

# **Fine Arts, IB and G/T Parent Presentation**

Roberts Elementary  
September 12, 2024

# Agenda

A

Gifted & Talented Education

B

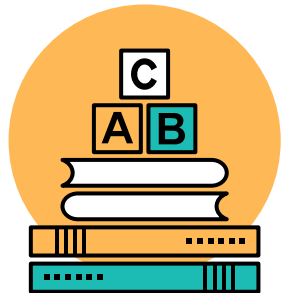
International Baccalaureate (IB)

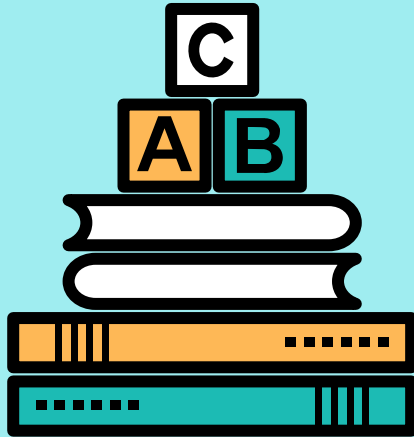
C

Fine Arts

D

G/T Process



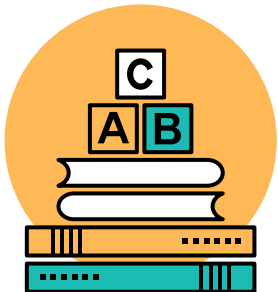


# Gifted and Talented

What is it?

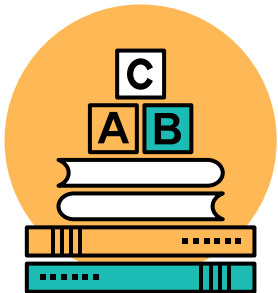
# What is Gifted and Talented?

- No universal agreement on the definition
- Gifted in differing manners
- Broader perspective
- Texas State Definition (Texas Education Code): a child who performs at or show potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:
  - Excels in a specific academic field;
  - Exhibits high-performance capability in an intellectual, creative, or artistic area; or
  - Possess an unusual capacity for leadership.
- National Association for Gifted Children: gifted individuals who demonstrate outstanding level of aptitude (ability to reason and learn) or competence (performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity such as math, music, language or sensorimotor skills such as painting, dance, or sports.



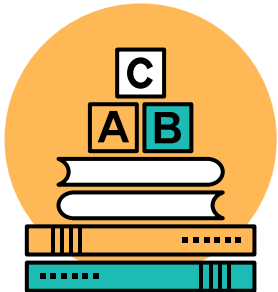
# G/T @ Roberts

- Neighborhood G/T school
- We do not offer G/T-only classes or a pull-out program
- Students served by core teachers in a heterogeneously mixed classroom
  - Small-groups
  - Extension activities
  - Extension projects



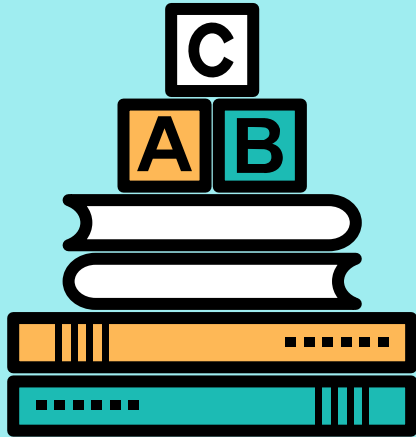
# The G/T Curriculum

- Depth (deeper understanding)
- Complexity (connections, big concept, perspective, questions)
- Pacing of instruction and curriculum
- Implement differentiation through
  - Acceleration
  - Adding depth and complexity
  - Higher level thinking skills
  - Developing independent research skills
  - Advanced level products





**How do we meet  
that educational  
need?**



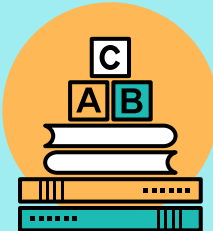
# International Baccalaureate



# What is IB?

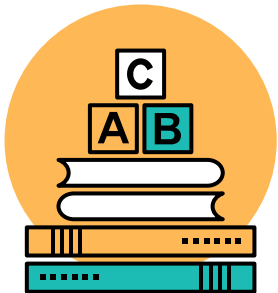
## IB Primary Year Programme (PYP)

- Framework to teach the whole child; academically, emotionally, socially
- Our mission is to develop students to be knowledgeable, inquirers, caring, and be global-minded
- We want students to take responsibility and ownership of their learning
- We provide students voice and choice



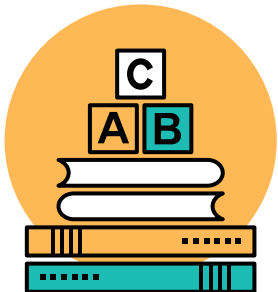
# Elements of IB

- **6 Themes/Units of Inquiry**
  - Who We Are
  - Where We Are in Place and Time
  - How the World Works
  - How We Organize Ourselves
  - Sharing the Planet
  - How We Express Ourselves
- Content is taught through concepts or big ideas.



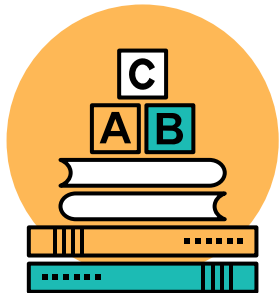
# Elements of IB

- **10 Learner Profiles**
  - Balanced
  - Caring
  - Communicator
  - Inquirer
  - Knowledgeable
  - Open-minded
  - Principled
  - Reflective
  - Risk-taker
  - Thinker
- There will be specific learner profiles that students focus on in each units of inquiry.



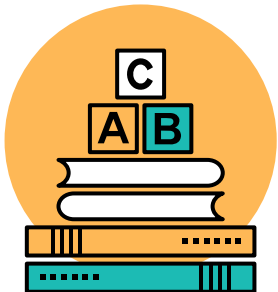
# Elements of IB

- **7 Key Concepts**
  - Form
  - Function
  - Causation
  - Change
  - Connection
  - Perspective
  - Responsibility
- There will be specific key concepts that students focus on in each units of inquiry.



