

E.A. "SQUATTY" LYONS
ELEMENTARY SCHOOL



GIA DEL STUDIANTE

MARZO 26 2025
LYONS ELEMENTARY SCHOOL



E. A. "Squatty" Primaria Lyons

Productos de nivel avanzado

Definición de un producto de nivel avanzado (TEA, 2018)

Los productos de nivel avanzado demuestran el dominio creativo del contenido a través de un producto final de calidad profesional.

Los productos de nivel avanzado consisten en el desarrollo a largo plazo de una pregunta o idea que es significativa para los profesionales en el área académica de interés de un estudiante. Los estudiantes utilizarán métodos de investigación sofisticados y tecnología apropiados para el campo de estudio. A lo largo del proyecto, los estudiantes participarán en un proceso de investigación similar al de un profesional que trabaja en el campo de estudio.

Productos de nivel avanzado (TEA, 2018)

- permitir a los estudiantes explicar sus conclusiones
- demostrar su proceso de pensamiento
- compartir pruebas de apoyo
- reflejan de las conexiones personales y de contenido

Formato del producto:

- Un producto escrito, como un documento formal o una obra literaria
- Una representación pública, como una exposición o una producción teatral

Pasos del producto de nivel avanzado:

1. Elija un tema
2. Elija un formato
3. Cree un/Proposal abstracto que incluya:
 - Título del proyecto
 - Propósito/Objetivos del proyecto
 - Descripción del producto
4. Registro de Procesos (Documentos que el estudiante aprende a lo largo del proyecto) puede incluir:
 - Entradas de diario que documentan el proceso de investigación/proyecto
 - Notas de la reunión de mentores
 - Contorno
 - Bibliografía
5. Presentación/Expo Pública



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CAMPUS-BASED G/T EXPOSITION SUGGESTED TIMELINE FOR April EXPO

Octubre - Enero

- Completa el perfil en **Thrively**
- Los estudiantes seleccionan un proyecto y empieza a trabajar en el

Debe tener en cuenta los siguientes criterios al seleccionar un tema:

- **Interés.** El tema que elija debe ser algo que sepa pero que quiera aprender más.
- **Importancia.** El tema o la pregunta deberíadarte tener muchas oportunidades para demostrar el impacto de tu proyecto en ti mismo y en los demás.
- **Alcance.** El tema o la pregunta deben tener un alcance lo suficientemente estrecho como para permitir un estudio en profundidad y original y debe prestarse al desarrollo de un producto final de calidad profesional.
- **Recursos.** Debe haber suficiente información disponible para investigar el tema. El proyecto debe utilizar algún grado de recursos primarios y análisis; por lo tanto, el proyecto no puede depender únicamente de los recursos secundarios.
- seleccionar un formato:
 - **PRODUCTOS ESCRITOS**
Posibles temas de cuentos, poesía, reporte, historia familiar, etc.
 - **PRODUCTO ENTREPRENEUR**
Crear una propuesta de negocio y evaluar las ventas
 - **Rendimiento**
Actuación estudiantil (drama, música, voz, pieza de arte, etc.)
¡Asegúrese de que están investigando algo!
 - **Invencción**
Student creates something that solves a problem
- Propuestas/Resumen
 - Título del proyecto
 - Propósito/Objetivos del proyecto
 - Descripción del proyecto
- Iniciar proceso de investigación

Febrero

- Reúnase con su maestro para verificar el progreso y verificar la investigación en el registro del proceso
- Practice exposición presentación con su clase. Los estudiantes presentarán su proyecto en GT Expo
- Compruebe que su producto esté acabado en un sistema de calidad profesional

March

- Use rúbricas para asegurarse de que su producto está listo para el Lyons GT Expo.
- Prepárese para la Exposición GT Campus.



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LISTA DE VERIFICACIONES DE ESTUDIANTES

	REUNION CON TU MAESTRA/O – GENIUS HOUR	CONFIRMACIÓN DE FECHA
SELECCIÓN DE TEMA		
SELECCIONAR UN FORMATO		
PRESENTE PROPUESTA/RESUMEN A SU PROFESOR		
INICIAR PROCESO DE INVESTIGACIÓN		
REÚNASE CON SU MAESTRO PARA VERIFICAR EL PROGRESO		
PRACTICAR LA PRESENTACIÓN DE LA EXPOSICIÓN		
CONSULTE SU PRODUCTO PARA SER ACABADO EN UNA CALIDAD PROFESIONAL		
UTILICE LA RÚBRICA PARA ASEGURARSE DE QUE SU PRODUCTO ESTÁ LISTO PARA GT EXPO		
PREPARARSE PARA SUBIR SU PRODUCTO FINAL EN FLIPGRID		

