Making Decisions about Whole-Grade Acceleration

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Why accelerate?

Experience and achievement test results speak to a **wide range of individual differences** in a classroom.

All students have the **right to learn** something new each day (Originally stated by Julian C. Stanley; NAGC message).

Acceleration can help provide high-ability students with the **opportunity** to learn something new each day, remain engaged in the learning process, & develop their talents.
Cognitive Information is essential

General Gifted Education

• General ability
• Achievement
• Student motivation (e.g., teacher rating scales)

• What has been missing?
  – Aptitude in specific areas
Why are all three types of tests necessary?

<table>
<thead>
<tr>
<th>Ability</th>
<th>Aptitude</th>
<th>Achievement</th>
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<tbody>
<tr>
<td>Less exposure</td>
<td>More exposure</td>
<td>to content</td>
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</table>
Demographic Information is Important too

Grade level of the student and siblings

School type (e.g., K-3; K-5, etc.)

- Age

- Physical Size
Psychosocial Information

• Self-concept
• General behavior in school and out of school
• Friendships
• Relationship with teachers
• Activities outside of school
School System Support … Prior Planning

Has there been prior planning?
What does the student want to do?
Do both parents agree?
Have there been other accelerations in the school?
Final Considerations

• Develop a plan for monitoring the student’s progress
• Set expectations for reasonable progress
• Testing can help with this…

• Make sure the receiving teacher is fully involved.
• Make sure the child has an opportunity to transition from one setting to the other.