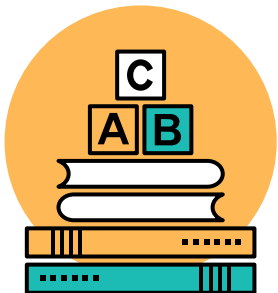
# Elements of IB

- **5 Approaches to Learning**
  - Social skills
  - Research skills
  - Thinking skills
  - Communication skills
  - Self-management skills
- There will be specific skills that students focus on in each units of inquiry.



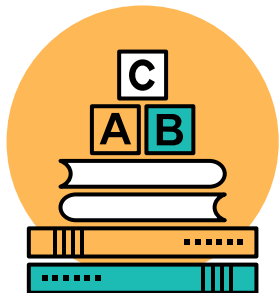
# Elements of IB

- **5 types of Action**
  - Participation
  - Advocacy
  - Social justice
  - Social entrepreneurship
  - Lifestyle choices
- Student action(s) will vary!



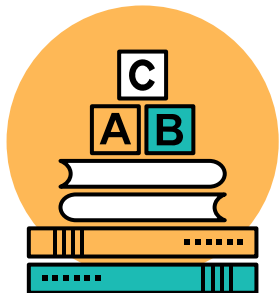
These are examples of the summative activity or project that students are doing for this specific Unit of Inquiry.

	How We Organize Ourselves	
	Central Idea	Summative/Project
<b>KG</b>	Jobs are essential for the well-being of a community.	Students will fill out a job application for various jobs in the community or class community. They will explain what IB Learner Profile/attributes they need to have to help them do the job well and how the job helps the community. Students will draw a picture of themselves doing that job.
<b>1st</b>	Systems have parts that work together to maintain organization.	Students will choose a system (from the class generated list) and draw a picture of it. They will label and describe the parts of the system. Students will then remove 1 part from the system (cover with a post-it) and describe what will happen to system if that piece is missing.
<b>2nd</b>	The structure of our environment influences our decisions.	After reading, <u>A Chair For My Mother</u> , students will write a reflection explaining how they would earn, save, spend, and donate \$100. Students will create an illustration of their own money jar.
<b>3rd</b>	Informed decisions impact an economic system.	Business Fair. Students will reflect on their business journey.
<b>4th</b>	Structures impact the way we live by creating balance.	Students will pick a Human Rights and research it and present it to the class .
<b>5th</b>	Connections foster organization.	Biome impact study: food chains, eliminating food chains. Understanding the various roles of species, the adaptations for survival. The key concept is to ensure that the students understand that these themes not only are in science but in the actions of societies.

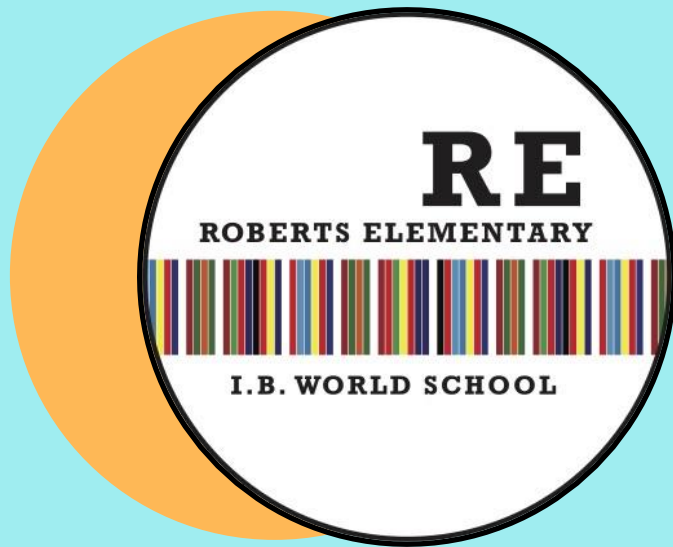


These are examples of the summative activity or project that students are doing for this specific Unit of Inquiry.

	How the World Works	
	Central Idea	Summative/Project
<b>KG</b>	Laws of nature have cause and effect relationships.	Students will choose two different seasons and draw a picture of themselves, an activity, and how the tree would look during each season. Students will then write about something they learned about each season.
<b>1st</b>	Cycles influence our interaction with the world.	Students will draw a diagram and label the stages for a self-selected cycle for which the whole group has not created a product.
<b>2nd</b>	Understanding transformation of the natural world leads to informed choices.	The students will plan a trip by creating a travel diary.
<b>3rd</b>	Through innovative thinking, people create new technologies to overcome challenges.	Students will create an advertisement for an invention.
<b>4th</b>	Natural and human forces cause change.	Students will create a timeline of a rock over thousands of years (how it is going to be weathered, eroded, deposition, etc.)
<b>5th</b>	Human and natural interactions generate change.	Students will write an I Survive type book/story. They will choose one item(s) to take with them and simulate being stranded in the wilderness.







# How can parents get involved with IB at home?

Visit the IB page on the Roberts website for ideas on how parents can incorporate IB at home!

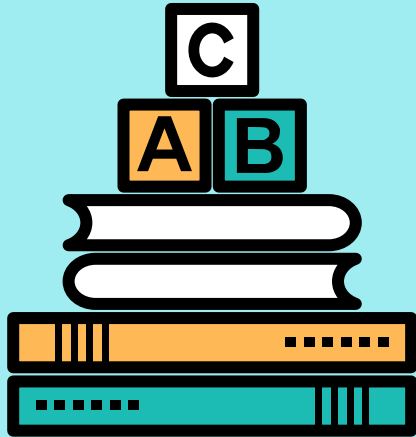
<https://www.houstonisd.org/Page/81705>



**How do we help  
our students to  
flourish their  
creativity?**



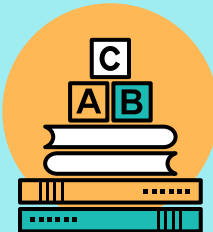
# Fine Arts Program



# Specialists: Dance

# Andrea Winard - Dance Teacher

- Graduated from Houston's High School for the Performing and Visual Arts.
- Taught Dance for 8 years in New York and 17 years in Houston ISD
- Bachelor of Fine Arts in Dance from Sam Houston State University
- Master of Arts in Dance Education with a focus in Administration from New York University
- Performed in New York with various professional companies to teaching and choreographing for students of all ages.
- Performances and choreography have been featured in the New York Times, Village Voice, Jewish Women's Magazine, Afro Times, Channels 2 and 13, Houston ISD TV, and in Houston ISD's Weekly Wrap
- New York Certified Pilates Mat and Machine Instructor
- Excited to feature the Roberts Elementary students at the 5th and 1st Grade Dance Recitals and the Roberts Dance Company at Houston ISD's Performances and Events!



