

# GIFTED PROCEDURES MANUAL

## 2019-20



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## **Foreword**

Cobb's gifted education services are designed to meet the special needs of gifted students in accordance with Georgia Board of Education Rule 160-4-2-.38. All regulations and protocols described in this manual are consistent with that rule under state law.

The Cobb Board of Education supports cognitive and affective experiences to help students become self-directed learners, critical thinkers, effective communicators, collaborative team members, quality producers, and contributing citizens. Cobb's gifted program is designed to foster these core competencies in students at every educational level. Cobb County's teachers of the gifted are specifically trained to provide learning opportunities linked to the attainment of these competencies.

This manual identifies the regulations and protocols which must guide gifted personnel in order to preserve the integrity of Cobb's gifted program and comply with state law. Cobb teachers whose instructional assignment includes gifted students must be familiar with the contents of this manual. Additionally, all teachers of the gifted are expected to work collaboratively with colleagues to fulfill the duties and responsibilities described herein.

The information contained in this manual is provided as a guide to Cobb's gifted services. Supplemental information as well as links to instructional resources can be found in the Cobb Teaching and Learning System (CTLS), CCSD Intranet, or other approved sites.

The Resource Manual is frequently updated and should be regarded as a "living" document.

The Advanced Learning (AL) office is available to assist with gifted service questions and concerns. Contact numbers are: 770-426-3324 (phone) and 770-429-5884 (fax).

## **Section I: Management of Gifted Services**

Each elementary, middle, and high school in Cobb County has a Gifted Lead Teacher who manages the functions associated with gifted education in the state of Georgia. In addition to the Gifted Lead Teacher, most schools have additional gifted endorsed teachers. All gifted education personnel are trained to provide educational services to gifted identified students and help with the management of those services.

### **Teachers of the Gifted:**

- Implement required standards (CCGPS/GSE/Gifted/AP/IB) using approved course frameworks and resources.
- Provide information and resources about gifted education and services to parents, faculty, and administration.
- Follow screening protocol for identifying new students who require testing for gifted eligibility.
- Identify appropriate evaluation instruments, schedule testing, and evaluate results.
- Maintain test security and administer appropriate assessments as needed.
- Develop and provide appropriate intervention strategies for under-performing gifted students.
- Monitor the probation/intervention process.
- Complete gifted service paperwork as required.
- Provide assistance during the FTE cycle.
- Support Gifted Lead Teacher as needed.
- Attend district gifted or Advanced Learning meetings as directed.
- Serve on the LEC (Local Eligibility Committee) as needed.

### **Gifted Lead Teachers (in addition to above duties):**

- Ensure all active gifted identified students receive services.
- Support school administration to ensure appropriate scheduling of students for gifted service.
- Mentor and support gifted endorsement candidates and newly endorsed gifted teachers.
- Provide training on appropriate use of assessment tools as required.
- Provide training on strategies and/or interventions as needed.
- Manage the student evaluation process for all students tested for gifted service and keep accurate records of all assessments.
- Maintain security and accurate inventory of all testing materials.
- Manage and maintain all gifted service paperwork.
- Manage the FTE reporting procedures both fall and spring.
- Manage local school gifted account to insure equitable use of funds for gifted instruction.
- Manage and maintain gifted resource inventory.
- Ensure state rules and regulations are being followed (screening, eligibilities, etc.)
- Attend district Gifted Lead Teacher meetings and update administration and/or faculty as needed.

## State Eligibility Guidelines

*Eligibility may be determined under either Option A or Option B (State Rule 160-4-2-.38).*

- Information shall be collected in all four assessment categories (mental abilities, achievement, creativity, motivation) for all students tested.
- Any test score used to establish eligibility shall be current within two years.
- A rating scale may be used to establish eligibility in only one assessment category.
- Data generated from sources other than a Cobb County school shall be considered when determining eligibility but does not automatically supplant school-generated data. Prior to establishing eligibility, any data from outside sources must be reviewed by the Central Eligibility Committee.

### ***Option A. Psychometric Measure: Criteria governing eligibility under option A:***

A student must meet criteria in both assessment categories.

Grade Level	Mental Ability Test Score	Achievement Test Score
K-2	99 <sup>th</sup> percentile (Composite Only)	≥ 90 <sup>th</sup> percentile in Total Reading <b>or</b> Total Math <b>or</b> Composite
3-12	≥ 96 <sup>th</sup> percentile (Composite Only)	≥ 90 <sup>th</sup> percentile in Total Reading <b>or</b> Total Math <b>or</b> Composite

### ***Option B. Multiple Criteria (for assessment categories): Criteria governing eligibility under option B:***

- A student must meet criteria in any three of the four assessment categories.
- A nationally-normed test must be used for at least one assessment category.
- A rating scale may be used to establish eligibility in only one assessment category.

Mental Ability	Achievement	Creativity	Motivation
≥ 96 <sup>th</sup> percentile by age on a composite/full scale score or approved component score of a standardized mental ability test	≥ 90 <sup>th</sup> percentile by grade on Total Battery score or Total Reading or Total Math of a standardized achievement test	≥ 90 <sup>th</sup> percent(ile) on a creativity characteristics rating scale  OR  ≥ 90 <sup>th</sup> percentile on the Total Battery score of a standardized creativity test	≥ 90 <sup>th</sup> percent(ile) on a motivation characteristics rating scale (K-12)  OR  ≥ 90 percent on a product portfolio (K-5 only)  OR  ≥ 90 <sup>th</sup> percentile on a motivation inventory (4-8 only)  OR  Two-year academic GPA 3.5 or higher (7-12 only)

## Referrals and Assessment

Students may be referred through the automatic or reported referral process; neither type of referral necessitates testing. An automatic referral occurs when a student's score on a norm-referenced assessment meets specified levels to indicate the need for further consideration of gifted services. A reported referral occurs when a student is referred for consideration for gifted education service and a Referral for Gifted Eligibility form (GF1) is completed. The Local Eligibility Committee (LEC) should convene as needed to review available data and make assessment recommendations. LEC meeting minutes must be recorded on the Data Review and Test Request form (GF2). When requesting materials, this form is submitted to the Central Eligibility Committee (CEC) for approval. Specific procedures can be found in Section II.

