

Appendix E

Screening Tools for the Identification of Accelerated Learners

Recommended guidelines for identification of accelerated learners

Elementary

The percentiles represent the range students should score to be considered for various tiers of service

Measure	Area	Tier II Acceleration	Tier III Acceleration
AIMSweb	K-5 Reading and Math	80% - 94%	95% - 99%
BRIGANCE	Pre-K/Kindergarten Language & Communication Cognitive & General Knowledge Reading & Math Self Help-Motor Skills	88% - 100%	
Formative & Summative Assessments	K-5	80% - 94%	95% - 99%
K-PREP/ Stanford 10	3 rd Reading & Math 4 th Reading, Math, Science 5 th Reading, Math, Social Studies, OnDemand Writing	80% - 94%	95% - 99%
MAP	K-5 Math, Reading, Language 3-5 Science	80% - 94%	95% - 99%
Stanford 10	K-2 Certain schools participate	80% - 94%	95% - 99%
Naglieri Nonverbal Ability Test (NNAT3)	3 rd General Intellectual		96% - 99%
Williams Creativity Assessment Packet (CAP) *	3 rd Divergent Thinking		121t

**Used for eligibility determination with gifted/talent students. Other tools are for screening purposes.*

Middle School

The percentiles represent the range students should score to be considered for various tiers of service

Measure	Area	Tier II Acceleration	Tier III Acceleration
K-PREP/ Stanford 10	6 th -Reading, Math, Writing 7 th -Reading, Math, Science 8 th -Reading, Math, Social Studies	80% - 94%	95% - 99%
MAP	6 th – 8 th Math, Reading, Language Mechanics	80% - 94%	95% - 99%

High School

The percentiles represent the range students should score to be considered for various tiers of service

Measure	Area	Tier II Acceleration	Tier III Acceleration
ACT	English, Math, Reading, Science	29 - 33	34 - 36
Cert	11 th – 12 th		
EOC	Biology, English II, Algebra II, US History		
MAP	9 th – 12 th Math/Reading	29-33	29-33
PSAT **	10 th – 11 th	89% - 95%	96% - 99%
SAT Scholastic Assessment Test	Spring – 11 th Fall – 12 th Recommend for 10 th & 11 th	1820-1970	1980-2400

**PSAT-Preliminary Scholastic Assessment Test: This is an aptitude assessment testing reasoning and verbal abilities. Recommended for students striving for National Merit Semifinalist/10th grade

PCIS Three-Tier Model of Interventions for Accelerated Learners

Academic Systems

Tier III Acceleration

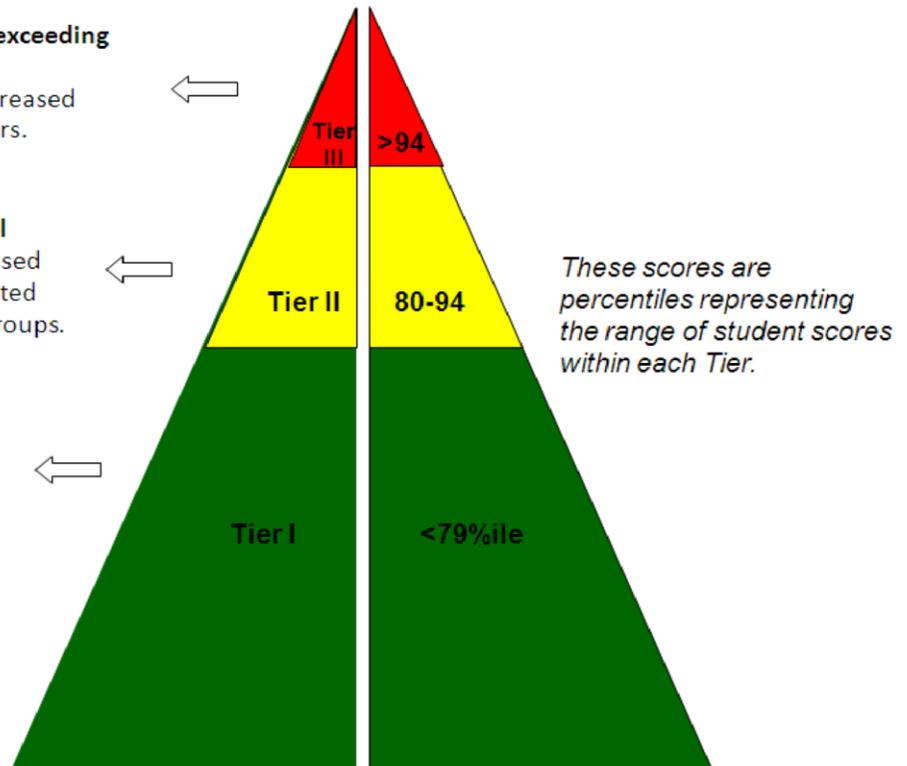
A student with high abilities and others exceeding advanced expectations receive intensive individually designed curriculum with increased depth and complexity from age-level peers.

