

Single Subject Acceleration MATH Application 2020-21

Date _____

*Parent meeting must be completed
AND Application Submitted to the
TAG Dept. by **April 18th.***

Student's Full Name		Student's ID Number	
Current School		Current Grade Level	
Current Math Teacher		Proposed Grade for Acceleration	

Characteristics Common to Underachieving Gifted Students

Does the student demonstrate any of the following common characteristics and patterns of underachievement or underperformance? Check all that apply. P= parent (first column), T= teacher (second column)

High IQ		Poor work habits		Inability to concentrate		Lack of effort	
Intense interest		Unfinished work		Low self-esteem		Easily bored and inattentive	
Prefers to work independently		Frustrated easily		Negative attitude		Failure to respond to motivation	
Refusal to comply		Class clown/attention seeking		Disruption of others		Asks "why" often	
Lack of communication		Non-conformist		Withdrawn		Absence of self-direction	

Why is the student being considered by the school team to request acceleration? (School Only)

Why is the student being considered by the school team to request acceleration? (Parent Only)

List classroom based acceleration activities that have been tried to meet the child's rate and level: (School Only)

Characteristics Common to Gifted Math Students			
Does the student demonstrate any of the following common characteristics and patterns of achievement or performance? Check all that apply. T= teacher			
Work, communicate, and justify mathematical concepts in multiple ways.		Identify, visualize, and generalize numeric and non-numeric patterns and relationships	
Reason and persevere in solving complex tasks		Communicate thinking, logically and symbolically, about quantitative, spatial, and abstract relationships	
Solve problems with multiple and/or alternative solutions		Demonstrate awareness of mathematical information and relate concepts across content areas and in real-life situations.	
Explore and question mathematical concepts and strategies.		Apply and communicate estimation and mental computation strategies	

Possible Areas of Evidence- School Completes All That Apply (include scores if applicable)			
Intellectual assessment/s	CogAT7:	Other:	Other:
Reading assessment/s	IOWA:	SBA:	Other:
Math assessment/s	IOWA:	SBA:	Other:
Grades			
Observations			
Oral responses			
Sample of student work (May include native language)	Type:	Type:	Type:
	Score:	Score:	Score:
1- Early Beginner, 2- Developing, 3- Proficient			

Team Members	Signature	Agree	Disagree	Date
Parent/Guardian				
Parent/Guardian				
Current Math Teacher				
Receiving Math Teacher				
Principal				
TAG-Building Facilitator				