\*Note: When there are unusual circumstances regarding student data, contact the AL office for guidance.

### Local Eligibility Committee (LEC)

The Local Eligibility Committee is a school-based group of three or more teachers and administrators who meet as needed to review data and make assessment recommendations regarding gifted eligibility. Each school should establish an LEC at the beginning of the school year. Confidentiality of student situations and assessments is to be honored at all times. All members are accountable for eligibility decisions and the accuracy of signed paperwork.

The LEC has three primary roles:

1. Make recommendations about students referred for gifted eligibility, especially when they do not fit standard protocol.
2. Review test scores to help determine if there is a need for further testing.
3. Review paperwork for accuracy and completeness.

### Automatic Referrals

Cobb County uses a systematic approach to identify highly capable students who may qualify for gifted service. The Gifted Lead reviews system-wide standardized test scores and other available data to determine if further assessment is required. Automatic referrals are based on system-wide assessments.

### Reported Referrals

A reported referral (GF1) may be submitted by teachers, counselors, administrators, parents/guardians, peers, self, or other individuals with knowledge of the student's abilities. **Students who received gifted services in other states do not have automatic reciprocity and are considered reported referrals.**

After a GF1 is received, the eligibility determination process begins with a review of records; a referral does not necessitate testing.

### In-State Reciprocity

A student with a gifted eligibility determination transferring from another state-funded school or district within Georgia is, upon verification of records, considered eligible to receive gifted education services in Cobb County. The student's previous eligibility records must be attached to the GF4 when it is sent to the AL office. Transfer students who qualify for gifted services in Cobb, but whose academic performance is not satisfactory, may begin gifted services on probation. Notification of service paperwork (GF4, GF6M/H) should be completed before services begin. Contact the AL office for guidance as needed. Students **may not** be scheduled into the elementary Target class, middle school resource, high school gifted electives, or counted for FTE until all signatures have been obtained on the GF4.

### **Active Military Dependent Reciprocity**

Dependents of active military personnel who have moved to CCSD and have been identified as gifted during the parent/guardian's active service in another state or country are immediately placed in gifted services. Contact the Advanced Learning department for additional guidance regarding gifted-identified dependents of active or retired military personnel.

### **Assessment Windows**

Cobb County has three windows for gifted service evaluation. The assessment window schedule provides the gifted lead with a specific period of time in which to evaluate referrals and administer assessments used in determining a student's eligibility for gifted services. This schedule is provided at the beginning of each school year and is outlined on the district's annual testing calendar.

### **Internal Assessments**

Cobb County assesses students in the areas of mental ability and/or achievement through system-wide testing. Results from these assessments may be used as screening tools or to determine eligibility.

Data from current CCSD administered psychological evaluations may be used for screening or eligibility purposes. Schools must contact the AL office for guidance.

### **External Assessments**

Assessment data gathered and analyzed by a source outside the Cobb County School District shall be considered as part of the referral and evaluation process. External assessments considered for use in the referral process must be the most current editions normed within a 10-year period prior to administration. External data must be reviewed by the Central Eligibility Committee.

Data from private and/or individually administered psychological or other evaluations shall not be substituted for data the district and/or school generates during the initial eligibility process. Outside data shall not be used as a sole source of data in any one category when determining eligibility.



## Gifted Services

The Cobb County School District supports differentiated learning through advanced coursework for students receiving gifted service. Services provide for a K-12 continuum of cognitive, affective, and academic development. Cobb's programs of study are reviewed annually.

The following gifted delivery models are available to Cobb County schools. Schools with questions regarding service models and *Strategic Waiver School Systems (SWSS/IE<sup>2</sup>)* waiver plans should contact the AL office for guidance.

### Gifted Delivery Models

#### Direct Service Models

**Resource Class** -- All students are identified as gifted according to Georgia State Board of Education criteria. Examples: ES Target, MS resource class, HS gifted electives

- The teacher has the gifted in-field endorsement on his/her teaching certificate.
- Course frameworks are based on Cobb County's Gifted Process Standards and the CCGPS/GSE.
- The content and pacing should be differentiated to the degree that the activities are clearly not appropriate for more typical students at that grade level.
- Students must receive a minimum of five segments per week.

**Advanced Content/Honors** – Students are homogenously grouped based on academic performance/achievement in a specific academic content area. Classes include gifted and highly-able students who have demonstrated exceptional ability and motivation in a particular content area as determined by local school criteria. Only the gifted identified students in the class are eligible for the gifted FTE weight. Elementary schools may offer Advanced Content courses in reading/language arts and math. Middle and high school advanced content/honors levels courses are available in core content and world language classes. High school credit courses taught in middle schools are considered Advanced Content level courses.

Advanced Content classes qualify as gifted service when:

- The teacher has the gifted in-field endorsement on his/her teaching certificate.
- The approved differentiated AC course framework located in CTLS is implemented.

**Cluster Grouping** – Identified gifted students are placed as a group (GADOE recommends 5-8 students) into an otherwise heterogeneous classroom, rather than being dispersed among classes at that grade level to receive differentiated instruction. Only gifted identified students qualify for the gifted FTE weight. For this model to qualify for FTE funding (two segments maximum), the regular classroom teacher must be gifted endorsed and she/he must complete the required forms documenting evidence of need and course modifications for the gifted students. Documentation also includes using separate lesson plans and individual student contracts which identify the following:

- Data supporting the student’s need for advanced coursework in the identified content area
  - Subjects include reading, language arts, math, science, and social studies.
- Learning objectives for the gifted students
- Alternative activities in which the gifted students will be engaged
- Dates and amount of time (in segments) the gifted students will be engaged in higher-level activities
- Means by which the gifted students’ learning will be evaluated (e.g., the expected outcomes or products)

### **Additional Models**

**Advanced Placement (AP) Courses** grades 9-12 - Students are homogeneously grouped based on achievement and interest in a specific content area. The teacher must have the appropriate content area certification. In addition, the teacher must (a) have received College Board Summer Institute Training for the specific AP course; and, (b) have had at least 10 clock hours of staff development in characteristics of gifted learners and course differentiation for gifted students **or** have the gifted endorsement. The course must follow the College Board approved audit.