Ideas para productos para investigaciones de tipo III

Math •Original Puzzles •Math Column for Newspaper •Organizer for metric conversion •Computer programming •How-to book for formulas •Creation of a business •Stock Market Journal	Musical, Dance •An enrichment cluster on dance •Musical instrument construction •Original music or lyrics •Books about the life of a famous composer •History of dance •History of costumes •Create electronic music	Media •Children's TV Show •Children's Radio Show •Photo Essay •Book Review TV Show •Create a documentary •Video of school events •Video production •Ad design	
Literary •Magazine •Newspaper •Book Review •Storytelling •Puppeteers •Editorials •Script •Poetry Reading •Organize Story Hour •Organize Classbook •Comic Book •Debate •Production of home page	Scientific •Science Journal •Meteorology Journal •Science Fair •Science Column for Newspaper •Create museum •Lead nature walk •Habitat book •Models •Study of scientific occurrence •Experimentation with multiple variables	Artistic •Displays, exhibits •Greeting Cards •Sculpture •Graphic/Computer Design •Illustrated books •Cartoons •Comic Book •Mural •Bulletin Boards •Set Design •Costume Design	Historical •History Fair •Historical Series in a newspaper •Establishment of oral history tape library •Local folk-lore collection •Published history-writted, taped, pictorial •Video on historical topic •Historical play •Historical board game •Archaeological dig



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(Utilice la siguiente tabla para ayudar a su hijo a crear un producto de nivel avanzado.

Usaremos esta rúbrica para seleccionar 3 productos de campus GT para representar a Lyon en la Distict GT Expo de abril)

GT Expo Proyecto Rúbrica

Número de proyecto: Grado:	0	1	2	3	Notas
Juez:	Sin evidencia	Emergente Hay poca evidencia	Competente Hay evidencia parcial	Eficaz Hay evidencia completa	
Participar/Manos en los Productos son atractivos, involucrando activamente a los estudiantes en experiencias de aprendizaje.					
Los Productos de Alto Interés son motivadores, proporcionando a los estudiantes la oportunidad de desarrollar productos en áreas en las que tienen un gran interés.					
Los productos se conectan con la realidad tienen conexiones más allá del aula y la escuela con el mundo real, proporcionando propósito y relevancia para el trabajo de los estudiantes.					
Los productos de pensamiento y resolución de problemas de nivel superior que son de nivel avanzado requieren un pensamiento de nivel superior y habilidades de resolución de problemas, lo que agrega rigor y complejidad al aprendizaje de los estudiantes.					
Los estilos de aprendizaje y los productos de motivación permiten a los profesores combinar las experiencias de aprendizaje con los estilos de aprendizaje de los estudiantes , aumentando la motivación y el compromiso para completar la tarea.					
Los productos personalizados son personalizados, lo que permite la expresión individual y la creatividad y evita la duplicación del producto.					
El orgullo por los productos de trabajo estudiantil de nivel avanzado genera confianza en sí mismo , fomentando el orgullo en el propio trabajo de los estudiantes.					
Pasión por el aprendizaje Los productos establecen una pasión por el aprendizaje, desarrollando estudiantes de por vida					
Los productos tecnológicos están integrados con la tecnología. Los estudiantes utilizan una variedad de herramientas tecnológicas para mostrar sus productos.					
Los productos de expresión oral son presentados por los estudiantes con un mensaje seguro y claro en su presentación oral.					

Advanced Level Products

According to Tomlinson, et al. (2002), products provide tangible evidence of student learning. They can be used as an assessment tool or as part of a learning activity. Therefore, products are strongly linked to both learning activities and to assessments. Teachers can use products to measure student growth as well as to monitor and adjust instruction. Products can be short term (one to several class periods) or long term (end of unit, grading period, semester, or year). Open-ended products and assignments enable students to explain their conclusions, demonstrate their thinking process, share supporting evidence, and reflect on personal and content connections. Karnes & Stephens (2000) concur that a product is tangible evidence of what students have learned through study and investigation.

Roberts and Inman (2009) hold the view of products as vehicles of communication. Products can relay information and demonstrate specific skills to authentic audiences. If used correctly, products can provide teachers with opportunities to differentiate instruction. The learning experiences provided through advanced level products allow teachers to vary the content, process, product, and assessment to meet the needs, interests, abilities, and readiness levels of students.

In their book, *Assessing Differentiated Student Products*, Roberts and Inman (2009) identify a variety of reasons for why products are important to classrooms:

- Products are engaging, actively involving students in hands-on learning experiences.

- Products are motivating, providing students with the opportunity to develop products in areas in which they have a high interest.

- Products have connections beyond the classroom and school to the real world, providing purpose and relevance for student work.