## Dance Curriculum and Goals

**My goal:** Help students develop a strong foundation in dance by building their technical skills, confidence, and creative expression while fostering an appreciation for dance as both an art form and a physical activity. Performances are mandatory, as students rely on each other's attendance to ensure the success of the production and the collective achievement of the group.

### Units Include:

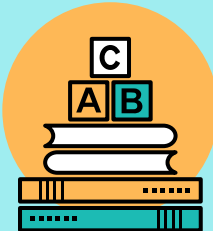
- The Elements of Dance
- Dance genres such as Ballet, Jazz, Modern, Hip Hop and Cultural Dance
- Basic kinesiology and anatomy in dance
- Dance Performance and Dance Etiquette
- Creative Movement, Choreography and Poetry In Motion Dance Composition



# Dance and IB

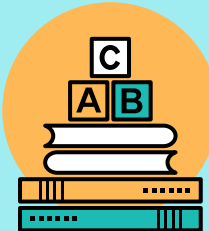
## IB PYP

- Dance is heavily involved with our IB program.
- Focused learner profiles:
  - Risk takers
  - Knowledgeable
  - Communicators
  - Open-minded
- Our students learn various dance genres, exploring different cultures through choreography and performance. Dance fosters creativity, self-expression, and collaboration, aligning with IB's goal of developing principled, open-minded learners with an appreciation for cultural diversity and arts exploration.



# Dance and G/T

- ✓ **Choreography, Critical Thinking & Cross-Curricular Connections**  
Students will learn various genres of dance and create choreography while applying critical thinking, integrating concepts from History, English, Math, and Science to enrich their dance and academic understanding.
- ✓ **Cultural Dance Exploration**  
Students research and perform cultural dances, deepening their understanding of global traditions and cultures.
- ✓ **Teamwork and Cooperation**  
All students work together in group dance projects, building collaboration, communication, and leadership skills as they create and perform as a team.
- ✓ **Creative Movement, Improvisation, and Problem-Solving**  
Students will engage in creative movement and improvisation activities, allowing them to explore new ideas, adapt quickly, and develop problem-solving skills. They will build confidence and expand their dance knowledge in a supportive environment.





# 1st & 5th Grade Dance Show

## Roberts Dance Company



**5th Grade Dance Show: Thursday, December 5th**

Theme: "Welcome to the Future" (Performance is Mandatory)

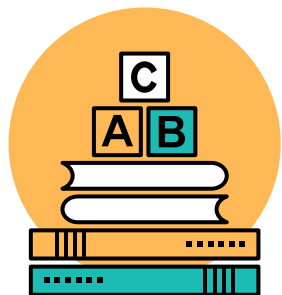
**1st Grade Dance Show: Thursday, March 6th**

Theme: "Trolls United!" (Performance is Mandatory)

### **About Roberts Elementary Dance Company:**

The Roberts Elementary Dance Company is a co-ed performance-based group for 3rd through 5th grade students, directed by Mrs. Winard. Students selected for the company will have the opportunity to perform both on and off campus.

Participation in performances, rehearsals, master classes, and special events are required. Throughout the year, students will explore various dance genres, learn choreographic elements, and develop essential performance skills. The Dance Company is dedicated to fostering a deep appreciation for dance while providing a positive learning environment that emphasizes commitment and technical growth.



# Community and Parent Involvement

Community and parent involvement is key to the success of the Roberts Elementary Dance Program and Roberts Dance Company, aligning with our IB philosophy of developing globally-minded learners.

Through performances, workshops, and events, students showcase their dance skills and cultural understanding. Parent involvement in recitals and events foster a vibrant, inclusive successful environment that enriches the lives of the students, school and community.

**Andrea Winard, BFA, MA**

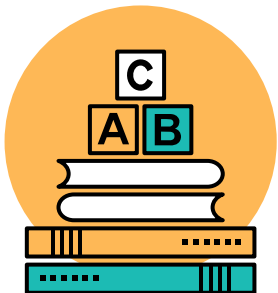
**Dance Educator & Roberts Dance Company Director  
Roberts Elementary School IB World School**

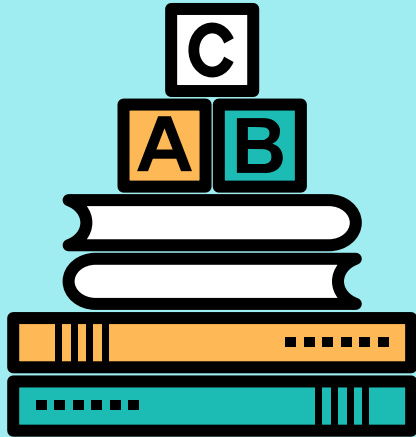
Email: [awinard@houstonisd.org](mailto:awinard@houstonisd.org)

Office: (713) 295-5272

Roberts Twitter: @REWorldSchool

Twitter: @andrea\_winard

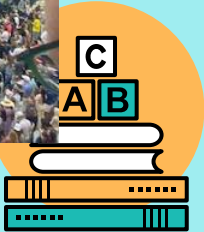




# Specialists: Science Lab

# Mr. Coronado Science Lab

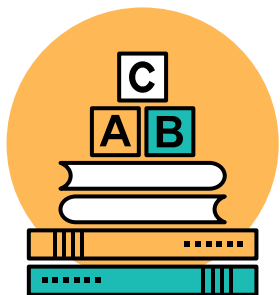
I'm Mr. Coronado and I've been teaching for 19 years in HISD. I enjoy traveling and hope to make it to the four Grand slams around the world.



# Mr. Coronado Science Lab

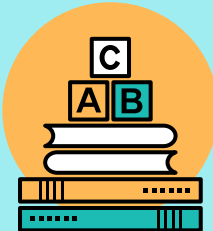
MARK YOUR CALENDARS!  
ASK YOUR CHILD ABOUT THEIR LAB EXPERIENCE  
EACH WEEK.

