

Wink-Loving Independent School District

Gifted and Talented Program Handbook 2026-2027



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DEMOGRAPHIC OVERVIEW

The Wink-Loving Independent School District comprises two campuses: the elementary with an enrollment of ~230 students and the junior/senior high with an enrollment of 155. The enrollment is 63% White, 30% Hispanic and 1% Black. Wink has a population of 1000 citizens. Wink is located fifty miles west of Odessa and twenty miles north of Monahans.

FISCAL RESPONSIBILITY

School districts shall ensure that no more than 15% of state funds allocated for gifted/talented education are spent on indirect costs.

Source: The provisions of this §89.4 adopted to be effective September 1, 1996, 21 TexReg 5690.

PHILOSOPHY

Wink-Loving Independent School District believes that every human being is of value, with the right to optimum development. Each person is unique from all others and we must not only acknowledge this but base our programs upon methods of developing and utilizing this uniqueness. **We are committed to educational programs that recognize the value and needs of the individual students. Providing programs and materials for students who demonstrate superior academic ability is an integral part of this commitment.**

We believe that academically talented students need a qualitatively differentiated program that takes into consideration individual learning styles and special abilities. Wink-Loving ISD's Gifted and Talented Program stresses differentiated instruction through both regular education and special education opportunities. This integrated approach allows our students to develop interpersonal skills while being challenged with logic, critical thinking, problem solving, and decision-making skills.

The purpose of the GT Program is to develop lifelong learning processes. Enhancing the self as a learner and a producer is a central focus. GT students should be challenged to develop their abilities for both personal fulfillment and the benefit of society.

DEFINITIONS

STATE DEFINITION

“Gifted and talented student” means 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: (1) exhibits high performance capability in an intellectual, creative, or artistic area; (2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field.

Texas Education Code, 21.651(Subchapter Q)

LOCAL DEFINITION

The Wink-Loving Independent School District recognizes the areas of general intellectual ability and subject matter aptitude in which gifted and talented students excel.

PROGRAM ORGANIZATION

The Wink-Loving ISD's GT program serves students who are gifted in the areas of general intellectual ability and specific subject matter aptitude.

- Kindergarten and first grade students will be evaluated through the use of a talent pool.
- Students in 2nd through 6th grades may be nominated for the Gifted and Talented program. Upon nomination by a teacher, parent, self, counselor, community member or other interested party, the student will be evaluated for the Gifted and Talented program. If the student meets the criteria, he/she will be identified as a gifted and talented student.
- The GT Student in the elementary grades will be provided services through the regular education classroom.
 - It is recommended that the elementary teachers implement high order thinking skills into the daily curriculum in order to fully challenge our gifted and talented population as well as the other students in the classroom.
 - It is also recommended that teachers in grades 2 through 6 review the independent projects outlined on the TPSP

website and implement more of the projects or a similar project into their semester scope and sequence.

- Students in grades 7 through 9 may also be nominated and evaluated for the GT Program.
 - Grades 7-8 will be enrolled in an advanced English class.

High school GT students will have the options of Advanced English I and II, dual-credit college courses, credit by exam, and/or credit by correspondence.
- If a student has moved into or transferred into the district, he/she may be nominated and evaluated for the Gifted and Talented program after his/her 9th grade year.

GIFTED AND TALENTED SERVICES

- The appointed GT Coordinator will oversee the evaluation of all students nominated for GT services as well as the appropriate paperwork to be filed and/or sent to parents/guardians.
- The campus principal is the director for the program at each campus and should oversee the implementation of GT projects and learning experiences at each grade level. He/She will also make sure that teachers have fulfilled the obligation of an initial 30 hours of GT training as well as the 6-hour updates for each school year.
- It is recommended that the elementary teachers implement higher order thinking skills and depth and complexity into the daily curriculum in order to fully challenge our gifted and talented population as well as the other students in the classroom.
- It is also recommended that teachers in grades 2 through 6 review the independent projects outlined on the TPSP website and implement more of the projects or a similar project into their semester scope and sequence.
- A waiver will be required between grades six and seven to be signed by the GT parents and students to document their understanding of the differences between the elementary and secondary programs.

