



Center Grove

Community School Corporation

High Ability Handbook- Acceleration

Acceleration is an academic intervention that moves students through an educational program at a rate faster or at an age that is younger than typical. It is about creating a better match between the readiness and motivation of a student and the level and pace of instruction.

Academic acceleration can include grade skipping, moving ahead in just one subject (subject acceleration), and other ways of moving a student ahead to more challenging coursework.

Many factors could potentially influence a student in a grade acceleration. These include, but are not limited to, social maturity, acceleration supports beyond the current year, and transitioning from one school to another. It is not a fit for every high ability student.

In the case that an acceleration is considered, a committee at the students' school convenes multiple times to discuss outcomes. The final decision is brought to the High Ability District ID team for review.

Acceleration Procedures

- 1) Student is identified high ability and shows exceptional academic abilities, beyond grade level accommodations.
- 2) Teacher or Parent recommends acceleration.
- 3) Teacher or Parent completes the "Request for Acceleration" form and submits to building principal and High Ability Coordinator (Form 1.1).
- 4) Classroom teacher observes student for no less than 2 weeks and documents anecdotes on Observation form (Form 1.2). Classroom teacher compiles current data, as listed on the observation form.
- 5) Staffing Team meets to discuss the appropriateness of acceleration and if applicable, next steps. This staffing meeting is scheduled the semester before an anticipated acceleration would take place.
- 6) Parent meeting with Staffing Team to develop a plan of action. If applicable, the Iowa Acceleration Scale is begun.
- 7) Trial period in accelerated grade while team completes Iowa Acceleration Scale.
- 8) Staffing Team meets and collaborates with High Ability District ID team to discuss results of Iowa Acceleration Scale.
- 9) Parent meeting for a recommendation.
- 10) All Iowa Acceleration scale and other paperwork retained in student's permanent file.
- 11) If full grade acceleration takes place, the district High Ability Coordinator communicates with Technology about state reporting and identifying student as the new grade level.

Acceleration Staffing Team
Current teacher
Receiving teacher
Building principal or assistant principal
District High Ability Coordinator
Building High Ability Lead Teacher, if applicable



Request for Acceleration

Student Name: _____ Gender: M or F

Address: _____ Phone: _____

Current School: _____ Current Teacher: _____

Grade: _____

	Year	Month	Day
Student's Date of Birth:	_____	_____	_____
Student's Chronological Age	_____	_____	_____

Person Requesting Acceleration:

Parent (s) _____

Teacher _____

Other _____

Reason for Acceleration:

- ☐ Student exhibits reading/writing skills beyond h/her chronological peers.
- ☐ Student exhibits math skills beyond h/her chronological peers.
- ☐ Student exhibits fine arts skills beyond h/her chronological peers.
- ☐ Student is socially mature and communicates beyond h/her chronological peers.
- ☐ Student exhibits classroom behavior that indicates that h/she is bored and needs more challenging studies.
- ☐ Student curricular knowledge exceeds the grade level where h/she has been placed.

Type of Requested Acceleration:

- ☐ Whole -grade acceleration
- ☐ Single - Subject Acceleration

Teacher Observation Form

SECTION A: Student Information

Student Name:_____ Present Grade: _____ Age: _____ Date of Birth: _____

Parent/Guardian Name: _____ Daytime Phone: _____ Evening Phone: _____

Ethnic Category: ☐American Indian ☐Asian ☐Black ☐Hispanic ☐White Free/Reduced Lunch ☐Yes ☐No

SECTION B: Data

Please record all scores available. For example, if both Fall and Winter AimsWeb have been administered, include both scores.