**International Baccalaureate (IB) Courses** grades 11-12 only - Students are homogeneously grouped based on achievement and interest in a specific content area. The teacher must have the appropriate content area certification. In addition, the teacher must (a) have received International Baccalaureate training for the specific IB subject area; and, (b) have had at least 10 clock hours of staff development in characteristics of gifted learners and course differentiation for gifted students **or** have the gifted endorsement.

## Indirect Service Model

***Collaborative Teaching*** (K-12) - A maximum of eight identified gifted students are placed as a group into an otherwise heterogeneous classroom. Direct instruction is provided by the students' regular classroom teacher who collaborates with a designated gifted teacher. There must be substantial, regularly scheduled collaborative planning between the regular classroom teacher and the gifted teacher. One segment per student may be earned. The following requirements must be met to earn the gifted FTE weight:

1. The collaborating gifted teacher must have a clear renewable GaPSC approved gifted education endorsement.
2. The gifted teacher, the regular classroom teacher, and the gifted student(s) (when appropriate) collaborate and document the development of differentiated instructional strategies, Georgia standards based course framework / curriculum, and evaluation practices.
3. The collaborating regular classroom teacher and gifted teacher must be provided adequate planning time which must be documented using district provided forms.
4. The gifted education teacher must be given one full period each week or its monthly equivalent during which he/she has only gifted education collaborative planning responsibilities (as determined by the local system) for every three classes in which he/she has collaborative teaching responsibilities.
5. The total number of gifted students whose instruction may be modified through this collaborative approach may not exceed 8 per class, and 24 students overall per hour of collaboration.
6. Instructional segments that have been modified for gifted learners may be counted at the gifted FTE weight if the gifted education teacher and regular education teacher document the course modifications made for the gifted students. Required documentation forms, GF16 and GF17, may be found on the AL Intranet page.
7. The gifted teacher is to be listed as additional staff in Synergy (consultative).
8. Utilize .2 numbers in scheduling gifted students identified as receiving services through the collaborative model. Contact the Student Reporting department for the correct course number. Students not receiving these services will be scheduled using the general education number.
9. Details on required planning times are found in the [Georgia Resource Manual for Gifted Education Services](#), pg. 15.

## Gifted Service Protocols

Students identified as gifted shall receive at least five segments per week (or the yearly equivalent) of gifted education services. Cobb County sets continued participation guidelines. Probation policies dictate that students will receive interventions when their performance in any gifted service class falls below continuation criteria. Discontinuation of service occurs when a student no longer demonstrates a need for any gifted service.

*Note: Contact the AL Office for guidance when special circumstances and situations occur for individual students.*

### Continued Participation

#### Elementary School – Gifted Resource Model

Acceptable progress in the gifted resource classroom is defined as maintaining a majority of S's and P's each reporting period. Students must also earn at least one S per standard in 7 out of 10 standards over the course of the year.

Elementary gifted resource students receive a Target Progress Report provided they are in attendance 65% of the classes offered each reporting period. In May, student performance for the entire year is reviewed. The annual review section at the bottom of the progress report indicates services for the following year. The gifted resource teacher must notify students and their parent/guardian if data indicates probation is a possibility.

#### Elementary School – Other Service Models

Acceptable progress in content specific models is defined as:

- Maintaining a grade average of 80 or higher in the gifted weighted course for which gifted service is provided.
- Scoring in the proficient or distinguished level on the state competency test for the content area in which gifted services are provided.

#### Middle School

Acceptable progress is determined separately for each gifted weighted course in which a student is served and is defined as:

- Maintaining a grade average of 80 or higher in the gifted weighted course for which gifted service is provided.
- Scoring in the proficient or distinguished level on the state competency test for the content area in which gifted services are provided.

#### High School

Acceptable progress is determined separately for each gifted weighted course area in which a student is served and is defined as:

- Maintaining a semester grade average of 74 or higher in the gifted weighted course(s) for which gifted service is provided.

## **Probation**

**Elementary:** When the student's performance does not meet the Cobb County criteria for continued participation, a student may be placed on probation. A record of intervention must be completed. The student's probationary status remains in effect for a minimum of 18 weeks; continuation past 18 weeks requires LEC consultation. Probation may carry over from one grade to the next. Gifted leads should notify the feeder middle school of students who did not meet the annual review standards on their final Target progress report.

The LEC may place a student on probation for the following year if the student did not meet standards on a state competency test, and the lack of performance can be linked to missed regular education instructional hours while in the gifted resource room. A record of intervention should be completed for any child receiving gifted services who does not demonstrate proficiency on any portion of the state competency test.

**Middle School:** A student's probationary status remains in effect for a minimum of one official grading period (quarter or semester); continuation into the following school year requires LEC consultation.

**High School:** A student's probationary status remains in effect until the end of the course. Contact AL office for guidance as needed.

### **Probation Procedures**

The Gifted Specialist/AL Lead should follow these procedures:

1. Notify the parent and student in writing of probation using the GF7E/M/H.
2. Collaboratively complete the Record of Intervention and Support (GF8E/M/H) with the teacher of the related gifted weighted course unless the student is changing level (elementary to middle). Communicate with parent(s) and student to review student performance and to revise the intervention plan if needed. Keep the GF7 and GF8 on file at the school.
3. Monitor student progress, adjust interventions, and update GF8 as needed during the grading period.
4. Maintain and document adequate communication with parents throughout the intervention process.

At the end of each grading period in which the student is on probation, determine if:

1. Interventions were successful, and probation is discontinued;
2. Probation continues with updated interventions, if necessary (indicate on GF8), or
3. Services are to be discontinued when the student does not receive direct or indirect service through any gifted FTE eligible course.

## **Intervention and Support**

### **Intervention Guidelines**

Gifted students who experience difficulty meeting standards may require interventions and support to ensure success. The Record of Intervention and Support (GF8E/M/H) is used to document the assistance given to these students in lieu of county general education forms.

The purpose of the intervention process is to improve a student's performance. Although work study habits and/or behavior may impact a student's performance, these factors should not be the primary cause for placing a student on probation nor the primary focus of the intervention plan. Assessments, and therefore grades, should reflect a student's mastery of standards.

**Record of Intervention and Support:** The classroom teacher must identify appropriate intervention strategies and complete the Record of Intervention and Support (GF8), documenting required parent contact. This form must be completed and filed at the local school each grading period when the student is on probation and intervention strategies are needed.

