



## Categories and Forms of Acceleration



### Content Based

**Advanced Placement (AP):** The student takes a course (traditionally in high school) that results in postsecondary credit upon completion of a standardized AP examination with a score acceptable to the college or university.

**Concurrent or Dual Enrolment:** The student is enrolled in one level but takes a course or courses at a higher level. Examples include taking calculus at the university level and receiving university credit for it upon successful completion while still enrolled in high school, or taking a high school course in chemistry while still enrolled in junior high school.

**Correspondence Courses:** A student enrolls in advanced coursework outside of normal school instruction. Instruction may be delivered by mail, internet, television and/or other media.

**Credit by Examination:** The student is awarded advanced standing (e.g., high school or college) by successfully completing some form of mastery test or activity. This is also known as “course challenge” or “testing out.”

**Curriculum Compacting:** Based on high levels of mastery demonstrated on a pre-assessment, the amounts of introductory activities, drill, and practice are reduced for one or more students in a class. The time gained may be used for more advanced content instruction or to participate in enrichment activities. Curriculum compacting does not necessarily result in advanced grade placement.

**Extracurricular Programs:** A student enrolls in coursework after school, on weekends, or in summer programs that offer advanced instruction and/or credit.

**International Baccalaureate Programs:** Students complete advanced interdisciplinary curriculum prescribed by the International Baccalaureate organization. At the end of high school, students take an international examination and may receive advanced standing in their postsecondary studies.

**Mentoring:** A student is paired with a mentor or expert tutor who provides advanced or more rapidly paced instruction.

**Subject Matter, Single Subject, or Partial Acceleration:** A student is placed in classes with older peers for a part of the day or works with materials from higher



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grade placements in one or more content areas. Subject-matter acceleration may also take place outside of the general instructional schedule (e.g., summer school or after school) or by using higher level instructional activities on a continuous progress basis without leaving the placement with chronological-age peers.

**Dual Credit:** Dual credit programs are ministry-approved programs that allow students, while they are still in secondary school, to take college or apprenticeship courses that count towards both the Ontario Secondary School Diploma (OSSD) and a postsecondary certificate, diploma, degree or a Certificate of Apprenticeship. Students may earn credits towards their secondary school diploma through courses delivered entirely or partially by publicly funded colleges in Ontario that are participating in a ministry-approved dual credit program. Students may earn up to four optional credits through college-delivered courses. (<http://www.edu.gov.on.ca/morestudentsuccess/DualCreditFS.pdf>)

### Grade Based

**Combined classes:** Students in two or more consecutive grades are enrolled in one class (such as a dual-grade combined class). This is a form of acceleration when it is done intentionally to allow younger students to interact academically and socially with older peers. It may or may not result in an advanced grade placement later.

**Continuous progress:** A student is given content progressively as prior content is mastered. The practice is accelerative when the student's progress exceeds the performance of chronological peers in rate and level.

**Early entrance to Grade 1:** Students either skip kindergarten or accelerate from kindergarten into Grade 1 during what would be the student's first year of school.

**Early admission to kindergarten:** Students enter kindergarten prior to achieving the minimum age for school entry as set by the provincial ministry of education.

**Early entrance to middle school, high school, or college/university:** A student is advanced to the next level of a subject or schooling at least one year ahead of chronological-age peers at the end of elementary, middle, junior, or senior secondary school. This may involve dual enrolment and/or credit by examination.

**Early graduation from high school:** A student graduates from a 4-year high school program in 3½ years or less. Generally, this is accomplished by increasing the



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amount of coursework taken each year in high school, but it may also be accomplished through concurrent or dual enrolment in college or university, or through extracurricular or correspondence coursework.

**Grade skipping:** A student is considered to have skipped one or more grades if he or she is given a grade-level placement ahead of chronological-age peers at anytime during the year.

**Self-paced instruction:** The student has control over pacing decisions. Self-paced instruction is a subtype of continuous progress.

**Telescoped curriculum:** A student is provided instruction in less time than is normal (e.g., completing a one-year course in one semester, or three years of middle school in two). Telescoping differs from curriculum compacting in two ways: it is planned to fit a precise time schedule and it always results in advanced grade placement.

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1. Based on Southern & Jones (2004) and reprinted from Kanevsky, L. (2011a). *A survey of educational acceleration practices in Canada*, *Canadian Journal of Education*, 34(3), 179–180.