



IOWA ACCELERATION SCALE Whole Grade Acceleration Referral Form

SECTION I: GENERAL INFORMATION

Part A: Student Information

Student Name:

Student Address:

Student Phone:

Current School Name:

Current School Address:

Student Gender: Current Grade: Proposed Grade for Acceleration:

Year Month Day

Date of IAS Completion (Today's Date):

Student's Date of Birth:

Student's Chronological Age:

Part B: Family Information

Father's Name:

Is parent living with child: Yes No Sometimes

Mother's Name:

Is parent living with child: Yes No Sometimes

Siblings:

Name	Gender	Age	Grade	Name of School

Part C: Acceleration Team Information

Individuals participating in Acceleration Decision/Planning:

Parent (Guardian):

Current Principal:

Potential Receiving Principal:

Current Teacher(s):

Potential Receiving Teacher(s):

Other (e.g., Gifted Ed. Coordinator, School Counselor, School Psychologist):

Person completing this form:

Name: Position:

Who initiated the consideration of acceleration?

Why is this student being referred for potential whole grade acceleration?

SECTION II: CRITICAL ITEMS *(If any of the items marked below are marked No, whole grade acceleration is not recommended).*

1. The student's ability (measured by IQ) is less than one standard deviation above the mean. Yes No
2. The student would be accelerated into the same grade as (or a higher grade than) a sibling. Yes No
3. The student presently has a sibling in the same grade. Yes No
4. The student indicates that he/she wants to be whole-grade accelerated.
Yes No

SECTION III: SCHOOL HISTORY

Has the student done any of the following? *(Mark all that apply.)*

- Participated in a gifted education program?
- Accelerated in one or more subjects within a grade?
- Demonstrated talent in one or more academic areas?
- Entered kindergarten or first grade early?
- Skipped one grade (indicate grade skipped:)
- Entered kindergarten late or was retained a grade (indicate grade:)
- Participated in an enrichment/acceleration academic class or activity outside of school
- Other:

Has the student demonstrated high ability, accelerated performance and/or talent as compared with age mates in the following areas? *(Mark all that apply.)*

- Reading Math Science Social Studies Language Arts
- Other:

Has the student demonstrated high ability, accelerated performance and/or talent as compared with age mates in the following areas? *(Mark all that apply.)*

- Music Art Drama Dance

Sports Leadership Other:

Please describe how the student has shown exceptional talent in the advanced area(s) marked above.

Prior Professional Evaluation Services

If the student has received formal professional evaluation (*e.g., from a psychologist, social worker, or learning specialist*), please complete the chart below and attach all relevant reports.

IAS Professional Evaluation Services Chart

Disability	Specify Type	Date/Grade of Diagnosis	Special Education Services Received?	Comments (Optional)
Learning, e.g., written language, math, reading, non-verbal				
Social-emotional/behavioral/psychiatric e.g., ADHD, Asperger Syndrome, Autism, Depression, Bipolar, Obsessive Compulsive, Oppositional Defiant				
Physical, e.g., visual, hearing, motor				
Other				

SECTION IV: ASSESSMENT OF ABILITY

Please indicate which of the following ability tests the student has taken, in addition to the student’s age or grade level at the time of testing.

Required

Differential Ability Scales (DAS) administered in grade(s)

Kaufman Assessment Battery for Children (K-ABC), administered in grade(s)

Stanford-Binet Intelligence Scale, Fourth Edition (Stanford-Binet IV), administered in grade(s)

Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV), administered in grade(s)

Wechsler Preschool and Primary Scale of Intelligence – Third Edition

Woodcock-Johnson Cognitive Ability Scale (WJ-III Cog), administered in grade(s)

Supplemental

Cognitive Abilities Test (CogAT), Form 6, administered in grade(s)

Otis-Lennon School Ability Test (OLSAT-8), administered in grade(s)

Raven’s Progressive Matrices (RPM), administered in grade(s)

Slosson Intelligence Test (SIT), administered in grade(s)

Other Group Ability Test (*please specify*) administered in grade(s)

Scoring within Section IV (Ability)

For each item below, circle the number to the right of the response that best describes the results of the tests that the student has completed. Please use the scores from only one test. Scores from an individually-administered intelligence test are necessary. In reporting these results, use the full-scale score, not the subtests.