A quality intervention plan contains two elements central to producing improved student performance:

1. Individualization of strategies based on needs of a student
2. Instructional strategies/interventions focused on mastery of standards

## **Discontinuation of Services**

### **Discontinuation due to performance**

**All levels:** A student's progress and performance during probation will determine if gifted service is discontinued. There **must be documented evidence** of an implemented intervention plan.

- **Elementary School:**
  - Gifted resource class services must be discontinued for a minimum of **18 weeks** before any reconsideration of service can occur.
  - Gifted services in other models are discontinued when a student no longer demonstrates a need for any gifted weighted course.
- **Middle School:** Discontinuation of service occurs only when a student no longer demonstrates a need for any gifted weighted course.
- **High School:** Discontinuation of service occurs only when a student no longer demonstrates a need for any gifted weighted course. Gifted students not receiving gifted services for more than two consecutive semesters must be discontinued from gifted service.

### **Discontinuation due to Parent Request/Voluntary Discontinuation**

A parent may request a student be removed from gifted service at any time by providing written notification. Gifted service in elementary resource must be discontinued for a minimum of **18 weeks** before any reconsideration of service can occur, barring extenuating circumstances.

### **Discontinuation Process**

To discontinue service, the Gifted Education Specialist should:

1. Complete the Discontinuation of Service Form (GF9).
2. Attach a copy of the Record of Intervention and Support (GF8) if discontinuation is due to performance.
3. Attach a copy of the parent letter if discontinuation is due to parent request.
4. Send copies of the GF8 and GF9 **or** the GF9 and parent letter to the AL Office.
5. Notify the data entry person and ensure s/he changes the student service status in CSIS.

### **Re-Entry**

Once identified eligible for gifted service in the state of Georgia, students are not required to re-establish gifted eligibility regardless of the length of break in service. All re-entry decisions are made on an individual basis by the Central Eligibility Committee. Local schools may not schedule a student for gifted services with a .2 course number until written confirmation is received from the AL office.

### **Breaks in service occur when:**

- A student has been removed from gifted service due to academic performance.
- A student has been removed from gifted service due to parent request.
- A student has a change in enrollment status (i.e. residence, private school, etc.).

Elementary students served in a gifted resource classroom whose break in service was due to academic performance or parent request may be reconsidered after 18 weeks.

Middle and High Schools may request re-entry for a student whose performance indicates the need for gifted services / advanced coursework.

Students whose break in service was due to an enrollment change may be re-entered immediately. Academic performance during the break in service will be considered in the re-entry decision.

**To re-enter a student:**

1. Complete the Re-entry Request Form GF10, obtaining parent signature and attach all required documentation.
2. Send re-entry form and documentation to AL Central Eligibility Committee.
3. If the Central Eligibility Committee approves re-entry, the Middle or High School Gifted Lead should complete the Service Specifications/Continuation Criteria (GF6M/6H) and obtain required signatures.
4. Notify the data entry person and ensure s/he changes the student service status in CSIS.

**Twice-Exceptional Students**

Students identified for both special education and gifted services are classified as twice-exceptional. A gifted student who has a 504 plan may also be classified as twice-exceptional.

**Reminders for Students Identified as Twice-Exceptional with an IEP or 504 Plan**

A Gifted Lead/Specialist should:

1. Contact the student's special education case manager or the 504 contact to inform him/her of the student's gifted eligibility and services.
2. Request a copy of the IEP or 504 Plan and adhere to the accommodations. These are confidential documents and should be kept in a secure location.
3. Collaborate with special education case manager and /or 504 personnel to schedule meetings as needed to discuss and/or review interventions and strategies.
4. Communicate with the special education case manager concerning participation in the IEP meeting when planning for transition between levels.
5. Contact AL office for further guidance.



## Section II: Evaluation for Gifted Services

### Security and Ethics

The Gifted Lead at the local school is responsible for managing the testing process and all assessment materials used for gifted eligibility.

#### Security

- Testing materials must be stored in a secure location accessible only by the administration and Gifted Lead/Teacher(s). Tests must be stored in a locked cabinet or locked in a room with secure and limited access whenever not in use.
- All testing materials must be inventoried before and after test administration to ensure security.
- Security breaches include, but are not limited to, misplacing test materials, copying of materials, verbal communication of test content, and/or failure to provide an appropriate testing environment.
- No copyrighted tests, rating scales, or answer documents may be duplicated (copied), altered, or divided.
- No test items may be disclosed or used for any other reason.
- Used assessment instruments are not maintained by the district.

#### Ethics

- Actions that violate test security are viewed as ethical breaches and may jeopardize teacher certification status.
- Copyrighted assessment instruments or answer documents cannot be shown to parents/guardians and may only be shared with other educators based upon professional need.
- Scores cannot be communicated with anyone except a parent, legal guardian, or an educator whose professional role requires access to the information.
- All personnel involved in the testing process should be informed of the standards governing ethical administration of tests as determined by the **Code of Ethics for Georgia Educators** located at <http://www.gapsc.com/Ethics/CodeOfEthics.aspx> Pay special attention to **Standard 4: Honesty and Standard 7: Confidential Information.**

## **Assessment Windows - Overview**

Cobb County has three windows for gifted services evaluation. The assessment window schedule provides the Gifted Lead with time to administer the assessments used in determining a student's eligibility for gifted services. Specific dates are set each school year.

### **Window 1 – August through mid-September**

- Newly enrolled students with documentation of participation in gifted education programs/services in other states
- Newly enrolled students without gifted documentation who have two qualifying scores in different data categories and who need only one additional assessment to qualify for services.
  - Do not administer any mental ability and/or achievement test if that assessment category will be given during system-wide testing.

