



**Lago Vista ISD Gifted and Talented
Nine Weeks Progress Report**

1st Grade

| | | | |
|--|-----------------------|----------|---|
| Student: | | 4 | Student exceeds grade-level expectation |
| Teacher: | | 3 | Student exhibits grade-level mastery |
| Campus: | Lago Vista Elementary | 2 | Student is emerging |
| Principal: | | 1 | Student needs support |
| <i>*This report is a supplement to the nine-weeks report card.</i> | | N/A | Not addressed or not observed |

| Communication | 1st | 2nd | 3rd | 4th |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Determine how multiple forms of communication require the use of different knowledge and skills | | | | |
| Develop and formally use language to express ideas and thinking from different perspectives regarding social issues, such as health, environment, and civic duty | | | | |
| Differentiate between common, academic, and technical vocabulary | | | | |
| Use technology to communicate and display findings clearly and coherently | | | | |
| Creative Thinking | 1st | 2nd | 3rd | 4th |
| Identify different viewpoints related to a single problem or solution | | | | |
| Generate multiple solutions to a problem from different perspectives using real world problems such as the environment or child labor | | | | |
| Predict many possibilities that extend beyond the obvious and show insightfulness | | | | |
| Self-Directed Thinking & Learning | 1st | 2nd | 3rd | 4th |
| Set appropriate and realistic goals | | | | |
| Develop a plan with a clear timeline for completion | | | | |
| Complete tasks independently | | | | |
| Independently monitor performance during the learning activity and self-correct as needed | | | | |
| Identify and utilize the most appropriate and effective resources | | | | |
| Critical Thinking & Problem Solving | 1st | 2nd | 3rd | 4th |
| Make connections using sources of information from multiple perspectives | | | | |
| Relate facts gathered from a series of observations to a concept or big idea | | | | |
| Determine outcomes that are not easily noticeable that demonstrate depth of knowledge | | | | |
| Examine ways in which contributions of diverse populations have improved life for different groups of people | | | | |

| Investigative & Research Skills | | 1st | 2nd | 3rd | 4th |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Use multiple sources to collect factual information for individual or small group research projects and reports about real-world problems | | | | | |
| Organize and evaluate information using graphic organizers or other organizing tools | | | | | |
| Compare different types of research from developmentally appropriate sources | | | | | |
| Present analyzed data and share findings in a variety of formats | | | | | |
| Group Dynamics | | 1st | 2nd | 3rd | 4th |
| Listen well and assist others in their efforts | | | | | |
| Facilitate group work | | | | | |
| Listen to, share with, and support the efforts of others | | | | | |
| Show sensitivity to the feelings and learning needs of others | | | | | |
| Value the knowledge, opinion, and skills of all group members and encourage their contribution | | | | | |
| Notes from Mrs. Vasquez | *A score of 2 indicates the student is on-track to achieve mastery. Students will have the opportunity to demonstrate mastery over time as skills are addressed and repeated through various projects throughout the year. | | | | |
| Notes from Teacher | | | | | |

The domains listed above align to the Lago Vista ISD G/T Skills Frameworks for each grade level. Each grade-level skills framework represents a continuum of developmentally appropriate skills that are aligned with the Texas Essential Knowledge & Skills (TEKS), the 21st Century Skills Framework, and the Texas College & Career Readiness Standards (TCCRS).

Parents may view the Lago Vista ISD G/T Skills Frameworks, as well as other program information, by visiting the Lago Vista ISD Gifted and Talented website at

http://www.lagovistaisd.net/default.aspx?name=crr.ins_GT.



