



Kansas Effective Practices

Instructional Toolkit

Implementing Research and Resources Into Action

Research Lesson 3: Subject/Grade – Based Acceleration

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

Grade-based acceleration options are sometimes used in schools to help gifted children keep progressing at a rate that better matches their capabilities.

OPTIONS	AGE RANGE	GRADE RANGE	Questions to Ask to Determine if it's Working
<p><u>Grade-Skipping</u> Usually involves cutting a full year in the earlier years of a child's school, because the beginning levels are more basic and easier to determine mastery</p>	6-18	K-12	<ol style="list-style-type: none"> 1. Did the child progress farther in most academic areas than would be expected if she had stayed at the lower grade level? 2. Is the child comfortable with the new setting and teacher(s)? 3. Has the child made friends in the new class? 4. Does the child wish to continue in the advanced grade?
<p><u>Non-Graded Classrooms</u> Refers to classes in which students are grouped in a way other than by a grade level or age and placed according to their approximate level of achievement and is usually implemented school-wide.</p>	5-18 *9-14	K-12 *3-8	<ol style="list-style-type: none"> 1. Did the child progress farther in most academic areas than would have occurred in a graded classroom? 2. Did the child express satisfaction with what she learned for the year? 3. Does the child have ideas for what and how much she would like to accomplish next year? 4. Is she confident of her ability to learn on her own? 5. Is the child confident of her ability to make friends in the class? 6. Does the child wish to continue this kind of placement?
<p><u>Multi-Grade/Age classrooms</u> Sometimes called combination classes but may cover a more limited curriculum in a single year than non-graded classes. If used school-wide, brighter children can accomplish requirements in significantly fewer years.</p>	6-18 *6-14	1-12 *1-8	<ol style="list-style-type: none"> 1. Did the child progress farther in most academic areas than would have occurred if in a single-grade classroom? 2. Did the child express satisfaction with what she learned for the year? 3. Did the child make friends within the class? 4. Does the child believe she had enough attention from the teacher so that she could learn as rapidly as she wishes? 5. Does the child wish to continue with multi-grade placement?
<p><u>Grade Telescoping</u> Involves allowing a child or group of children to complete the school's curriculum of several years in one year's less time. i.e. completing 3 years' curriculum in 2 years</p>	12-18	6-12	<ol style="list-style-type: none"> 1. Did the child accomplish approximately one and a half year's curriculum for each year in the option? 2. Does the child reel connected to fellow students and teachers? 3. Does the child like the faster pace of learning? Or is she feeling pressure to achieve that is uncomfortable? 4. Does the child wish to continue with this kind of placement?
<p><u>Testing Out</u> The assessments are formal and objective in nature and no replacement learning experiences are added to the curriculum. The testing covers one semester or one year of work, allowing the student to move into a higher level course or other subject matter.</p>	7-22 *18-22	2-13 *13	<ol style="list-style-type: none"> 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(s)? 3. Has she made friends within the new class? 4. Is she experiencing any gaps in her learning in the subject area in which she test out? 5. Is she ready to test out in another subject area?
<p><u>Early Admission to College</u> Early admission to college with high school age students participating in the regular university curriculum.</p>	14-18	8-12	<ol style="list-style-type: none"> 1. Is the student satisfied with her grades in enrolled courses? 2. Is she comfortable with the new setting and instructor(s)? 3. Has the student made friends? 4. Does the student participate in college activities outside of class attendance? 5. Does the student wish to continue with this kind of placement?

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