

Step 1: Identify Objectives in a Given Subject or Grade

Define the goals and outcomes of a given unit or segment of instruction. This information is readily available in most subjects from state standards and district or school guidance.

Step 2: Identify Students Who Should be Pretested

Estimate which students have the potential to master new material at a faster than normal pace. Rely upon previous standardized assessments, class tests, completed assignments and classroom participation to identify likely candidates.

Step 3: Find Appropriate Pretests

Find or develop appropriate tests or other assessment techniques that can be used to evaluate specific learning outcomes. Unit pretests or end-of-unit tests that can be administered as pretests are ready made for this task.

Step 4: Pretest Students to Determine Mastery

Teachers should discuss the purpose of the test with students beforehand. This discussion should assure students that they are not expected to know material that will be on pretests and will not be labeled or given a poor grade if they do not know it.

Step 5: Eliminate Instructional Time for Those Students Who Demonstrated Mastery

Students who demonstrate mastery of the learning objectives should have the opportunity for acceleration or enrichment activities. Students should be allowed to miss those class sessions or activities that will cover those objectives, and previously mastered materials should be replaced with new material more closely aligned with students' abilities.

Step 6: Streamline Instruction for Those Students Capable of Quick Mastery

Some students may not demonstrate mastery of all objectives, but through mastery of some show an ability to move through new content at a faster pace. These students require flexible instruction and should be given the opportunity to progress at their own speed.

Step 7: Offer Challenging Alternatives

Renzulli Learning is an ideal resource for structuring these challenging alternative assignments and projects. This step is an opportunity for creativity and cooperative decision-making between the teacher and student. Select activities and experiences that represent individual strengths and interests rather than the assignment of more-of-the-same worksheets or randomly-selected kits, games, and puzzles.

Step 8: Maintain Records

Records should include information from the Compactor: student strength areas verified by test scores, pretests used to determine mastery, recommended acceleration activities.