Tier II Acceleration

All students who meet above grade-level benchmarks early or quickly receive focused and targeted enhancement of differentiated instruction for individuals and/or small groups.

Universal/Core Instruction

All students receive core instruction that is researched and standards-based with clear objectives and have multiple avenues to show mastery of content, skills, and learning.



Accelerated Academic Systems

Accelerated learning focuses on **individual student goals** to help address learning needs or to enable students to pursue skill development more rapidly and at higher levels. Accelerated learning includes interventions that are data-based to address individual learning needs. Interventions may focus on efforts to help students progress toward target standards or may focus on more complex content/skills delivered at a more rapid pace.

Tier I All grade levels: scoring <79%	Tier II Acceleration All grade levels: Scoring 80% - 94%	Tier III Acceleration All grade levels: Scoring 95% - 99%
<ul style="list-style-type: none"> • All students receive core instruction that is researched and standards-based with clear objectives and have multiple avenues to show mastery of content, skills, and learning. • Assessment data results are used to shape future instructional decisions. • Instructional pacing, depth, and complexity are varied with general education or core teacher providing differentiated instruction. 	<ul style="list-style-type: none"> • All students who meet above grade-level benchmarks early or quickly receive focused and targeted enhancement of differentiated instruction for individuals and/or small groups. • Assessment data results are used to shape future instructional decisions. • Ensure continuous progress, remove academic ceilings and align with the area(s) of clustered group instruction based on interests, needs and abilities 	<ul style="list-style-type: none"> • A Student with high abilities and others exceeding advanced expectations receive intensive individually designed curriculum with increased depth and complexity from age-level peers. • Students in <i>Tier III Acceleration</i> are highly gifted students whose needs are not being met in Tier 1 and Tier 2. • Frequent progress monitoring provides data that drives customized strategies to ensure the needs of these students are met. • Ensure continuous progress, remove academic ceilings and align with the area(s) based on interests, needs and abilities

Key Strategies for Differentiated Instruction

Tier I All grade levels: <79%	Tier II Acceleration All grade levels: Scoring 80% - 94%	Tier III Acceleration All grade levels: Scoring 95% - 99%
<p>Differentiated Instruction</p> <ul style="list-style-type: none"> • Choice Boards • Curriculum Compacting • Extensions • Flexible tasks/Assessments • Grouping strategies: <ul style="list-style-type: none"> ○ Cluster Grouping ○ Cooperative Grouping ○ Cross Grade Groups ○ Flexible Skills Groups ○ Full-time Ability Grouping ○ Regrouping by achievement for subject instruction ○ Within class performance grouping • Higher Order Thinking Bloom's Taxonomy • Orbital Study • Pre-assessment • Scaffolding • Tiered Assignments 	<p>Differentiated Instruction</p> <ul style="list-style-type: none"> • Advanced Placement • Dual Credit • Flexible tasks/Assessments • Grouping strategies: <ul style="list-style-type: none"> ○ Cluster Grouping ○ Cooperative Grouping ○ Cross Grade Groups ○ Flexible Skills Groups ○ Full-time Ability Grouping ○ Regrouping by achievement for subject instruction ○ Within class performance grouping Note: Accelerated students perform significantly higher when the majority of their time in academic core is spent in true peer interactions. • Curriculum Compacting • Honors/Advanced or PreAP Courses • Independent Study • Specialized Focus STEM Curriculum Example: Pre-Engineering & Project Lead the Way (PLTW) • Subject-Matter Acceleration • Partial Acceleration • Pre-assessment • Tiered Assignments 	<p>Differentiated Instruction</p> <ul style="list-style-type: none"> • Advanced Placement • Grouping • Strategies • Dual Credit • Early Entrance into Middle Grade Level Acceleration School, High School, or Postsecondary • Flexible tasks/Assessments • Independent Study • Mentorships • Pre-assessment • Problem-based learning • Seminars • Specialized Focus STEM Curriculum Example: PreEngineering & Project Lead the Way (PLTW) • Symposiums • Tiered Assignments