### **Window 2 – November through December (dates based upon system-wide testing schedule)**

- Students identified as automatic referrals through system-wide data analysis
- First grade students with qualifying assessment data or data within the re-evaluation range from the kindergarten assessment window
- Newly enrolled students with documentation of participation in gifted education programs/services in other states
- Students with approved reported referrals
- Students flagged as needing additional assessment(s)
- Students requiring motivation portfolios

### **Window 3 – Spring**

- Referred kindergarten students
- Newly enrolled students with documentation of participation in gifted education programs/services in other states
- Students with approved reported referrals

## Administration and Testing Requirements

### All Windows

- Personnel administering tests must adhere to all procedures and responsibilities regarding testing security and ethics.
- All tests must be administered by certified staff.
- Test instructions must be followed precisely as stated in each assessment's Directions for Administration (DFA); **not** doing so may invalidate test scores. The person administering the test may not add or delete anything from the directions in the test manual. Directions may be repeated only if the DFA or a student's testing accommodations (per IEP or 504) permits.
  - Review Appendix D for details on standard and non-standard accommodations.
- All materials should be inventoried before and after test administration to ensure security.
- An accurate count of assessments administered must be submitted to the AL office.
- All personnel administering tests must review all directions and assemble appropriate materials prior to initiating the test.
- Test conditions/environment must be appropriate as explained in the DFA.
- Electronic devices (cell phones, smart watches, etc.) are not permitted in testing rooms. Any use of electronic devices during testing may result in scores being invalidated.
- When planning for testing sessions, it is recommended that an additional proctor be in the room if assessments are administered to groups larger than 20 students for grades K-2 and 25 students for grades 3-12. An additional proctor is required for groups over 30.
- Items that could provide assistance to students during the test must be removed.
- Review IEP and 504 plans to ensure accommodations required by law are followed. Contact the AL office for additional guidance, such as to determine whether the scores can be used for gifted eligibility.
  - See Appendix D for standard and non-standard accommodations chart.
  - For students with visual or hearing impairments, contact the AL office.
  - For students requiring one on one assessment, contact the AL office.

### Process Overview

1. Identify students to be tested.
2. Create a school testing schedule that follows the recommended testing timeline.
3. Review all directions, appendices, guidelines, and available assessments.
4. Administer and track all assessments administered, including dates given.
5. Review all data to determine students eligible for gifted services.
6. Enter data and print forms, GF4 and GF5.
7. Review forms and assessments for accuracy (district level).
8. Follow directions for destruction of testing materials. Used assessment instruments are not maintained by the district.
9. Obtain signatures on forms.
10. Provide forms to data entry person.

## **Process Completion**

By the end of the testing window, the following items must be completed:

- All evaluations for gifted eligibility, with the exception of psychometric evaluations
- All assessment data entered for each student in the Academic Portal (CSIS)
- Copies of Gifted Eligibility Results (GF4) or Student Assessment Results (GF5) sent to parents
- Copies of Gifted Eligibility Results (GF4) or Student Assessment Results (GF5) sent to AL office and filed in appropriate school records
- Service screen entered by clerk (GF4 & GF5)

## **High School Screening**

High schools should screen students for possible referral for gifted assessment each year. Possible screening tools are:

- PSAT Data: Students who score in the top 10% of their school
- Transcript Review: Students who earn 90 or higher in advanced courses consistently in multiple subject areas (can be completed during registration process)
- EOC: Student who score in top 10% of their school
- AP Potential data for students who qualify for multiple AP courses

The gifted lead should also collaborate with guidance personnel to screen newly enrolled students by reviewing assessment data that is collected during the enrollment process.

## **Guidelines for Test Administration for Students with an IEP or 504 Plan**

Although evaluators must adhere to standardized Directions for Administration (DFA), accommodations included in the Individual Education Plan (IEP) or 504 Plan must be honored during testing. Scores obtained with non-standard accommodations will be used for screening purposes; a second measure may be approved after review of the student's IEP. See Appendix D for details on accommodations. Contact the AL office for guidance.

## Testing Procedures

During the assessment process, teachers must utilize a spreadsheet to record and track all student assessment data collected during the gifted evaluation process.

### Window 1

1. The GF1, Referral for Gifted Eligibility, is completed and kept on file at the local school.
2. The Gifted Lead reviews all available information and assessment data with the Local Eligibility Committee of his/her school.
3. Following a review of data, the Local Eligibility Committee (LEC) makes a recommendation regarding further assessment. It shall be supported by both qualitative and quantitative evidence.
  - a. If no further assessment is warranted, no testing occurs at this time. Notify parents.
  - b. If the LEC determines that the data warrants further evaluation, a Data Review and Test Request form (GF2) is completed and sent to the Central Eligibility Committee (CEC). Attach previous state's gifted eligibility to GF2 if applicable.
  - c. The CEC approves or denies the recommendation for further assessment and communicates the decision.
  - d. If not approved, notify parents.
  - e. If approved, the Gifted Lead obtains permission to test (GF3).
4. Administer approved assessments.
5. Review all data to determine which students are eligible for gifted services. Follow eligibility paperwork procedures.

Note: All paperwork is completed in the Academic Portal/CSIS.

### Window 2

#### Automatic Referrals

All teachers must utilize a spreadsheet to organize their testing data. Students who are already identified as gifted (active and inactive) and students who have been retained are removed from the spreadsheet.

#### 1<sup>st</sup> Grade students:

1. Enter data on the testing spreadsheet for students who were evaluated but found ineligible in Kindergarten, including transfer students from other Cobb schools.
2. Review data from system-wide CogAT testing.
  1. Enter scores for all students evaluated and found ineligible in Kindergarten.
  2. Identify which students have one or more scores at the  $\geq 90$ th percentile in verbal, quantitative, non-verbal, in a related subcomposite, and/or complete composite. Add these students to your spreadsheet.
3. Determine if any students now qualify (complete paperwork).
4. Distribute the GES-3 for students without GRS creativity and motivation scores.
5. Obtain Permission to Test form (GF3) for students requiring additional assessment.
6. Administer assessments, as needed, in the following order:
  - a. Achievement - IOWA Level 7
  - b. Mental Ability - NNAT Level B
  - c. Creativity - TTCT
  - d. Motivation - Motivation portfolio
7. Review all data to determine which students are eligible for gifted services. Follow eligibility paperwork procedures.

**3<sup>rd</sup> Grade:** Review data from system-wide CogAT and IOWA testing.

**Option A**

1. Determine students eligible under Option A. Any student who qualifies under Option A still requires data collection in all four areas.
  - a. Distribute GES-3 to classroom teacher for identified Option A students.
  - b. Score GES-3.
  - c. Follow eligibility paperwork procedures.

