E.A. "Squatty" Lyons Elementary School

Student Guidance Packet

March 26 2025
Lyons Elementary School

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Advanced-Level Products

Defining an Advanced-Level Product (TEA, 2018)
> **Advanced-Level Products demonstrate creative mastery of content though a final product of professional quality.**

Advanced-Level Products consist of the long-term development of a question or idea that is significant to professionals in a student's academic area of interest. Students will use sophisticated research methods and technology appropriate to the field of study. Over the course of the project, students will engage in a research process similar to that of a professional who works in the field of study.

Advanced-Level Products (TEA, 2018)
- enable students to explain their conclusions
- demonstrate their thinking process
- share supporting evidence
- reflect of personal and content connections

Product Format:
- A written product, such as a formal paper or literary work
- A public performance, such as an exhibit or theatrical production

Advanced-Level Product Steps:
1. Choose a topic
2. Choose a format
3. Create an Abstract/Proposal that includes:
    - Project Title
    - Purpose/Goals of the project
    - Description of the product
4. Process Record (Documents the student learning throughout the project) may include:
    - Journal entries documenting the research/project process
    - Mentor meeting notes
    - Outline
    - Bibliography
5. Public Presentation/Expo

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

September – March
- Complete **Thrively** Profile
- Students select a project and start "work on it"

You should keep the following criteria in mind when selecting a topic:
- o **Interest**. The topic you choose should be something you know about but want to learn more.
- o **Significance**. The topic or question should give you plenty of opportunities to demonstrate the impact of your project on yourself and others.
- o **Scope**. The topic or question should be narrow enough in scope to allow for an in-depth, original study and should lend itself to the development of a professional-quality final product.
- o **Resources**. There should be enough information available to research the topic. Your project should utilize some degree of primary resources and analysis; thus, your project cannot depend only on secondary resources.

- select a format:
  - o **WRITTEN PRODUCTS**
    - Possible topics short story, poetry, report, family history, etc.
  - o **ENTREPRENEUR PRODUCT**
    - Create a business proposal and evaluate sales
  - o **PERFORMANCE**
    - Student performance (drama, music, vocal, art piece, etc.)
    - Ensure that they are researching something!
  - o **INVENTION**
    - Student creates something that solves a problem
- Proposals/Abstracts
  - o Project Title
  - o Purpose/Goals of the project
  - o Description of the project
- Begin research process

February
- Meet with your teacher to check on progress and verify research in the process record

- **Practice exposition presentation with your classmate, family, friends, teacher, etc.**
- **Check your product to be finish in a professional-quality**

March
- Use the rubrics to make sure your product is ready for the Lyons GT Expo.
- Prepare for the in person GT Exposition.

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STUDENT CHECK LIST

	MEETING WITH TEACHER OR GENIUS HOUR TIME	DATE CONFIRMATION
SELECT A TOPIC		
SELECT A FORMAT		
PRESENT PROPOSAL/ABSTRACT TO YOUR TEACHER		
BEGIN RESEARCH PROCESS		
MEET WITH YOUR TEACHER TO CHECK ON PROGRESS		
PRACTICE EXPOSITION PRESENTATION		
CHECK YOUR PRODUCT TO BE FINISH IN A PROFESSIONAL-QUALITY		
USE THE RUBRIC TO MAKE SURE YOUR PRODUCT IS READY FOR THE GT EXPO		
PREPARE TO PRESENT YOUR FINAL PRODUCT		

Ideas for Products for Type III Investigations

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 occurance
- 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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(Use the bellow chart to help your child create an advancelevel product.
We will use this rubric to select 3 campus GT products to represent Lyons at the Distict GT Expo)

GT Expo Project Rubric

Project # : Grade:	0	1	2	3	Notes
Judge:	**No** Evidence	**Emerging** There is little evidence	**Proficient** There is partial evidence	**Effective** There is complete evidence	
Engaging/ Hands on Products are engaging, actively involving students in hands- on learning experiences.					
High Interest Products are motivating, providing students with the opportunity to develop products in areas in which they have a high interest.					
Real World Connections Products have connections beyond the classroom and school to the real world, providing purpose and relevance for student work.					
Higher Level Thinking & Problem-Solving Products which are advanced level require higher level thinking and problem- solving skills, adding rigor and complexity to students' learning.					
Learning Styles & Motivation Products allow teachers to match learning experiences to students' learning styles, increasing motivation and commitment to complete the task.					
Personalized Products are personalized, allowing for individual expression and creativity and avoiding duplication of product.					
Pride on Student Work Products of advanced level build self- confidence, fostering pride in students' own work.					
Passion For learning Products establish a passion for learning, developing lifelong learners					
Technology Products are integrated with technology. Students use a variety of technology tools to showcase their products.					
Oral Expression Products are presented by the students with confident and clear message in their oral presentation.					

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.

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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;
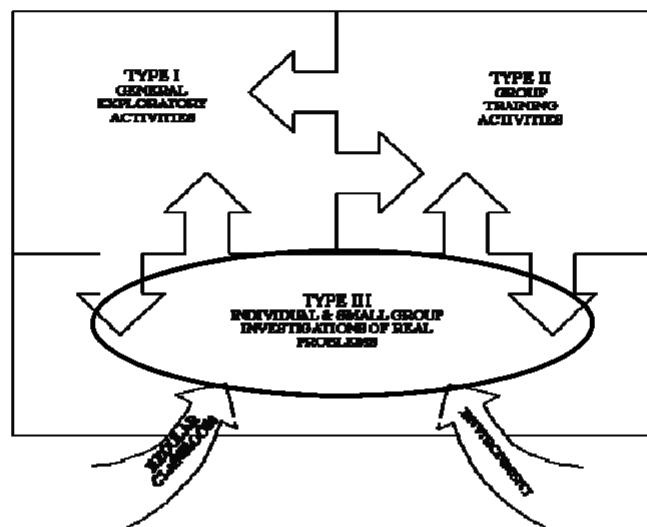
Advanced level products can be developed by choosing from a list or chart of advanced level product choices, product ideas, product suggestions or product types. There are many different types of products: written, oral, visual, performance, etc. Products also can be organized by learning styles e.g., 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.

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