



Considerations for Subject Acceleration

(Student is placed in another grade level for instruction in a specific subject area(s) as appropriate)

- Clearly demonstrated **consistent** high ability in one or two subject areas
- Clearly demonstrated accelerated performance in one or two subject areas when compared to his or her age-mates
- Full Scale IQ or cognitive score **at least** one standard deviation above the mean (115 – *Iowa Acceleration Scale*)
- Students who tend to **need** acceleration tend to have IQ or cognitive scores of 140+ (Dr. James Delisle)
- Socio-emotional adjustment concerns are minimal
- State achievement test scores, if available, are consistently in the **advanced** category for the are being considered for acceleration
- Siblings are either not in the proposed accelerated grade level or are at least two or more grades above or below the child; if not, team needs to discuss and consider implications
- Good school attendance
- Positive attitude, neither over-estimating or under-estimating his/her ability
- Assignments are completed with care/ student is motivated to do well
- Likes challenges
- Physical size of student is comparable with the proposed accelerated grade level; if size is dramatically different, team must discuss the impact and how the discrepancy will be managed
- Interpersonal skills with peers and adults are appropriate for student's age
- Parents are supportive, but not overly involved in their child's education
- Several people (i.e. classroom teacher, gifted intervention specialist, parents, principal, counselor) who know the student are supportive of the whole grade acceleration
- Time management is not an issue (i.e. balance of activities outside of school)
- Acceleration is clearly a "need" and not a "want"
- Student has a support system in place to fill possible learning gaps
- Pre-assessment information would indicate high level of mastery of concepts not yet introduced in subject under consideration for acceleration

Timeline for Acceleration

- Students referred for evaluation for possible acceleration **60 or more days prior to the start of the school year** shall be evaluated in advance of the start of the school year to ensure placement in the accelerated setting on the first day of school.
- Students referred for possible acceleration **60 or more days prior to the second semester** shall be evaluated for possible accelerated placement at the start of the second semester.
- All other cases shall be evaluated at the discretion of the principal and placed in accelerated setting at the time recommended by the acceleration evaluation committee – if the committee determines that acceleration is appropriate
- A parent/legal guardian of evaluated student shall be notified in writing of the outcome of the evaluation within 45 days of submission of the referral to the referred student's principal.