**Option B**

1. Identify students who have one of the following:
  - Score(s) at or above the 90th percentile on any component, subcomposite, or composite of the CogAT **AND/OR**
  - Score(s) at or above the 90th percentile on the IOWA in the areas of total reading, total math, and/or composite
2. Distribute the GES-3 to the classroom teacher for these students and score.
3. Determine students who require further evaluation. Refer to Evaluation Guidelines chart.
4. Obtain Permission to Test (GF3) for students requiring further evaluation for gifted eligibility.
5. Administer additional assessments as needed in the following order:
  - a. Mental ability - NNAT Level D
  - b. Creativity - TTCT
  - c. Motivation - Motivation portfolio
6. Review all data to determine which students are eligible for gifted services. Follow eligibility paperwork procedures.

**5<sup>th</sup> Grade:**

1. Review data from system-wide IOWA testing.
2. Identify students with one or more scores at or above the 85<sup>th</sup>ile in total reading, total math, or complete composite. The process stops for all other students.
3. Distribute the GES-3 to classroom teachers for the students remaining on this spreadsheet.
4. Determine students who require further evaluation for gifted eligibility:
  - a. >85<sup>th</sup>ile IOWA Total Reading or Total Math **OR**
  - b. ≥90<sup>th</sup>ile IOWA complete composite **OR**
  - c. ≥85% in creativity and motivation
5. Obtain Permission to Test (GF3) for each student requiring further evaluation for gifted eligibility.
6. Administer additional assessments as needed in the following order:
  - a. Mental ability – CogAT
  - b. Mental ability – NNAT Form E
  - c. Achievement - IOWA Alt Form G
  - d. Creativity - TTCT
  - e. Motivation - Motivation Portfolio
7. Review all data to determine which students are eligible for gifted services. Follow eligibility paperwork procedures.

### **7<sup>th</sup> Grade:**

1. Review data from system-wide CogAT and IOWA testing.
2. Enter system-wide testing data into spreadsheet.
3. Delete students who are already identified (active and inactive) and students who have been retained from the spreadsheet.

### **Option A**

1. Determine students eligible under Option A. Any student who qualifies under Option A still requires data collection in all four areas.
  - a. Distribute the GES-3 to one academic classroom teacher for identified Option A students.
  - b. Score the GES-3. Record the creativity and motivation scores.
  - c. Follow eligibility paperwork procedures.
2. Review all data to determine which students are eligible for gifted services. Follow eligibility paperwork procedures.

### **Option B**

1. Identify students who have one of the following:
  - Score(s) at or above the 90th percentile on any component, subcomposite, or composite of the CogAT **AND/OR**
  - Score(s) at or above the 90th percentile on the IOWA in the areas of total reading, total math, ELA total, and/or composite
2. Distribute the GES-3 to two academic classroom teachers for these students.
3. Score the GES-3. Record the highest creativity and motivation scores.
4. Determine students who require further evaluation. Refer to Evaluation Guidelines chart.
5. Calculate student GPAs by calculating the grades earned during the two years prior to evaluation in mathematics, science, language arts, social studies and foreign language.
6. Obtain Permission to Test (GF3) for students requiring further evaluation for gifted eligibility.
7. Evaluate as needed in the following order:
  - a. Mental ability - NNAT Level F
  - b. Creativity - TTCT
8. Review all data to determine which students are eligible for gifted services. Follow eligibility paperwork procedures.

### **8<sup>th</sup> Grade students:**

1. Enter data on the testing spreadsheet for students who were evaluated but found ineligible in 7<sup>th</sup> grade.
2. Review data from system-wide PSAT 8/9 testing.
  1. Enter scores for all students evaluated and found ineligible in 7<sup>th</sup> grade.
  2. Identify which students have one or more scores at the  $\geq 90$ th percentile in Total ELA (Evidence Based Reading and Writing) or Total Math. Add these students to your spreadsheet.
3. Determine if any students now qualify (complete paperwork).
4. Distribute the GES-3 to two academic classroom teachers for students without creativity and motivation scores.
5. Score the GES-3. Record the highest creativity and motivation scores.
6. Determine students who require further evaluation. Refer to Evaluation Guidelines chart.
7. Calculate student GPAs by calculating the grades earned during the two years prior to evaluation in mathematics, science, language arts, social studies and foreign language.
8. Obtain Permission to Test form (GF3) for students requiring additional assessment.
9. Evaluate as needed in the following order:
  - a. Mental ability - NNAT Level F
  - b. Creativity – TTCT
  - c. Review all data to determine which students are eligible for gifted services. Follow eligibility paperwork procedures.
10. Review all data to determine which students are eligible for gifted services. Follow eligibility paperwork procedures.

### **Assessing Flagged Students (grades 2, 4, 6, and 8)**

1. Distribute the GES-3 to classroom teacher for flagged students and score.
2. Determine if TTCT, CAIMI, and/or Motivation Portfolio is needed.
  - a. If the above were administered during the previous academic year, the same assessment may not be given the following academic year.
3. Review data to determine which students are eligible for gifted services. Follow eligibility paperwork procedures.



## Reported Referrals (grades 1-12)

### Prior to the assessment window:

1. The GF1, Referral for Gifted Eligibility, is completed.
2. The Gifted Lead reviews all available information and data with the Local Eligibility Committee of his/her school.
3. Contact the AL office for a GES-3 if the student does not have any type of available assessment data. A score of 80%ile must be earned in both Subscale 1 Intellectual and Subscale 3 Specific Academic Aptitude in order to continue.
4. Following a review of data, the Local Eligibility Committee (LEC) makes a recommendation regarding further assessment. It shall be supported by both qualitative and quantitative evidence.
  - a. If no further assessment is warranted, no testing occurs at this time. Notify parents.
  - b. If the LEC determines that the data warrants further evaluation, a Data Review and Test Request form (GF2) is completed and sent to the Central Eligibility Committee (CEC).
  - c. The CEC approves or denies the recommendation for further assessment and communicates the decision.
  - d. If not approved, notify parents. If approved, the Gifted Lead obtains permission to test (GF3) and notifies parents of assessment window dates.