- All teachers providing GT services will have the initial thirty hours of GT in-service training and will receive an annual update of six hours as required.

GIFTED AND TALENTED COMMITTEE

The Gifted and Talented Committee will consist of the following school personnel:

- The GT Coordinator
- The campus principal
- 2nd or 3rd grade classroom teacher
- 4th through 6th grade classroom teacher
- 7th or 8th grade classroom teacher
- Counselor

POLICIES

TRANSFER POLICY

If an identified gifted/talented student transfers into the Wink-Loving Independent School District, that child will have to meet the criteria of the local program. The student may be nominated by the use of previous records from the school. The student will then be evaluated based on the criteria set forth by the handbook.

If a student leaves the district and returns, if he/she was identified as a GT student according to Wink-Loving ISD criteria, the student will be re-admitted based on the previous assessment.

EXIT POLICY

Once a student is placed in the GT Program, there are three options for exiting.

- (1) Student Request--A student may request to be withdrawn, but the student must have a parent's written permission.
- (2) Parent Request--A parent may request a student to be withdrawn with a written request.

(3) Teacher Recommendation--If the student has failed to meet the GT class objectives, the GT teacher may request a meeting of the placement committee. The placement committee will determine the exiting of the

student on a majority vote. A written exit form will be placed in the child's folder.

At any time that the exit policy is an issue, a conference should be held with the GT student, parents and/or guardian, GT coordinator, and appropriate principal prior to exiting the student.

APPEALS POLICY

A parent may request information regarding the areas of deficiency if a student is not placed in the GT Program. The parent may appeal the placement or exit decision by writing a letter to the GT Coordinator within fifteen working days from the placement committee decision. The placement committee will respond within ten working days to a request of appeal, stating a date and time of a hearing before the committee. After the hearing, if the committee's decision is to be appealed, the parent will follow district policies concerning appeals.

(FNG local)

FURLOUGH POLICY

If at some point in the GT Program a student needs relief from GT Program services because of illness, extracurricular activities, personal

problems, or scheduling conflicts, etc., the student may request a furlough for up to one year. The GT student/parent must fill out the furlough request and present it to the placement committee. The placement committee is responsible for the final furlough decision.

RE-ASSESSMENT POLICY

Wink-Loving ISD will not re-assess students for continuance in the GT Program.

IDENTIFICATION PROCESS

NOMINATION

1. Teachers or other school personnel may nominate any student by filling out the Renzulli's Scale for Rating Behavioral Characteristics of Superior Students (parts one and two only).
2. Students may nominate themselves by completing "A Student Looks at Himself."
3. Parents may nominate students by completing the parent questionnaire.
4. The counselor is responsible for nominating every student who scores above the 93rd percentile (composite score) on a standardized achievement test.
5. Community members or other interested parties may nominate any student by filling out the local nomination form.

All nominations are on-going.

TESTING

1. The nominee's teachers are responsible for completing Renzulli's Scale for Rating Behavioral Characteristics of Superior students (parts one and two only).
2. If any standardized test scores are unavailable or if additional testing is desired by the placement committee, parental permission for testing must be secured.
3. Evaluations for ESL students will be conducted in the primary language when possible.

SCREENING AND PLACEMENT

Upon a child's nomination, a parent permission form will be signed and placed in the student's permanent file. This permission form will allow further evaluation/testing as well as allow them to be coded as a Gifted and Talented learner should he/she qualify. Permission to be coded as a Gifted and Talented student will be granted by the parent/guardian prior to any type of screening.

After nominations are complete, the student profile summary will be filled in. The criteria for placement are three strengths on or above the district line in the objective areas of evaluation. These will include the student's composite test score of the standardized test given at

grade level, an average of the core subject area semester grades for the current school year and the K-Bit Ability test.

The subjective criteria for the evaluation process will include a parent evaluation and a teacher evaluation. A strength on or above the district line in one or both of these subjective areas of evaluation will also be necessary to be considered for Gifted and Talented services.

