

# INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE

## The Compactor

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NAME Rosa AGE 10 TEACHER(S) \_\_\_\_\_ Individual Conference Dates And Persons Participating in Planning Of IEP \_\_\_\_\_

SCHOOL \_\_\_\_\_ GRADE 5 PARENT(S) \_\_\_\_\_

<u>CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING</u> Provide a brief description of basic material to be covered during this marking period and the assessment information or evidence that suggests the need for compacting.	<u>PROCEDURES FOR COMPACTING BASIC MATERIAL</u> Describe activities that will be used to guarantee proficiency in basic curricular areas.	<u>ACCELERATION AND/OR ENRICHMENT ACTIVITIES</u> Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum.
Teacher-made tests and achievement tests Unit 7 test <u>Macmillan Mathematics 5</u> Math curriculum post-tests	<u>Language Arts</u> Outstanding grades and scores in all areas Take all unit pre-tests and post-tests. Eliminated material already mastered.	Spend 4-6 hours a week in Enrichment Program.
Is on highest level in spelling kit. Daily work Teacher-made tests where she shows knowledge of spelling rules.	<u>Spelling</u> Words in Economy Press Kit on Individualizing Spelling—one week. Next week—works with teacher in directed activities from <u>Harper/Row Basic Speller 5</u> .	School newspaper (see above) - independent study project on growing plants under different conditions

Check here if additional information is recorded on the reverse side.