**Lago Vista ISD Gifted and Talented
Nine Weeks Progress Report**

2nd Grade

| | | | |
|--|-----------------------|----------|---|
| Student: | | 4 | Student exceeds grade-level expectation |
| Teacher: | | 3 | Student exhibits grade-level mastery |
| Campus: | Lago Vista Elementary | 2 | Student is emerging |
| Principal: | | 1 | Student needs support |
| <i>*This report is a supplement to the nine-weeks report card.</i> | | N/A | Not addressed or not observed |

| Communication | 1st | 2nd | 3rd | 4th |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Use language of various disciplines to express contrasting points of view about social issues such as health, poverty, environment, and civic duty | | | | |
| Compare the relationships between the writer/reader or the speaker/listener in different disciplines of study | | | | |
| Determine the importance of grammatical rules, mechanics, and academic words, when communication in academic settings | | | | |
| Use technology to communicate and display findings clearly and coherently | | | | |
| Creative Thinking | 1st | 2nd | 3rd | 4th |
| Find unique problems and generate original solutions to real-world situations | | | | |
| Identify critical attributes of specified problems across different topics of study | | | | |
| Identify factors that will support or hinder a proposed solution to a real-world problem | | | | |
| Predict many possibilities from different points of view that extend beyond the obvious and show insightfulness | | | | |
| Self-Directed Thinking & Learning | 1st | 2nd | 3rd | 4th |
| Set appropriate and realistic goals | | | | |
| Develop a plan with a clear timeline for completion | | | | |
| Complete tasks independently | | | | |
| Independently monitor performance during the learning activity and self-correct as needed | | | | |
| Identify and utilize the most appropriate and effective resources | | | | |
| Critical Thinking & Problem Solving | 1st | 2nd | 3rd | 4th |
| Determine if an inference is based on facts or a lack of information | | | | |
| Compare information from sources that reflect multiple perspectives of diverse populations | | | | |
| Identify generalizations that can be applied across subject areas and cultural settings | | | | |

| Investigative & Research Skills | | 1st | 2nd | 3rd | 4th |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Design and use questions to gather data for research projects and reports about real-world problems | | | | | |
| Practice using search engines to locate appropriate and credible sources of data for research and data collection; synthesize and organize research data effectively | | | | | |
| Present analyzed data and share findings in a variety of formats | | | | | |
| Compare and contrast results of similar research studies from developmentally appropriate sources | | | | | |
| Group Dynamics | | 1st | 2nd | 3rd | 4th |
| Listen well and assist others in their efforts | | | | | |
| Facilitate group work | | | | | |
| Listen to, share with, and support the efforts of others | | | | | |
| Show sensitivity to the feelings and learning needs of others | | | | | |
| Value the knowledge, opinion, and skills of all group members and encourage their contribution | | | | | |
| Notes from Mrs. Vasquez | | | | | |
| Notes from Teacher | | | | | |

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**Lago Vista ISD Gifted and Talented
Nine Weeks Progress Report**

3rd Grade

| | | | |
|--|-----------------------|----------|---|
| Student: | | 4 | Student exceeds grade-level expectation |
| Teacher: | | 3 | Student exhibits grade-level mastery |
| Campus: | Lago Vista Elementary | 2 | Student is emerging |
| Principal: | | 1 | Student needs support |
| <i>*This report is a supplement to the nine-weeks report card.</i> | | N/A | Not addressed or not observed |

| Communication | 1st | 2nd | 3rd | 4th |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Use language of the discipline and academic words in formal written communication across academic fields of study | | | | |
| Use technology to communicate and display findings clearly and coherently | | | | |
| Select and use communication tools to influence the listener or reader when discussing social issues such as poverty, environment, finance, and civic duty. | | | | |
| Engage in scholarly inquiry and dialogue by participating in Socratic Seminars | | | | |
| Creative Thinking | 1st | 2nd | 3rd | 4th |
| Examine a wide range of issues regarding a real-world problem | | | | |
| Identify factors that will support or hinder a proposed solution to a real-world problem | | | | |
| Generate varied and unusual potential solutions for specific problems that affect the student's school or community | | | | |
| Describe the thinking involved in clarifying problems and transforming ideas into solutions | | | | |
| Self-Directed Thinking & Learning | 1st | 2nd | 3rd | 4th |
| Set appropriate and realistic goals | | | | |
| Develop a plan with a clear timeline for completion | | | | |
| Complete tasks independently | | | | |
| Independently monitor performance during the learning activity and self-correct as needed | | | | |
| Identify and utilize the most appropriate and effective resources | | | | |
| Critical Thinking & Problem Solving | 1st | 2nd | 3rd | 4th |
| Justify conclusions using logical thinking | | | | |
| Examine how inferences can lead to accurate conclusions or incorrect assumptions | | | | |
| Analyze how culture influenced the work of important people or groups in different fields of study | | | | |