On an individualized intelligence test (*specify name of test*), _____ administered on _____ (*date should be within the last three years*), the student’s overall IQ score was:

- Between one and two standard deviations above the mean (115-129) 2
- Between two and three standard deviations above the mean (130-144) 4
- Three or more standard deviations above the mean (145-above) 6

Comments or concerns:

Transfer the number of points circled for Section IV to the box below:

ABILITY (SECTION IV) SCORE

SECTION V: ASSESSMENT OF APTITUDE

Scoring for Section V (Aptitude)

When calculating points, you must use an above-level test. Scores from individual testing as well as group testing are appropriate. Use the score that will best assist in making acceleration decisions (*typically the most recent, if more than one score is available*). Scores from tests administered within the last year should be used. The percentile ranking for the test score will be used to determine the appropriateness of acceleration. Use the percentile rank from the above-level comparison group. For example, EXPLORE was developed for eighth graders; therefore, use the eighth grade percentile. Use the national norms. (See the IAS Manual for additional information regarding above-level tests).

Scores for this section should not exceed eight (8), which means that you may not provide all of the student’s available information. If the student took the ITBS, EXPLORE, ACT or CAT as an above level test, please fill out Part A. If the student took the PLUS, SAT, SCAT, or CTP-IV as an above-level test, please fill out Part B.

Above-level achievement test administered within the last year:

Name of the test:

Please indicate the type of test used: Individual Group

Please circle one number in each category for Part A or Part B.

Part A: ITBS/EXPLORE/ACT/CAT

	English	Math	Reading	Science Reasoning	Other
On an above level test (compared to students In the above-level grade), the students scores were:					
At or below the 49 th percentile	0	0	0	0	0
Between the 50 th and 74 th percentiles	1	1	1	1	1
At or above the 75 th percentile	2	2	2	2	2

Comments or concerns:

Part B: PLUS/SAT/SCAT/CTP-IV

	Verbal	Quantitative
On an above level test (compared to students In the above-level grade), the students scores were:		
At or below the 49 th percentile	0	0
Between the 50 th and 74 th percentiles	2	2
At or above the 75 th percentile	4	4

Comments or concerns:

Transfer the number of points circled for Part A or Part B for Section V to the box below (not to exceed 8).

APTITUDE (SECTION V) SCORE

SECTION VI: ASSESSMENT OF ACHIEVEMENT

A measure of students' learning in specific content areas can be represented by their performance on either a group-administered or an individually-administered achievement test. When the grade level of the test matches the grade level of the student, it is an achievement test.

Please indicate which of the following standardized tests the student has taken and the student's grade level at the time of testing. (*Mark all that apply.*)

Individual:

- Stanford Diagnostic Mathematics Test, administered in grade(s)
- Stanford Diagnostic Reading Test, administered in grade(s)
- Woodcock-Johnson III Tests of Achievement (WJ III Ach), administered in grade(s)
- Other Individual Achievement Test (*Please specify*). administered in grade(s) _____

Group:

- California Achievement Tests (CAT), administered in grade(s)
- Iowa Tests of Basic Skills (ITBS), administered in grade(s)
- Woodcock-Johnson III Tests of Achievement (WJ III Ach), administered in grade(s)
- Other Individual Achievement Test (*Please specify*). administered in grade(s) _____

Scoring for Section VI (Achievement)

When calculating points, please use only one grade level test battery. Use the score that will best assist in making acceleration decisions (*typically the highest score if more than one score is available, usually the most recent scores obtained*). Use national norms.

Grade level achievement test administered within the last year:

Name of test:

Please indicate the type of test used: Individual Group

Scores for this section should not exceed eight (8), which may mean that you will not provide all of the student's available information.

Please circle one number in each category.

	Vocabulary	Total Reading	Total Math	Total Language	Other (specify)
On a grade-level test, the student's scores were:					
At or below the 89 th percentile	0	0	0	0	0
Between the 90 th and 94 th percentiles	1	1	1	1	1
At or above the 95 th percentile	2	2	2	2	2

Comments or concerns:

Transfer the number of points circled for Section VI to the line below (not to exceed 8).

Achievement (Section VI) Score

Academic Ability, Aptitude, and Achievement (AAAA) Subtotal

Add the numbers from the Section IV Score box; the Section V Score box; and the Section VI Score box to calculate the Academic Ability, Aptitude, and Achievement (AAAA) Subtotal score.

Section IV + Section V + Section VI = AAAA Subtotal

If this AAAA subtotal score is <10, whole-grade acceleration is not recommended. However, we encourage the team to complete the IAS in order to consider programming alternatives.

If the score is > or = to 10, the student may be a good candidate for whole-grade acceleration. Continue on to the next section of this form.

SECTION VII: SCHOOL AND ACADEMIC FACTORS

Please circle the number to the right of the statement that best describes the student.