- Products which are advanced level require higher level thinking and problem-solving skills, adding rigor and complexity to students' learning.

- Products allow teachers to match learning experiences to students' learning styles, increasing motivation and commitment to complete the task.

- Products are personalized, allowing for individual expression and creativity and avoiding duplication of product.

- Products of advanced level build self-confidence, fostering pride in students' own work.

- Products establish a passion for learning, developing lifelong learners (2-3).

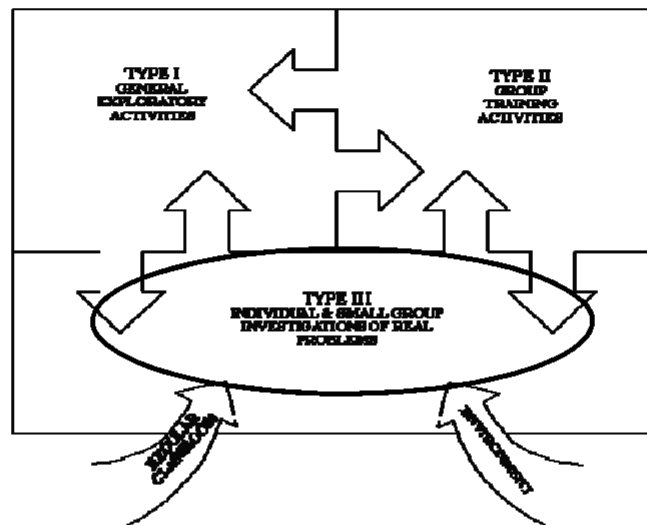
As discussed in the *Differentiated Instructional Strategies* section of this Curriculum Framework, the School-wide Enrichment Model (SEM) is a detailed blueprint for total school improvement and was originally developed by Joseph Renzulli in 1976. This research-based model is built on highly successful practices that originated in special programs for the gifted and talented students. The goal is to create a range of services that can be integrated in such a way to produce meaningful, high-level and potentially creative opportunities for students to develop their talents.

The highest level of enrichment that will produce advanced level products is **Type III enrichment**, with activities which involve students who become interested in pursuing a self-selected area of interest and are willing to commit the time necessary for acquiring advanced content and training.

Revised June 1, 2011

The goals of Type III enrichment include:

- providing opportunities for applying interests, knowledge, creative ideas and task commitment to a self-selected problem or field of study;
- acquiring advanced level understanding of the content and process that are used within the particular discipline or field of study;
- developing authentic products that are primarily directed toward developing a solution or bringing about an impact to an unpredictable real-world situation or unresolved issue and directed toward an authentic audience;
- developing self-directed learning skills in the areas of planning, organizing, utilizing resources, managing time, making decisions, and self-evaluation;



Advanced level products can be developed by choosing from a list or chart of advanced level product choices, product ideas, product suggestions or product types. There are many different types of products: written, oral, visual, performance, etc. Products also can be organized by learning styles e.g., auditory, visual, tactile-kinesthetic. Such advanced level product lists can be found in the books named in the Resources section below. At the high school level, advanced level product development integrates mentorships with professionals in the field through participation in an independent study G/T research class.

Additionally, the following are questions which may be used to elicit student responses as they discuss their products. These questions will allow students to show evidence of their learning and can be used to assess their knowledge of content and process skills.

Questions that may be used to initiate discussion:

- Tell me about your product.
- What would you like to show me?
- Why did you develop this project?

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Questions that identify the key ideas demonstrated by the product:

- What was the main thing you learned as you worked on this product?
- Where did you find information that most helped you understand the main ideas, clarify confusing points, or support your main ideas?
- Were you surprised by anything you learned?
- Did you find discrepancies or different points of view as you investigated your topic?
- How did you decide which experts to use?

Questions that give students insights into the process of developing an advanced product:

- What was the most interesting thing you learned?
- What was the most challenging part of developing your project?
- Do you want to do more study in this area?
- How does the product demonstrate it is original and adds to the body of knowledge or work of that field?
- What would you like to do next?
- What advice would you give others interested in conducting research in this area?
- When did you know you were done?

According to Karnes & Stephens (2000), the benefits of creating products are many. Designing and developing products extends learning by combining content, process skills, and organizational strategies. One, some, or all content areas can be combined into developing a product. Process skills such as oral and written communication skills, problem solving, higher order thinking skills, social and personal skills, and research skills are also developed when creating a product. Planning, record keeping, and time management are organizational proficiencies that will be utilized during product development (3). However, what distinguishes the products as advanced level are their relevance and application to real-world predictable and unpredictable situations, the students' choice in selecting a desired area of interest and their commitment to the task. Therefore, it is the combining of product choices and applying them into a relevant product for an authentic audience that creates an advanced level product.