



Kansas Effective Practices Instructional Toolkit

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

Candidate for Grade-Skipping

<i>Cognitive Functioning</i>	<i>Personal Characteristics</i>	<i>Learning Preferences</i>	<i>Interests</i>
<i>Is processing and achieving well beyond grade-level peers in a specific academic area</i>	<i>Is self-directed, independent and motivated to learn</i>	<i>Prefers to work at own pace, though not necessarily alone</i>	<i>Likes academic work as well as time to pursue more school studies outside of school time</i>
<ul style="list-style-type: none"> • Scores well on individual IQ test (>130) • Is 2+ years ahead on achievement test grade-equivalent scores • Is frustrated with slow pace of regular classroom instruction at current grade level 	<ul style="list-style-type: none"> • Is independent in thought and action • Persists in assigned and self-selected tasks • Enjoys school and learning • Socially mature 	<ul style="list-style-type: none"> • Prefers fast-paced challenging learning experiences • Enjoys self-instructional materials for learning • Enjoys working with small groups of like ability 	<ul style="list-style-type: none"> • Has wide-ranging interests • Is actively involved in variety of activities and hobbies outside of school

Adapted from *Re-Forming Gifted Education* by Karen B. Rogers, Ph.D.

Monitoring the Success of Grade-Skipping

Evaluation of the child's adjustment to the grade-skip during the first few months is probably the most important evaluation to make and the *Iowa Acceleration Scale* has guidelines for monitoring the acceleration. In addition to checking achievement and attitudes about learning and school, the following questions should be asked.

1. Did the child progress farther in most academic areas than would be expected if the student had stayed at the lower grade level?
2. Is the child comfortable with the new setting and teacher?
3. Has the child made friends in the new class?
4. Does the child wish to continue in the advanced grade?

Candidate for Testing Out

<i>Cognitive Functioning</i>	<i>Personal Characteristics</i>	<i>Learning Preferences</i>	<i>Interests</i>
<i>Is processing and achieving well above most others at chronological age</i>	<i>Is independent and motivated</i>	<i>Prefers to work at own pace, but not necessarily alone</i>	<i>Likes academic work</i>
<ul style="list-style-type: none"> • Has above-average ability • Is 2+ years advanced in grade-equivalent curriculum • Is frustrated with pace of regular classroom instruction in a specific subject area 	<ul style="list-style-type: none"> • Independent in thought and action • Motivated to learn; enjoys school • Self-accepting 	<ul style="list-style-type: none"> • Prefers fast-paced challenging learning experiences • Prefers work with self-instructional materials or working in small like-ability groups 	<ul style="list-style-type: none"> • Has strong interest in one or more specific subject areas • Is actively involved in variety of activities and hobbies outside of school

Adapted from *Re-Forming Gifted Education* by Karen B. Rogers, Ph.D.

Monitoring the Testing-out Options

It is particularly important to examine the effects of testing out at the end of the first term after the child has been placed in a more advanced curriculum. After collecting current achievement and interview data, parents and school can evaluate the testing-out option by asking the following questions.

1. Did the student make satisfactory progress in the new, advanced course/class placement?
2. Is the student comfortable with the new setting and teacher?
3. Has the student made friends within the new class?
4. Is the student experiencing any gaps in learning in the subject area in which they tested out?
5. Is the student ready to test out in another subject area?