Types of Service Delivery Options of Key Strategies for Differentiated instruction

1. **Acceleration:** Advancing through material or grade levels prior to the prescribed time. The decision for acceleration is based on the student's early mastery of skills/content/process in a specific area.
2. **Advanced Placement and Honors Courses:** Courses emphasizing college-level content based on college board curricula and tests (advanced placement), or the provision of more challenging material through higher levels of content, process and product (honors courses).
3. **Cluster Grouping:** A small group of identified students who receive specialized educational experiences that are matched to the student's needs, interests, and abilities.
4. **Collaborative Teaching:** The Gifted and Talented teacher provides specialized direct instruction in a regular classroom to a cluster group of identified students in conjunction with the regular classroom teacher.
5. **Consultation Services:** Instructional information and materials provided by the Gifted and Talented teacher to the classroom teacher.
6. **Contracts/Management Plans:** The teacher allows certain freedom and choice about how a student completes an assignment. The assignment must meet specifications.
7. **Counseling Services:** Efficacy-based counseling assistance provided by a certified counselor who is familiar with the characteristics and socio-emotional needs of gifted and talented students.
8. **Curriculum Compacting:** A 3-step process that (1) assesses what a student knows about material to be studied and what the student still needs to master (2) plans for student learning what is not known and excuses the student from what is known (3) plans time for student to be spent in enrichment or acceleration.
9. **Differentiation:** a method used by teachers to establish a match between the students interests, needs, and abilities to provide curriculum opportunities that include enrichment and/or acceleration options to maximize student learning.
10. **Distance Learning:** Learning opportunities offered through the use of computer technology and satellite transmission or optical fiber transmission.
11. **Dual Enrollment:** The student takes a course at one level and receives credit for a parallel course at a higher level (e.g., taking algebra at the middle school level and receiving credit at both the middle school and the high school level or taking a high school algebra course and receiving credit for a university course upon successful completion).
12. **Enrichment:** Opportunities for differentiated activities that supplement and or enhance classroom instruction.
13. **Field Trips:** Travel opportunities to extend and enrich learning. Provides extended learning in a relevant context.

14. **Grouping:** Student grouping formats shall include grouping for instructional purposes based on student interests, abilities, and needs, including social and emotional.
15. **High Level Questioning:** Questions that draw on advanced levels of information and challenge thinking.
16. **Independent Study:** A self-directed study of a selected topic under the supervision of a teacher.
17. **Learning Centers:** Collections of materials for students to explore and study topics in greater depth.
18. **Mentor/Apprentice:** Specialized studies with an adult mentor in the community and under the direction of an educator knowledgeable in gifted education.
19. **Resource Services:** Specialized instruction provided to Identify students in a pullout classroom or other setting that is: designed for accelerated content, special interest groups, process skills development, or various combinations of instruction.
20. **Tiered Assignments:** Varied levels of activities provided for students to explore ideas at a level that will build on their prior knowledge and ensure continued growth. Students use varied approaches to explore essential ideas.

Progress Monitoring of Accelerated Learners

A system for monitoring student progress with accelerated service interventions will be developed by each school. Methods for monitoring progress with interventions for accelerated learners will include school-level Individual Learning Plans (ILP) and formative assessments.

References:

Permission Statement

©2004 A Nation Deceived: How Schools Hold Back America's Brightest Students.

This article is provided as a service of the Davidson Institute for Talent Development, a 501(c)3 nonprofit dedicated to supporting profoundly gifted young people under 18.

www.DavidsonGifted.org.

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