

Curriculum Compacting

Steps:

1. Define the goals and objectives for the unit of study. (new content)
2. Pre-assess student mastery of these goals and objectives.
3. Provide replacement strategies (enrichment activities) for those areas of the unit that have already been mastered.
 - More challenging (slightly above current level of student)
 - More productive use of student time
4. Keep records of student activity and progress.

INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE

The Compactor

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NAME _____ AGE _____ TEACHER(S) _____ Individual Conference Dates And Persons
Participating in Planning Of IEP _____

SCHOOL _____ GRADE _____ PARENT(S) _____

CURRICULUM AREAS TO BE CONSIDERED FOR COMPACTING 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.	PROCEDURES FOR COMPACTING BASIC MATERIAL Describe activities that will be used to guarantee proficiency in basic curricular areas.	ACCELERATION AND/OR ENRICHMENT ACTIVITIES Describe activities that will be used to provide advanced level learning experiences in each area of the regular curriculum.

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

More-for Less

- When teachers eliminated as much as 50% of regular curricular activities and materials for targeted students, no differences were observed in post test achievement scores between treatment and control groups in math concepts, math computation, social studies, and spelling.
- In science, the students who had between 40 to 50% of their curriculum eliminated actually scored significantly higher on science achievement post tests than their peers in the control group.

(Reis and Renzulli)

Other “Perks”

- When some previously bright but underachieving students realized that they could both economize on regularly assigned material and "earn time" to pursue self-selected interests, their motivation to complete regular assignments increased. As one student put it, "Everyone understands a good deal!"

References

- Curriculum Compacting: A Systematic Procedure for Modifying the Curriculum for Above Average Ability Students. (n.d.). Neag Center for Gifted Education and Talent Development. Retrieved December 10, 2010, from <http://www.gifted.uconn.edu/sem/semart08.html>