Day of Week	Grade Level
Monday	Kindergarten or First Grade
Tuesday	Third Grade
Wednesday	Fourth Grade
Thursday	Fifth Grade
Friday	Second Grade

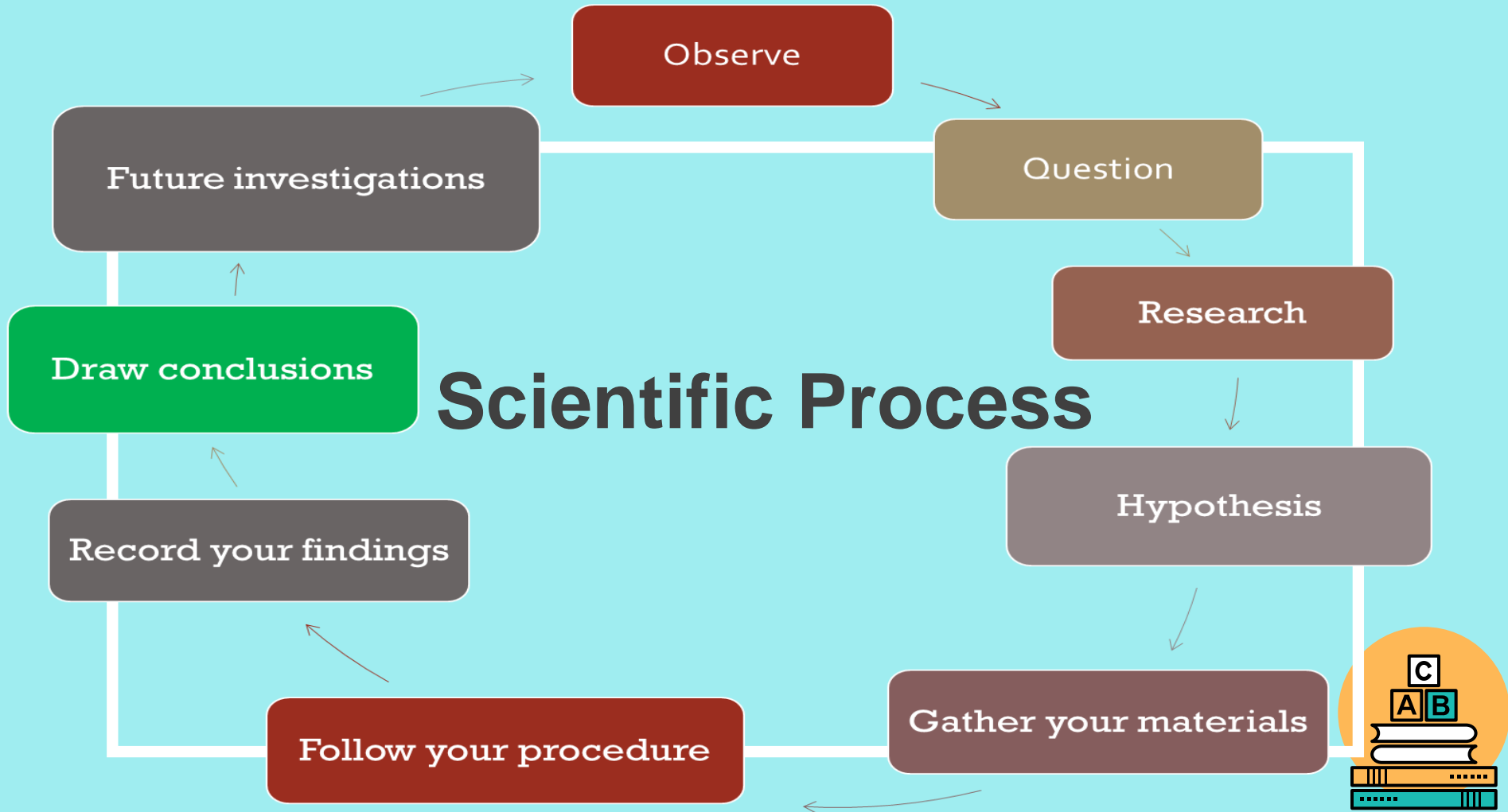


# Science Strands We Study

- Matter and Energy
- Earth and Space
- Force and Motion
- Organisms and Environment

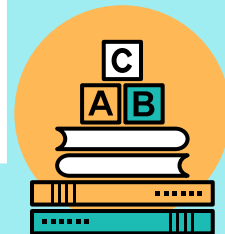
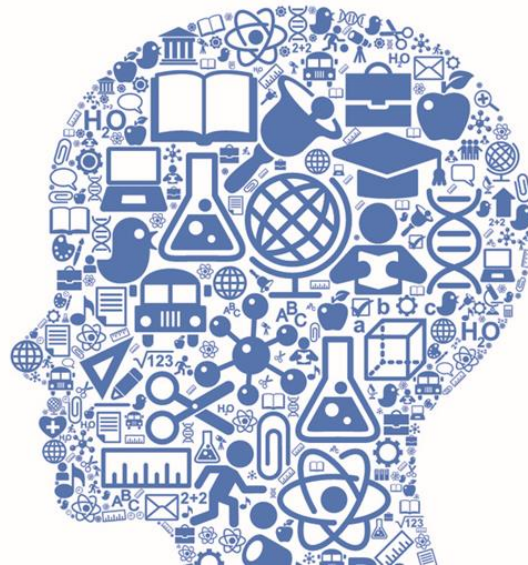


# Scientific Process



# Science and IB

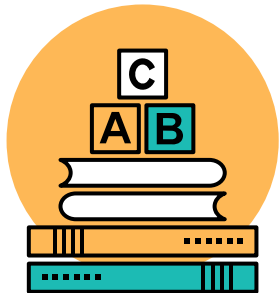
I work with the teachers to connect lessons with their activities and themes and expand their learning through science concepts in lab.





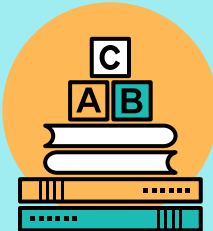
# Science and GT

- During our science lab, I guide students through the scientific process and allow them to discover and make conclusions that center around the teaching strand for the day.
- Through data, students make connections with the guided question and their expected learning outcome.
- My goal is to make real world connections through the activity and engage in high-level questioning.



