



## Empirically Derived Criteria for Acceleration

Criteria	Evidence
1. Have the ability to reason in the abstract.	Student and staff nomination forms relating to gifted characteristics.
2. Be at least in the upper two percent of the general population in terms of general ability. In terms of IQ, this should require an IQ score of 130 or more. The further the child is away from the entering age, however, the higher the IQ score needs to be.	Tosca 9 - 9 + or SB 130 +
3. Be functioning intellectually above the mean of the desired subject at age level.	Classroom marks and report data. Academic (nationalised test) results.
4. Have a demonstrated record of achievement in regular school work.	No gap perceived to exist between tested IQ and actual performance. Refer subject marks, subject teacher comments and other academic information.
5. Have exhausted the challenging opportunities available within their form level or subject.	Has taken enrichment opportunities and performed successfully.
6. Have in many cases a comprehensive report by a psychologist attesting to the child's superior intellectual functioning, academic maturity or readiness, and social and emotional maturity.	Referral to Special Education Service and/or Guidance Counsellor Special Needs Committee.
7. Be free of any serious adjustment problems, socially and emotionally, and demonstrate a desire to learn.	Learning style indicators. Report and Counsellor comments.
8. Supportive parental attitude to acceleration.	Discuss in PDP. Communication with parent and GC/AP-C.
9. Be entering a classroom where the receiving Leader of Faculty and/or receiving teacher are positive about the acceleration.	Consult Leader of Faculty /Teacher.
10. Understand the implications of content acceleration.	Coordinator to provide information re University and other course requirements.
11. Student perception of readiness for acceleration.	PDP. Interview with GC/AP-C
12. Feasibility of timetabling an appropriate accelerate course.	Consult timetabler.