

ACCELERATION OR ADVANCEMENT

What's the Difference and How Does it Impact my Student?

The goal of the BVSD Mathematics Departments is to unify instructional best practices while meeting the needs of individual students. This ambitious vision leads to the commonly asked question: How do we meet the needs of learners who are advanced in mathematics? The Mathematics Department has put together guidelines for anyone involved in this decision.

General Terminology

A student who studies on grade-level will generally complete this sequence of classes/courses:

Grades K-5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Grade level in classroom	6th Grade Math: M05	7th Grade Math: M15	8th Grade Math: M25	Algebra 1: M31 (or)	Geometry: M41 (or)	Algebra 2: M51 (or)	Pre-Calculus: M61/64 (or)
				Advanced Algebra 1: M35	Advanced Geometry: M43	Advanced Algebra 2: M55 (or)	Advanced Pre-Calculus: M62/63 (or)
						an Elective	an Elective

- **Advanced** is a term used for describing understanding while **Accelerated** is used for describing the grade level standards that the student is studying.
 - A student may be **advanced** in understanding while still enrolled in grade-level content. The advanced student demonstrates exceptional levels of understanding of the content and its applications. A student may be enrolled in advanced mathematics learning with or without GT (Gifted & Talented) identification.
 - When a student is **Accelerated** they are enrolled in the study of mathematics a level or more ahead of their chronological age/grade placement. Acceleration means moving a student into the next year's mathematics standards *in their entirety*.
 - Students may be **accelerated** in content, advanced in their understanding, or both. Accelerated mathematics learners may be GT identified, but this is not always the case and it should not be assumed that a GT identified student would benefit from acceleration.
- **Enrichment** and **Extension** are instructional strategies used to meet the needs of advanced mathematics learners.
 - **Enrichment** reaches beyond the standards but does not extend into the next grade level. (ex: logic problems, Roman Numerals, etc.) Enrichment occurs at grade level.
 - **Extensions** are designed to develop more depth, flexible application, connections, and fluency within and among the topics of the current grade level. **Extensions** provide opportunities within the realm of the current grade level standards.

BVSD General Guidelines

If a student demonstrates above grade level understanding, there are, generally, three recommended paths. Individual consideration for a student's particular academic, social, and emotional needs will come before any prescribed recommendation or pathway. Any decisions will be made based on a body of evidence: screener, placement assessment, performance on class work, and input of student, parent, and teacher.

1. A student who is able to understand and extend current grade level content but does not show mastery of the entire year's content should be kept on grade level and be provided challenging and differentiated instruction using both enrichments and extensions with frequent monitoring for additional advancement. [See the BVSD Mathematics Statement on Instructional Grouping.](#)
2. A student who shows deep understanding, application, and the ability to communicate about current grade level mathematics standards, may be offered the opportunity to accelerate to the next grade level by demonstrating 85% mastery of the standards, *including the ability to apply skills, communicate about learning, strategies and solutions, and use multiple tools to demonstrate solutions.* This mastery must be demonstrated through a variety of sources and assessments and should not be based upon the outcome of a single assessment.

How does a student accelerate?

While we believe that students who study grade level math are in a healthy learning position and many students can engage in wonderful and challenging learning through extensions and enrichment in the classroom, we understand that some students need to be accelerated in order to be appropriately challenged. There are some general pathways that students may take to accomplish their learning goals. A chart of these options is available on the next page. For a complete chart of all of the Mathematics Options from PK-12 in BVSD, [click here](#).

The student accelerates through means provided at their school *without skipping a grade level of mathematics*. This may happen by taking a compacted grade level course in 4th, 6th or 7th grade, or doubling up on coursework at the high school level.

Students who receive instruction in all of one grade level with some of the next are not accelerated in math. For example, an Advanced 5th Grade Math course, where students receive all of 5th and some parts of 6th is not considered acceleration and the student would be expected to complete 6th Grade Math in order to have access to the complete set of standards.

GENERAL EXAMPLES

Pathways for acceleration that a student may take.