NOTIFICATION OF PLACEMENT

Letters will be sent to all parents of the qualifying students notifying them of their student's performance in meeting the criteria for qualification. They will also be invited to review their child's profile.

EVALUATION TOOLS

The evaluation tools used for each grade level vary. Listed below are samples of assessment tools that may be used by the district.

NNAT – Naglieri Nonverbal Ability Test

K-Bit Intelligence Test, Otis-Lenon Intelligence Test, Slosson Intelligence Test

Renzulli's Learning and Motivational Characteristics Scale

Parent Questionnaire

A Student Looks at Himself/Herself

DIRECTIONS FOR STUDENT PROFILE

1. Product/Performance

Grades--a semester or one-year average in language arts, math, social studies and/or science will be computed with a district line at 93%.

2. Learning characteristics

The Renzulli Scale--Parts one and two will be averaged from all of the student's teachers. The district line is at 27.

3. Achievement Tests

ITBS/NAPT/MAT/MRT--The district line is composite score of 93% on a standardized achievement test given at grade level.

4. Ability tests

Each test given will be listed depending on the grade level. The district line for the K-Bit test is 122. A student with an IQ score of 130 or above is automatically qualified for the GT Program.

5. Parent Questionnaire

This questionnaire is filled out by the parents and has a district line of 5.5.

In a consensus, the district line is:

OBJECTIVE:

Grades	93%
Standardized Tests	93%
*STARR	Level III--Advanced
K-Bit	122

SUBJECTIVE:

Parent	5.5
Renzulli (Teacher Evaluation)	27

The Wink-Loving ISD Placement criteria are strengths on or above the district line in all areas of the objective portion of evaluation and at least one strength on or above the district line in the subjective portion of the evaluation.

STATE GOAL FOR GIFTED STUDENTS

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. *High school graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their program services.*

TEXAS PERFORMANCE STANDARDS PROJECT

The Texas Performance Standards Project (TPSP) provides a structure for students to perform on challenging projects in grades four and eight and at the exit level, which is usually in grade eleven or grade twelve. Projects in fourth and eighth grades are somewhat structured, and students complete a series of activities to arrive at a final product. Exit level projects are more independent, and students work with mentors in the chosen field of study to create a final product.

*All projects should reflect quality work by gifted students in the Texas K-12 public school system as defined by the *Texas State Plan for the Education of Gifted/Talented Students*. You can find this document at the TEA website in [English](#) and in [Spanish](#). The content standards for the projects are the Texas Essential Knowledge and Skills (TEKS) for English language arts, mathematics, social studies, and science. Students who successfully complete a project will demonstrate a deep understanding of at least one area of study in one of these disciplines.*

TPSP consists of research-based standards and an accompanying assessment system that captures the high levels of achievement that gifted and talented students are able to exhibit. Schools and districts can use the results of this assessment to improve their services for gifted and talented students. TPSP can also provide summative and formative information on an individual student's learning.

In this section of the site, you can find information on [how TPSP became what it is today](#), [acknowledgements](#), and resources that [regional](#)

[education service centers](#) can provide and the [TPSP contact person at each ESC](#).

www.texaspsp.org/about.php

TEXAS PERFORMANCE STANDARD

GRADE LEVEL PROJECTS

The TPSP is a statewide standards and assessment system you can use to capture the high levels of achievement of gifted and talented students. The goal of the TPSP is for students to create work that reflects the professional quality that the *Texas State Plan for the Education of Gifted/Talented Students* requires. Student projects are TEKS-based and focus on the core content areas of English language arts, mathematics, science, and social studies with interdisciplinary connections.
(www.texaspsp.org/)

The fourth grade TPSP includes five performance tasks that teachers can use with students. The tasks, designed to generate excitement for learning, are open-ended, authentic, and student-centered. There is also a guide for projects that do not align with any of the other tasks.

Each task consists of learning experiences that help students build their research skills and knowledge of the subject. Students then conduct independent research that ends in the final product, where students demonstrate their knowledge base. Student projects are assessed in the areas of product, research process, and communication.

