este comportamiento. 2) Mi hijo/a rara vez muestra este comportamiento. 3) Mi hijo/a muestra este comportamiento a veces. 4) Mi hijo/a muestra este comportamiento a menudo. 5) Mi hijo/a muestra este comportamiento la mayoría de las veces del tiempo.

20. Is enthusiastic about unique interests and topics. *

Muestra entusiasmo por intereses y temas únicos.

- 1 ☐
- 2 ☐
- 3 ☐
- 4 ☐
- 5 ☐

Submit

Page 1 of 1

Clear form

If you are a parent of the student being nominated, please proceed to Step 2 below. Otherwise, you are done and may click "Submit" to submit this form. Thank you!

Si usted es padre del estudiante nominado, continúe con el Paso 2 a continuación. De lo contrario, habrá terminado y puede hacer clic en "Enviar" para enviar este formulario. ¡Gracias!

Page 1 of 1

Gifted and Talented Nomination Form Formulario de Nominación para Dotados y Talentosos

Thank you for your submission. If you are a parent of the student being nominated, please take the parent survey. Click here <https://shorturl.at/rvzHS>. Thank you!

This form was created inside of Westlaco ISD. [Report Abuse](#)

Google Forms

Step
1

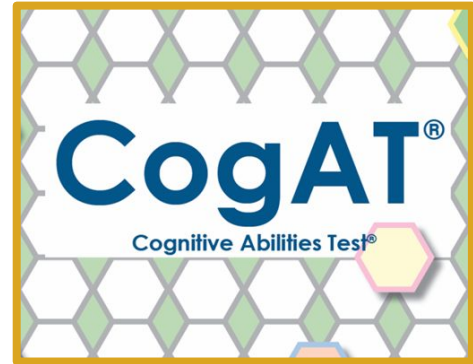
Step
2

Step
3

Step
4

ASSESSMENTS

- CogAT (Verbal, Nonverbal & Quantitative)
- GIFT (Creativity)
- Parent Survey
- Teacher Survey



Cognitive Abilities Test (CogAT)

Verbal

Verbal Analogies - Practice Question 1

Directions: Figure out the relationship between the first pair of words. Then, choose the answer that relates to the third word in the same way that the first word relates to the second word.

Let's do a practice question.

green → grass: blue → _____

A. cloud B. sky C. sun D. wind E. rain

How are **green** and **grass** related to each other? *[Give your child time to answer.]* Green is the **color** of grass.

Which word in the row relates to **blue** in just the same way that **green** relates to **grass**? *[Give your child time to answer.]*

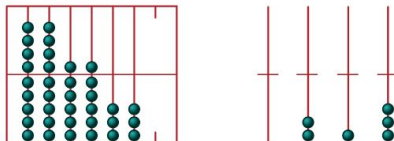
Blue is the color of the **sky** just like **green** is the color of **grass**, so **B – sky** is the best answer.

Quantitative

Number Series – Practice Question 1

Directions: Choose the string of beads that comes next to continue the pattern or follow the rule.

Let's do a practice question.



What is the pattern here?

Which of these comes next?

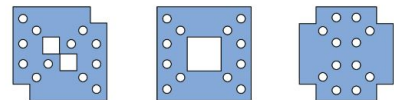
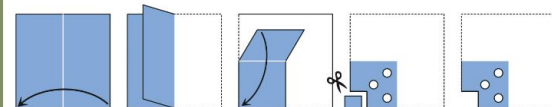
Look at the string of beads. Do you see the pattern that they make? *[Give your child time to answer.]*

There are 9, 9, 6, 6, 3, 3, 3 beads. Do you see 3 beads are subtracted after every 2 strings of beads? What string comes next if you follow that rule? *[Give your child time to answer.]* That's right. **The answer is A – 0.**

Non-Verbal

Paper Folding – Practice Question 1

Directions: Look at the pictures across the top. They show a square piece of paper being folded. Then something is cut out of the paper. Which answer picture shows what the piece of paper will look like when it is unfolded?



A

B

C

TESTING TIMELINE

Testing Timeline:

Kinder

November-February

1st -12th

February-March

SELECTION

APRC Committee

- Consists of G/T certified teachers
- Committee reviews data & makes a determination based on the point matrix.

PARENT PERMISSION

Students may not participate in the Gifted & Talented Program in the state of Texas without first documenting parental permission.

GT PROGRAM DESIGN

The pull-out program provides gifted children with the opportunity to **work with other gifted children** on an advanced curriculum that utilizes a variety of differentiation strategies.

Elementary:

QUEST: GT Pull Out Services on Campus

Middle School:

GT Pull Out Services on Campus

Pre-AP English 1 and Algebra 1

High School:

Inclusion Services

Honors

Pre-Advanced Placement

Advanced Placement

Dual Enrollment Courses





Hello! We're...

Courtney Budimir
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Brenda Davila
Margo Elementary
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ELEMENTARY PROGRAM DESIGN

- Pull-Out Program
- Social Emotional Learning: Habits of Mind
- Advanced Multi-Content Curriculum

ELEMENTARY PROGRAM DESIGN

- Kindergarten- GT Identification Process & Program Intro.
- 1st Grade - STEAMsational
- 2nd Grade - Expressions
- 3rd Grade - Imagineering
- 4th Grade - Heroism
- 5th Grade - Structures



Hello! We're...



Colette Lowe

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MYRA TREVINO

DR. ARMANDO CUELLAR MS

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MIDDLE SCHOOL PROGRAM DESIGN

- Elective Pull-Out Program
 - **6th-8th 90 minutes a week**
- Advanced Multi-Content Curriculum

MIDDLE SCHOOL PROGRAM DESIGN

- 6TH GRADE - Mars Colonization
- 7TH GRADE - Introduction to Drones: Uses & Skills
- 8TH GRADE - Careers and Critical & Creative Thinking

QUESTIONS & CONCERNS



Scan
Me!

If you have any questions please click here and fill
out the form.

NOMINATION FORM



Scan
Me!