# Science Fair

COMING  
February 6,  
2025



# Science and World Events

## Opportunities shared and experienced Solar Eclipse Day

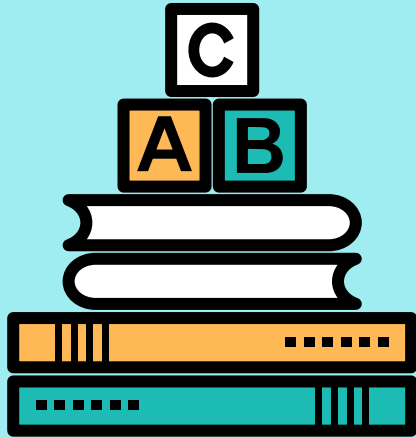


# Science and Community

- Science Fair - February 6, 2025







# Specialists: Library

Hi, I'm Ms. Nelson!



I've been teaching for ... EVER!

This is my 3rd year as the librarian at Roberts.

I was previously the librarian at Lanier Middle School.

MEd and MLIS

- I love teaching..
- I love to travel.
- I love children's books.
- I love to try new restaurants.
- I love fresh flowers.
- I love your kids!

[cnelson5@houstonisd.org](mailto:cnelson5@houstonisd.org)

713-295-5272



# Roberts IB World Library









# IB and G/T

- **Promoting a Love for Reading:** Foster a passion for reading by providing a diverse and engaging collection of books that cater to students' interests and reading levels.
- **Technology Integration:** Integrate technology to enhance access to digital resources, e-books, and online databases, supporting students in their research and digital literacy skills.
- **Cultural Awareness:** Promote cultural understanding and respect by curating materials that reflect various cultures, perspectives, and worldviews.
- **Multilingual Books:** Maintain a collection of books in multiple languages to support the linguistic diversity of the school community.
- **Promotion of the Learner Profile:** Support the development of the IB Learner Profile attributes (e.g., Inquirers, Thinkers, Communicators)
- **Inquiry Support:** Collaborate with teachers to align library resources and instruction with the PYP units of inquiry.

# Roberts ES

**2379**  
BOOKS CHECKED OUT

NOVEMBER  
by the numbers

SPECIAL EVENTS HIGHLIGHTS

Guest speaker: HPD

CLASSES TAUGHT

120



The kid on the left was my student and library assistant at Lanier MS. He was obsessed with the walkie talkie even then! Look at him now! Officer Mayfield, from HPD, came to inspire our 1st graders!



# Roberts ES

**2264**  
BOOKS CHECKED OUT

DECEMBER by  
the numbers

CLASSES TAUGHT

120

This year, the BIG ASK from our auction is for a NEW LIBRARY FOR ROBERTS ELEMENTARY! See the RE (Roberts Elementary) t-shirt >>> our PTO designed!



Our 5th grade IB-PYP Exhibition begins! Students begin Phase 1 of their Exhibition projects using both print and digital resources to research and narrow down their topics.

# ROBERTS ELEMENTARY SCHOOL LIBRARY

**2180**

BOOKS CHECKED OUT

January  
BY THE NUMBERS

120  
CLASS TAUGHT

55  
STUDENTS VISITING  
INDEPENDENTLY



334



386

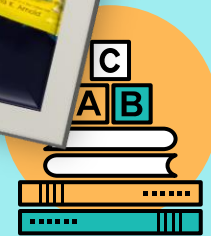


4th graders do not want to leave the library! The kids explore and collaborate to design and build their magical masterpieces in our Makerspace Stations.



WE ARE GETTING A NEW LIBRARY THIS SUMMER! THE ARCHITECT'S DESIGN! IT'S HAPPENING!!!

# Author Visits



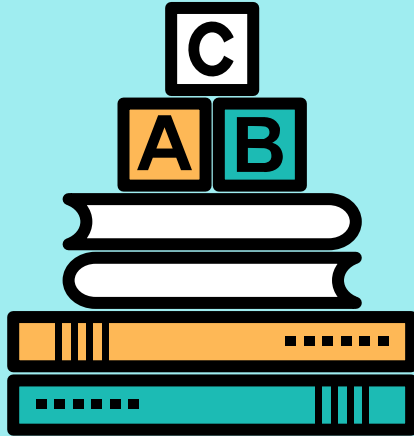


# Book Fair – Week of October 28







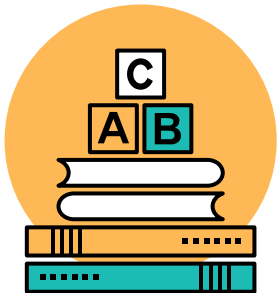


# Specialists: Physical Education

# Edgar Montoya

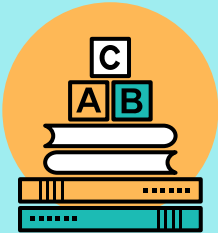


- University of Houston- Kinesiology Bachelor's Degree
- Lamar University- Master's in Counseling
- 10 years teaching Physical Education
- HISD (southeast) Elementary Track and Soccer Coordinator (8 years)
- Youth soccer coach for over 15 years



# PE Philosophy

Understand and create healthy habits to adapt into our daily routines in the long-term balance lifestyle.

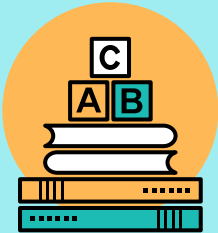




# Physical Education and IB

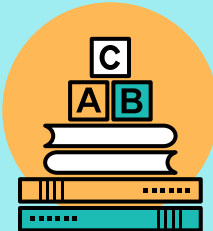
## Highlighted Learner Profiles

- Risk takers
- Communicators
- Open-minded
- Caring
- Thinkers



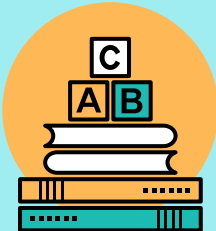
# Physical Education and GT

- Participate in physical activities that require decision making to help students develop problem solving skills.
- Allowing students to be leaders by helping others that might need support.
- Adapt real life scenarios to PE lessons/activities.
- Opportunities to improvise and adjust when performing physical activities.



