

505.2E2 ACCELERATION DATA PROFILE FORM

Name: _____ **Age:** _____ **Date:** _____

Building: _____

The purpose of this information is to determine/ review supports and services.

The student is entering the acceleration screening process for the Extended Learning program based on:

Recommendation____Teacher____Parent____ISASP____Amath/Areading____Self Nomination ____

Student:	Gender:	Date:
Teacher:	Grade:	DOB:

Check the column that best describes this child.

Characteristics	Always	Sometimes	Seldom	Not Observed
Has advanced vocabulary; displays advanced oral, written and/or reading abilities				
Displays strong analytical thinking				
Understands new concepts with little or no effort; learns quickly				
Has extensive knowledge about a topic(s) of personal interest				
Is interested in ethical, philosophical, and/or global issues				
Has unique, original ideas; puts unrelated ideas together in new and different ways				

Student Assessment Data Profile

Grade- (Last 2 years)	ISASP- Math %	ISASP- Reading %	ISASP- Science %

Grade(Last 2 years)	Amath Fall	Amath Winter	Amath Spring	Areading Fall	Areading Winter	Areading Spring

Cognitive Abilities Test Scores (to be completed by ELP teacher)

Level:	Raw Score	USS Universal Scale Score	SAS Standard Age Score	Percentile Rank
Verbal				
Quantitative				
Nonverbal				
Composite				

Other Assessments

Share information about this student that you believe is relevant to his/her abilities and interests.

1. Is the student's rate of learning different from age level peers? Explain.

2. Does the student ask high level questions or engage in high level discussions? Explain.

3. Additional information: Include other relevant information or test data. (Include Grade Point Average (high school).

Social/ Emotional

Relationship with peers:

Relationship with other adults:

Maturity (In relation to other peers- do they seem less mature or more mature in relation to other same age students?):

Classroom:

- Be as specific as possible
- Describe the child's school performance in relation to other students in their grade.
- Describe accommodations that have already been made within and outside the regular classroom including the child's interest in and acceptance of the accommodations.

Supports or accommodations:
