Jowa Cceleration Scale, 3rd Edition

Form



A Guide for Whole-Grade Acceleration K-8

The Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development

Susan Assouline, Ph.D. Nicholas Colangelo, Ph.D. Ann Lupkowski-Shoplik, Ph.D. Jonathan Lipscomb, Ph.D. Leslie Forstadt, Ph.D.



Prior to completing the IAS Form, be				
☐ Have the child tested for ab				
Schedule the child study tear receiving teacher, and the c	am meeting, hild's pareni	making	sure to include the	current teacher, the
☐ Gather any additional scho			ssist the decision-ma	aking team.
Section	on I: Ger	neral	Information	
Part A: Student Information	igni lapita.			
				Person completing tigs form
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Student's Chronological Age				igabil Mesent (1)
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Part B: Family Information				
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Is parent living with child?				
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Is parent living with child? Yes		Someth	amond to umi	(or guirain)
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Part C: Child Study Team Information Names of individuals participating in acceleration decision/planning: Principal: Parent(s) (Guardian): Current Teacher: _____ Potential Receiving Teacher: _____ Other (e.g., Gifted Ed. Coordinator, School Counselor, School Psychologist, ELL Teacher): Person completing this form: Name: ______ Position: _____ Who initiated the consideration of acceleration? Student Parent Educator Other (Indicate name and position) 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 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? (Check all that apply) ☐ Math Reading ☐ 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? (Check all that apply) ☐ Music Art Drama Dance Sports Leadership Other Please describe how the student has shown exceptional talent in the area(s) marked above.

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, please complete the chart below and attach all relevant reports.

IAS Professional Evaluation Services Chart

Disability	Specify Type	Date of Diagnosis	Special Education Services Received?	Comments (Optional)
Specific Learning: e.g., Written Language, Math, Reading, Nonverbal, other	o les de la composición dela composición de la composición dela composición dela composición dela composición de la composición de la composición dela composición de la composición dela	a lunta lula nigo cofuto cum trob con a la civida con a la civida do A. Longo, co	indicated plane under indicate	O The make
Developmental: e.g., Autism, Asperger's Syndrome, PDD-NOS, other	lime grows	And the mark has a property of the control of the c	other apritudes and on the standard sta	to measure at the construction of the construction and construction and construction and construction (a)
Other Health Impairment: e.g., ADD, ADHD, other	We allow a second of the Control of	Light K.S. regula bost cititots ver	selections are production	bargouse filozoi diforg a mingh, i oldi ere se preferali estate e e
Social-Emotional/Psychiatric: e.g., Depression, Bipolar Disorder, Obsessive Compulsive Disorder, Oppositional Defiant Disorder, other	LAS please from the state of the school of t	or are. I'm considerate of the c	rao affinite a ne di zot mangiolikalasis Tribir nga pasa newe Tribir nga pasa newer tribir nga pasa newer	robus probles : So restate : So restate : So
Physical: e.g., Visual, Hearing, Motor, Traumatic Injury, other			ion IV pertuins marie don V pertuins marie on VI pertuins to the	2.♥
Not Listed:				and the second
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Section III: Critical Items

The following items are critical to successful whole-grade acceleration. If any of these items applies to the student in question, whole-grade acceleration is *not recommended*. In such cases, we strongly encourage the team to complete the IAS 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 be accelerated 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.

Sections IV, V, & VI: Evaluation of Student Ability, Aptitude, and Achievement

Tests that measure ability, aptitude, and achievement have many similarities, but also some important differences. Chapter 5 in the IAS Manual, 3rd Edition, presents a discussion of the recommended tests to assess readiness for acceleration. Those tests are based upon the following premises:

- (a) Ability tests evaluate a student's general ability to succeed in a school setting. These tests are typically referred to as intelligence, or IQ, tests. Ability tests can be administered individually or to groups of students. The IAS requires results from an individually administered intelligence test, such as the most current version of the WISC or the Binet, or an individual profile of results from the most current form of the Cognitive Abilities Test (CogAT).
- (b) Aptitude tests indicate a student's potential to learn new material in a specific subject, the content of which typically has not been taught in school. Aptitude tests can be general or subject-specific. Results from above-level achievement tests are an excellent indicator of aptitude in a specific content area. For the IAS, please use information from specific above-level achievement tests or measures of aptitude in specific content areas.
- (c) Achievement tests represent the degree to which students have learned specific subject matter content as reflected by the items and norms on the achievement test. However, above-level achievement tests are considered to be measures of aptitude, not achievement.
 - ▼ Section IV pertains to the assessment of ability.
 - ▼ Section V pertains to the assessment of aptitude.
 - ▼ Section VI pertains to the assessment of achievement.

