

## West Central C.U.S.D. #235 Acceleration Policy

NOTE: Italicized portions of the document denote the components of the Model Acceleration Policy that are required by the Illinois Accelerated Placement Act, Public Act 100-0421.

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The West Central C.U.S.D. #235 Board of Education believes that all students across the achievement spectrum should be challenged and supported to develop their potential. For some students needing a higher level of instruction, this can best be achieved by affording them access to curricula and learning environments more commonly provided to older students. This policy describes the process that shall be used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten or first grade, accelerated in one or more individual subject areas, or promoted to a higher grade level than their same-age peers. The policy shall be applied equitably and systematically to all students referred for acceleration regardless of race, ethnicity, gender, religion, sexual orientation, disability, gifted and talented status, twice/multiple exceptionality, English language proficiency, or socioeconomic background.

### 1. Definitions

- a. *“Accelerated placement” is the placement of a student at the instructional level that best matches that student’s needs by allowing access to a curriculum that is usually reserved for children who are older or in higher grades than the student. Accelerated placement options must include, but need not be limited to, early entrance to kindergarten and first grade, individual subject acceleration, and whole grade acceleration. Accelerated placement is not limited to those students who have been identified as gifted and talented, but rather is open to all students who demonstrate high ability and who may benefit from accelerated placement. Eligibility for accelerated placement shall also be open to all students regardless of race, ethnicity, gender, religion, sexual orientation, disability, English language proficiency, or socioeconomic status.*
- b. *“Early entrance to kindergarten” is the admission of a student to kindergarten who will not yet be five years old by September 1 of that school year.*
- c. *“Early entrance to first grade” is the admission of a student to first grade who will not yet be six years old by September 1 of that school year and who has not completed kindergarten. Students who are younger than six upon starting first grade but who were admitted early to kindergarten do not need to be reevaluated prior to admission to first grade.*
- d. *“Whole grade acceleration” is the practice of assigning a student to a higher grade level than is typical given the student’s age on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities.*
- e. *“Individual subject acceleration” is the practice of assigning a student to specific content at a higher instructional level than is typical given the student’s grade for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas.*

## **2. Publication of Acceleration Policy and Referral Procedures/Forms**

- a. *Copies of this policy and referral forms for evaluation for possible early entrance to kindergarten or first grade, whole grade acceleration, and individual subject acceleration, shall be made available to district staff and parents at each school building and shall be published on the school district website.*
- b. The Principal (or his or her designee) of each school building shall solicit referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff he or she supervises are aware of procedures for referring students for evaluation for possible accelerated placement.

## **3. Initiation of Evaluation Process**

### **a. Referral Procedures**

- i. Referrers: Any student residing in the district may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist, or a parent or legal guardian of the student to the Principal for evaluation for possible accelerated placement. A student may refer himself or herself through a district staff member who has knowledge of the referred student's abilities.
  - ii. Referral Intake Form: The referrer shall complete the appropriate section (parent/teacher/administrator/school counselor, psychologist or gifted education specialist) of the referral form and submit it to the Principal. The Principal shall then forward the referral form to the appropriate individuals so that the remaining sections may be completed within 14 school days. Once written parental permission is obtained, the thirty (30) school day evaluation process clock will start.
- b. *Written Parental Consent: The Principal of the referred student's school shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. Consent is presumed when the individual referring the student for evaluation is a student's parent or legal guardian. The district shall evaluate all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.*
- c. **Timeline:**
- i. Students residing in the district who are referred for evaluation for possible accelerated placement during the school year shall receive a determination within thirty (30) school days.
  - ii. Students residing in the district who are referred for evaluation for possible accelerated placement sixty (60) or more calendar days prior to the start of the school year shall be evaluated in advance of the start of the school year such that the student may be placed in the accelerated placement on the first day of school. In all other cases, including but not limited to students transferring into the district, evaluations of a referred student shall be scheduled at the student's Principal's discretion and placed in the accelerated setting(s) at

the time recommended by those involved in determining whether the student should be accelerated.

- 4. Evaluation Process:** *The policy must utilize a fair and equitable decision-making process that involves multiple persons and includes a student's parents or guardians.* This multi-person evaluation team is responsible for gathering relevant, reliable and comprehensive data in order to determine whether and what type of accelerated placement is appropriate for that student.

a. Multiple Evaluators/Decision Makers

- i. *A diverse evaluation team shall consist of multiple participants.* Recommended team members include:
  1. Gifted coordinator or the appointed designee responsible for understanding the needs of an accelerated student
  2. Principal/Assistant Principal from the student's current school
  3. Principal/Assistant Principal from the student's receiving school
  4. Most current teacher of that student
  5. School psychologist and/or school social worker
- ii. *A parent or legal guardian of the student shall be invited to participate in the evaluation process.* The parent/legal guardian shall be allowed to invite an individual who is knowledgeable about the student's academic abilities. Accommodations should be made for parents with disabilities or who are not fluent English speakers to enable them to participate fully in the process.