In the fourth grade section of the TPSP site, you can find the [tasks](#), [methods of assessment](#), [teacher resources](#), [optional forms](#), a [glossary of terms](#), and a [sample project](#).

(www.texaspsp.org/fourth/)

In the eighth grade TPSP, there are five performance tasks that teachers can use with students. The tasks are TEKS-based and are available in social studies, science, mathematics, and English / language arts with interdisciplinary connections. The tasks, designed to generate excitement for learning, are open-ended, authentic, and student-centered. In eighth grade, the tasks elicit more independent work, research, and solutions than in fourth grade. There is also a guide for projects that do not align with any of the other tasks.

Each task consists of learning experiences that help students build their research skills and knowledge of the subject. Students then conduct independent research that ends in the final product, where students demonstrate their knowledge base. Student projects are assessed in the areas of product, research process, and communication.

In the eighth grade section of the TPSP site, you can find the [tasks](#), [methods of assessment](#), [teacher resources](#), [optional forms](#), a [glossary of terms](#), and a [sample project](#).

(www.texaspsp.org/eighth/)

At the exit level, gifted and talented students garner all the resources they have fine-tuned over their K-12 education to design an independent project that is individualized and based on a topic of their choosing. Over the course of a year, students work with a mentor, who is a professional in the chosen field of study, to create a unique, innovative final product or performance that is of professional quality. The TPSP provides opportunities for students to explore their areas of interest to an extent that is not often possible in school. Such an in-depth study may impact students' future studies and career plans.

The [exit level manual](#) was used during the pilot, but it can still be a useful tool. A Guide to Success for teachers is currently being developed and will be posted by early 2006.

In the exit level section of the TPSP site, you can find more information about the [projects](#), [methods of assessment](#), [delivery options](#), [teacher resources](#), [student resources](#), [optional forms](#), a [glossary of terms](#), and a [sample project](#).

(www.texaspsp.org/exit/)

LOCAL STUDENT PROGRAM GOALS

CONTENT

The gifted and talented students will effectively investigate teacher-identified as well as self-selected broad-based themes/issues/concepts relevant to their giftedness through in-depth study topics and demonstrate excellence in the use of higher-level thinking skills.

PROCESS

The gifted and talented students will develop and apply logical, creative, and productive thinking skills to generate alternative solutions to complex problems and issues.

PRODUCT

The gifted and talented students will generate a variety of original products through skills and information gained from in-depth studies.

AFFECTIVE

The gifted and talented students will gain an understanding of themselves and their relationships to other people, societal institutions, cultures, and nature.

These student goals reflect the learning characteristics of students identified as gifted/talented in general intellectual ability and provide the district with a clear idea of how the curriculum will be differentiated. The goals also help answer the question, “What should the GT students be able to do by the time they graduate at the end of grade 12?”

CURRICULUM

For gifted students the research process is a road to discovery. These skills and methods are stressed from kindergarten to grade twelve. Offering gifted students the opportunity to exercise their critical and creative thinking skills and their problem solving skills as a part of the research process allows students to make new discoveries and to develop new and deeper understandings for themselves. The research process provides the gifted student the structure for drawing logical, rational, and reasoned conclusions to complex problems, issues, and themes. The GT curriculum focuses on developing the requisite skills necessary for valid research, and on facilitating the opportunity for students to apply those skills in more complex, in-depth research studies. By teaching research skills and methods to gifted students, their characteristics of questioning attitude, task commitment, critical thinking, problem-solving ability and sense of independence are

nurtured and challenged. Past and present knowledge becomes meaningful when it opens new doors to new understandings for individuals and groups.

Activities using differentiated instruction will be implemented in the GT program, encompassing the principles set forth in the student program goals. The GT program may use themes to enhance the regular curriculum.