Classroom Data	
ENGLISH LANGUAGE ARTS	MATH
☐ Guided Reading Level:	☐ Math grade-level assessment (attach)
☐ AimsWeb RCBM:	☐ AimsWeb MCOMP:
☐ Writing Sample (attach)	☐ Work samples that demonstrate creative and/or critical thinking (attach)
☐ Work samples that demonstrate creative and/or critical thinking (attach)	

District Data (TO BE COMPLETED BY HIGH ABILITY COORDINATOR)	
ENGLISH LANGUAGE ARTS	MATH
☐ NWEA:	☐ NWEA
☐ CogAT (Verbal)	☐ CogAT (Quantitative)
☐ Iowa Assessment (if applicable):	☐ Iowa Assessment (if applicable):
☐ ISTEP (if applicable):	☐ ISTEP (if applicable):

SECTION C:

Please document in the blank space below any observations where students demonstrate Advanced Language, Analytical Thinking, Meaning Motivation, Perspective, Sense of Humor, Sensitivity, and/or Accelerated Learning (for a description in each area, please see below).

Date	Observation	Date	Observation

Advanced Language

The student unassumingly and appropriately displays an advanced vocabulary and an ability to effectively use more complex language in a variety of situations. The student naturally uses similes, metaphors, and analogies to express insights.

Analytical Thinking

The student demonstrates an ability to discern components of a whole, solves more difficult problems, and strives to determine more complex, abstract relationships and patterns in procedures, experiences, ideas, and/or objects. The student may not appear organized yet enjoys organizing and planning events and procedures.

Meaning Motivation

The student exhibits an inner drive for thorough, independent understanding that results in the development of expertise in one or more areas. The student is philosophical, pursues issues atypical of ages, demonstrates an extensive memory, and asks penetrating, intellectual questions.

Perspective

The student develops unique graphics or patterns and displays an ability to interpret and incorporate unexpected or unusual points of view through oral language, writing, manipulatives, art, and/or problem solving. The student insightfully interprets another's point of view.

Sense of Humor

The student demonstrates an appreciation of high levels of humor and an application of a finely developed sense of humor by understanding the subtle humor of others or by producing original jokes, puns, or other humorous effects. The student successfully uses humor to defuse volatile situations and gain approval.

Sensitivity

The student is very concerned about human issues, demonstrates a strong sense of justice, is intensely sensitive to the needs and motivations of others, and sets high standards for self and others. Empathy is expressed through words, art, or actions.

Accelerated Learning

The student demonstrates mastery or an ability to learn and interpret materials and concepts beyond the level typically expected for that age group. Exposure increases the rate of learning. The student ably uses a variety of tools to access information beyond ages.

STUDENT NAME:**SECTION D: CHECKLIST OF CHARACTERISTICS**

Please circle one number of each item. KEY: 3 = Almost Always 2 = Frequently 1 = Sometime 0 = Never (modified Renzulli Scale)

1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency.	3	2	1	0	11. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him/her to move on to another topic).	3	2	1	0
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his/her age)	3	2	1	0	12. Is easily bored with routine tasks.	3	2	1	0
3. Has quick mastery and recall of factual information.	3	2	1	0	13. Needs little external motivation to follow through in work that initially excites him/her.	3	2	1	0
4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) "tick."	3	2	1	0	14. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.	3	2	1	0
5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people and things.	3	2	1	0	15. Likes to organize and bring structure to things, people and situations.	3	2	1	0
6. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others.	3	2	1	0	16. Often is self assertive (sometimes even aggressive); stubborn in his/her beliefs.	3	2	1	0
7. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	3	2	1	0	17. Strives toward perfection, is self-critical; is not easily satisfied with his/her own speed on products.	3	2	1	0
8. Reads a great deal on his/her own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases.	3	2	1	0	18. Prefers to work independently; requires little direction from teacher.	3	2	1	0
9. Tries to understand complicated material by separating it into its respective parts; reasons things out for him/herself; sees logical and common sense answers.	3	2	1	0	19. Generates a large number of ideas or solutions to problems and questions; often offers unusual, 'way out' unique and clever responses.	3	2	1	0
10. Displays a good deal of intellectual playfulness; imagines "I wonder what would happen if...", manipulates ideas (i.e. changes, elaborates upon them); is often concerned with adapting, improving and modifying institutions, objects and systems.	3	2	1	0	20. Criticizes constructively; is unwilling to accept automatic pronouncements without critical examination.	3	2	1	0
					TOTAL				