

Accelerated Courses Placement Worksheet
Plymouth Comprehensive High School

Accelerated courses are substantially faster paced and cover rigorous curriculum in both depth and breadth that necessitates students perform independently and self-advocate to achieve the highest level of learning. Students interested in accelerated courses should review the Accelerated Student Entrance Profiles, complete Part 1 below to assess their readiness, and then, if appropriate, finish and submit the complete application.

Student Name (please print) _____

PART 1

Academic Grades

	1st Grading Period (trimester or semester)	2nd Grading Period (current grade if trimester/ semester not yet available)	Recommended Minimum
Language Arts 8			A-
Social Studies 8			A-
Science 8			A-
Math 8			A-
Grade Point Average (GPA)	Current (Grade 8)	Cumulative	Recommended Minimum
			3.5

Academic Scores

	My Score	Recommended Minimum
Reading Score (iReady Diagnostic 2 or other standardized test score)		80th Percentile
Math Score (iReady Diagnostic 2 or other standardized test score)		82nd Percentile

Accelerated Inventory Self-Assessment

	My Score	Recommended Minimum
Please complete the attached inventory, review it with your family, and attach it to this worksheet		75 out of 100 points

Before continuing to Part 2--

- Reflect on your responses above as well as your academic interests
- Compare your reflections and responses to the Accelerated Student Entrance Profiles
- Talk with your family and teachers
- Understand that you can be considered for Accelerated Courses at any grade level (9-12)
- Decide whether or not you will continue with Part 2

The Plymouth School District does not discriminate against pupils on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability, or handicap in its education programs or activities. Federal law prohibits discrimination in employment on the basis of age, race, color, national origin, sex, religion, or handicap.

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PART 2

Accelerated Course Preferences

Complete this section **after** reading the Accelerated Student Entrance Profiles, reflecting on your academic performance and interests, and talking with your family and teachers.

	Student Signature I am most interested in pursuing...	Parent/Guardian Signature I support my student in pursuing...	Content Teacher Signature I support this student in pursuing...
Accelerated Area Studies			
Accelerated Citizenship			
Accelerated Biology			
Accelerated English I			
Accelerated Geometry			

Submitting Your Accelerated Course Application (Due January 28th)

To be considered for one or more Accelerated Courses, please submit the following:

- Completed Placement Worksheet (Parts 1 & 2)
- Completed Accelerated Inventory Self-Assessment

I understand that actual placement in any Accelerated Course will be based on all parts of the student's completed application as well as class size and availability. I also understand that I may be asked to share additional information or complete additional assessments for specific courses/departments.

Student Signature _____ **Date** _____

Parent/Guardian Signature _____ **Date** _____

The following **Accelerated Inventory Self-Assessment** is to help you determine if accelerated course(s) may be an appropriate placement for you. Please circle only one number that best fits you. Then add up the points in each column and transfer those scores to the Part 1 of the Accelerated Courses Placement Worksheet.

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Student Name (please print) _____

Seldom or never **Occasionally** **Most of the time** **Virtually all of the time**
1 **2** **3** **4**

1. Displays a good deal of intellectual playfulness, fantasizes, imagines, and manipulates ideas.	1	2	3	4
2. Has self-stimulated curiosity; shows independence in trying to learn more about something.	1	2	3	4
3. Chooses difficult problems over simple ones.	1	2	3	4
4. Is selected by peers for positions of leadership.	1	2	3	4
5. Adapts readily to new situations; flexible in thought and action; not disturbed when normal routine is changed.	1	2	3	4
6. Organizes and brings structure to things, people, and situations.	1	2	3	4
7. Uses unique and unusual ways to solve problems.	1	2	3	4
8. Displays a great deal of curiosity about many things, often going beyond known or conventional limits.	1	2	3	4
9. Possesses a large storehouse of information about a variety of topics beyond the usual interests of this age.	1	2	3	4
10. Reasons things out, thinks clearly, comprehends meaning.	1	2	3	4
11. Expresses interest in understanding self and others.	1	2	3	4
12. Has interest of older children or of adults in games and reading.	1	2	3	4
13. Is alert and keenly observant and responds quickly.	1	2	3	4
14. Strives toward perfection, is self-critical, is not easily satisfied with own speed or products.	1	2	3	4
15. Excels in coordination and agility.	1	2	3	4
16. Can perform more difficult mental tasks than peers.	1	2	3	4
17. Seems to sense what others want and helps accomplish it.	1	2	3	4

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18. Tends to direct others in activities.	1	2	3	4
19. Sticks to a project or idea once it is started, not easily distracted or discouraged.	1	2	3	4
20. Sees flaws in things, including own work, and can suggest better ways to do job or reach an objective.	1	2	3	4
21. Has many different ways of solving problems.	1	2	3	4
22. Challenges authority when sense of justice is offended, structures alternative approaches.	1	2	3	4
23. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	1	2	3	4
24. Enjoys and responds to beauty.	1	2	3	4
25. Has unusually advanced vocabulary for age level, uses terms in a meaningful way.	1	2	3	4
Total Points Student =				

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