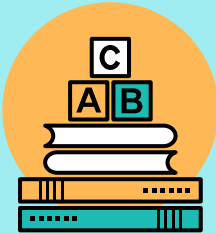
# K-2 Objectives

- Build and improve rhythm skills and basic motor skills.
- Improve balance and coordination skills.
- Teamwork and leadership skills.
- Increase strength and stamina/endurance.



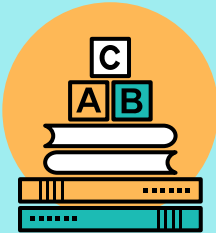
# 3<sup>rd</sup>-5<sup>th</sup> Grade Objectives

- Increase decision making when participating in sports or any other physical activities.
- Differentiate anaerobic from aerobic exercises.
- Understand why exercising is important for our muscles, heart, bones and other body parts.
- Students will be encouraged to embrace a lifelong commitment to health and exercise.
- Create/follow healthy diet habits.



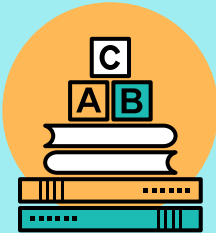
# Teachable Habits

- Work hard and don't give up.
- Have fun performing.
- Be a team player and leader.
- Learn from your mistakes and able to modify them.
- Be a good role model win or lose.



# Roberts Running Club (morning)

- Running with the Mustangs
- Student 400 Meter race at Rice
- 5k runs
- Student races
- Run of Pie



# Roberts Elementary

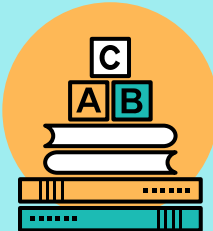
## After School Sports Activities

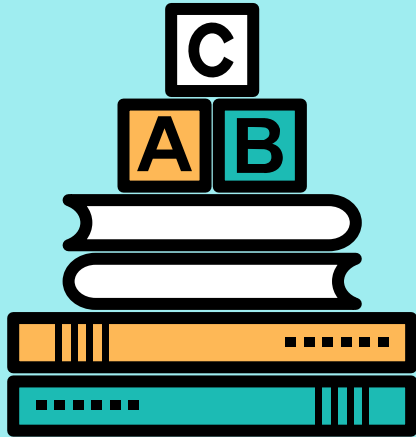
### Fall Semester

Soccer Team (4th & 5th grade)

### Spring Semester

Track Team (3rd-5th)





# Specialists: Music



# Zachery Lacy - Music Teacher

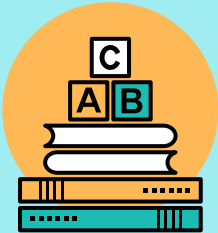
HSPVA – Vocal

University of Houston – Music Education, Lockhart Elementary

Vivaldi Music Academy – Private Voice and Guitar Lessons, Early Childhood Group Music Classes

Heflin Elementary(Alief ISD) - Music Teacher

Experience performing in many classical and non-classical settings.



# Music Curriculum and Philosophy

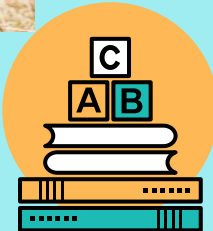
Main goal and philosophy: Students will leave Roberts with a life-long love of music and a new creative means to connect with one another.

A blend of MLT(Music Learning Theory), Orff, and Kodaly

HISD – Quaver Curriculum

Exposure to many styles/genres of music from different cultural backgrounds.

Exposure to instruments(percussion, voice, Orff, recorders, ukuleles, and guitars).



# Music and IB

**Where We Are in Place and Time**

**Highlighted Learner Profiles:**

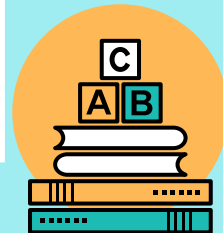
**Open-Minded**

**Risk-Taker**

**Caring**

**Communicator**

**Exposure to music from different cultures (not just Western music) throughout the year.**



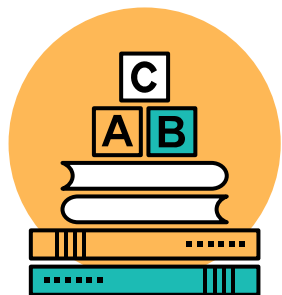
# Music and GT

Students arrive with different levels of musical training and aptitude. In music class there will be...

Opportunities for composition and improvisation.

Many units allow students the opportunity to coach one another, allowing more advanced students to solidify their learning through teaching.

Questions that inspire higher level thinking, or probe for knowledge some students may have about the upcoming lesson.



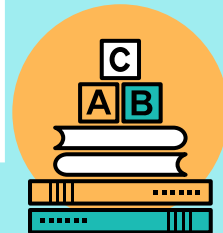
# Music and Community

**Two Music Performances. Themes TBD**

- **Kindergarten – December 19th**
- **3rd grade – March 27th**

**Please let me know about your child's musical performances and I will do my best to attend.**

**Instrument workshop 9:40-10:30am.**

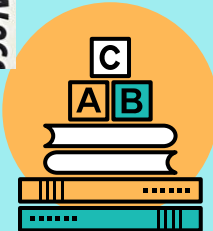


# Visual Arts

*PJ Morales*

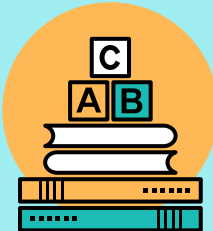
BFA-University of Puerto Rico,  
2010 (Graphic Arts)

MFA- Atlantic University, Puerto Rico  
2012 (Graphic Arts)



## ABOUT ME:

- **Background:** Born and raised in Puerto Rico but made in NEW YORK CITY
- **Education:** Master's degree in Graphic Arts
- **Experience:** Former resident trainer and educator at MAC Cosmetics; worked at New York Fashion Week
- **Teaching Philosophy:**
  - Emphasizes community, diversity, and inclusivity
  - Uses IB character traits for respect and mutual understanding
  - Aims to create a safe space for student expression and growth
  - **Neurodivergent:** Understands the importance of diversity and inclusivity in education
- **Personal Interests:** Painting, cooking, and singing
- **Excited to:** Meet colleagues, students, and their families

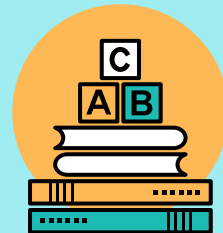


## IB lives in the Roberts Art Studio

- In our art class, students enhance creativity by asking questions and sharing ideas. They express their thoughts respectfully, embrace new techniques, and show kindness. We balance creating and reflecting on art, encouraging risk-taking and experimentation.

