

Weslaco ISD

2025-2026

G/T IDENTIFICATION AND ASSESSMENT

Yvett Morales
Chief Academic Officer

Last Update 09/30/2024



Hello! We're...

Courtney Budimir
Memorial Elementary
Ybarra Elementary
cbudimir@wisd.us

ASHLEY BAUTISTA
SAM HOUSTON ELEMENTARY
NORTH BRIDGE ELEMENTARY
RICO ELEMENTARY
ANBAUTISTA@WISD.US

Yolanda Cerda
Cleckler Heald Elementary
Silva Elementary
ycerda@wisd.us

Brenda Davila
Margo Elementary
Airport Elementary
Gonzalez Elementary
bdavila@wisd.us



Hello! We're...



Sophia Zuniga

Central MS

sogutierre@wisd.us

MYRA TREVINO

DR. ARMANDO CUELLAR MS

MARY HOGE MS

MOLVERA@WISD.US

Veronica Vela

Beatrice Garza MS

vmvela@wisd.us

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
Taibbi, C. (2012). The "Bright Child" vs. the "Gifted Learner":
What's the Difference?. Psychology Today.

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
- District and Campus Social Media
- District Website
- Doors of school buildings

***Please note: Once the nomination period ends, a parent survey will be sent and must be completed for the identification process.**

[Nomination Link](#)

Sept 29-Oct 24

All Kindergarten Students are pre-screened.
Oct 27-Nov 7

Service for newly identified students begins in March.
El servicio para nuevos estudiantes identificados comienza en Marzo.

CONTACT US AT/CONTACTENOS AL:

Advanced Academics

956 969 6805

ASSESSMENTS

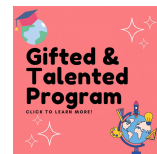
- CogAT (Verbal, Nonverbal & Quantitative)
- GIFT (Creativity)
- Parent Survey
- Teacher Survey
- Testing



GT Testing Timeline

Kinder GT Testing Dec 1-17

1st - 12th Grade GT Testing - Jan Testing Jan 12-30



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.]*

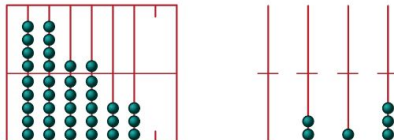
Blue is the color of the **sky** just like **green** is the color of **grass**, so **B – sky** is the best answer.

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?

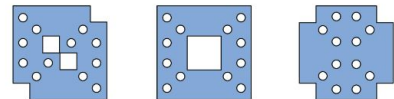
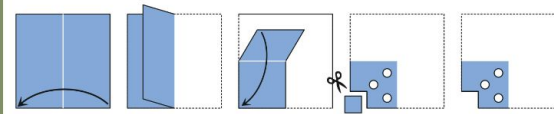
Look at the string of beads. Do you see the pattern that they make? *[Give your child time to answer.]*

There are 9, 9, 6, 6, 3, 3 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

SELECTION

Advanced Placement Review 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. Campuses will send parent permission forms home.

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



ELEMENTARY PROGRAM DESIGN

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

MIDDLE SCHOOL PROGRAM DESIGN

- 6TH GRADE - Mars Colonization
- 7TH & 8th GRADE - Foundations of Game Development

QUESTIONS

Call us at 956-969-6805

Service for newly identified students begins in March.
El servicio para nuevos estudiantes identificados comienza en Marzo.

CONTACT US AT/CONTACTENOS AL:
Advanced Academics