

- 1. Appropriate learning environments, motivation, encouragement, and even luck can all play a role in helping students develop and succeed.**
- 2. Tests, including IQ tests, are good at predicting later life performance.** IQ scores are highly predictive of performance in school, occupation, income, and even with physical and mental health. IQ scores from childhood can even predict mortality: smarter people generally live longer, even after controlling for social class.
- 3. Higher scores are related with higher outcomes throughout the full range of ability.** Even within just the top 1% of students, higher test scores are associated with higher adulthood accomplishments and achievements.
- 4. All people have different abilities that are typically positively related that form an overall general ability.** This means that people who tend to be good at one thing also tend to be good at other things, but they can have strengths and weaknesses in specific areas.
- 5. Early high performance in a domain predicts later educational, occupational, and creative accomplishments in that domain.** People strong in math or verbal domains at an early age tend to achieve extraordinary accomplishments in their domain of strength.
- 6. Non-verbal tests alone will not tell us if students will succeed in classes,** especially when success in those classes relies on verbal skills. Nonverbal tests are also not necessarily “a more fair assessment” of academic potential.
- 7. Fewer students will be identified as gifted** when participation in a gifted program requires students to have high ratings on all criteria (for example: high test scores + high teacher rating scale scores + a parent nomination) compared to when a single criterion is used.
- 8. Classes grouped by age have huge variations in student learning needs.** This supports the need for differentiated instruction based on student learning needs, not student age.
- 9. The claim that being taught using a student’s preferred learning style leads to greater achievement is not supported by evidence.** However, there is substantial strong evidence that good teaching is effective for all students.
- 10. We lack the measurement skills to differentiate reliably between achievement and ability** even though we have the verbal skills to create unique definitions for each.
- 11. There is no consistent relationship between acceleration and social-emotional problems.** But the research does show that acceleration can have huge academic benefits for students.
- 12. In general, more education is better, especially if matched with student interests and passions.**

Please visit www.tip.duke.edu/sources to review the studies supporting these statements.