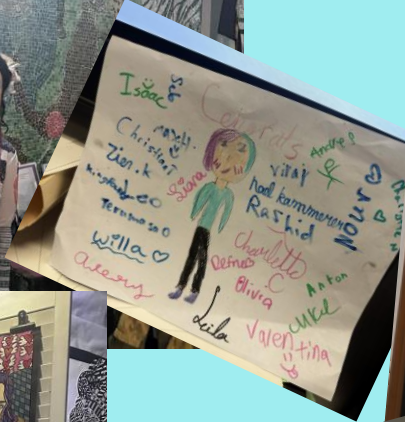
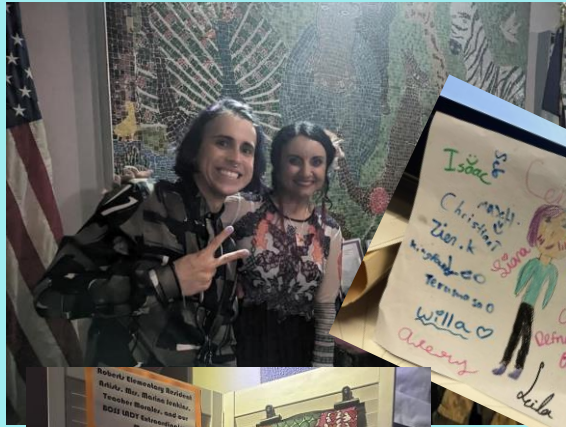
## Visual Arts and GT

- In our visual arts class, we challenge gifted students with advanced projects and independent study opportunities. We amp up the rigor to match their abilities and encourage leadership roles. Additionally, we prepare them for events like the Rodeo Art Show, providing personalized guidance to help them reach their full potential.





# Making memories...



# Roberts Visual Arts Program

- Constructed as a series of building blocks, where students develop their skills year after year
- Students access prior knowledge in order to grow their art skills and evolve their art language and practices
- Study of master artists, techniques, art mediums, and compositional design
- Students develop their artwork through a close study of the elements and principles of design and color theory



# Art Curriculum

## K-1<sup>st</sup> Grade

### Exploration of Materials and Artists

- TSW focus on an intimate exploration of art materials, and enjoy a mixed media experience throughout the school year
- TSW partake in a variety of projects that involve process methods, with the goal of engaging various materials and processes
- TSW explore a variety of materials: pencil, pen, watercolor, tempera paint, oil & chalk pastels, & clay
- TSW explore a variety of techniques: drawing, painting, collage, & slab construction through clay

### Upcoming Projects:

- Kindergarten: Nature's Collage, Wayne Thiebaud Gumball Machine, Clay Fish Sculpture
- 1st Grade: Picasso Guitar, Clay Owl Sculpture, Mixed Media Bee



# Art Curriculum

## 2<sup>nd</sup>-3<sup>rd</sup> Grade

### Concept & Theory Based

- In depth study and use of the elements and principles of art in student artwork
- Focus on elements of art: line, shape, color value, form, texture, space
- Focus on principles of design: pattern, contrast, emphasis, balance, proportion/scale, harmony/unity, rhythm, movement
- Focus on color theory: complimentary colors, analogous colors, monochromatic, primary, secondary, tertiary, warm, cool, tints, shades
- 2<sup>nd</sup> Grade Art Show

### Upcoming Projects:

- 2nd Grade: Flowers in the Wind, Picasso Face Sculpture, Romero Britto Portrait
- 3rd Grade: Optical Illusion Sphere, Zen Tangle Relief Sculpture, Album Cover Portrait

# Art Curriculum

## 4<sup>th</sup>-5<sup>th</sup> Grade

Honing skills and utilizing prior knowledge to create more complex and sophisticated works of art

- Mastering craftsmanship techniques and skills
- Exploring and perfecting a combination of learned formal techniques, as well as conceptual based compositions
- Large scale complicated fine arts projects based on 5-6 years of art training and practice
- 4<sup>th</sup> Grade Art Show
- 5<sup>th</sup> Grade Graduation Art Show

Upcoming Projects:

- 4th Grade: Zen Tangle Relief Sculpture, Pointillism Self-Portrait, Clay Subtracting Pattern Sphere

- 5th Grade: Fractured Self-Portrait, Weaving, Pointillism Self-Portrait

# Roberts Visual Arts Program Goals

- Gaining creative confidence spreads to all aspects of life; academic, emotional, social
- Art making builds confidence and is interdisciplinary in all subject areas (math, science, & writing)
- Art exploration allows students to use critical thinking & problem-solving skills
- Art making promotes and grows perseverance, creative thinking skills, endurance, & patience

## Art Shows and Competitions

- We will be hosting a school-wide art show to showcase our students' amazing artwork.
- Additionally, we will be competing in the annual Rodeo Art Show, which is a prestigious and exciting opportunity for our students.



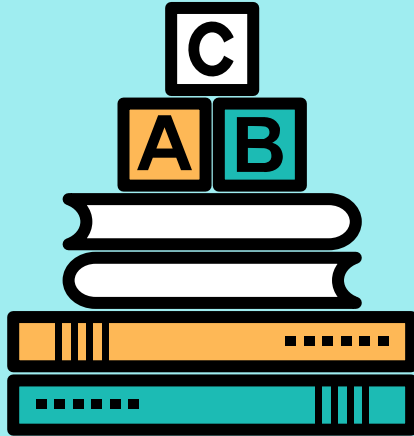


# Thank You for supporting the Roberts Visual Arts Program

Please consider volunteering in the art room &  
Scan the QR code to access my art room wish list  
**[Pedro.moralesberrios@houstonisd.org](mailto:Pedro.moralesberrios@houstonisd.org)**





