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WHOLE-GRADE ACCELERATION

GIFTED AND TALENTED EDUCATION

***Whole grade acceleration** or year skipping is a placement process for gifted and talented students who are advanced in all subjects compared to their chronological peers. It can occur at any stage of schooling.*

Whole year acceleration for gifted and talented students is an important strategy with a good success rate. Acceleration is well supported by current research which demonstrates that gifted and talented students benefit from being with intellectually 'like-minded' peers rather than similarly aged peers.

Acceleration has the potential of enhancing:

- the learning challenge
- engagement with schoolwork
- motivation
- goal setting
- self-esteem social and emotional wellbeing
- success.

A key to the success of whole grade acceleration is careful evaluation of the evidence gathered about the student who is being considered for acceleration and continued monitoring and evaluation to ensure that it continues to be the appropriate educational strategy for the student.

A decision to accelerate should be a consultative process and involve all relevant stakeholders. A range of evidence may include but is not limited to:

- teacher/parent checklists
- student checklists
- psychological testing/standardised testing
- anecdotal evidence
- student work and school history
- curriculum-based assessments.

A tool, such as the Iowa Acceleration Scale may be used as part of the evidence.

Students who have a dual exceptionality should also be considered for acceleration. The type and severity of a disability or difficulty are important, but should not be the only focus to a discussion about whole-grade acceleration. Support for students with dual exceptionalities, as with all individuals, means considering the whole person: providing accommodations for the one or more disabilities or disorders together with appropriate academic challenges.

Whole-grade Acceleration Flowchart