b. Multiple Evaluation Criteria

- i. The evaluation process shall include multiple valid, reliable indicators. The criteria used to determine whether accelerated placement is appropriate should be reasonable, e.g., helpful in assessing whether a student is ready for the accelerated placement and not whether he or she has already mastered the content at that level. For students referred for possible whole grade acceleration, use of the Iowa Acceleration Scale is recommended. For students referred for possible acceleration in an individual subject area, above-grade-level assessment in that subject area is recommended as part of the evaluation process.
- ii. If any assessments are utilized as part of the evaluation process:
  - A) the instruments shall be appropriate given the needs of the student (e.g., linguistically appropriate instruments should be used with English Learner students);
  - B) any assessment accommodations to which the student may be entitled generally (e.g., by the terms of an IEP) shall be available during the evaluation for accelerated placement; and

- C) parents or guardians shall be notified about any assessments that will be conducted as part of the evaluation at the time that they are asked to consent in writing to the evaluation pursuant to Section 3(b).
    - iii. The student's desire to be accelerated shall be considered in the decision-making and transition planning process.
  - c. *Procedures for Notifying Parents/Guardians of the Decision is Required\**
    - i. A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within thirty (30) school days of the submission of the referral to the referred student's Principal. This notification shall include instructions for appealing the outcome of the evaluation process. Students residing in the district who are referred for evaluation for possible accelerated placement sixty (60) or more calendar days prior to the start of the school year shall be evaluated in advance of the start of the school year such that the student may be placed in the accelerated placement on the first day of school.
    - ii. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation team to the local Superintendent within thirty (30) school days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty (30) school days of receiving the appeal. The Superintendent's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.
  - d. Communication of the Decision to Student's Educators: The decision that a student is eligible for accelerated placement shall be communicated to the student's current teacher(s) and to all teachers (including specialists) and relevant administrative personnel at the level to which the student will be accelerated within 2 school days, to ensure that all are informed and prepared to support the placement.

## **5. Accelerated Placement**

- a. The evaluation team shall create a written placement and transition plan for students selected for whole grade acceleration or acceleration in an individual subject area. The written plan will be provided to the student's parents or guardians and will detail the type of acceleration the student will receive and strategies to be used to support the student to facilitate a successful transition to the accelerated setting during a transition period specified in the written plan. Any accommodations or modifications the student is entitled to receive under an IEP or 504 plan shall be available in the accelerated setting.
- b. The policy shall provide guidance regarding how the accelerated student's transition will be monitored and by whom. It is recommended that the accelerated student's transition be evaluated no later than thirty (30) school days after placement. During the transition period specified in the written plan, the accelerated student's parent or guardian may request in writing that the student be returned to the non-accelerated setting without penalty.

- c. At the end of the specified transition period, the student's records will be updated to reflect the student's accelerated status. This is designed to facilitate continuous progress in future years in the same district or if the student matriculates or transfers to a different district.

**6. State Requirements**

- a. The superintendent or his or her designee shall ensure that accelerated students participate in appropriate state assessments based on guidance from the State Board of Education.
- b. The superintendent or his or her designee shall ensure that data regarding accelerated placement is collected and reported in accordance with rules adopted by the State Board of Education.



**West Central C.U.S.D. #235**  
**1514 US Route 34, Biggsville, IL 61418**

**Referral Form for Acceleration**

*Please print clearly*

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Student Gender: \_\_\_\_\_

Current School (Year: \_\_\_\_\_) \_\_\_\_\_

Current Grade: (Year: \_\_\_\_\_) \_\_\_\_\_

Individual Requesting Acceleration: \_\_\_\_\_ Phone Number: (\_\_\_\_) \_\_\_\_\_

Email Address: \_\_\_\_\_

**List all Siblings:**

Sibling Name	Age	Grade	Current School

Has the current school been consulted about acceleration? \_\_\_\_\_

Does the student currently have a sibling in the same grade? \_\_\_\_\_

Does the student currently have a sibling in the next grade level? \_\_\_\_\_

Does the student receive any special services (ESL, OT, Speech, Health, etc.?) \_\_\_\_\_

If yes, please specify: *(We want to ensure communication of all services currently received.)*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Provide a brief rational as to why you think acceleration would benefit this student: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

As the parent/guardian of the above named student, I understand that:

1. I am authorizing West Central C.U.S.D. #235 to screen and administer relevant assessments to determine appropriate educational placement for my child.
2. Student and parent support of acceleration is essential to achieve success.
3. If applicable, I authorize West Central C.U.S.D. #235 to gather data from my child's previous school. A release of information is attached.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Submit form to:**