Read this chart by following each column down to see the acceleration options for each grade

	One Year Accelerated				Two Years Accelerated			
4th	4th grade math	4th grade math	4th grade math	Compacted 4th/5th	Compacted 4th/5th	Compacted 4th/5th	Compacted 4th/5th	4th grade math
5th	5th grade math	5th grade math	5th grade math	6th grade math	6th grade math	6th grade math	6th grade math	5th grade math
6th	6th grade math (M05)	Compacted 6/7th (M30)	6th grade math (M05)	7th grade math (M15)	Compacted 7/8th (M24)	Compacted 7/8th (M24)	Compacted 7/8th (M24)	6th grade math (M05)
7th	Compacted 7th/8th (M24)	8th grade math (M25)	7th grade math (M15)	8th grade math (M25)	Advanced Algebra 1 (M35)	Advanced Algebra 1 (M35)	Advanced Algebra 1 (M35)	Compacted 7th/8th (M24)
8th	Algebra 1 or Advanced Algebra 1	Algebra 1 or Advanced Algebra 1	8th grade math (M25)	Algebra 1 or Advanced Algebra 1	Advanced Geometry	Advanced Geometry	Advanced Geometry	Advanced Algebra 1
9th	Geometry or Advanced Geometry	Geometry or Advanced Geometry	Algebra 1 & Geometry concurrently in 9th grade OR Geometry and Algebra 2 concurrently in 10th grade	Geometry or Advanced Geometry	Advanced Algebra 2	Advanced Algebra 2	Advanced Algebra 2	Advanced Geometry & Advanced Algebra 2 concurrently
10th	Algebra 2 or Advanced Algebra 2 or Elective	Algebra 2 or Advanced Algebra 2 or Elective		Algebra 2 or Advanced Algebra 2 or Elective	Advanced Pre-Calculus	Advanced Pre-Calculus	Advanced Pre-Calculus	Advanced Pre-Calculus
11th	Pre-Calculus or Advanced or Pre-Calculus or Elective	Pre-Calculus or Advanced or Pre-Calculus or Elective	Pre-Calculus or Advanced Pre-Calculus or Elective	Pre-Calculus or Advanced Pre-Calculus or Elective	AP Calculus AB or BC or AP Statistics or Elective	AP Calculus BC or Elective	AP Calculus BC or Elective	AP Calculus BC or Elective
12th	AP Calculus AB or BC or AP Statistics or Elective	AP Calculus AB or BC or AP Statistics or Elective	AP Calculus AB or AP Statistics or other 4th year Elective	AP Calculus AB or AP Statistics or other 4th year Elective	Calculus 2/3 or AP Statistics or Elective	Calculus 2/3 or AP Statistics or Elective	Calculus 2/3 or AP Statistics or Elective	Calculus 2/3 or AP Statistics or Elective

The Differences Between Bright and Gifted

By Janice Robbins, PhD

<https://www.familyeducation.com/school/signs-giftedness/differences-between-bright-gifted>

Bright Child	Gifted Child
<ul style="list-style-type: none">● Knows the answers.● Is interested.● Is attentive.● Has good ideas.● Works hard.● Answers the questions● Top Group.● Listens with Interest.● Learns with ease.● 6-8 repetitions for mastery.● Understands ideas.● Enjoys peers.● Grasps the meaning.● Completes assignments.● Is receptive.● Copies accurately.● Enjoys school.● Absorbs information.● Technician.● Good memorizer.● Enjoys straightforward, sequential presentation.● Is alert.● Is pleased with own learning.	<ul style="list-style-type: none">● Asks the questions.● Is highly curious.● Is mentally and physically involved.● Has wild, silly ideas.● Plays around, yet tests well.● Discusses in detail, elaborates.● Beyond the group.● Shows strong feelings and opinions.● Already knows.● 1-2 repetitions for mastery.● Constructs abstractions.● Prefers adults.● Draws inferences.● Initiates projects.● Is intense.● Creates a new design.● Enjoys learning.● Manipulates information.● Inventor● Good Guesser● Thrives on complexity.● Is keenly observant.● Is highly self-critical.

Read More:

[“The Bright Child vs. The Gifted Learner: What’s the Difference?”](#) - Psychology Today

[“Bright Child vs. Gifted Child - Learning the Basic Differences”](#) - Brainy Child

ADVANCED MATH LEARNERS SUPPORT PLANS

School-based plans for supporting advanced learners.

Each school in the district worked collaboratively to define, design and articulate how they systematically meet the needs of advanced learners in mathematics.

The [Advanced Mathematics Learner Support Plan](#) will define Aspen Creeks PreK-8 philosophy, procedure and process for addressing the needs of learners who are advanced in their mathematical learning. It is understood and encouraged that these decisions about student learning will be made on an individual basis and may differ slightly each year, however, it is essential that each school have a general process and philosophy for meeting student's needs. In the document linked here, the term acceleration is used on a classroom-level scale. It is assumed that all schools will accelerate on an individual basis if it is determined to be the best choice for the student.

Please use the information published in this plan as a starting point for conversations regarding your child and contact Aspen Creek with questions.