1. Grade Placement Under Consideration

Please circle one

Acceleration would result in a change in building at the beginning of the first semester of the academic year (e.g., elementary to middle school).	0
Acceleration would require the student to attend some classes in another building	1
Early entrance would be to kindergarten	2
Early entrance would be to first grade.	3
Acceleration would be within the same school building during an academic year.	4

Comments or concerns:

2. Current Grade Level of Siblings (see Section II, Critical Items)

Please circle one

Sibling is one grade below the student's current grade.	1
Sibling is two or more grades above or below the student's current grade.	2
Student has no siblings.	3

Comments or concerns:

3. Attendance at School

Please circle one

Student has a history of excessive unexcused absences and tardiness.	0
Student has a history of frequent excused absences (e.g., due to illness or family	1

issues).	
Absences and tardiness are average for same-age children.	2
Student has excellent attendance.	3

Comments or concerns:

4. Motivation

Please circle one

Student does not complete assignments and appears disinterest in schoolwork.	0
Student completes those tasks that are of interest to him/her.	1
Student completes virtually all assignments on time and shows a positive attitude.	2
Student completes most assignments more quickly and more comprehensively than other classmates.	3

Comments or concerns:

5. Attitude toward Learning

Please circle one

Student is disinterested and/or frustrated when presented with new academic challenges.	0
Student completes assignments competently but inconsistently.	1
Student completes assignments, but rarely seeks additional challenges.	2
Student is receptive to and enthusiastic about new academic challenges.	3
Student actively seeks and persists in new and rigorous academic challenges.	4

Comments or concerns:

6. Participation in School-Sponsored Extracurricular Activities (e.g., athletics music programs, clubs)

Please circle one

School activities are available for the student's age or grade level, but student does not participate.	0
Student shows limited participation in available activities.	1
Student participates in two or more activities and does well, but has not received special recognition.	2
Student has leadership role or has received recognition in one or more activities.	3

Comments or concerns:

7. Academic Self-Concept

Please circle one

Student's academic self-concept is weak (under-estimates abilities).	1
Student's academic self-concept is inflated (over-estimates abilities).	1
Student's academic self-concept is positive and realistic.	2

Comments or concerns:

School and Academic Factors (Section VII) Subtotal

SECTION VIII: DEVELOPMENTAL FACTORS

Please circle the number to the right of the statement that best describes the student.

8. Age

Please circle one

Student is among the youngest in his/her present grade.	1
Student is of average age for his/her present grade level.	2
Student is among the oldest in his/her present grade.	3

Comments or concerns:

9. Physical Size

Please circle one

Student is smaller than most students in his/her present grade.	1
Student is about the same size as students in his/her present grade.	2
Student is larger or taller than most students in his/her present grade.	3

Comments or concerns:

10. Motor Coordination

Please circle one

Student is less coordinated than most students in his/her present grade.	1
Student is about as coordinated as most students in his/her present grade.	2
Student is more coordinated than most students in his/her present grade.	3

Comments or concerns:

Add all of the numbers circled to calculate the Developmental Factors Subtotal:

Developmental Factors (Section VIII) Subtotal

SECTION IX: INTERPERSONAL SKILLS

Please circle the number to the right of the statement that best describes the student.

11. Emotional Development

Please circle one

Student exhibits a pattern of emotional disturbances (e.g., depression, inappropriate emotions and/or interactions, aggressive behavior, etc.)	0
Student reacts aggressively and/or defensively when criticized.	1

Student is very sensitive to criticism or remarks.	2
Student thoughtfully considers feedback and criticism and modifies behavior appropriately.	3

Comments or concerns:

12. Behavior

Please circle one

Student has a history of frequent discipline problems in the classroom, home, community, or with law enforcement.	1
Student has occasional discipline problems.	2
Student has no history of discipline problems, but is not exemplary.	3
Student's behavior is exceptionally positive and effective.	4

Comments or concerns:

13. Relationships with Peers

Please circle one

Student has extremely poor interpersonal skills and virtually no friends.	0
Student's interpersonal skills are not as well developed as age mates.	1
Student's interpersonal skills are appropriate for age.	2
Student demonstrates good interpersonal skills and prefers to be with older children and/or adults rather than age mates.	3
Student has good interpersonal skills with age mates, as well as with both older and younger students and with adults.	4

Comments or concerns:

14. Relationships with Teachers

Please circle one

Student has poor interpersonal relationships with all teachers.	0
Student has poor interpersonal relationships with most teachers.	1
Student has good interpersonal relationships with most teachers.	2
Student has good interpersonal relationships with all teachers.	3

Comments or concerns:

15. Participation in Non-School Extracurricular Activities (e.g., sports, music, art, 4H, Scouts)

Please circle one

Student does not participate in any activities.	0
Student participates occasionally in activities.	1
Student participates in two or more activities and does well, but has not received special recognition.	2
Student has a leadership role or has received recognition in one or more activities.	3

Comments or concerns:

Add all of the numbers circled to calculate the Interpersonal Skills subtotal:

Interpersonal skills (Section IX) Subtotal.....