### During the assessment window:

1. Administer approved assessments in the following order (not all assessments will be given):
  - Creativity and Motivation - GES-3 (*if not already completed*)
  - Mental Ability - CogAT
  - Achievement - IOWA
  - Mental Ability - NNAT
  - Motivation - CAIMI (*only if approved by CEC*)
  - Creativity - TTCT
  - Motivation - Motivation portfolio (grades 1-5)
2. Review all data to determine which students are eligible for gifted services. Follow eligibility paperwork procedures.
3. Return any borrowed non-consumable testing materials to the AL office.

Note: All paperwork is completed in the Academic Portal/CSIS.

### Identifying students to be 'flagged'

Students may be flagged for the next year's assessment window if s/he was **not** eligible for gifted services and has both a qualifying Option B mental ability component **and** a qualifying achievement score.

### **Motivation Portfolios (grades 1-5 only)**

1. Upon review of assessment data, Gifted Lead generates a list of students who qualify for a motivation portfolio (MP) for gifted eligibility.
2. Classroom teachers gather the designated examples of student work and complete the teacher reflection form.
3. Students who require motivation portfolios complete a perseverance activity and student reflection activity.
4. The gifted lead/specialist gathers all required items for the motivation portfolio in a folder.
5. The AL department schedules dates and locations for motivation portfolio evaluations.
6. Portfolios are reviewed by a panel of trained evaluators.
7. Once evaluation is complete, the Portfolio Evaluation Results are kept with other assessment data from the current year. This data must be kept for two years.
8. Complete eligibility process and submit all required paperwork.

### **Window 3**

**Reported Referrals** – For students who move into Cobb after Window 2 has closed. See *Window 2 Testing Procedures, Reported Referrals* section.

### **Kindergarten Students**

Classroom teachers review the universal screener data.

1. Identify all students meeting the data criteria.
2. Screening process ends for students not meeting the criteria and for those who were retained and are spending a second year in Kindergarten.
3. Distribute the GRS-P to classroom teachers for identified students. Request and distribute GES-3s for any Kindergarten students who are 7 years of age when Window 3 begins.
4. Obtain Permission to Test (GF3) for each student to be tested.
5. Record creativity and motivation scores.
6. Administer assessments in the following order:
  1. Mental ability - NNAT
  2. Achievement - IOWA – total reading and total math only
7. Review all data to determine which students are eligible for gifted services. Follow eligibility paperwork procedures.
8. Specific directions regarding screening, assessment, and paperwork are provided to Target teachers during assessment training.

Note: All paperwork is completed in the Academic Portal/CSIS.

## Mental Ability Assessments

### Cognitive Abilities Test (CogAT)

The Cognitive Abilities Test (CogAT) is a nationally norm-referenced test that assesses learned reasoning and problem solving ability using verbal, quantitative, and nonverbal (spatial) symbols. This test can be administered to students in grades K-12. The CogAT is administered system-wide in first, third, and seventh grades. Contact the AL office for any assessments not stored at your school. This is the first mental ability assessment to be administered as it renders multiple scores that may be used for gifted eligibility.

Scores used for eligibility:

- Option A – composite score only
- Option B – composite, sub-composite, or component score may be used

### Naglieri Nonverbal Ability Test

The Naglieri Nonverbal Ability Test (NNAT) is the approved mental ability follow-up assessment. This nationally norm-referenced test measures general reasoning ability and can be administered to students in grades K-12. The test scores are not influenced by a student's verbal or quantitative knowledge, which makes the test useful for culturally and linguistically diverse populations. The NNAT provides a composite score only.

### Important Points:

- Age norms are used for all mental ability tests.
- For any students receiving accommodations during system-wide testing, contact the AL office to determine whether the scores can be used for gifted eligibility.

### Individual Intellectual Assessment Referral (grades 1-12)

Individual psychometric evaluations may only be requested if a student in grade one (1) or higher meets specific threshold criteria after having been assessed at the local school using two different mental abilities instruments. Psychometric evaluation requests must be submitted to the AL Central Eligibility Committee for approval using the Individual Intellectual Assessment Referral form (GF11).

### Guidelines to request a psychometric evaluation:

Student must have:

- One qualifying achievement score, **and**
- Two **composite** mental ability scores within 2 points of a qualifying score.  
K – 2: 97<sup>th</sup> – 98<sup>th</sup> %ile                      3 – 12: 94<sup>th</sup> – 95<sup>th</sup> %ile

### Procedures to request an Individual Intellectual Assessment

1. Compile all current assessment data on the Individual Intellectual Assessment Referral (GF11). Students must have passed both hearing and vision screening within the previous 9 months for referral to be considered. If needed, the school nurse may conduct hearing and vision screenings if permission has been provided on the GF3.
2. Attach the original Permission to Test form (GF3).
3. Send both forms to the AL office for review by the Central Eligibility Committee (CEC). The CEC reviews all referrals. Approvals are dependent on data review and are not automatic. The AL Lead teacher at the referring school is notified by email of the decision of the CEC.
4. Keep a list of all students referred for an individual intellectual assessment.

**If the referral is approved:**

1. The AL office submits a request to the Department of Special Student Services for psychometric testing. Although the AL office sends a letter to the parents explaining the need for additional testing, the Gifted Lead may contact parents as well.
2. The Individual Intellectual Assessment is scheduled and administered by a county psychologist based on availability. Special Student Services Department attempts to complete evaluations within a 60-day (school days) window. Do not contact the Special Student Services department or your local school psychologist to inquire about the status of this assessment. The AL office is the liaison.
3. Once the assessment is complete, the AL office sends the report to the Gifted Lead at the local school so that scores may be indicated on the GF4 or GF5. Paperwork should be sent promptly to parents.

**If the referral is not approved,** the Gifted Lead is notified by the CEC and appropriate paperwork is sent home.

## **Achievement Assessments**

### **IOWA**

The IOWA is a nationally norm-referenced standardized test used to measure acquired learning in a specific subject area such as reading or mathematics. This test may be administered to students in grades K-12. The IOWA is administered system-wide in third, fifth and seventh grades. The IOWA may be provided by the AL department for reported referrals.