West Central C.U.S.D. #235

Attention: \_\_\_\_\_

1514 US Route 34

Biggsville, IL 61418

Office: (309) 627-2371

Fax: (309) 627-2453

Email: \_\_\_\_\_





**West Central C.U.S.D. #235**  
**1514 US Route 34, Biggsville, IL 61418**

**Iowa Acceleration Scale (IAS)-3 Form**

**Part A. Student Information**

Student Name: \_\_\_\_\_ Student Gender: \_\_\_\_\_

Student SIS #: \_\_\_\_\_

Current Grade/Teacher: (Year: \_\_\_\_\_ ) \_\_\_\_\_

Type of Proposed Acceleration: \_\_\_\_\_

	Year	Month	Day
Today's Date			
Student's Date of Birth			
Student's Chronological Age			

**Part B. Family Information**

Name of Parents/Guardians	Lives with Child (Yes, No, Sometimes)	Phone	Email

Name of Siblings(s)	Gender	Age	Grade	Name of School

### Part C. Child Study Team Information

Who initiated the consideration of acceleration? \_\_\_\_\_ Student \_\_\_\_\_ Parent \_\_\_\_\_ Educator  
\_\_\_\_\_ Other (Indicate Name/Position) \_\_\_\_\_

Place a ☒ below to indicate the team participant completing this form.

<input checked="" type="checkbox"/>	Team Participants	Print Name(s)
<input type="checkbox"/>	Administrator	
<input type="checkbox"/>	Parent(s)/Guardian(s)	
<input type="checkbox"/>	Current Teacher	
<input type="checkbox"/>	Potential Receiving Teacher	
<input type="checkbox"/>	School Counselor	
<input type="checkbox"/>	School Psychologist	
<input type="checkbox"/>	Gifted Coordinator/Teacher	
<input type="checkbox"/>	Other:	

### Section II: School History

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

- ☐ Participated in a gifted education program  
☐ Accelerated in one or more subject(s) within a grade (Indicate Subject(s) \_\_\_\_\_)  
☐ Demonstrated exceptional ability in one or more subjects within a grade (Indicate Subject(s) \_\_\_\_\_)  
☐ Entered Kindergarten or first grade early  
☐ Skipped one grade (Indicate Grade Skipped \_\_\_\_\_)  
☐ Entered Kindergarten late or was retained at Grade \_\_\_\_\_  
☐ Participated in an enrichment/acceleration academic class or activity outside of school  
☐ Other \_\_\_\_\_

Has the student demonstrated exceptional ability as compared with same age peers in the following areas? (Check all that apply.)

- ☐ Reading  
☐ Math  
☐ Science  
☐ Social Studies  
☐ Language Arts  
☐ Other \_\_\_\_\_

Has the student demonstrated exceptional ability as compared with same age peers in the following areas? (Check all that apply.)

- ☐ Music  
☐ Art  
☐ Drama  
☐ Dance  
☐ Sports  
☐ Leadership  
☐ Other \_\_\_\_\_

Please describe how the student has shown exceptional ability in the area(s) marked on the previous page.

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### Prior Professional Evaluation Services

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

**Iowa Acceleration Scale Professional Services Chart**

Disability	Specific Type	Date of Diagnosis	Special Education Services Received?	Comments (Optional)
<i>Specific Learning:</i> e.g., Written Language, Math, Reading, Nonverbal, Other				
<i>Developmental:</i> e.g., Autism, Asperger's Syndrome, PDD-NOS, Other				
<i>Other Health Impairment:</i> e.g., ADD, ADHD, Other				
<i>Social-Emotional/Psychiatric:</i> e.g., Depression, Bipolar Disorder, Obsessive Compulsive Disorder, Oppositional Defiant Disorder, Other				
<i>Physical:</i> e.g., Visual, Hearing, Motor, Traumatic Injury, Other				
<i>Not Listed:</i>				

### Section III: Critical Items

The following items are critical to successful whole grade acceleration. If any of these items apply to the student in question, whole grade acceleration is *not recommended*. In such cases, the team is strongly encouraged to complete the Iowa Acceleration Scale and to use the information to consider curricular alternatives for accelerating the student's academic experiences.

- ☐ The student's ability (measured by IQ) is less than one standard deviation above the mean (see Section IV of this form to record IQ.)
- ☐ The student would accelerate into the same grade as (or a higher grade than) a sibling.
- ☐ The student currently has a sibling in the same grade.
- ☐ The student indicates that he/she does not want to be whole grade accelerated.

### Section IV: Assessment of Ability

For the Iowa Acceleration Scale, an individual ability test (i.e. intelligence or IQ) is strongly recommended because it yields the most reliable and valid measure of general ability. The most current version of a Wechsler or Binet Scale is recommended as a reliable and valid indicator of a student's potential to be successful in a school setting. The CogAt test is acceptable if it is not possible to obtain scores from a Wechsler or Binet test. For purposes of the Iowa Acceleration Scale, do not use the Slosson as an indicator of readiness to accelerate a whole grade.

