

Assessment and Identification
LISD: Castle Hills Elementary
Updated: August 2018

At Castle Hills Elementary, Gifted and Talented Services are designed to meet the varied needs of our GT population. Our classroom teachers attend ongoing professional development targeting the *nature & needs, identification & assessment*, and service of gifted students. Staff members have access to a wide variety of tools and extensions to meet the needs of GT students in their classrooms.

In accordance with TEA and LISD Guidelines, all students in grades K-3 are considered part of a *talent pool* and are screened with informal and formal assessments. The GT Facilitator works with all K-2 students using lessons intended to increase critical, logical, and creative thinking. These lessons and classroom observations provide multiple opportunities to observe gifted behavior. Kindergarten and Third Grade students participate in a formal non verbal screening.

- **Formal testing for GT Services is ongoing throughout the school year. We encourage parents of primary aged children to wait until the GT screenings indicate readiness.**
- **Testing requests must be made by May 1, 2019. (no exceptions)**
- **Requests for testing are made by contacting your child's classroom teacher.**
- **Upon request for testing through the classroom teacher, the Gifted and Talented Facilitator will send forms and communicate with the parent/guardian.**
- **According to LISD policy, students currently enrolled in 5th grade cannot be tested for GT middle school placement during the summer. Testing MUST be completed during the 5th grade school year.**
- **Students transferring into LISD must present proper supporting documentation to our campus attendance clerk. The data is submitted to LISD GT Services for placement review. The campus GT Facilitator communicates the placement decision.**

If you have questions regarding GT Services please refer to the CHE website for GT Service information. Any further questions can be addressed to the Campus GT Facilitator.

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