



## Checklist for Acceleration of Students Pre-Primary–Year 10

The following checklist may be used by schools considering the acceleration of a student, either for a whole year or in a learning area. Not all points may be necessary to form an opinion to accelerate a student. The points used will vary with type of acceleration or resources available to the school. A whole year skip requires a more comprehensive consideration. The *Guidelines for the Acceleration of Students Pre-Primary–Year 10* should be read in conjunction with this checklist, which is a working document to assist schools with their decision making.

### Checklist

<input type="checkbox"/> <b>Teacher observation</b>
Teacher observation indicates that the student's performance in classwork and grasp of skills and concepts is superior to that expected from most of their current cohort and above the average of the class they desire to enter.
<input type="checkbox"/> <b>Psychological assessment</b>
A comprehensive psychological assessment of the student's intellectual functioning, academic skill levels and social-emotional adjustment has been carried out by a registered psychologist. This may include IQ tests which indicate that the student is well above their current cohort.
<input type="checkbox"/> <b>School-based assessment</b>
School assessments show that the student is achieving significantly above the expected performance of the cohort.
<input type="checkbox"/> <b>Skills and knowledge</b>
The student has performed well on tests of the work that they will skip due to the acceleration.
<input type="checkbox"/> <b>Standardised achievement tests</b>
Student performance in standardised achievement tests (including NAPLAN) indicate that the student is operating at a very high level.
<input type="checkbox"/> <b>Social and emotional development</b>
The student has been assessed to have the social and emotional skills suited to studying with older peers.
<input type="checkbox"/> <b>Assessment of readiness</b>
The Iowa Acceleration Scale indicates readiness for acceleration.
<input type="checkbox"/> <b>Anecdotal information</b>
Parent, peer and other anecdotal information indicates a readiness for acceleration.
<input type="checkbox"/> <b>Individual education plan</b>
An Individual Education Plan has been prepared for the student to address any identified gaps in the student's knowledge and monitor their progress.
<input type="checkbox"/> <b>Other</b>
Other relevant evidence.