SECTION X: ATTITUDE AND SUPPORT

Please circle the number to the right of the statement that best describes the student.

16. Student's Attitude Regarding Whole-Grade Acceleration (see Section II, Critical Items)

Please circle one

Student indicates that he/she does not want to be whole-grade accelerated.	0
Student is unsure about whole-grade acceleration.	1
Student is mild to moderately positive about whole-grade acceleration.	2
Student is enthusiastic about whole-grade acceleration.	3

Comments or concerns:

17. Parent Attitude and Support

Please circle one

Parents seem overly involved in their child's progress and/or pressure the child.	0
Parents seem uninterested and uninvolved in their child's school progress.	1
Parents seem supportive and are generally involved in their child's progress.	2
Parents are strongly supportive and committed to working with the school in meeting the child's academic needs.	3

Comments or concerns:

18. School System Attitude and Support

Please circle one

School policy or attitude appears to be against acceleration (e.g., teacher and/or principal receiving the student reacted with ambivalence or negativity).	0
School demonstrates minimal or ambivalent support for acceleration (e.g., current teacher is not in favor but receiving teacher is).	1
There is generally a positive attitude for acceleration within the school.	2
School shows strong support for acceleration as a programming option.	3

Comments or concerns:

19. Planning for this Student's Acceleration Prior to Completing the IAS Form

Please circle one

No prior planning or gathering of information has taken place or been shared.	0
Limited staffing, information sharing, and planning have occurred.	1

Extensive staffing, planning and discussion have occurred.	2
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Comments or concerns:

Add the numbers circled to calculate the Attitude and Support Subtotal:

Attitude and Support (Section X) Subtotal

Scale Subtotals, IAS Grand Total, and Guidelines

Calculating the IAS Grand Total

Please refer back to Sections IV, V, VI, VII, VIII, IX, and X to fill in the blanks below.

Is the Academic Ability, Aptitude and Achievement (AAAA) Subtotal Score > or = to 10?

- Yes
 No

If the answer is "no" and the AAAA Subtotal Score is <10, do not consider whole-grade acceleration.

Academic Ability, Aptitude, and Achievement Subtotal (AAAA)	out of a possible 22 points
School and Academic Factors Subtotal	out of a possible 22 points
Developmental Factors Subtotal	out of a possible 9 points
Interpersonal Skills Subtotal	out of a possible 16 points
Attitude and Support Subtotal	out of a possible 11 points

Add the above five scale subtotals together to yield the IAS Grand Total:

IOWA ACCELERATION SCALE GRAND TOTAL

of a possible 80 points

Interpreting the Iowa Acceleration Scale Grand Total

60-80 total points	Excellent candidate for whole-grade acceleration. Acceleration is recommended.
46-59 total points	Good candidate for whole-grade acceleration. Acceleration is recommended.

34-45 points	Marginal candidate for whole-grade acceleration. There is no clear recommendation. Review materials closely and carefully consider curricular alternatives.
34 or fewer total points	Whole-grade acceleration is not recommended. Consider single-subject acceleration, mentoring, enrichment, or other alternatives.

Whole Grade Acceleration Testing - Parent Permission Form

I, _____ give permission to the staff of Fridley School District (ISD #14) to administer the following required measures to determine whether my son/daughter, _____ is eligible to accelerate a whole grade from _____ grade to _____ grade.

Measures:	Person responsible:
<input type="checkbox"/> Wechsler Intelligence Scale for Children - Fourth Edition <input type="checkbox"/> Wechsler Preschool and Primary Scale of Intelligence – Third Edition	School Psychologist
<input type="checkbox"/> Parent Interview <input type="checkbox"/> Student Interview	Enrichment Coordinator
<input type="checkbox"/> Woodcock Johnson Tests of Achievement - Third Edition <input type="checkbox"/> Other achievement tests deemed appropriate	Special Education Teacher

I understand that the team will meet on _____ (*date/time*) to discuss the results of the above administrations, the Iowa Acceleration Scale, and programming based upon those results.

Date

Parent (Guardian)