

Pre-test Topic 8

TRUE/FALSE

1. Tests have relatively little importance in determining whether or not a student should be provided enrichment or acceleration. ____ **T** ____ **F**
2. Enrichment is typically discouraged while acceleration remains a popular approach to serving gifted students. ____ **T** ____ **F**
3. Research has generally supported the integration of enrichment and acceleration. ____ **T** ____ **F**
4. Grade-skipping is more likely to be recommended when students will have to enter a new school building anyway (e.g., elementary to middle). ____ **T** ____ **F**
5. The professional administration and interpretation of tests and an appreciation for special programming needs of gifted students are important elements that must be carefully conveyed to parents of a gifted child in a way that will best serve the child. ____ **T** ____ **F**
6. Enriched curriculum is modified or adapted in some way to be richer, resulting in greater depth and/or breadth. ____ **T** ____ **F**
7. Ability grouping has little to no effect on achievement if enrichment is a regular part of instruction. ____ **T** ____ **F**
8. Acceleration refers to both service delivery models and curriculum delivery models. ____ **T** ____ **F**
9. Negative effects typically occur as a result of acceleration, which is why many educators prefer enrichment over acceleration. ____ **T** ____ **F**

Answer Key (For Pre-test Topic 8)

TRUE/FALSE

1. **False.** Testing plays a critical role in determining placement and programming for all students, especially those who are gifted.
2. **False.** Enrichment is more palatable to most educators and administrators.
3. **True.** Enrichment and acceleration may be complementary program components.
4. **False.** The Iowa Acceleration Scale emphasizes that a change in building at the beginning of the first semester of the academic year is not the best case scenario; but if acceleration does occur at that phase, a transition plan is necessary.
5. **True.** How information is shared with family members can have various impacts on the gifted student (e.g., sibling rivalry, unrealistic expectations).
6. **True.** The goal is to challenge and provide growth opportunities in the student's area of giftedness.
7. **False.** Ability grouping has a clear positive effect on gifted students in achievement, critical thinking, and creativity.
8. **True.** Service delivery acceleration may include early entrance, grade skipping, subject skipping, or curriculum delivery at a faster pace.
9. **False.** Academic achievement and social adjustment of students who have experienced acceleration is equal to or better than non-accelerated, similar ability peers.