Indicate which of the following ability tests the student has taken in addition to the student's grade level at the time of testing. Check all tests that the student has completed. *Note that only one test can be used for Iowa Acceleration Scale scoring.*

**The most current version of one of the following tests is required.**

- ☐ Cognitive Abilities Test (CogAt) Administered in Grade(s) \_\_\_\_\_
- ☐ Stanford-Binet Intelligence Scale (Binet), Administered in Grade(s) \_\_\_\_\_
- ☐ Wechsler Intelligence Scale for Children (WISC), Administered in Grade(s) \_\_\_\_\_
- ☐ Woodcock-Johnson Test of Cognitive Abilities (WJ-COG), Administered in Grade(s) \_\_\_\_\_

**Although not required, if one or more of the following tests have been administered previously, document the information below to provide a more comprehensive profile of the student:**

- ☐ Otis-Lennon School Ability Test, Administered in Grade(s) \_\_\_\_\_
- ☐ Slosson Intelligence Test, Administered in Grade(s) \_\_\_\_\_
- ☐ Other Ability Test (Specify) \_\_\_\_\_, Administered in Grade(s) \_\_\_\_\_

**Scoring for Section IV: Ability**

Use the full-scale score (not the subtest) from one individually administered intelligence test.

Name of Test: \_\_\_\_\_

Date Administered: \_\_\_\_\_  
(Within the Last 3 Years)

Measure of Intelligence (IQ score): \_\_\_\_\_

If the IQ score is below 115, see Section III: Critical Items	Circle one number below
Between 1 and 2 standard deviations above the mean (115-129)	2
Between 2 and 3 standard deviations above the mean (130-144)	4
3 or more standard deviations above the mean (145 or above)	6

Comments or concerns: \_\_\_\_\_

Section IV: Ability Subscale Score: \_\_\_\_\_ 2 Points \_\_\_\_\_ 4 Points \_\_\_\_\_ 6 Points  
(Check only one above.)

**SECTION V: Assessment of Aptitude****Scoring for Section V: Aptitude**

When calculating points for this section you must use a test that measures the student's aptitude *compared to students at least two grade levels above the student's current grade placement*. 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 should be from tests administered within the last year. 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 Iowa Acceleration Scale-3 Manual for additional information regarding above level tests.

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

**Complete only Part A or Part B. Do NOT complete both Parts A and B.**

If the student took a test that has multiple subtests (i.e., language, math, reading, or science), complete Part A. Scores from an above-level MAP or from PSAT or the SAT should be recorded in Part A.

Indicate which part of Section V will be completed: \_\_\_\_\_ Part A \_\_\_\_\_ Part B

Name of **Above-level** Test Administered: \_\_\_\_\_

Type of Test Administered: \_\_\_\_\_ Individual \_\_\_\_\_ Group

Circle one number in each category for Part A or Part B.

**Part A**

On the above-level test, compared to students in the above-level grade, the student's scores were:	Language	Math	Reading	Science Reasoning	Other (Specify)
At or below the 49 <sup>th</sup> percentile	0	0	0	0	0
Between the 50 <sup>th</sup> and 74 <sup>th</sup> percentile	1	1	1	1	1
At or above the 75 <sup>th</sup> percentile	2	2	2	2	2

Comments or Concerns: \_\_\_\_\_  
 \_\_\_\_\_

**Part B**

On the above-level test, the student's scores were:	Verbal	Quantitative
At or below the 49 <sup>th</sup> percentile	0	0
Between the 50 <sup>th</sup> and 74 <sup>th</sup> percentile	2	2
At or above the 75 <sup>th</sup> percentile	4	4

Comments or Concerns: \_\_\_\_\_  
 \_\_\_\_\_

Section V: Aptitude Subscale Score \_\_\_\_\_ Points  
 (Not to Exceed 8)

**Section VI: Assessment of Achievement**

A measure of the student's learning in specific content areas can be represented by their performance on either an individually administered or a group-administered achievement test. When the grade level of the test matches the current grade placement of the student, and when the intended purpose of the test is to determine if the student has learned the content area, then the test is considered an achievement test.

Indicate which of the following standardized tests the student has taken and the student's grade level at the time of testing. (Check all that apply.)

**Individually Administered**

\_\_\_\_\_ Wechsler Individual Achievement Test (WIAT), Administered in Grade (s) \_\_\_\_\_  
 \_\_\_\_\_ Woodcock-Johnson Test of Achievement (WJ\_ACH), Administered in Grade (s) \_\_\_\_\_  
 \_\_\_\_\_ Other Individual Achievement Test (Specify) \_\_\_\_\_ Administered in Grade(s) \_\_\_\_\_

**Group-Administered**

\_\_\_\_\_ California Achievement Test (CAT), Administered in Grade(s) \_\_\_\_\_  
 \_\_\_\_\_ Iowa Test of Basic Skills (ITBS), Administered in Grade (s) \_\_\_\_\_  
 \_\_\_\_\_ MAP Assessment, Administered in Grade(s) \_\_\_\_\_

**Scoring for Section VI: Achievement**

When calculating points, use only one grade-level test battery (e.g., if both the Woodcock-Johnson Tests of Achievements and the ITBS were administered, use the results from only one test battery). Use the score that will best assist in making acceleration decisions (typically the higher score, if more than one score is available; typically the most recent scores obtained). Use national norms.

