

Academic acceleration refers to any one of twenty or more measures that may be used to allow students to progress in their education at a faster than usual rate, or at a younger than usual age. The purpose of acceleration is to allow highly able students access to educational interventions that are appropriately pitched to their abilities, motivation, and readiness as they progress in their education. Academic acceleration has a strong research base, both within and outside of the field of gifted education, as being appropriate and effective in supporting the educational needs of gifted students.

The following are principles and recommendations that should be considered in the implementation of academic acceleration for gifted students:

- Academic acceleration is possible in alternative educational settings, such as home schooling.
- Preparatory arrangements should be provided for all students who are to be accelerated, which may include formal/informal meetings with the receiving educators, part-time experiences in the receiving educational environment (e.g., dual enrolment in advance of full grade acceleration), the development of relationships with mentors in the receiving educational environment, the attendance of workshops on academic skills, and the offering of acceleration on a trial basis for a specified period of time.
- Students who have been accelerated should be formally and regularly monitored to identify any potential issues, address any such issues, and to make decisions on whether further acceleration is appropriate. Ideally, accelerated students should be performing at a high level (that is similar to his/her performance in the original placement) and should at least be maintaining her/her level of socio-emotional development.

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Assouline, S. G., Colangelo, N., VanTassel-Baska, J., & Lupkowski-Shoplik, A. (2015). *A nation empowered: Evidence trumps the excuses holding back America's brightest students* (Vol. 2). Belin-Blank Center.

Gross, M. U., & Smith, S. R. (2021). Put them together and see how they learn! Ability grouping and acceleration effects on the self-esteem of academically gifted high school students. In S.R. Smith (Ed.), *Handbook of giftedness and talent development in the Asia-Pacific* (pp. 377–403). Springer.

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The Acceleration Institute at the Belin-Blank Centre at The University of Iowa distributes A Nation Empowered, the Iowa Acceleration Scale and the Integrated Acceleration System (http://www.accelerationinstitute.org/nation_empowered/)

(<https://www.accelerationinstitute.org/tools/ias.aspx>)

(<https://accelerationssystem.org/>)

NESA (formerly NSW Board of Studies) Guidelines on Accelerated Progression
(http://www.comprehensivepsychology.com.au/assets/pdf/accelerated_guide.pdf)

NESA pro-forma report on Accelerated progression (<https://ace.nesa.nsw.edu.au/ace-8104>)