

GDCTAGCN Position Statement on Acceleration

(A statement to support districts in their development of acceleration policies)

According to *-A Nation Deceived: How Schools Hold Back America's Brightest Students (2004)*, acceleration is an effective, low-risk, high-success intervention for gifted students.

As an organization of Talented and Gifted professionals, we believe that acceleration, *when used appropriately*, can be a great benefit in meeting the needs of gifted students.

Iowa Acceleration Scale

The *Iowa Acceleration Scale (IAS)* is a proven, effective instrument for helping schools make decisions about whole-grade acceleration. The IAS provides a comprehensive framework for considering all relevant factors: ability, aptitude, achievement, attendance, motivation, attitude toward learning, family, social-emotional development and self-concept.

It is important for parents (and child when maturity permits) to be involved in the decision-making process of their child's acceleration. Participants should be aware of social/emotional, scheduling, transportation and/or financial implications of their decision.

Vertical Acceleration – This allows for a child to study material that is part of a curriculum for older students. This could take the form of grade skipping or subject acceleration; moving the child one or more grade levels ahead for a single subject.

Examples include:

Early admission to Kindergarten
Two grades in one year
Dual enrollments

Mentorship
Advanced Placement (AP)
Credit by examination

Horizontal Acceleration – This occurs within the inclusive classroom offering more breadth and depth of the age-appropriate curriculum. This frequently requires flexible grouping, collaborative problem solving, higher level thinking skills and a degree of independence. Examples include:

Clustering
Enrichment and extensions
Independent study
Learning Centers

Differentiated Assignments
Pre-testing out of a unit
Multi-class groupings
Learning Contacts