

August 22, 2013 at 10:02 pm

[#2229](#)



[Bill McCallum](#)

*Keymaster*

I don't have a lot to add here, but one comment I would like to make is that CCSS necessitates a rethinking of acceleration policies. Acceleration in middle school was often a response to the repetitiveness of the middle school curriculum. But CCSS in middle school is not repetitive; it is a dense and rich diet of important mathematics. So students who previously hungered for acceleration might now be quite satisfied with a solid implementation of CCSS.

June 12, 2014 at 8:30 am

[#3114](#)



[Bill McCallum](#)

*Keymaster*

This is the most extreme example of acceleration I have heard of. Calculus for all is crazy. As a university professor I see the damage done by this sort of thing all the time: kids coming in with a fragile grasp of algebra or calculus because they have been raced through it, and being placed into remedial courses. This is a recipe for failure in college for many kids. There are some students who are ready for acceleration and they should have that opportunity. The rest are being done a disservice by this sort of thing. It's an abdication of educational responsibility.

There used to be an excuse for it: the middle school curriculum was often sparse and repetitive and acceleration was the only way out of it. But with the Common Core students have plenty to do in middle school, and if they take it at the right pace they will be truly ready for college.