The universal themes may include, but are not limited to:

Patterns
Relationships
Communication
Influences
Exploration
Conflict
Change
Adaptation
Time
Systems
Perceptions
Traditions

EVALUATION

STUDENT EVALUATION

Grades, standardized test scores, and STARR test scores will determine the level of success in core knowledge and skills for the GT students. GT students' products and performance will be monitored as evidence of their successful attainment of GT program goals. Other student evaluation instruments may also be used as appropriate.

PROGRAM EVALUATION

The TEA Performance Standards and the Texas State Plan For the Education Of Gifted/Talented Students will be monitored as appropriate

to ensure compliance with all state guidelines and movement toward the recognized/exemplary level.

APPENDIX

Characteristics of the Gifted

Furlough form

Parent Questionnaire

A Student Looks at Himself/Herself

Renzulli's Scale for Rating Behavioral Characteristics Testing

Permission

Placement Committee Report

Parental Profile Review Letter

GT Program Acceptance/Decline Form

Sixth Grade to Seventh Grade Waiver Exit Committee
Report

CHARACTERISTICS OF THE GIFTED INDIVIDUAL

Since wide variation exists among the gifted, any list of characteristics must be a very general description of the group as a whole. Gifted individuals reveal a number of the following traits or indicators of giftedness.

- Is intellectually curious, innovative, and playful with ideas
- Enjoys the challenge and involvement of intellectual and creative tasks
- Has a keen and sometimes unique sense of humor
- Is an independent thinker and seeks to act independently
- Develops at an early age an inner control and satisfaction which may lead to divergent and nonconformist behavior

- Formulates abstractions while very young and shows facility in moving from concrete to abstract levels of thinking and of communicating
- Prefers complex tasks and processes information in complex ways
- Reads at an early age and comprehends with advanced understanding
- Reads widely and reads extensively in areas of special interest
- Acquires basic skills rapidly and with a minimum of practice
- Comprehends advanced ideas, concepts, and implications
- Has an unusual ability to memorize
- Is impatient with detail and drill, which may result in gaps in basic skills for some
- Resists requirements of unnecessary detail in the completion of tasks
- Explores wide-ranging and special interests not usually associated with children of his/her age and relates well to peers and adults who have similar interests
- Expends much energy and time in pursuing special interests and may be involved in numerous projects and activities
- Employs high intellectual and creative skills in assessing his physical and social environment, in solving problems, and in creating products
- Generates many ideas and multiple solutions to problems
- Copes with environmental situations in resourceful and creative ways

- Expresses him/herself fluently, clearly, and forcefully with words, numbers, and creative products
 - Demonstrates richness of imagery in formal language and brainstorming
 - Has capability for extraordinary leadership and tends to assume leadership responsibility
 - Rebels against irrelevant learning requirements
 - Becomes excited about new ideas but may not carry them through
 - Creates and invents beyond the parameters of knowledge in the field
-
- Can improvise with commonplace materials
 - as high expectations of self and others which may lead to high levels of frustration with self, others, and situations
 - May tend to be a loner at least part of the time
 - May have a sense of his own uniqueness, which leads to feelings of loneliness

These characteristics are those reported by the California Blue Ribbon Committee on the Education of Gifted and Talented Youth.

Courtesy: Division of Gifted /Talented Education, Texas Education Agency

WINK-LOVING ISD FURLOUGH/REENTRY FORM

Requested by: _____

Requested for: _____

Date: _____ **Length of time requested:** _____

Reason for request:

Committee Decision: _____ **Granted** _____ **Not Granted**

Signatures:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

PARENT QUESTIONNAIRE

Adapted from the Javits Project Parent Nomination Form

This parent questionnaire has 15 questions for you to answer about your child's behavior.

- If your child **never** behaves in the way the question describes, check **NOT AT ALL**.
- If you **have** seen this behavior, but not very often, check **SELDOM**.
- If you see this kind of behavior every once in a while, check **OCCASIONALLY**.
- If you see this behavior pretty regularly, check **OFTEN**.
- If you see this behavior all the time, repeatedly, day after day, check **ALMOST ALWAYS**. ➤ If you feel the question does not pertain to your child at all, you may write **N/A**.

