

## RMS Accelerated English Language Arts and Social Studies Student Criteria for 2025-2026

**For Grade 5 Students: Accelerated English Language Arts Only:**

| Course  | Star Reading Assessment  | Written Language  |
|---|--|---|
| <b>6<sup>th</sup> Grade<br/>Accelerated ELA</b> | <b>REQUIRED</b>  |   |
|   | A score $\geq$ 95 percentile<br>on 2 Star Reading<br>Assessments | Advanced on at least 2 out of 3<br>portfolio writing pieces |

**For Grade 6 and 7 Students Currently in Grade-Level Course(s): Accelerated English Language Arts and Accelerated Social Studies:**

| Courses   | Star Reading Assessment         | Written Language   | Team Recommendation  |
|---|---------------------------------|--|--|
| <b>7<sup>th</sup> and 8<sup>th</sup><br/>Grade<br/>Accelerated ELA<br/>and Social Studies</b> | <b>2 out of 3 REQUIRED</b>      |  |  |
|   | A score $\geq$ 95<br>percentile | Evidence of significantly above grade-level<br>writing based on Written Language Common<br>Course Assessments with a minimum of an<br>Advanced rating in at least 60% of the scored<br>domains | YES, student<br>consistently<br>demonstrates<br>characteristics of<br>advanced students<br>identified in charts<br>below |

**For Grade 6-7 Students Currently in Accelerated Course(s) to Remain in Accelerated Course(s) the Following Year:**

| <b>Courses</b>  | <b>Performance in Accelerated Course(s)</b>                                     |
|---|---|
| <b>7<sup>th</sup> and 8<sup>th</sup> Grade Accelerated ELA and Social Studies</b> | <b>REQUIRED</b>   |
|   | At least 80% on major assessments/ assignments in current Accelerated Course(s) |

Parent, student, school counselor, and Administrator must sign Override/Underride Form. Once an override occurs, students are expected to remain in the accelerated course until the end of the school year. Course Override/Underride available for one course per year (excluding mathematics).

The list of characteristics are designed to help teams solidify team recommendations and to guide discussions with parents.

| <b>A. Characteristics of Advanced Students</b>   | <b>Well Above<br/>Typical<br/>Grade-level<br/>Students</b> | <b>Above<br/>Typical<br/>Grade-level<br/>Students</b> | <b>Same as<br/>Typical<br/>Grade-<br/>level<br/>Students</b> | <b>Below<br/>Typical<br/>Grade-level<br/>Students</b> | <b>Not Enough<br/>Information<br/>to Evaluate</b> |
|--|--|---|--|---|---|
| 1. Student finds pleasure in intellectual activity.  |  |   |  |   |   |
| 2. Student demonstrates a high rate of acquisition with little or no need for repetition.                          |  |   |  |   |   |
| 3. Student demonstrates ability to learn independently.  |  |   |  |   |   |
| 4. Student can read independently for sustained periods of time.   |  |   |  |   |   |
| 5. Student poses and responds to meaningful questions.   |  |   |  |   |   |
| 6. Student demonstrates persistence when presented with challenging tasks.   |  |   |  |   |   |
| 7. Student recognizes what high-quality work looks like and determines steps necessary for improving his/her work. |  |   |  |   |   |
| 8. Student has aptitude and potential for successful advanced study.   |  |   |  |   |   |
| 9. Student is able to clearly and competently articulate high-level thinking in both spoken and written language.  |  |   |  |   |   |
| 10. Student possesses mature work habits and the ability to manage the demands of accelerated work.                |  |   |  |   |   |

| <b>B. Characteristics of Advanced Language Arts Students</b>  | <b>Well Above Typical Grade-level Students</b> | <b>Above Typical Grade-level Students</b> | <b>Same as Typical Grade-level Students</b> | <b>Below Typical Grade-level Students</b> | <b>Not Enough Information to Evaluate</b> |
|---|--|---|---|---|---|
| 1. Student demonstrates high level of personal interest in reading and writing.   |  |   |   |   |   |
| 2. Student is able to analyze and think critically about complex text.  |  |   |   |   |   |
| 3. Student participates in a range of collaborative discussions that go well beyond the literal.                        |  |   |   |   |   |
| 4. Student extrapolates pertinent information from text and discussions.  |  |   |   |   |   |
| 5. Student's reading stamina allows them to read for extended periods of time without losing focus.                     |  |   |   |   |   |
| 6. Student writes succinctly with focus and awareness of intended audience.   |  |   |   |   |   |
| 7. Student shows evidence of sophisticated style, creativity in word choice, and descriptive language.                  |  |   |   |   |   |
| 8. Student has a command of the academic language specific to this content area that is above grade level expectations. |  |   |   |   |   |

| <b>C. Characteristics of Advanced Social Studies Students</b>   | <b>Well Above Typical Grade-level Students</b> | <b>Above Typical Grade-level Students</b> | <b>Same as Typical Grade-level Students</b> | <b>Below Typical Grade-level Students</b> | <b>Not Enough Information to Evaluate</b> |
|---|--|---|---|---|---|
| 1. Student demonstrates high level of personal interest in reading and writing in the field of social studies.          |  |   |   |   |   |
| 2. Student can understand significant issues from different perspectives.   |  |   |   |   |   |
| 3. Student can construct and articulate reasoned arguments based on evidence.   |  |   |   |   |   |
| 4. Student can evaluate sources for validity and can detect bias.   |  |   |   |   |   |
| 5. Student can synthesize information from a variety of primary and secondary sources.                                  |  |   |   |   |   |
| 6. Student makes connections between the past and the present.  |  |   |   |   |   |
| 7. Student proposes and advocates for solutions to significant human issues.  |  |   |   |   |   |
| 8. Student has a command of the academic language specific to this content area that is above grade level expectations. |  |   |   |   |   |