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| Explore the concept of culture as it has been used in history to determine why stereotypes may still exist today | | | | |
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| Investigative & Research Skills | 1st | 2nd | 3rd | 4th |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Examine and use artifacts as sources of data within a research project or report | | | | |
| Determine characteristics of primary and secondary sources | | | | |
| Design surveys or questionnaires to conduct an individual research project on a community issue | | | | |
| Analyze and organize collected information and draw credible conclusions based upon the research findings and share in a variety of formats | | | | |
| Group Dynamics | 1st | 2nd | 3rd | 4th |
| Listen well and assist others in their efforts | | | | |
| Facilitate group work | | | | |
| Listen to, share with, and support the efforts of others | | | | |
| Show sensitivity to the feelings and learning needs of others | | | | |
| Value the knowledge, opinion, and skills of all group members and encourage their contribution | | | | |
| Notes from Mrs. Vasquez | | | | |
| Notes from Teacher | | | | |

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**Lago Vista ISD Gifted and Talented
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4th Grade

| | | | |
|--|-------------------------|----------|---|
| Student: | | 4 | Student exceeds grade-level expectation |
| Teacher: | | 3 | Student exhibits grade-level mastery |
| Campus: | Lago Vista Intermediate | 2 | Student is emerging |
| Principal: | | 1 | Student needs support |
| <i>*This report is a supplement to the nine-weeks report card.</i> | | N/A | Not addressed or not observed |

| Communication | 1st | 2nd | 3rd | 4th |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Use technology to communicate and display findings in a clear and coherent manner | | | | |
| Use a specific communication style to inform and persuade a target audience about the key factors regarding a social issue such as environment, finance, poverty, child labor, and civic duty | | | | |
| Use learned questioning techniques to inform and persuade during discussions | | | | |
| Engage in scholarly inquiry and dialogue by participating in Socratic Seminars | | | | |
| Creative Thinking | 1st | 2nd | 3rd | 4th |
| Transform ideas into workable solutions by creating a work plan | | | | |
| Generate original ideas using divergent thinking tools and determine the best solutions using convergent thinking strategies | | | | |
| Determine and articulate the big ideas and solutions related to a social problem of interest | | | | |
| Describe the thinking involved in clarifying problems and transforming ideas into plausible solutions | | | | |
| Self-Directed Thinking & Learning | 1st | 2nd | 3rd | 4th |
| Set appropriate and realistic goals | | | | |
| Develop a plan with a clear timeline for completion | | | | |
| Complete tasks independently | | | | |
| Independently monitor performance during the learning activity and self-correct as needed | | | | |
| Identify and utilize the most appropriate and effective resources | | | | |
| Critical Thinking & Problem Solving | 1st | 2nd | 3rd | 4th |
| Explore how history and its contributors have been perceived through the viewpoints of diverse groups | | | | |
| Analyze how generalizations lead to assumptions and how these assumptions impact opinions; such as understanding how cultural and life experiences impact what people learn and believe | | | | |
| Analyze issues within and across disciplines that generate questions about ethics and ethical behavior | | | | |

