RAYMONDVILLE
INDEPENDENT SCHOOL DISTRICT

2026-2027

Gifted & Talented Referral Process

October 1, 2026 5:00pm-6:00pm



Raymondville ISD Definition of Gifted & Talented

Raymondville ISD defines gifted and talented as any child or youth in grades K-12 who performs, or shows the potential for performing, at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. The gifted and talented student also exhibits high performance capability in general intellectual ability; or excels in one or more specific academic fields: math, science, language arts, and/or social studies.

El Distrito Escolar Independiente de Raymondville define a los estudiantes superdotados y talentosos como aquellos niños o jóvenes, desde K-12th grado, que demuestran —o poseen el potencial para demostrar— un nivel de desempeño extraordinariamente alto en comparación con sus pares de la misma edad, experiencia o entorno. Asimismo, estos estudiantes exhiben una gran capacidad de rendimiento en cuanto a aptitud intelectual general o sobresalen en una o más áreas académicas específicas: matemáticas, ciencias, artes del lenguaje y/o estudios sociales.

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 are advanced in relation to students of similar age, experience, or environment and reflect individuality and creativity. 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 State Plan for the Education of Gifted/Talented Students*

Los estudiantes que participen en servicios diseñados para alumnos superdotados demostrarán habilidades de aprendizaje autodirigido, pensamiento, investigación y comunicación, tal como se evidencia en la creación de productos y presentaciones innovadores que superan el nivel habitual de estudiantes de edad, experiencia o entorno similares, y que reflejan individualidad y creatividad. Los graduados de escuela secundaria que hayan participado en servicios para alumnos superdotados habrán elaborado productos y presentaciones de calidad profesional como parte de dichos servicios.

—Plan Estatal de Texas para la Educación de Estudiantes Superdotados Talentosos

Why Identify Students Early?

- Develop academic, personal and social confidence
- Focus on developing strengths and addressing areas of academic/social need
- Nurture and feed the enthusiasm for learning
- Place in classes with students who are also gifted.

Por que identificar a los estudiantes temprano?

- Desarollar la confianza académica, personal, y social.
- Centrarse en desarrollar fortalezas y abordar áreas de necesidad académica/social
- Alimentar y alimentar el entusiasmo por aprender
- Desarollarse en clases con estudiantes que también son superdotados.

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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.

Referral & Identification
from teachers, parents, or community members with a formal referral sheet.

Written parent or guardian permission
REQUIRED to screen/assess a student.

Student profile is used to identify those students who perform or show the potential for performing at remarkably high levels of accomplishment relative to their age, peers, experience, or environment.

Evaluation of Profile:
Minimum of 3 Criteria. The criteria will include qualitative and quantitative from instruments: Iowa Test of Basic Skills/Logramos for K-12, Classroom Grades, Renzulli-Hartman Scales Parts I & III, and the CogAT (Cognitive Ability Test).

Student meets nomination qualifications

GT test is administered

Student does not meet nomination qualifications.

GT test is not administered



GT Testing

Does every referred student take the GT Test?
Students who the met qualifying criteria during the referral process will be GT tested.

¿Todos los estudiantes referidos para la prueba de dotados y talentosos toman el examen?
Los estudiantes que cumplieron con los criterios de calificación durante el proceso de referencia serán evaluados por el examen de dotados y talentosos.

RAYMONDVILLE INDEPENDENT SCHOOL DISTRICT

Referral and Identification Timeline

September: Referral procedures published in the local newspaper and on the district website.

Referrals for Grades 1-12 accepted from parents, teachers, and community members. All Kindergarten students are screened in December.

October 12-23

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Screenings and assessments conducted after written parental permission obtained.

Late Fall - Early Spring

→

Gifted & Talented committee meets on Kindergarten screenings.

February

Written parental permission for services obtained for identified students in Kindergarten.

February

→

Services begin for identified Kindergarten students.

Prior to March 1st

→

Gifted & Talented committee meets on Grades 1-12.

June

Written parental permission for services obtained for identified students in Grades 1-12.

June

→

Services begin for identified Grade 1-12 students.

August

Once the identification process is complete, parents or guardians are notified of the Gifted/Talented Committee's decision via letter correspondence within ten school days. Parents of all screened students may request a conference to examine their child's assessment results. Request should be made through the student's home campus.

Parent Consent Forms

Raymondville ISD
It All Starts Here!

Gifted/Talented Referral Form

I,_____, as parent/guardian/teacher/community member would like to refer _____for the Gifted and Talented screening assessment process. I believe this child has an extraordinarily high level of intellectual or academic ability and that his/her educational needs can best be met by Gifted/Talented Services. I understand the school district will make every effort to determine the best possible educational services based on the student's educational needs. This child is currently in grade _____.

Signature of person making referral :

_____

*Date:*_____

PLEASE RETURN TO CAMPUS SECRETARY BY:

Date:_____

Raymondville ISD
It All Starts Here!

Parent Permission for Gifted/Talented Screening/Assessment Form

Dear Parent,

Your child, _____, has been referred for testing to see if he/she would benefit from Gifted and Talented Services for Raymondville ISD. To receive proper services, your child will need to be assessed. The Gifted/Talented Committee will look at numerous pieces of information before eligibility for services can be established. After the student is tested and the Gifted/Talented Selection Committee has evaluated all information by a blind process, the Committee will determine what is best for your child based on your child's assessment data. You will receive written notification of the decision made by the committee.

Please return this form to your child's teacher as soon as possible if you would like the school to assess your child. Thank you for your cooperation.

Sincerely,

Child's Name: _____

____Yes, I give my permission for you to assess my child for Gifted/Talented Services.

____No, I do not wish to have my child tested at this time.

Parent/Guardian Signature: _____

Date: _____



Dr. Camille Cavazos, District Programs Administrator
(956) 689-8185 Ext. 4801

Raymondville ISD Counselors:

- Jennifer Zamorano, LC Smith Elementary
  (956) 689-8173
- Diana Gomez, Pittman Elementary
  (956) 689-8172
- Cristina Lerma, Myra Green Middle School
  (956) 689-8171
- Monica Guerra, Raymondville Early College High School
  (956) 689-8170