Name of Grade-level Achievement Test: \_\_\_\_\_

Type of Test Administered: \_\_\_\_\_ Individual \_\_\_\_\_ Group

Date Test Administered (Within the Last Year): \_\_\_\_\_

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

Circle one number in each category.

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

Comments or Concerns: \_\_\_\_\_  
\_\_\_\_\_

Section VI: Achievement Subscale Score \_\_\_\_\_ Points  
(Not to Exceed 8)

**Academic Ability, Aptitude, and Achievement (AAAA) Subscale Score**

Add the numbers from the subscale scores in Sections IV, V, and VI to calculate the Academic Ability, Aptitude, and Achievement (AAAA) Subscale Score and record total below. If the AAAA Subscale Score is <10, the whole grade acceleration is not recommended. However, the team is encouraged to complete the Iowa Acceleration Scale in order to consider programming alternatives. If the AAAA Subscale Score is  $\geq 10$ , the student may be a good candidate for whole grade acceleration. Continue on to the next sections of the Iowa Acceleration Scale.

*Attach copies of all prior assessments, as well as all other indicators of student achievement, including portfolio and/or curriculum-based assessments.*

Sections IV – VI Academic Ability, Aptitude & Achievement (AAAA)	
Section	Points
IV. Ability Test - 2, 4 or 6 Points	
V. Aptitude - Not to Exceed 8 Points	
VI. Achievement - Not to Exceed 8 Points	
<b>AAAA Subscale Score</b> Possible 22 Points if the AAAA Subscale Score is <10, Whole grade acceleration is Not Recommended.	

## Section VII: School and Academics Factors

Circle the number to the right of the statement that best describes the student.	Points
<b>1. Grade Placement Under Consideration</b>	Circle one below.
<ul style="list-style-type: none"> <li>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). In this case, a plan for transition is needed.</li> </ul>	0
<ul style="list-style-type: none"> <li>Acceleration would require the student to attend some classes in another building.</li> </ul>	1
<ul style="list-style-type: none"> <li>Early entrance would be to kindergarten.</li> </ul>	2
<ul style="list-style-type: none"> <li>Early entrance would be to first grade.</li> </ul>	2
<ul style="list-style-type: none"> <li>Acceleration would be within the same school building during an academic year.</li> </ul>	4
Comments or Concerns:	
<b>2. Current Grade Level of Siblings</b>	Circle one below.
<ul style="list-style-type: none"> <li>Student has one or more siblings one grade above the student's current grade or currently in the same grade as the student (see Section III: Critical Items).</li> </ul>	0
<ul style="list-style-type: none"> <li>Student has one or more siblings one grade below the student's current grade.</li> </ul>	1
<ul style="list-style-type: none"> <li>Student has one more siblings two or more grades above or below the student's grade.</li> </ul>	2
<ul style="list-style-type: none"> <li>Student has no siblings.</li> </ul>	3
Comments or Concerns:	
<b>3. Attendance at School</b>	Circle one below.
<ul style="list-style-type: none"> <li>Student has a history of frequent unexcused absences and tardiness.</li> </ul>	0
<ul style="list-style-type: none"> <li>Student has a history of frequent excused absences (e.g. due to illness or family issues).</li> </ul>	1
<ul style="list-style-type: none"> <li>Absences and tardiness are average compared to same-age children.</li> </ul>	2
<ul style="list-style-type: none"> <li>Student has excellent attendance.</li> </ul>	3
Comments or Concerns:	
<b>4. Motivation</b>	Circle one below.
<ul style="list-style-type: none"> <li>Student does not complete assignments and appears disinterested in schoolwork.</li> </ul>	0
<ul style="list-style-type: none"> <li>Student completes those tasks that are of interest to him or her.</li> </ul>	1
<ul style="list-style-type: none"> <li>Student completes virtually all assignments on time and shows a positive attitude.</li> </ul>	2
<ul style="list-style-type: none"> <li>Student completes most assignments more quickly and more comprehensively than his/her peers.</li> </ul>	3
Comments or Concerns:	
<b>5. Attitude toward Learning</b>	Circle one below.
<ul style="list-style-type: none"> <li>Student is disinterested and/or frustrated when presented with new academic challenges.</li> </ul>	0
<ul style="list-style-type: none"> <li>Student completes assignments competently but inconsistently.</li> </ul>	1
<ul style="list-style-type: none"> <li>Student completes assignments but rarely seeks further challenges.</li> </ul>	2
<ul style="list-style-type: none"> <li>Student is receptive to and enthusiastic about new academic challenges.</li> </ul>	3
<ul style="list-style-type: none"> <li>Student actively seeks and persists in new and rigorous academic challenges.</li> </ul>	4
Comments or Concerns:	



