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A Study on Academic Performance and Social Development of Students Who Do Grade-Skipping

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Abstract

The main purpose of this research is to study the effects of academic acceleration on gifted students. This study examines the different perspectives of student's academic performance such as science, mathematics and reading. In addition to socio-emotional skills and home learning environment of these students have compared with non-accelerated students. This study is part of a longitudinal study, with 364 students from four provinces of Iran that are Tehran, Hamedan, Gilan and Hormozgan. Some of these students have skipped from the second grade to the fourth grade in 2012-2013. They have been matched with two peer groups by considering the gender, intelligence, and economic-social status (R.B. Cattle test was used to match the intelligence). acceleration students (R.B. Cattle test was used to match the intelligence). The results of this study do not show any significant difference between accelerated and non-accelerated students in any of the above domains, and it seems that one grade skipping does not cause a significant difference in performance of accelerated students.

Keywords: Academic Acceleration, Grade- Skipping, Mathematics, Science, Reading, Social Skills, Home Learning Environment.

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