Answer as objectively as you can. Then tell something about your child by answering Questions A and B very briefly.

Your parent questionnaire is one of many informational items that will be used by the Placement Committee to place students in the GT Program. It is very important for you to understand that a child is not placed in the program because you have completed this form.

Thank you for helping us better serve your child's educational needs.

Cuestionario de Los Padres

Este cuestionario de los padres tiene 15 preguntas para contestar acerca de la conducta de su hijo o hija.

- Si su hijo o hija nunca se comporta en la manera que describe la pregunta, marque las palabras DE NINGUNA MANERA.
- Si ha visto esta conducta, pero no muy a menudo, marque las palabras RARA VEZ.
- Si ve esta clase de conducta cada de vez en cuando, marque la palabra OCASIONAL. ➤ Si ve esta conducta bastante regular, marque las palabras A MENUDO.
- Si ve esta conducta todo el tiempo, día después de día, marque las palabras CASI SIEMPRE. ➤ Si siente que la pregunta no pertenece a su hijo o hija, puede escribir N/A.

Conteste como objetivamente como poder. Después, escriba algo de su hijo o hija para contestar preguntas A y B muy brevemente.

Este cuestionario es uno de muchos artículos informativos que será empleado por el comité para colocar a estudiantes en el WAC Programa. Es muy importante que Ud. Entienda que no se coloca a un niño en el programa simplemente porque completado esta forma.

Muchas gracias por ayudarnos servir mejor las necesidades educativas de su hijo o hija.

Name of Student _____ Grade: _____
(Please print) Last Name First Name

School: _____ Teacher: _____

Name of Parent or Guardian: _____

Date: _____

INSTRUCTIONS:		Not at all	Seldom	Occasionally	Often	Almost Always	N/A
Please make one check mark after each of the 15 questions below, based on your opinion of which choice best describes your child’s behavior.							
1.	Does your child use a mature vocabulary?						

2.	Does your child question why things are like they are? (Does he/she want to know what makes things or people react as they do?)						
3.	Does your child notice contrast and similarities between people, events or things?						
4.	Is your child a keen and alert observer? (Does he/she seem to get more out of a TV show or experience than other children of the same age?)						
5.	Is your child interested in adult problems such as world hunger, pollution, war, etc.?						
6.	Does your child explain things well and carry messages accurately?						
7.	Does your child suggest a better way to do something if he/she isn't satisfied with the way it's being done?						
8.	Is your child curious? Does he/she ask many questions about all kinds of things?						
9.	Does your child think through his/her decisions more than most children of the same age?						
10.	Does your child imagine things to be different from the way they actually are? Do you hear him/her using these words: "What if...?" or "I wonder what would happen if..."						
11.	Does your child like to organize things, people, or situations?						
12.	Does your child have positive feelings about going to school?						
13.	Is your child self-confident? Does your child believe in him/herself?						
14.	Is your child stubborn in his/her beliefs?						
15.	Can your child be counted on to do what he/she has said he/she will do?						

Please give a brief written response to the following:

