

# CPS Subject Acceleration Protocol

A guiding principle of the Upper School Program is to promote a climate of academic rigor and high expectations in every middle school classroom. All teachers are expected and will be supported to provide challenging classroom environments that support *all* students to succeed at high levels.

CPS recognizes that a small percentage of students may demonstrate mastery of concepts in a particular subject area that are significantly above grade level expectations (more than 2-3 years). In such instances a Subject Acceleration Protocol will be made available.

## ***Recommendation/ Application***

A request for consideration for subject acceleration can be initiated by school personnel, an individual student or a parent/ guardian. This request is made through a formalized CPS protocol, *Request for Subject Acceleration*.

## ***Process for review***

A review will be conducted by a school-based team comprised of teachers and administrators most knowledgeable with the student's situation and based on a comprehensive evaluation of the whole child. The student will be assessed in a number of domains including: individual student motivation, school history, assessment of achievement in subject area, and a review of developmental, academic and interpersonal factors. In addition, student work samples will be reviewed.

The goal of the *Subject Acceleration Protocol* is to develop a plan that appropriately challenges and meets the developmental needs of the student. The desire and motivation of the student to challenge him/herself is a key factor in designing a plan for the student with primary consideration being a student's willingness to accept additional academic rigor and a heavier course load.

Based on the results of the *Subject Acceleration Protocol*, in collaboration with the students' parents/guardians and school personnel, an individual plan will be developed for the student. In the absence of consensus, the decision to accelerate the student will be decided by the CPS Head of School.

**Cambridge Public Schools  
Subject Acceleration Evaluation**

**Section 1: General Information**

**Part A: Student Information**

Student Name: \_\_\_\_\_

Student Address: \_\_\_\_\_

Current School: \_\_\_\_\_ Current Grade: \_\_\_\_\_

Student Gender: \_\_\_\_\_ Today's Date: \_\_\_\_\_

**Part B: Subject Acceleration Team**

Individuals participating in acceleration decision/planning:

Name: \_\_\_\_\_ Role: \_\_\_\_\_

Name: \_\_\_\_\_ Role: \_\_\_\_\_

Name: \_\_\_\_\_ Role: \_\_\_\_\_

Name: \_\_\_\_\_ Role: \_\_\_\_\_

Name: \_\_\_\_\_ Role: \_\_\_\_\_

Name: \_\_\_\_\_ Role: \_\_\_\_\_

Name: \_\_\_\_\_ Role: \_\_\_\_\_

Name: \_\_\_\_\_ Role: \_\_\_\_\_

Person completing this form:

Name: \_\_\_\_\_ Role: \_\_\_\_\_

Who initiated the consideration for acceleration? \_\_\_\_\_

Attach request in writing to this document.

## Section 2: School History

**Has the student done any of the following? Check the appropriate box(es).**

Participated in any “in-school” enrichment or challenge opportunities	Is already accelerated in one or more subjects	Demonstrated talent in one or more subject areas	Participated in an enrichment/acceleration activity outside of school

## Section 3: Assessment of Achievement in Subject Area

MCAS (all available) Subject: _____ Year: ____/____/____ Score: ____/____/____	CPSD Periodics (Current and last year) Subject: _____ Year: ____/____/____ Score: ____/____/____	Literacy Benchmarks (Current and last year) Subject: _____ Year: ____/____/____ Score: ____/____/____	Other: _____  Subject: _____ Year: ____/____/____ Score: ____/____/____

## Section 4: Developmental, Academic and Interpersonal Factors

### 3. Attendance at School

Excessive absences and tardiness	History of frequent absences and tardiness	Average number of absences and tardiness	Excellent attendance

### 4. Motivation

Does not complete assignments and appears disinterested in schoolwork	Completes those assignments and tasks that are of interest to him/her	Completes virtually all assignments on time with a positive attitude	Completes most assignments more quickly, accurately and comprehensively than classmates

Comments/concerns: \_\_\_\_\_

\_\_\_\_\_

### 5. Attitude Toward Learning

Disinterested or discouraged when presented with new challenges	Completes assignments competently but inconsistently	Completes assignments but rarely seeks additional challenges	Receptive to and enthusiastic about new challenges	Actively seeks and persists in new and rigorous academic challenges

Comments/concerns: \_\_\_\_\_

\_\_\_\_\_

**Part B: Developmental Factors**

**6. Age**

Is among the youngest in present grade	Is of average age for his/her present grade	Is among the oldest in his/her present grade

Comments/Concerns:

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**7. Independence Level**

Does not work independently on tasks	Works independently on some tasks	Works independently on most tasks

Comments/Concerns:

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**8. Maturity**

Is immature for age	Is average in maturity for his/her age	Mature for his/her age

Comments/Concerns:

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**9. Responsibility**

Demonstrates below level of responsibility compared to peers	Demonstrates average level of responsibility compared	Demonstrates above average level of responsibility compared to peers

Comments/Concerns:

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**10. Emotional Development**

Exhibits a pattern of inappropriate emotions and/or interactions	Reacts aggressively and/or defensively when criticized	Is very sensitive to criticism or remarks	Thoughtfully considers criticism and feedback and modifies behavior appropriately

Comments/Concerns:

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**11. Behavior**

Has a history of frequent discipline problems in class	Has occasional discipline problems	Has no history of discipline problems, but is not exemplary	Is exceptionally positive and effective

Comments/Concerns:

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**12. Relationship with Peers**

Has extremely poor interpersonal skills	Interpersonal skills are not as well developed as peers	Interpersonal skills are appropriate for his/her age	Demonstrates good interpersonal skills and prefers to be with older children	Has good interpersonal skills with age peers as well as with both older and younger students and with adults

Comments/Concerns:

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### 13. Relationship with Teacher

Has poor interpersonal relationships with most teachers	Has poor interpersonal relations with some teachers	Has good interpersonal relationship with most teachers	Has excellent interpersonal relationships with all teachers.

Comments/Concerns:

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### Section 5: Holistic Evaluation and Plan

#### Additional Considerations:

Does student receive his/her current grade level teacher's recommendation for the accelerated request?

- Yes
- No

Does student exhibit highest level of performance in subject matter at current grade level?

- Yes
- No

Is student proficient + on tests and tasks which assess the content of skipped grade (s) and work at potential grade level?

- Yes
- No
- Please describe: \_\_\_\_\_