<b>6. Participation in School-Sponsored Extracurricular Activities (e.g., athletics, music program, etc.)</b>		<b>Circle one below.</b>
• School activities are available for the student's age and 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 a leadership role or has received recognition in one or more activities.		3
Comments or Concerns:		
<b>7. Academic Self-Concept</b>		<b>Circle one below.</b>
• Student's academic self-concept is weak (underestimates abilities).		1
• Student's academic self-concept is weak (overestimates abilities).		1
• Student's academic self-concept is positive and realistic.		2
Comments or Concerns:		
<b>Add all the numbers circled to calculate the School and Academic Factor Subscale Score:</b>		
<b>Section VII: School and Academic Factors Subscale Score</b>		

### Section VIII: Development Factors

<b>Circle the number to the right of the statement that best describes the student.</b>	<b>Points</b>
<b>8. Age</b>	<b>Circle one below.</b>
• Student is among the youngest in his/her present grade.	1
• Student is average for his/her present grade.	2
• Student is among the oldest in his/her present grade.	3
Comments or Concerns:	
<b>9. Physical Size</b>	<b>Circle one below.</b>
• 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 than most students in his/her present grade.	3
Comments or Concerns:	
<b>10. Motor Coordination</b>	<b>Circle one below.</b>
• Student is less coordinated than most students in his/her present grade.	1
• Student is about as coordinated as students in his/her present grade.	2
• Student is more coordinated than most students in his/her present grade.	3
Comments or Concerns:	
<b>Add all of the numbers circled to calculate the Development Factors Subscale Score:</b>	
<b>Section VIII: Development Factors Subscale Score</b>	

## Section IX: Interpersonal Skills

Circle the number to the right of the statement that best describes the student.	Points
<b>11. Emotional Development</b>	Circle one below.
• Student exhibits a pattern of emotional disturbances (e.g. depression, inappropriate emotions and 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:	
<b>12. Behavior</b>	Circle one below.
• Student has a history of frequent discipline problems in the classroom, home, community, or with law enforcement.	0
• Student has occasional discipline problems.	1
• Student has no history of discipline problems but is not exemplary.	2
• Student's behavior is exceptionally positive and effective.	3
Comments or Concerns:	
<b>13. Relationship with Peers</b>	Circle one below.
• Student has extremely poor interpersonal skills and virtually no friends.	0
• Student's interpersonal skills are not as well-developed as same age peers.	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 same age peers.	3
• Student has good interpersonal skills with same age peers, as well as with both older and younger students and with adults.	4
Comments or Concerns:	
<b>14. Relationships with Teachers</b>	Circle one below.
• Student has poor interpersonal relationships with teachers	0
• Student has poor interpersonal relationships with most teachers.	1
• Student has good interpersonal relationships with most teachers.	2
• Student has excellent interpersonal relationships with virtually all teachers.	3
Comments or Concerns:	
<b>15. Participation in Non-School Extracurricular Activities</b>	Circle one below.
• 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:	
<b>Add all the numbers circled to calculate the Interpersonal Skills Subscale Score:</b>	
<b>Section IX: Interpersonal Skills Subscale Score</b>	

## Section X: Attitude and Support

Circle the number to the right of the statement that best describes the student.	Points
<b>16. Student's Attitude Regarding Whole Grade Acceleration</b>	Circle one below.
• Student indicates that he/she does not want to be whole grade accelerated (See Section III: Critical Items).	0
• Student is unsure about whole grade acceleration.	1
• Student is mildly positive about whole grade acceleration.	2
• Student is enthusiastic about whole grade acceleration	3
Comments or Concerns:	
<b>17. Parent Attitude and Support</b>	Circle one below.
• Parent Involvement seems to exceed that of most parents of gifted children and/or pressures 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:	
<b>18. School Systems Attitude and Support</b>	Circle one below.
• School policy or attitude appears to be against acceleration (e.g. Teacher and/or principal receiving the student have 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:	
<b>19. Planning for Acceleration Prior to Completing the IAS Form</b>	Circle one below.
• No prior planning or gathering of information has taken place or been shared regarding this student's acceleration.	0
• Limited staffing, information sharing, and planning have occurred regarding this student's acceleration.	1
• Extensive staffing, planning, and discussion have occurred regarding this student's acceleration.	2
Comments or Concerns:	
<b>Add all the numbers circled to calculate the Interpersonal Skills Subscale Score:</b>	
<b>Section X: Attitude and Support Subscale Score</b>	

## Scale Subtotals, Iowa Acceleration Scale Grand Total, and Guidelines

Sections IV-VI Academic Ability, Aptitude & Achievement (AAAA)		Section VII School & Academic Factors		Section VIII Development Factors		Section IX Interpersonal Skills		Section X Attitude & Support	
IV. Ability Test 2, 4, or 6 Points		1. =		8. =		11. =		16. =	
V. Aptitude Not to Exceed 8		2. =		9. =		12. =		17. =	
VI. Achievement Not to Exceed 8		3. =		10. =		13. =		18. =	
		4. =				14. =		19. =	
		5. =				15. =			
		6. =							
		7. =							
<b>AAAA Subscale Score</b> Possible 22 pts. Subscale Score is <10, Whole grade acceleration is <b>not</b> recommended.		<b>VII. Subscale Score</b> Possible 22 pts.		<b>VIII. Subscale Score</b> Possible 9 pts.		<b>IX. Subscale Score</b> Possible 16 pts.		<b>X. Subscale Score</b> Possible 11pts.	

**Grand Total:** \_\_\_\_\_  
(Possible 80 Points)

### Guideline for Interpreting the Iowa Acceleration Scale Grand Total:

60 -80 Total Points	Student is an <b>excellent</b> candidate for whole grade acceleration. Acceleration is recommended.
46-59 Total Points	Student is a <b>good</b> candidate for whole grade acceleration. Acceleration is recommended.
35-45 Total Points	Student is a <b>marginal</b> candidate for whole grade acceleration. There is no clear recommendation. Review materials closely and carefully consider alternatives.
34 or Fewer Total Points	Whole grade acceleration is <b>not recommended</b> . Consider single-subject acceleration, mentoring, enrichment, or other alternatives.

**West Central C.U.S.D. #235**  
**1514 US Route 34, Biggsville, IL 61418**

**Evaluation Summary**  
**Transition and Support Plan**

Date of Acceleration Decision: \_\_\_\_\_

Student Name: \_\_\_\_\_ Student Gender: \_\_\_\_\_

Student SIS #: \_\_\_\_\_ Student DOB: \_\_\_\_\_ Student Grade/Teacher: \_\_\_\_\_

Proposed Grade for Acceleration/Teacher: \_\_\_\_\_

Student Address: \_\_\_\_\_

Parent/Guardian Name(s): \_\_\_\_\_

Parent Guardian Phone #: (\_\_\_\_) \_\_\_\_\_ Email: \_\_\_\_\_

List Any Diagnosed Disability or Disorder from Section II: \_\_\_\_\_

**Check any "Critical Items":**

\_\_\_\_\_ The student's ability (measured by IQ) is less than one standard deviation above the mean. (See Section IV of the Iowa Acceleration Scale Form.)

\_\_\_\_\_ The student would be accelerated into the same grade as (or higher grade than) a sibling.

\_\_\_\_\_ The student currently has a sibling in the same grade.

\_\_\_\_\_ The student indicates that he/she doesn't want to be whole grade accelerated.

**Scoring from Section IV: Ability**

Measure of Intelligence (IQ Score): \_\_\_\_\_

Name/Form/Level of Test Administered: \_\_\_\_\_

Date Administered: \_\_\_\_\_

**Student earned:**      **2 Points**                      **4 Points**                      **6 Points**

**Scoring from Section V: Aptitude**

Name/Form/Level of **Above-level** Achievement Test Administered: \_\_\_\_\_

Type of Test Administered: \_\_\_\_\_ Individual \_\_\_\_\_ Group

**Circle one number in each category for Part A or Part B.**

**Part A**

On the above-level test, the student's scores were:	Language	Math	Reading	Science Reasoning	Other (Specify)
At or below the 49 <sup>th</sup> percentile	0	0	0	0	0
Between the 50 <sup>th</sup> and 74 <sup>th</sup> percentile	1	1	1	1	1
At or above the 75 <sup>th</sup> percentile	2	2	2	2	2

**OR**

**Part B**

On the above-level test, the student's scores were:	Verbal	Quantitative
At or below the 49 <sup>th</sup> percentile	0	0
Between the 50 <sup>th</sup> and 74 <sup>th</sup> percentile	2	2
At or above the 75 <sup>th</sup> percentile	4	4

**Section V: Aptitude Subscale Score \_\_\_\_\_ Points.**  
**(Not to exceed 8)**

**Scoring from Section VI: Achievement**

Name of Test/From/Level Administered: \_\_\_\_\_

Type of Test Administered: \_\_\_\_\_ Individual \_\_\_\_\_ Group

**Circle one number in each category.**

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

**Section VI: Achievement Subscale Score \_\_\_\_\_ Points**  
**(Not to exceed 8)**

Sections IV-VI Academic Ability, Aptitude & Achievement (AAAA)		Section VII School & Academic Factors		Section VIII Development Factors		Section IX Interpersonal Skills		Section X Attitude & Support	
IV. Ability Test 2, 4, or 6 points		1. =		8. =		11. =		16. =	
V. Aptitude Not to Exceed 8		2. =		9. =		12. =		17. =	
VI. Achievement Not to Exceed 8		3. =		10. =		13. =		18. =	
		4. =				14. =		19. =	
		5. =				15. =			
		6. =							
		7. =							
<b>Subscale Score</b> Possible 22 pts. Subscale Score <10 whole grade acceleration is <b>NOT</b> recommended.		<b>VII.</b> <b>Subscale Score</b> Possible 22 pts.		<b>VIII.</b> <b>Subscale Score</b> Possible 9 pts.		<b>IX.</b> <b>Subscale Score</b> Possible 16 pts.		<b>X.</b> <b>Subscale Score</b> Possible 11pts.	

