

# Iowa Acceleration 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

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Prior to completing the IAS Form, be sure to:

- Have the child tested for ability, aptitude, and achievement.
- Schedule the child study team meeting, making sure to include the current teacher, the receiving teacher, and the child's parents.
- Gather any additional school records that will assist the decision-making team.

### Section I: General Information

#### Part A: Student Information

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

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

\_\_\_\_\_ Student Phone: (\_\_\_\_) \_\_\_\_\_

Current School Name: \_\_\_\_\_

Current School Address: \_\_\_\_\_

Student Gender: \_\_\_\_\_ Current Grade: \_\_\_\_\_ Proposed Grade for Acceleration: \_\_\_\_\_

	Year	Month	Day
Date of IAS Completion (Today's Date)	_____	_____	_____
Student's Date of Birth	_____	_____	_____
Student's Chronological Age	_____	_____	_____

#### Part B: Family Information

\*Father's Name: \_\_\_\_\_ \*Father's Occupation: \_\_\_\_\_  
 Is parent living with child?  Yes  No  Sometimes \*(or guardian)

\*Mother's Name: \_\_\_\_\_ \*Mother's Occupation: \_\_\_\_\_  
 Is parent living with child?  Yes  No  Sometimes \*(or guardian)

Siblings:

Name	Gender	Age	School Grade	Name of School





### 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*)

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

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

**Required** – 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 Tests of Cognitive Abilities (WJ-COG)*, administered in grade(s) \_\_\_\_\_

**Supplemental** – 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*

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

On an individual intelligence test (*name of test*: \_\_\_\_\_) administered on \_\_\_/\_\_\_/\_\_\_ (within the last three years), the student's overall IQ score was: \_\_\_\_\_. This score is:

- |  |                          |
|--|--------------------------|
|  | <i>Please circle one</i> |
| Between one and two standard deviations above the mean (115-129)   | 2                        |
| Between two and three standard deviations above the mean (130-144) | 4                        |
| Three or more standard deviations above the mean (145-above)       | 6                        |

*(If the score is below 115, see Section III: Critical Items.)*

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

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

**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:  Part A  Part B

Name of test: \_\_\_\_\_

Please indicate the type of test used:  Individual  Group



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

**Part A**

	Language	Math	Reading	Science Reasoning	Other (specify) _____
On an above-level test (compared to students in the above-level grade), the student's scores were:					
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> percentiles	1	1	1	1	1
At or above the 75 <sup>th</sup> percentile	2	2	2	2	2

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

**Part B**

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

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

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

Section V: Aptitude Subscale Score . . . . .

**Section VI: Assessment of Achievement**

*Overview*

A measure of students' 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.

Please 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 Tests of Achievement (WJ-ACH), administered in grade(s) \_\_\_\_\_
- Other individual achievement test (specify) \_\_\_\_\_, administered in grade(s) \_\_\_\_\_





**Group-Administered**

- California Achievement Tests* (CAT), administered in grade(s) \_\_\_\_\_
- Iowa Tests of Basic Skills* (ITBS), administered in grade(s) \_\_\_\_\_
- Other group achievement test (*specify*) \_\_\_\_\_, administered in grade(s) \_\_\_\_\_

*Scoring for Section VI: Achievement*

When calculating points, please use only one grade-level test battery (e.g., if both the *Woodcock-Johnson Tests of Achievement* 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.

Grade-level achievement test administered within the last year:

Name of test: \_\_\_\_\_

Please indicate the type of test used:  Individual  Group

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

Please circle one number in each category.

	Vocab- ulary	Total Reading	Total Math	Total Language	Other (specify) _____
On a grade-level test, the student's scores were:					
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

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

Transfer the number of points circled for Section VI to the box below (*not to exceed 8*):

**Section VI: Achievement Subscale Score** . . . . .



## 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.

SECTION IV \_\_\_\_\_ + SECTION V \_\_\_\_\_ + SECTION VI \_\_\_\_\_ =

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

If the 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 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 to junior high). 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 *Please circle one*
- |   |   |
|---|---|
| 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 or more siblings two or more grades above or below the student's current grade.   | 2 |
| Student has no siblings.  | 3 |

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





3. Attendance at School *Please circle one*
- Student has a history of 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: \_\_\_\_\_

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4. Motivation *Please circle one*
- 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 other classmates. 3

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

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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: \_\_\_\_\_

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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. 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: \_\_\_\_\_

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7. Academic Self-Concept

Please circle one

- Student's academic self-concept is weak (underestimates abilities). 1
- Student's academic self-concept is inflated (overestimates abilities). 1
- Student's academic self-concept is positive and realistic. 2

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

Add all of the numbers circled to calculate the School and Academic Factors Subscale Score:

Section VII: School and Academic Factors Subscale Score . . . . .

**Section VIII: Developmental Factors**

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

8. Age

Please circle one

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

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

9. Physical Size

Please circle one

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

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

10. Motor Coordination

Please circle one

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

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

Add all of the numbers circled to calculate the Developmental Factors Subscale Score:

Section VIII: Developmental Factors Subscale Score . . . . .



### Section IX: Interpersonal Skills

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

#### 11. Emotional Development

*Please circle one*

- Student exhibits a pattern of emotional disturbances (e.g., depression, inappropriate emotions and 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: \_\_\_\_\_

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#### 12. Behavior

*Please circle one*

- 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: \_\_\_\_\_

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#### 13. Relationships with Peers

*Please circle one*

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

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

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#### 14. Relationships with Teachers

*Please circle one*

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

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

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

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

Add all of the numbers circled to calculate the Interpersonal Skills Subscale Score:

**Section IX: Interpersonal Skills Subscale Score** . . . . .

### 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 (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 *Please circle one*
- 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 System Attitude and Support

*Please circle one*

- School policy or attitude appears to be against acceleration (e.g., teacher and/or principal receiving the student 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

*Please circle one*

- 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 the numbers circled to calculate the Attitude and Support Subscale Score:

**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 blanks below.

Is the Academic Ability, Achievement, and Aptitude (AAAA) Subscale Score  $\geq 10$ ?

Yes                       No

If the answer is "No" and the AAAA Subscale Score is  $< 10$ , *do not* consider whole-grade acceleration.

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.
46-59 total points	Good candidate for whole-grade acceleration. Acceleration is recommended.
35-45 total points	Marginal candidate for whole-grade acceleration. There is no clear recommendation. Review materials closely and carefully consider curricular alternatives.
34 or fewer total points	Whole-grade acceleration is <b>not recommended</b> . Consider single-subject acceleration, mentoring, enrichment, or other alternatives.