Section IV: Assessment of Ability

Overview

Measures of general ability (i.e., intelligence or IQ) are reliable and valid indicators of a student's potential to be successful in a school setting. Both individually administered and group-administered tests are among the general measures of ability that are available to educators. For the IAS, an individual ability test is strongly recommended because it yields the most reliable and valid measure of general ability. We recommend the most current version of a Wechsler or Binet Scale. At the publication of the IAS-3, that would be the



WISC-IV or the Binet-V. If it is not possible to obtain scores from a Wechsler or Binet test, then the CogAT is acceptable.

It should be noted that many gifted programs administer the *Slosson Intelligence Test* (SIT). Measurement specialists recommend that the SIT is appropriate as a screening instrument but not for placement in a gifted program. For purposes of the IAS, 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 IAS scoring.*

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Required – The most current version of one of the following tests is required:	
Cognitive Abilities Test (CogAT), administered in grade(s)	More information abou
☐ Stanford-Binet Intelligence Scale (Binet), administered in grade(s)	
☐ Wechsler Intelligence Scale for Children (WISC), administered in grade(s)	The service of the service of the service of the service of
☐ Woodcock-Johnson Tests of Cognitive Abilities (WJ-COG), administered in	n grade(s)
Supplemental – Although not required, if one or more of the following tests he previously, document the information below to provide a more comprehensive prof	ave been administered
Otis-Lennon School Ability Test, administered in grade(s)	o n'nch graders). Man
☐ Slosson Intelligence Test, administered in grade(s)	
Other ability test (specify), administer	
Scoring for Section IV: Ability	
On an individual intelligence test (name of test:) administ (within the last three years), the student's overall IQ score was: This score is	tered on//
ness of street will the property at the street of the stre	Please circle one
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)	conference of sense of se
(If the score is below 115, see Section III: Critical Items.)	
Comments or concerns:	grad NiporatiThe lab
Land D. Abell D. be decembed like Vantage	As more than the suspiner
Transfer the number of points circled for Section IV to the box below:	
Section IV. Ability Subseque Section	Marie A
Section IV: Ability Subscale Score	



Section V: Assessment of Aptitude

Overview

General aptitude tests are designed to measure an individual's problem-solving ability that is unrelated to specific instruction in a school setting. Specific aptitude tests are designed to measure an individual's problem-solving ability for material that has not yet been formally presented to the learner. For our purposes, one of the best indicators of a student's aptitude in a specific content area is the student's performance on an above-level test, which may have been developed as a measure of aptitude or achievement. For example, the *Iowa Tests of Basic Skills* (ITBS), which is a group-administered achievement test typically given to an entire grade during a specific time of the semester, also can be administered individually outside of the school's regular testing schedule. For the IAS, use a test that is at least two grade levels above the student's current grade. More information about this procedure is available in the IAS Manual.

Many educators are comfortable with the Woodcock-Johnson Achievement Battery. If the WJ-ACH is used, the educator will enter the obtained raw scores to calculate a percentile ranking for the student's current grade level, but those same raw scores should be used to calculate a percentile ranking for the student's

proposed grade level in order to estimate aptitude for the IAS.

For students in grades 4-9, above-level testing may also be accomplished by participation in an academic talent search. Depending on a student's geographic location and current grade placement, the talent search test may be the EXPLORE test (for students in grades 4-6) or the SAT or ACT (both for seventh to ninth graders). More information about talent searches is available in the IAS Manual.

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 IAS-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 on the next page. 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 ITBS or from EXPLORE or the ACT should be recorded in Part A.

If the student took a test that only measures verbal and quantitative aptitude, complete Part B. Scores from the SAT-I should be recorded in Part B.

Indicate which part of Section V will be completed: Name of test:	Part A Part B
Please indicate the type of test used:	Individual 🗍 Group



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

On an above-level test (compared to students in the above-level grade), the student's scores were: At or below the 49th percentile 0 0 0 0 0 0 0 Between the 50th and 74th percentiles 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Part A	Language	Math	Reading	Science	Other (specify)
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☐ Woodcock-Johnson Tests of Achievement (WJ-ACH), administered in grade(s)						
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		ox below (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 write this number in the box below.

		m rated into afternati are issur-	OTHER DEED
SECTION IV	+ SECTION V	+ SECTION VI	البين التوصيرا

If the AAAA Subscale Score is <10, whole-grade acceleration is <u>not recommended</u>. However, we encourage the team to complete the IAS 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 IAS.