**Grand Total: \_\_\_\_\_**  
**(Possible 80 Points)**

**Guideline for Interpreting the Illinois Acceleration Scale Grand Total:**

60 -80 Total Points	Student is <b>excellent</b> candidate for whole grade acceleration. Acceleration is recommended.
46-59 Total Points	Student is a <b>good</b> candidate for whole grade acceleration. Acceleration is recommended.
35-45 Total Points	Student is a <b>marginal</b> candidate for whole grade acceleration. There is no clear recommendation. Review materials closely and carefully consider alternatives.
34 or Fewer Total Points	Whole grade acceleration is <b>not recommended</b> . Consider single-subject acceleration, mentoring, enrichment, or other alternatives.

**Indicate the team decision. (Check all that apply.)**

- ☐ Whole Grade Acceleration  
☐ Single Subject Acceleration (List Subject Areas.) \_\_\_\_\_  
☐ Mentoring  
☐ Enrichment  
☐ No Special Alteration of Academics  
☐ Other (Specify.) \_\_\_\_\_  
\_\_\_\_\_

Who (name and position) will design a plan to carry out the above decision? (Attach a sheet indicating the details of the plan.) \_\_\_\_\_

Who (name and position) will implement the transition plan? (Attach a sheet indicating the details of the plan.) \_\_\_\_\_

What is the timeline for the implementation and transition plan? \_\_\_\_\_  
\_\_\_\_\_

Who (name & position) will monitor the student's progress? How often? \_\_\_\_\_  
\_\_\_\_\_

**How will acceptable student progress be determined? (Check one.)**

- ☐ Student must maintain the same percentile rank in new setting as in former one.  
☐ Student must demonstrate at least a minimum level of growth on achievement testing.  
☐ Other (Specify) \_\_\_\_\_

Who (name & position) will receive reports for the monitor? \_\_\_\_\_

Date of Next Staffing for Review (Recommended Within Four to Six Weeks): \_\_\_\_\_

What situations would prompt the educator who is monitoring the student's progress to convene another staffing meeting? \_\_\_\_\_  
\_\_\_\_\_

**Name/Positions of Individuals Participating in Acceleration Decision/Planning:**

**Student:** \_\_\_\_\_

- ☐ Did not participate.  
☐ I agree with the whole grade acceleration plan developed by the study team.  
☐ I do not agree with the plan developed by the study team and instead authorize the following alternative:

**Parents/Guardian(s):** \_\_\_\_\_

- ☐ Did not participate.  
☐ I agree with the whole grade acceleration plan developed by the study team.  
☐ I do not agree with the plan developed by the study team and instead authorize the following alternative:

**Current Teacher:** \_\_\_\_\_

- ☐ Did not participate.  
☐ I agree with the whole grade acceleration plan developed by the study team.  
☐ I do not agree with the plan developed by the study team and instead authorize the following alternative:

**Receiving Teacher:** \_\_\_\_\_

- ☐ Did not participate.  
☐ I agree with the whole grade acceleration plan developed by the study team.  
☐ I do not agree with the plan developed by the study team and instead authorize the following alternative:

**Administrator:** \_\_\_\_\_

- ☐ Did not participate.  
☐ I agree with the whole grade acceleration plan developed by the study team.  
☐ I do not agree with the plan developed by the study team and instead authorize the following alternative:

**Other (Indicate Position):** \_\_\_\_\_

- ☐ I agree with the whole grade acceleration plan developed by the study team.  
☐ I do not agree with the plan developed by the study team and instead authorize the following alternative:

**Other (Indicate Position):** \_\_\_\_\_

- ☐ I agree with the whole grade acceleration plan developed by the study team.  
☐ I do not agree with the plan developed by the study team and instead authorize the following alternative:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title/Position

\_\_\_\_\_  
Date



## Details of Transition/Support Plan

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Developed By: \_\_\_\_\_

Implemented By: \_\_\_\_\_

Student Progress Monitored By: \_\_\_\_\_

Monitored How Often? \_\_\_\_\_

List all school staff that need to be notified about acceleration decision and person responsible for the communication (school secretary, special teachers, lunch/playground/bus monitors, custodians, before/after school program, other):

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Who is responsible to introduce the student to the new staff members: \_\_\_\_\_

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Who is responsible to communicate the new schedule/routines to the student: \_\_\_\_\_

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Who is responsible to identify any new supplies or equipment (any change in electronic devices/passwords/logins) that the student will need: \_\_\_\_\_

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Explain how gaps in knowledge will be addressed? \_\_\_\_\_

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