A. What special talents or abilities does your child have?

B. Tell about a time when your child surprised you by his/her ability, understanding, or knowledge.

Parent/Guardian Signature

Nombre del estudiante: _____
(ESCRIBAN EN MOLDE) Apellido Nombre

Grado: _____

ESCUELA: _____ MAESTRO: _____

Nombre del Padre o Guardian: _____

Fecha: _____

INSTRUCCIONES:							
Por favor haga una marca despues de las 15 preguntas. Siguientest basado en su opinion de cual mejor describe la conducta de su nino(a).		Nunca	Casinunca	A Veces	Muchas Veces	Casi Siempre	N/A
1.	¿Usa su nino(a) muchas palabras avanzandas o “de adultos”?						
2.	¿Quiere saber su nino(a) el porque las cosas son como son? (¿Quiere saber como “funcionan” las cosas o personas?)						
3.	¿Reconoce su nino(a) las cosas semejantes o diferentes entre la gente, los cuentos, o las cosas?						
4.	¿Es su nino(a) un observador meticulouso? (¿Parece que su nino(a) entiende mas de un programa de television o una experiencia que los demas ninos de la misma edad?)						
5.	¿Le interesan a su nino(a) los problemas mundiales como el hambre la contaminacioun la guerra, etc.?						
6.	¿Explica bien su nino(a) las cosas y puede relater mensajes precisamente?						
7.	¿Sugiere su nino(a) un mejor manera de hacer las cosas si no satisfecho con los hechos?						
8.	¿Es su nino(a) curioso? ¿Hace su nino(a) muchas preguntas sobre varias cosas?						
9.	¿Piensa mass u nino(a) sobre decisions hechas que los demas ninos de la misma edad?						
10.	¿Imagina su nino(a) que las cosas son diferentes de como son en actualidad? ¿Lo oye decir las palabras: “Y si....?” o “Que pasaria si....?”						
11.	¿Le gusta su nino(a) organizer las cosas, personas, o situaciones?						
12.	¿Tiene su nino(a) sentimientos positivos de ir a la escuela?						
13.	¿Tiene su nino(a) confianza en si mismo?						
14.	¿Es su nino(a) obstinante en su creencias?						
15.	¿Se puede contra en que su nino(a) hag alas cosas que dice que va a hacer?						

Por favor de una respuesta breve a las siguiente preguntas:

A. ¿Que habilidades o talentos especiales tiene su niño(a)?

B. Díganos de un instante cuando su niño(a) lo sorprendió con su habilidad, conocimiento o sabiduría.

Firma del Padre o Guardian

A STUDENT LOOKS AT HIMSELF/HERSELF

Please show whether you agree or disagree with each of the statements by marking one of the spaces.

SA = Strongly Agree
D = Disagree

A = Agree
SD = Strongly Disagree

	QUESTION	SA	A	D	SD
1	I am a good athlete.				
2	I am a good student.				
3	I am popular with other students.				
4	I am one who understands and accepts other people.				
5	I am very sociable and know how to get along with other people.				
6	Other people recognize that I am an intelligent person.				
7	I am warm and understanding.				
8	I am easy to get along with.				
9	I enjoy working with mechanical and scientific things.				
10	I enjoy abstract or mathematical problems.				
11	I am one who likes to work independently on special projects.				
12	I enjoy debating or discussing an idea.				
13	I enjoy "losing myself" in a good book or in imagination.				

14	I have a good sense of humor.				
15	My work is often quite original.				
16	I am able to come up with a large number of ideas or solutions to problems.				
17	I am able to take charge of planning a project.				
18	I don't mind being different from other people.				
19	I like to study subjects that are challenging or even difficult.				
20	I often use music, art, or drama to express my feelings.				
21	I don't like to accept what someone else says without challenging it.				
22	I feel strongly about things and often express my feelings, even if I think others will disagree.				
23	I spend more time than I would need to on assignments because I enjoy the learning.				

24	Here are six areas of talent. In which area do you see yourself as being most talented? Rank them as you see them applying to your abilities. (1) first talent area (2) second talent area, etc. _____ General intellectual ability _____ Specific academic aptitude (in one subject area, such as math) _____ Creative thinking _____ Leadership ability _____ Visual and performing arts. _____ Pyschomotor ability (such as mechanical skills or athletic ability)				
----	--	--	--	--	--

NAME OF STUDENT: _____

GRADE: _____

DATE OF NOMINATION: _____

Wink-Loving Independent School District



The Rating Behavioral Characteristics of Superior Students

Name: _____ Date: _____

School: _____ Grade: _____ Age (yrs/mos) _____

Name of Person Completing Form: _____ Relationship to child: _____

How long have you known this child? Years _____ Months _____

Scale: 1 = Seldom or never 2 = Occasionally 3 = Almost Always

PART I: LEARNING CHARACTERISTICS

(Circle One)

