FBISD Gifted and Talented Referral Process

FBISD defines gifted students as those who perform at or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment.

Should YOU refer YOUR student?

High Achievers

Students that have strong motivation to perform well and succeed in school. They usually enjoy school, get A's, memorize information easily, give complete and accurate answers, have advanced knowledge and are at the top of their class. They tend to be satisfied with their knowledge and skills, but they receive new information with willingness and interest.

High achievers are usually emotionally and socially on track, and they relate to peers of their own age.



High Achievers vs. Gifted Students

Although the terms are often confused, there are distinct differences between gifted learners and high-achievers. A gifted learner may or may not be a high-achiever. High achievers are those students that perform well in school, while gifted students are those that have high intelligence and a propensity for learning. When trying to determine whether a student is gifted and/or high achieving, there are several traits and behaviors to consider.



Gifted Learners

Students with a strong motivation to learn and expand their intellectual capacity. They prefer self-directed learning, may or may not be motivated by grades, are excellent at making inferences and connections, pose complex questions, generate abstract concepts and are beyond their class. They are not satisfied with a straightforward answer, preferring to examine a problem's intracacies and underlying implications. They tend to be self-critical and are constantly seeking to expand their knowledge. Gifted learners may be emotionally and socially behind, on track, or advanced. Most tend to connect with peers because of shared intellectual interst rather than similarity in age



GIFTED AND HIGH ACHIEVING

Some students are both high-achieving and gifted learners. These students tend to do very well in school, receiving high grades and performing well on homework and exams. At the same time, they approach problems with innovation and complex reflection. Although their primary motivation is to learn, this desire tends to lend itself naturally toward strong performance and high achievement.

GIFTED BUT NOT HIGH ACHIEVING

Some students are gifted, but not necessarily high achieving. In these instances, the student is usually unable to perform well because he is not stimulated by the simplicity of the lesson or too distracted by his own abstract thoughts to demonstrate competency in tests or homework. Totally unmotivated by grades, this type of student thrives on intellectual challenge. Advanced courses, less structured (but more difficult) homework assignments and essay style exams often improve their academic performance.

HIGH ACHIEVING BUT NOT GIFTED

Students that are considered high-achieving but not necessarily gifted excel in almost any classroom setting. Since they are motivated strongly by grades, they benefit from strict grading standards that force them to expand their abilities. They learn well by memorizing and prefer straightforward problems and answers. They will become frustrated if given a problem that is too vague or abstract with no solid answer.



PARENTS

CAN SUBMIT A REFERRAL ONLINE BY SEPTEMBER 30TH

GT.FORTBENDISD.COM

Additional Questions?

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