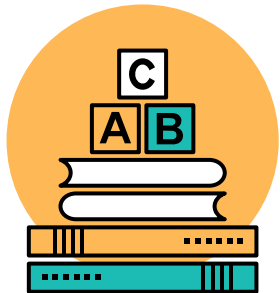


# Gifted and Talented

The Process

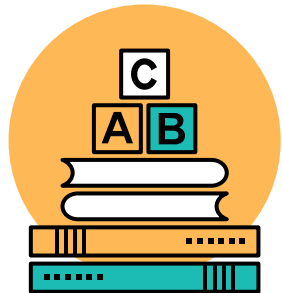
# The G/T Process

- 2<sup>nd</sup> grade is universally tested for the 24-25 school year; no application needed.
  - All non-identified G/T students will be tested
  - Students that did NOT qualify in all areas will be tested
- K-1<sup>st</sup> and 3<sup>rd</sup>-5<sup>th</sup> grade parents request testing during the application window.
  - **Deadline to request testing: Monday, September 16**
  - [https://houstonisd.qualtrics.com/jfe/form/SV\\_cBI356YifQTzcYm](https://houstonisd.qualtrics.com/jfe/form/SV_cBI356YifQTzcYm)
- Students will test during the designated testing window set by the campus.
  - 2<sup>nd</sup> grade grade – week of Sept 23
  - KG, 1<sup>st</sup>, 3<sup>rd</sup>-5<sup>th</sup> – Sept 30 – Oct 11
- Results will come out in early Spring with School Choice timeline.
- Once students are identified, they maintain their G/T status throughout their time at HISD



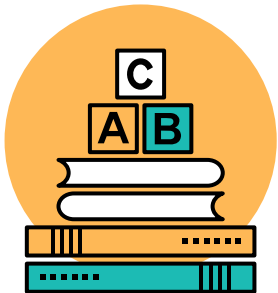
# G/T Testing

- 2<sup>nd</sup> grade – universal testing
- KG, 1st, 3rd-5th – application request
  - **Deadline to request testing: Mon, Sept 16**
  - [https://houstonisd.qualtrics.com/jfe/form/SV\\_cBI356YifQTzcYm](https://houstonisd.qualtrics.com/jfe/form/SV_cBI356YifQTzcYm)
- Abilities & Achievement test
  - Online test for KG-1st
- Schedule
  - 2nd grade – week of Sept 23
  - KG, 1st, 3rd-5th – Sept 30 – Oct 11
- Duration
  - KG – 3 to 4 hours
  - 1<sup>st</sup> & 2<sup>nd</sup> – 4 to 5 hours
  - 3<sup>rd</sup> – 5<sup>th</sup> grade – 5 to 6 hours



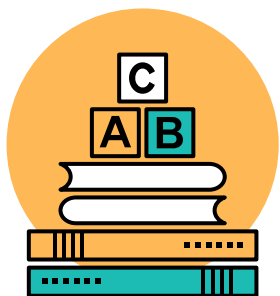
# 2<sup>nd</sup> grade Universal GT Testing

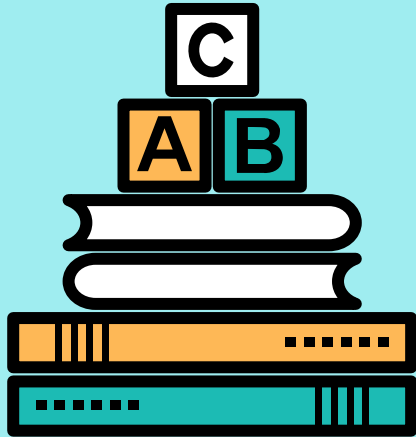
- Testing will take place every day on Monday-Thursday, Sept 23-26.
- Testing will begin promptly at 8:00 am and end at 10:00 am.
  - Please make sure your students are well-rested.
  - Have a hearty breakfast, either at home or at school
    - Breakfast ends at 7:45 if eating at school
- All non-GT identified students will test.
- Students who qualified only in Reading/SS or Math/Science will test.
- Students already identified as GT will go to another classroom with other non-testers.



# Sample Testing Schedule for 1<sup>st</sup>-5<sup>th</sup>

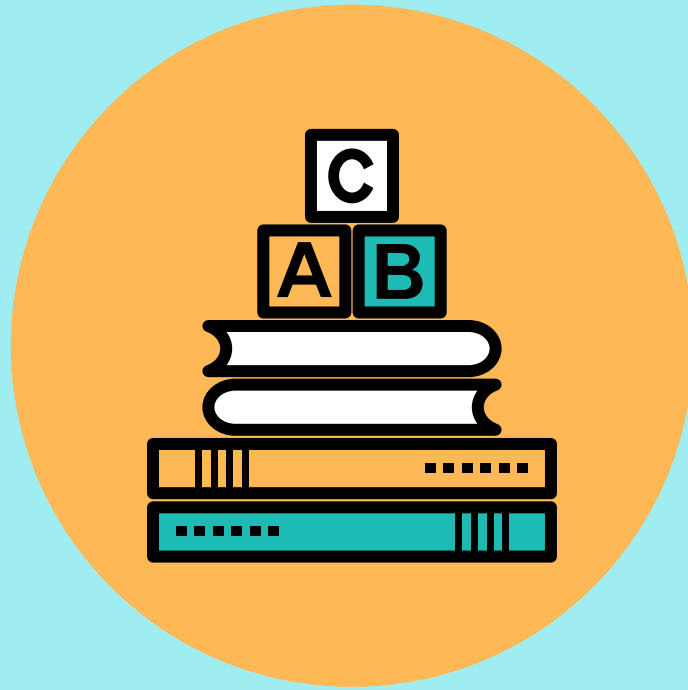
KG	1 <sup>st</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
TBD	8:00 – 10:00 testing	8:00 – 12:00 testing	8:00 – 11:00 testing	8:00 – 11:00 testing
KG students will either test over several days or in one day with extra breaks embedded.	Recess with class	Lunch with class	11:00 – recess	11:00 – recess
	Lunch with class	Recess with class	11:30 – lunch	11:30 – lunch
	11:30 – 1:30 testing	1:45 – 2:45 testing (if needed)	12:00 – 2:00 testing	12:00 – 2:00 testing
	*with a 5-min break between each sections	*with a 5-min break between each sections	*with a 5-min break between each sections	*with a 5-min break between each sections





# Questions?

Kristina Tran – IB & G/T	<a href="mailto:Kristina.tran@houstonisd.org">Kristina.tran@houstonisd.org</a>
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Zach Lacy – Music	<a href="mailto:Zachery.lacy@houstonisd.org">Zachery.lacy@houstonisd.org</a>
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Thank you