

## Nigute Wobona Raporo ya GATE muri ParentVue

1. Injira Muri ParentVue
2. Hama, uhitemo umunyeshuri (hejuru ku mfuruka y'ibubamfu) nimba ufise aberenze umwe
3. Kanda kuri documents (muvyo hepfo mugukoresha inkingi yo kuyobora ibubamfu)

The screenshot shows the ParentVue interface for a user at Collier Elementary. The top navigation bar includes 'My Account', 'Help', 'Online Registration', and 'Close'. The user's name and school are displayed. The left sidebar contains various navigation options, with 'Documents' highlighted by a red circle '3'. The main content area shows 'Recent History' for the user, listing items like 'Online Enrollment is Currently Open: Check Registration Status', 'Grade report period 'Elementary 3rd Quarter' is ending on 3/10/2022', and 'Attendance notes for 2/28/2022'. A red circle '2' highlights the school selection dropdown in the top left.

### 4. Kanda kuri Gate Progress Report

**DOCUMENTS**

Documents		
Upload Date	Document	Document Category
01/07/2022	GateProgressReport.pdf	GATE Progress Report
12/17/2021	2021-2022 Quarter 2	Report Card
10/08/2021	2021-2022 Quarter 1	Report Card
05/28/2021	2020-2021 Quarter 4	Report Card
03/12/2021	2020-2021 Quarter 3	Report Card
01/05/2021	2020-2021 Quarter 2	Report Card
10/20/2020	2020-2021 Quarter 1	Report Card
05/28/2020	2019-2020 Quarter 4	Report Card
03/27/2020	2019-2020 Quarter 3	Report Card

A red circle '4' highlights the search bar in the document list.

### 5. Raporo iragaragara kandi irashobora gucapwa canke kubikwa

**Example GATE Progress Report:**



**Tucson Unified School District  
GIFTED & TALENTED EDUCATION  
2021-2022 1st Semester Progress Report**

Name: ██████████

School: Collier Elementary

Grade: 03

Classroom Teacher: ██████████

Matric: ██████████

Gate Teacher: ██████████

Attendance: 13

Sem 1	Sem 2	
3		<b>Performance Habits</b> <ul style="list-style-type: none"> <li>Actively listens and contributes</li> <li>Demonstrates drive, effort, and persistence</li> <li>Takes responsibility for own learning</li> <li>Expresses ideas effectively in speaking and/or writing</li> </ul>
4		<b>Interpersonal Skills</b> <ul style="list-style-type: none"> <li>Cooperates with others in a variety of groupings</li> <li>Recognizes individuality and values diversity of others</li> <li>Considers different perspectives</li> <li>Demonstrates respectful behavior to others</li> </ul>
4		<b>Creative Thinking</b> <ul style="list-style-type: none"> <li>Uses a variety of processes to develop products that conceptualize ideas</li> <li>Produces original and elaborate products</li> <li>Processes and demonstrates risk-taking and curiosity</li> <li>Inquiries and speculates</li> </ul>
3		<b>Critical Thinking</b> <ul style="list-style-type: none"> <li>Observes, makes comparisons, uses decision making strategies, and applies these concepts to real world problems</li> <li>Analyzes information to recognize assumptions, relationships, and solutions</li> <li>Synthesizes information to form a new whole</li> <li>Contributes alternative solutions</li> <li>Formulates judgments by demonstrating logical reasoning supported by valid conclusions</li> </ul>

**Key:**  
**4-Exceeds expectations:** Student consistently grasps, applies, and extends key concepts and processes.  
**3-Meets expectations:** Student grasps and applies key concepts and processes.  
**2-Approaches expectations:** Student is beginning to grasp key concepts and processes.  
**N/A-Not Applicable**

This semester we demonstrated creative and critical thinking with Storytelling and Service-Learning projects. The thinking strategies we practiced in our lessons were F.F.O.E. (Flexibility, Fluency, Originality, & Elaboration), Habits of a Scholar, Depth and Complexity, De Bono's Six Thinking Hats, and Growth Mindset. Michael is a very insightful student and does well utilizing multiple perspectives.