



Kansas Effective Practices

Instructional Toolkit

Implementing Research and Resources Into Action Research Lesson 3: Subject/Grade-Based Acceleration

What are Subject-Based Acceleration Options and When to Consider Them

Subject-based acceleration can be defined as any option that allows a gifted student to gain exposure to advanced content and skills beyond the average curriculum standards that are expected for a certain age or grade level.

OPTIONS	AGE RANGE	GRADE RANGE	Questions to Ask to Determine if it's Working
Early Entrance to Kindergarten/1st Grade	3-6	K-1	<ol style="list-style-type: none"> 1. Did the child progress as well as the brighter students in the class in most academic areas? 2. Was the child comfortable with the school routine and teacher? 3. Has the child made friends within the class? 4. Does the child see himself generally as a "good" learner?
<p style="text-align: center;"><u>Compacting Curriculum</u></p> <p>Streamlining or shortening the regular school curriculum in a specific subject area by pre-assessing to discover what is already mastered, and then replacing the areas mastered with replacement learning experiences or curricula that are new or more appropriate.</p>	5-18 *9-14	K-12 *3-8	<ol style="list-style-type: none"> 1. Is the child progressing satisfactorily on the replacement activities or tasks assigned/ 2. Does the child express personal satisfaction with what she is learning? 3. Does the child continue to maintain satisfactory and appropriate social relationships within her classroom peers? 4. Has the child managed to remediate most "gaps" in knowledge that were identified through the use of pre-assessment test on a specific subject? 5. Does the child wish to continue to have curriculum compacted in the subject area?
<p style="text-align: center;"><u>Single-Subject Acceleration</u></p> <p>Substantial advancement or proficiency has been observed in a particular subject area, allowing the student to bypass, skip or move more rapidly through the usual progression of skills and content mastery</p>	6-18 *6-14	1-12 *1-8	<ol style="list-style-type: none"> 1. Is the student "keeping up" with expectations for the older class materials? 2. Is the student "comfortable" with where and how she is learning? 3. Has the student sufficient opportunity to interact with classmates (either the older ones or like-age ones)? 4. Are the teachers providing sufficient supervision of the student's work? 5. Does the student wish to continue learning in this manner?
<p style="text-align: center;"><u>Concurrent Enrollment</u></p> <p>Sometimes called "dual enrollment" allows a high potential student to attend classes in more than one building level during the same school year</p>	8-18 *11-18	2-12 *5-12	<ol style="list-style-type: none"> 1. Does the student think he has "done well" in the higher-level class(es)? Is he willing to live with somewhat lower grades that might be forthcoming from a more competitive setting at the higher level of schooling? 2. Do the student's grades in the higher-level courses(s) suggest satisfactory progress for his level of ability? 3. Has the student been able to make social contacts at the higher level while maintaining friendships at the lower school level? 4. Is the student interested in continuing with this option?
<p style="text-align: center;"><u>Talent Search</u></p> <p>Gifted middle school students can pursue advanced high school and college-level coursework on college campuses outside of their regular school time and must be in the top 1% of performance when compared to their age peers.</p>	9-18	3-12	<ol style="list-style-type: none"> 1. Would she like to do it again? 2. Did she "fit in" and make new friends? 3. Were the studies sufficiently challenging? 4. Did she develop new interests or possible new areas to study and explore?

* Typical, most appropriate age and grade ranges according to research

What are Subject-Based Acceleration Options and When to Consider Them (continued)

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OPTIONS	AGE RANGE	GRADE RANGE	Questions to Ask to Determine if it's Working
<p><u>Distance Learning/Correspondence</u> Courses that a gifted student takes outside of regular school time either for personal interest or for credit.</p>	9-18 *12-18	3-12 *7-12	<ol style="list-style-type: none"> 1. Did the student actually complete the course? 2. Do the student's grades in the course(s) reflect satisfactory progress for his level of ability? Is the student interested in continuing with this option?
<p><u>Independent Study</u> Similar to distance/correspondence</p>	9-18 *9-14	3-12 *3-8	<ol style="list-style-type: none"> 1. Did the student actually complete the course? 2. Do the student's grades in the course(s) reflect satisfactory progress for his level of ability? 3. Is the student interested in continuing with this option?
<p><u>Advanced Placement/IBP</u> Generally refers to courses with advanced or accelerated, college-level content, offered usually at the high school, which afford the student an opportunity to "test out" of or earn credit for completion of college-level coursework by passing an examination.</p>	14-18 *16-18	8-12 *10-12	<ol style="list-style-type: none"> 1. Does the student feel that she is making satisfactory progress in the class? 2. Does the student feel the course materials are interesting, motivating, and at the right level of difficulty? 3. Does the student think she is learning more than she would in some other course at the high school? 4. Does the student think she has a good chance to pass the exam at a level that will earn college credits at a college of her choice? 5. Does the student feel she fits in with others in the class?
<p><u>College-Credit-in-School Program</u> Refers to the practice of allowing local colleges or universities to offer college-level coursework on the high school campus.</p>	15-18 *17-18	9-12 *11-12	<ol style="list-style-type: none"> 1. Does the student feel that he is making satisfactory progress in the class? 2. Does the student indicate that the course materials are interesting, motivating, and at the right level of difficulty? 3. Does the student think he is learning more than would be possible in some other course offered at the high school? 4. Does the student feel that he fits in with others in the class?
<p><u>Mentorships</u> Refers to the practice of placing a student with an expert or professional for the purpose of exploring and advancing a specific interest/proficiency that cannot be provided within the regular educational setting.</p>	15-18 *17-18	9-12 *11-12	<ol style="list-style-type: none"> 1. Does the student think that she has "done well" in the mentorship activity? 2. Do the student's grades in his regular program suggest satisfactory progress for her level of ability? 3. Has the student been able to relate well to the mentor? 4. Does the student feel that the time involved has been "worth it"? 5. Is the student interested in continuing with this option?
<p><u>Post-secondary options</u> These options allow gifted students who have completed all available coursework at their high school in a specific academic area to take courses at a local college for simultaneous high school and college credit.</p>	15-18 *17-18	9-12 *11-12	<ol style="list-style-type: none"> 1. Does the student think she has "done well" in the college class(es)? Is she willing to live with somewhat lower grades that might result from a more competitive setting at a higher level of instruction? 2. Do the student's grades in the college course(s) suggest satisfactory progress for her level of ability? 3. Has the student been able to make any social contacts at the college while maintaining friendships at the high school? 4. Is the student interested in continuing with this option?

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