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| Compare information from primary and secondary sources that reflect multiple perspectives of diverse populations | | | | |
|--|--|--|--|--|

| Investigative & Research Skills | 1st | 2nd | 3rd | 4th |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Create complex questions for research collection on a real-world problem or social issue | | | | |
| Independently use search engines and self-selected websites to gather credible and valid information | | | | |
| Compare, contrast, and evaluate data gathered from primary and secondary sources, projects and reports | | | | |
| Analyze and organize collected information and draw credible conclusions based upon the research findings and share in a variety of formats | | | | |
| Group Dynamics | 1st | 2nd | 3rd | 4th |
| Listen well and assist others in their efforts | | | | |
| Facilitate group work | | | | |
| Listen to, share with, and support the efforts of others | | | | |
| Show sensitivity to the feelings and learning needs of others | | | | |
| Value the knowledge, opinion, and skills of all group members and encourage their contribution | | | | |

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| Notes from Mrs. Vasquez | |
| Notes from Teacher | |

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**Lago Vista ISD Gifted and Talented
Nine Weeks Progress Report**

5th Grade

| | | | |
|--|--|----------|---|
| Student: | | 4 | Student exceeds grade-level expectation |
| Teacher: | | 3 | Student exhibits grade-level mastery |
| Campus: | | 2 | Student is emerging |
| Principal: | | 1 | Student needs support |
| <i>*This report is a supplement to the nine-weeks report card.</i> | | N/A | Not addressed or not observed |

| Communication | 1st | 2nd | 3rd | 4th |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Study and apply rhetorical devices used in contemporary and historical communications from opposing points of view for ethical topics | | | | |
| Use technology to communicate and display findings in a clear and coherent manner | | | | |
| Evaluate the impact word choice and expressive style have when presenting new ideas to different audiences | | | | |
| Engage in scholarly inquiry and dialogue by participating in Socratic Seminars | | | | |
| Creative Thinking | 1st | 2nd | 3rd | 4th |
| Determine the lasting effects of planned outcomes by studying how people have attempted to solve social issues in history such as hunger, poverty, child labor, communication, or war | | | | |
| Analyze situations and issues to determine appropriate pathways for problem solving | | | | |
| Evaluate and determine the value of innovative solutions stemming from a single problem or issue | | | | |
| Transform ideas into workable solutions by creating a work plan | | | | |
| Self-Directed Thinking & Learning | 1st | 2nd | 3rd | 4th |
| Set appropriate and realistic goals | | | | |
| Develop a plan with a clear timeline for completion | | | | |
| Complete tasks independently | | | | |
| Independently monitor performance during the learning activity and self-correct as needed | | | | |
| Identify and utilize the most appropriate and effective resources | | | | |
| Critical Thinking & Problem Solving | 1st | 2nd | 3rd | 4th |
| Evaluate how cultural group portrayals in print and electronic media impact perceptions and beliefs | | | | |
| Determine how generalizations can lead to misinformation, misconceptions, and misunderstandings | | | | |
| Analyze a current event to determine the possible impact it could have on larger groups of people over time | | | | |

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| Analyze the patterns and trends from primary and secondary sources that reflect multiple perspectives of diverse populations | | | | |
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| Investigative & Research Skills | 1st | 2nd | 3rd | 4th |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Utilize multiple complex search engines to gather data for a research study on a social or ethical issue | | | | |
| Determine the credibility and validity of information to be used as part of a research study on a social issue | | | | |
| Design and complete a formal research study based on a research model (survey, descriptive, or historical) and share findings in a variety of formats | | | | |
| Evaluate historical studies from various data sources to determine significance and authenticity | | | | |
| Group Dynamics | 1st | 2nd | 3rd | 4th |
| Listen well and assist others in their efforts | | | | |
| Facilitate group work | | | | |
| Listen to, share with, and support the efforts of others | | | | |
| Show sensitivity to the feelings and learning needs of others | | | | |
| Value the knowledge, opinion, and skills of all group members and encourage their contribution | | | | |

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|--------------------------------|--|
| Notes from Mrs. Vasquez | *A score of 2 indicates the student is on-track to achieve mastery. Students will have the opportunity to demonstrate mastery over time as skills are addressed and repeated through various projects throughout the year. |
| Notes from Teacher | |

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