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

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	Contract to the second second second
to junior high). In this case, a plan for transition is needed.	0
Acceleration would require the student to attend some classes in	BELLET BURNESS SALES OF THE SAL
another building.	глитеритерия на менените ——
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Early entrance would be to first grade.	Student completes use
Acceleration would be within the same school building during an	on every soon of my shorts
academic year.	Smidrife actively sophi.
Comments or concerns:	
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2. Current Grade Level of Siblings 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).	Paris School School S Izmanicolar Activides
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3. Attendance at School Mandail (AAAA) in American Mandail (AAAAA)	Please circle one
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).	in the state of
Absences and tardiness are average compared to same-age children.	2
Student has excellent attendance.	3
	13.800
Comments or concerns:	The his about the
4. Motivation	Please circle one
Student does not complete assignments and appears disinterested	T rease errere one
in schoolwork.	0
: '' 교육 전 전 전 보고 있는데 그리고 있는데 보고 있다면 없는데 보고 있는데 보고 있는데 없는데 없는데 없는데 있는데 없는데 없는데 없는데 없는데 없다면 없는데 없는데 없는데 없는데 없는데	the good calls
Student completes those tasks that are of interest to him or her.	
Student completes virtually all assignments on time and shows a positive attitude.	2
그는 그는 그 그래요 그 그는 그는 그는 그들은 그는 그를 하는 것이 없는 것이었다면 없어요. 되었다면 없는 것이 없는 것이었다면 없어요. 되었다면 없는 것이었다면 없어요. 되었다면 없었다면 없었다면 없었다면 없었다면 없었다면 없었다면 없었다면 없	2
Student completes most assignments more quickly and more	2
comprehensively than other classmates.	3 1 100 200
Comments or concerns:	
The state of the particular and the state of	rakan diplombi
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 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:	ny Jane ny sindrafa La silana a sa
6. Participation in School-Sponsored or Community-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.	
Student participates in two or more activities and does well but has	and the same of th
not received special recognition.	2
Student has a leadership role or has received recognition in one or	TOTAL TOTAL
more activities.	3
Comments or concerns:	

7. Academic Self-Concept	Please circle one
Student's academic self-concept is weak (underestimates abilities).	The Park I was a
Student's academic self-concept is inflated (overestimates abilities).	ng ag dignang ay 4-pilana awai
Student's academic self-concept is positive and realistic.	empoter of knowledge
Comments or concerns:	ro kuidide restuid
and in his a leasurchip ode at the least of an about any light more	manaredardam
Add all of the numbers circled to calculate the School and Academic Factors Su	bscale Score:
Section VII: School and Academic Factors Subscale Score	entara to talann
Section VIII: Developmental Factor	S
Please circle the number to the right of the statement that best describes the students	dent.
8. Age = 0	Please circle one
Student is among the youngest in his/her present grade.	Stude It has becaring
Student is average for his/her present grade level.	Smde 2 has no history
Student is among the oldest in his/her present grade.	al regional of a 3-band -
Comments or concerns:	generality to accommittee
 design for extracting whether the configuration of the second of the seco	
9. Physical Size	Please circle one
Student is smaller than most students in his/her present grade	from the same
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.	mactagname & dank
Comments or concerns:	atilitis with their michael had bestell?
The contract of the contract o	Please circle one
10. Motor Coordination	1 ieuse circie one
Student is less coordinated than most students in his/her present grade.	2
Student is about as coordinated as students in his/her present grade.	3
Student is about as coordinated than most students in his/her present grade.	ro I af har agrid controls 9
Comments or concerns:	The state of the s
Add all of the numbers circled to calculate the Developmental Factors Subscale	Score:
Section VIII: Developmental Factors Subscale Score	.1



