**Nauvoo-Colusa Dist. # 325**

**2461 North State Hwy 96 Nauvoo, Il 62354**

**Iowa Acceleration Scale-3 Form**

**Part A. Student Information**

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

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

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** |
|  |  |  |  |  |
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|  |  |  |  |  |
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**Part C. Child Study Team Information**

Who initiated the consideration of acceleration? \_\_\_\_\_\_\_ Student \_\_\_\_\_\_\_\_ Parent \_\_\_\_\_\_\_\_Educator

\_\_\_\_\_\_\_\_ Other (Indicate Name/Position) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Place an **√** below to indicate the team participant completing this form.

|  |  |  |
| --- | --- | --- |
| **√** | **Team Participants** | **Print Name(s)** |
|  | Administrator |  |
|  | Parent(s)/Guardian(s) |  |
|  | Current Teacher |  |
|  | Potential Receiving Teacher |  |
|  | School Counselor |  |
|  | School Psychologist |  |
|  | Gifted Coordinator/Teacher |  |
|  | 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)** |
| *Specific Learning:* e.g., Written Language, Math, Reading, Nonverbal, Other |  |  |  |  |
| *Developmental:* e.g., Autism, Asperger’s Syndrome, PDD-NOS, Other |  |  |  |  |
| *Other Health Impairment:* e.g., ADD, ADHD, Other |  |  |  |  |
| *Social-Emotional/Psychiatric:* e.g., Depression, Bipolar Disorder, Obsessive Compulsive Disorder, Oppositional Defiant Disorder, Other |  |  |  |  |
| *Physical:* e.g., Visual, Hearing, Motor, Traumatic Injury, Other |  |  |  |  |
| *Not Listed:*  |  |  |  |  |

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

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

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 49th percentile | 0 | 0 | 0 | 0 | 0 |
| Between the 50th and 74th percentile | 1 | 1 | 1 | 1 | 1 |
| At or above the 75th 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 49th percentile | 0 | 0 |
| Between the 50th and 74th percentile | 2 | 2 |
| At or above the 75th percentile | 4 | 4 |

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

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 **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) \_\_\_\_\_\_\_\_\_\_

**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 89th percentile | 0 | 0 | 0 | 0 | 0 |
| Between the 90th and 94th percentile | 1 | 1 | 1 | 1 | 1 |
| At or above the 95th percentile | 2 | 2 | 2 | 2 | 2 |
|  |  |  |  |  |  |

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

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 **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 > 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 |  |
| **AAAA Subscale Score** 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** |
| **1. Grade Placement Under Consideration** | **Circle one below.** |
| * 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.
 | 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.
 | 2 |
| * Acceleration would be within the same school building during an academic year.
 | 4 |
| Comments or Concerns:  |
| **2. Current Grade Level of Siblings** | **Circle one below.** |
| * 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).
 | 0 |
| * Student has one or more siblings one grade below the student’s current grade.
 | 1 |
| * Student has one more siblings two or more grades above or below the student’s grade.
 | 2 |
| * Student has no siblings.
 | 3 |
| Comments or Concerns:  |
| **3. Attendance at School** | **Circle one below.** |
| * Student has a history of frequent unexcused absences and tardiness.
 | 0 |
| * Student has a history of frequent excused absences (e.g. due to illness or family issues).
 | 1 |
| * Absences and tardiness are average compared to same-age children.
 | 2 |
| * Student has excellent attendance.
 | 3 |
| Comments or Concerns:  |
| **4. Motivation** | **Circle one below.** |
| * Student does not complete assignments and appears disinterested in schoolwork.
 | 0 |
| * Student completes those tasks that are of interest to him or 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 his/her peers.
 | 3 |
| Comments or Concerns:  |
| **5. Attitude toward Learning** | **Circle one below.** |
| * 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 further 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 program, etc.)** | **Circle one below.** |
| * 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:  |
| **7. Academic Self-Concept** | **Circle one below.** |
| * 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:  |
| **Add all the numbers circled to calculate the School and Academic Factor Subscale Score:**  |  |
| **Section VII: School and Academic Factors Subscale Score** |  |

**Section VIII: Development Factors**

|  |  |
| --- | --- |
| **Circle the number to the right of the statement that best describes the student.** | **Points** |
| **8. Age** | **Circle one below.** |
| * 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:  |
| **9. Physical Size** | **Circle one below.** |
| * 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:  |
| **10. Motor Coordination** | **Circle one below.** |
| * 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:  |
| **Add all of the numbers circled to calculate the Development Factors Subscale Score:**  |
| **Section VIII: Development Factors Subscale Score** |  |

**Section IX: Interpersonal Skills**

|  |  |
| --- | --- |
| **Circle the number to the right of the statement that best describes the student.** | **Points** |
| **11. Emotional Development** | **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:  |
| **12. Behavior** | **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:  |
| **13. Relationship with Peers** | **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: |
| **14. Relationships with Teachers** | **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:  |
| **15. Participation in Non-School Extracurricular Activities** | **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:  |
| **Add all the numbers circled to calculate the Interpersonal Skills Subscale Score:**  |
| **Section IX: Interpersonal Skills Subscale Score** |  |

**Section X: Attitude and Support**

|  |  |
| --- | --- |
| **Circle the number to the right of the statement that best describes the student.** | **Points** |
| **16. Student’s Attitude Regarding Whole-Grade Acceleration** | **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:  |
| **17. Parent Attitude and Support** | **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:  |
| **18. School Systems Attitude and Support** | **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:  |
| **19. Planning for Acceleration Prior to Completing the IAS Form** | **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:  |
| **Add all the numbers circled to calculate the Interpersonal Skills Subscale Score:**  |
| **Section X: Attitude and Support Subscale Score** |  |

**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 Test2, 4, or 6 points |  | 1. = |  | 8. = |  | 11. = |  | 16. = |  |
| V. Aptitude Not to exceed 8  |  | 2. = |  | 9. = |  | 12. = |  | 17. = |  |
| VI. AchievementNot to exceed 8  |  | 3. = |  | 10. = |  | 13. = |  | 18. = |  |
|  | 4. = |  |  | 14. = |  | 19. = |  |
| 5. = |  | 15. = |  |  |
| 6. = |  |  |  |
| 7. = |  |
| **AAAA Subscale Score**Possible 22 pts.Subscale Score is <10, Whole-grade acceleration is not recommended. |  | **VII.** **Subscale Score**Possible 22 pts. |  | **VIII.****Subscale Score**Possible 9 pts. |  | **IX. Subscale Score**Possible 16 pts. |  | **X. Subscale Score**Possible 11pts. |  |

 **Grand Total: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Possible 80 points**

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

|  |  |
| --- | --- |
| 60 -80 Total Points | Student is an **excellent** candidate for whole grade acceleration. Acceleration is recommended.  |
| 46-59 Total Points | Student is a **good** candidate for whole grade acceleration. Acceleration is recommended. |
| 35-45 Total Points | Student is a **marginal** 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 **not recommended**. Consider single-subject acceleration, mentoring, enrichment, or other alternatives. |