- | | | | | |
|-----|--|---|---|---|
| 1. | Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness of expression, elaboration and fluency." | 1 | 2 | 3 |
| 2. | Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his/her age.) | 1 | 2 | 3 |
| 3. | Has quick mastery and recall of factual information. | 1 | 2 | 3 |
| 4. | Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from information or factual questions); wants to know what makes things (or people) "tick". | 1 | 2 | 3 |
| 5. | Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people or things; looks for similarities and differences in events, people and things. | 1 | 2 | 3 |
| 6. | Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others. | 1 | 2 | 3 |
| 7. | Reads a great deal on his own; usually prefers adult level books or books significantly above current grade level; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases. | 1 | 2 | 3 |
| 8. | Tries to understand complicated material by separating it into its respective parts; reasons things out for himself/herself; sees logical and common sense answers. | 1 | 2 | 3 |
| 9. | Has a sophisticated sense of humor. | 1 | 2 | 3 |
| 10. | Initiates projects with ideas and action. | 1 | 2 | 3 |
- (Continues on next page)

TOTAL POINTS _____

Wink-Loving Independent School District



Scale: 1 = Seldom or never 2 = Occasionally 3 = Almost Always

PART II: MOTIVATIONAL CHARACTERISTICS

(Circle One)

- | | | | | |
|----|--|---|---|---|
| 1. | Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him/her to move on to another project.) | 1 | 2 | 3 |
| 2. | Is easily bored with routine tasks. | 1 | 2 | 3 |
| 3. | Needs little external motivation to follow through in work that initially excites him/her. | 1 | 2 | 3 |
| 4. | Strives toward perfection; is self-critical; is not <u>easily</u> satisfied with his/her own speed or products. | 1 | 2 | 3 |
| 5. | Prefers to work independently; requires little direction. | 1 | 2 | 3 |
| 6. | Is interested in many "adult" issues such as religion, politics, ethical issues – more than usual for age level. | 1 | 2 | 3 |
| 7. | Often is self assertive (sometimes even aggressive); stubborn in his/her beliefs. | 1 | 2 | 3 |
| 8. | Likes to organize and bring structure to things, people, and situations. | 1 | 2 | 3 |
| 9. | Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people and things. | 1 | 2 | 3 |

TOTAL POINTS _____

Please discuss your child's strengths and weaknesses in regards to giftedness

Signature: _____

WINK-LOVING INDEPENDENT SCHOOL DISTRICT

Date: _____

To the Parents of _____

The Wink-Loving Independent School District provides a gifted and talented program serving students in second grade through twelfth grade. These students are gifted and talented in the areas of general intellectual ability and specific subject matter. Your child has been nominated for this program.

Students nominated for the GT program will be screened further to determine their eligibility. The identification procedure may include intelligence tests, achievement tests or other evaluation tools. In order for your child to participate in these identification procedures, we need your permission. Please sign this letter and return it as soon as possible.

Thank you,

I give permission for _____ to participate in the GT identification process which includes intelligence and achievement testing and other evaluation tools. I understand I will be notified if my child is placed in the GT program.

Student's Name

Grade

Parent's Signature

Date

WINK-LOVING INDEPENDENT SCHOOL DISTRICT
GT PLACEMENT COMMITTEE REPORT

Date:

We recommend that the following students be coded as a Gifted and Talented student at Wink-Loving Independent School District.

STUDENTS:

SIGNATURE

TITLE

WINK-LOVING INDEPENDENT SCHOOL DISTRICT

Date: _____

Dear Sixth Grade Student and Parents:

The gifted and talented program at Wink Junior/Senior High is structured differently from the elementary program. The gifted class is an interdisciplinary English class and the students receive a grade for this course. The course deals with critical thinking skills and is challenging required self-motivation and task commitment.

Please return this letter to indicate your continued placement in the seventh-grade gifted program.

Sincerely,

_____ I am presently in the GT Program and wish to continue in the seventh grade.

_____ I do not wish to be in the seventh grade GT Program and request a conference.

Student's Name

Grade

Parent's Signature

Date

**WINK-LOVING INDEPENDENT SCHOOL DISTRICT
EXIT COMMITTEE REPORT**

Name _____ **Grade** _____

Date _____

SIGNATURES

TITLE