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,	with of sources
inappropriate emotions and interactions, aggressive behavior, etc.).	1
Student reacts aggressively and/or defensively when criticized.	2
Student is very sensitive to criticism or remarks.	
Student thoughtfully considers feedback and criticism and modifies	2
behavior appropriately.	3
Comments or concerns:	sodre 11 V norm
12. Behavior	Dlana sinda ana
12. Behavior Student has a history of frequent discipline problems in the	Please circle one
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.	Secretaria 1 Aprile
Student's behavior is exceptionally positive and effective.	3
Comments or concerns:	zako areno. Li en Garenne
13. Relationships with Peers	Please circle one
Student has extremely poor interpersonal skills and virtually no friends.	riease circie one
	1874 1 1 denie
0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 4
Student demonstrates good interpersonal skills and prefers to be	Z saute
with older children and/or adults rather than age-mates.	2
Student has good interpersonal skills with age-mates, as well as with	1113 1163 1 3 12 Hastratic
both older and younger students and with adults.	4
our order and younger statemes and with addits.	4
Comments or concerns:	ina ilbaria Patera) d
The state of the s	No. of the second
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 8
Student has good interpersonal relationships with most teachers.	2
Student has excellent interpersonal relationships with virtually all teachers.	3
Comments or concerns:	
Somments of concerns.	The state of the state of

15. Participation in Non-School Extracurricular Activities	
(e.g., sports, music, art, 4-H, Scouts)	Please circle one
Student does not participate in any activities. Student participates occasionally in activities.	
not received special recognition.	20
Student has a leadership role or has received recognition in one or	
more activities.	several 3 material
Comments or concerns:	
Add all of the numbers circled to calculate the Interpersonal Skills Subscale Score:	THE RESERVE OF THE PARTY OF THE
Section IX: Interpersonal Skills Subscale Score	utilities by all I
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	Please circle one
Student indicates that he/she does not want to be whole-grade accelerated	0
(see Section III: Critical Items).	ole acceptations and district
Student is unsure about whole-grade acceleration.	2
Student is mildly positive about whole-grade acceleration.	3
Student is initially possessive about whole-grade acceleration.	ieriaa X-Arrin
Comments or concerns:	male for Jacks 18
17. Parent Attitude and Support	Please circle one
Parent involvement seems to exceed that of most parents of gifted children	
1/ massures the child	0
n interested and uninvolved in their child's school progress.	1
Decrease supportive and are generally involved in their cliffe s progress.	2
Parents are strongly supportive and committed to working with the	
school in meeting the child's academic needs.	3
school in meeting the chine a deliberation of the second o	
Comments or concerns:	on The
A STATE OF THE STA	rio matti inte
	Particular and the second



18. School System Attitude and Support	Please circle one
or negativity).	0
School demonstrates minimal or ambivalent support for acceleration	
	i barana in
There is generally a positive attitude for acceleration within the school.	2
School shows strong support for acceleration as a programming option.	
Comments or concerns:	Salahin Maranika
그 그렇게 들어 없는 그는 기사에 다른 가게 되었다.	
10 Dlamin for A - 1 D C 1 1 MCF	DI : I
19. Planning for Acceleration Prior to Completing the IAS Form	Please circle one
No prior planning or gathering of information has taken place or	0
been shared regarding this student's acceleration.	versure VI much
Limited staffing, information sharing, and planning have occurred	And the second
regarding this student's acceleration.	1
Extensive staffing, planning, and discussion have occurred regarding	
this student's acceleration.	admin of 2
Comments or concerns:	
Bernstein Blanchille attende in en	e signalite e i quello di Levi mondia relabilità
	distribution of
Add the numbers circled to calculate the Attitude and Support Subscale Score:	
a latitude se charge in the second of the se	and on dam -u
Section X: Attitude and Support Subscale Score	

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 bla	nnks below.
Is the Academic Ability, Achievement, and Aptitude (AAAA) Subscale Score Yes No If the answer is "No" and the AAAA Subscale Score is <10, <i>do not</i> consider to	
Academic Ability, Aptitude & Achievement Subscale Score (see page 9)	of a possible 22 points
School and Academic Factors Subscale Score (see page 11)	of a possible 22 points
Developmental Factors Subscale Score (see page 11)	of a possible 9 points
Interpersonal Skills Subscale Score (see page 13)	of a possible 16 points
Attitude and Support Subscale Score (see page 14)	of a possible 11 points
Add the above five subscale scores 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. Good candidate for whole-grade acceleration. Acceleration is recommended. Marginal candidate for whole-grade acceleration. There is no clear recommendation. Review materials closely and carefully consider curricular alternatives. Whole-grade acceleration is not recommended. Consider single-subject acceleration, mentoring, enrichment, or other alternatives.