### **Important Points:**

- Grade norms are used for all achievement tests.
- Cobb County utilizes an automatic second measure in achievement in 5<sup>th</sup> grade only.
  - An alternate form of the IOWA (Form G) is used as the automatic second measure.
  - See re-evaluation criteria.
- If a child repeats a grade in a year in which an achievement test is given, the test scores cannot be used for gifted eligibility in the year the grade is repeated.
- For any students receiving accommodations during system-wide testing, contact the AL office to determine whether the scores can be used for gifted eligibility.

## **ESOL Achievement Portfolio**

The ESOL Achievement Portfolio is a product portfolio used to measure a student's math achievement. This portfolio may be utilized with students currently receiving ESOL services in grades 4-5.

### **Important Points:**

- The student must be actively receiving ESOL services in the Cobb County School District.
- The student must have scored  $\geq$  80%ile in Total Math on the most recent administration of the IOWA.
- The Individual Evaluator Record may be accessed on the AL Intranet site and is submitted to the Central Eligibility Committee with evidence attached.
- If a child repeats a grade in a year in which an achievement test is given, the test scores cannot be used for gifted eligibility in the year the grade is repeated.

## **PSAT 8/9**

The PSAT 8/9 is a nationally norm-referenced standardized test used to measure acquired learning in specific subject areas such as math and evidence-based reading and writing, as well as what a learner needs to succeed in college. This test may be administered to students in grades 8-9. The PSAT 8/9 is administered system-wide in eighth grade.

### **Important Points:**

- Grade norms are used for all achievement tests.
- If a child repeats a grade in a year in which an achievement test is given, the test scores cannot be used for gifted eligibility in the year the grade is repeated.
- For any students receiving accommodations during system-wide testing, contact the AL office to determine whether the scores can be used for gifted eligibility.
- The PSAT 8/9 is administered system-wide in eighth grade but is not available for reported referrals.

## **Creativity and Motivation Assessments**

### **Gifted Rating Scale – Primary Edition (GRS-P) Creativity Sub-Scale**

- **Kindergarten, ages 5-6 only**
- This kindergarten rating scale must be completed by a teacher who has observed the student for a **minimum of six weeks**. Educators must be trained every other year before completing this instrument.
- May be completed by only one certified teacher for a student

### **Gifted Evaluation Scale (GES-3), Creativity Sub-Scale**

- **Grades 1-12 and Kindergarten students 7 years of age**
- This rating scale must be completed by a teacher who has observed the student for a **minimum of six weeks**. Educators must be trained before completing this instrument. Documentation of training must be kept on file at the local school.
- May be completed by a certified teacher with input from other school personnel familiar with the student

Scores used for eligibility:

- Component score only; reported as an age norm

### **Torrance Test of Creative Thinking (TTCT)**

The Torrance Test of Creative Thinking (TTCT) is a nationally norm-referenced standardized test which measures a student's creativity through the components of fluency, flexibility, originality, and elaboration. Artistic ability does not factor into this test. The TTCT consists of three tasks, assessing different aspects of creative functioning. TTCTs are submitted to the AL Office for scoring. During system-wide testing, attach a completed log to TTCTs before sending to the AL Office.

Scores used for eligibility:

- Composite score only; reported as a grade norm

### **Gifted Rating Scale – Primary Edition (GRS-P) Motivation Sub-Scale**

- **Kindergarten, ages 5-6 only**
- This kindergarten rating scale must be completed by a teacher who has observed the student for a **minimum of six weeks**. Educators must be trained every other year before completing this instrument.
- May be completed by only one certified teacher for a student

### **Gifted Evaluation Scale (GES-3), Motivation Sub-Scale**

- **Grades 1-12 and Kindergarten students 7 years of age**
- This rating scale must be completed by a teacher who has observed the student for a **minimum of six weeks**. Educators must be trained every other year before completing this instrument.
- May be completed by a certified teacher with input from other school personnel familiar with the student

Scores used for eligibility:

- Component score only; reported as an age norm

## **Motivation Portfolio – Grades 1-5**

The purpose of a motivation portfolio is to identify students who will receive gifted education service based on specific student strengths in exceptional motivation as demonstrated through classroom performance, perseverance, and self-reflection. Motivation portfolios are only completed during window 2.

Scores used for eligibility:

- Student Portfolio Score, calculated as a percent

## **Academic GPA – Grade Point Average (grades 7-12)**

Student GPAs are determined by calculating the grades earned during the two years prior to evaluation in mathematics, science, English/language arts, social studies, and full-year world language when included in a student's records. A minimum GPA of 3.5 on a 4.0 scale is required.

## **Children's Academic Intrinsic Motivation Inventory (CAIMI)**

The Children's Academic Intrinsic Motivation Inventory (CAIMI) is specifically used to measure academic intrinsic motivation in grades 4-8, *by CEC approval only*. It measures a student's academic motivation in specific subject areas and in general. This self-assessment is completed by the student under the supervision of a teacher.

Scores used for eligibility:

- Specific subject area or general score may be used, reported as a grade norm
- Must have  $\geq 90$  in two different sub-scores to qualify in motivation

## Section III: Gifted Records and Reports

The Gifted Lead at the local school manages all gifted education records. Records containing confidential information must be kept secure at all times. Access to these materials is restricted to the Gifted Lead and other certified personnel as professional need requires.

### Electronic Records

All students assessed for gifted eligibility must have their assessment data entered in the academic portal. Gifted Eligibility Results (GF4) and Student Assessment Results (GF5) must be generated using CSIS.

#### Gifted Eligibility Results (GF4)

1. Generate and print this form using CSIS.
2. The Gifted Lead and two other LEC members review for accuracy.
3. Submit one unsigned form for district approval.
4. ALP district staff (or designee) reviews the form for accuracy; corrections may be needed.
5. Upon district approval, print two copies.
6. The Gifted Lead and two other LEC members sign both copies in **BLUE** ink.
7. Send both copies of this form home during the designated time frame—one for parents to keep and one to be signed and returned.
8. Submit the original form with all signatures to the AL office for scanning (no copies accepted).
9. Once the signed original is scanned, it is stamped and returned to the local school.
10. Provide the data entry clerk with copies of the GF4s for coding in CSIS; the type of referral, eligibility status, and service model are coded. This information is essential for state reporting accuracy.
  - Coding questions are directed to the Student Reporting department.
11. Place the returned stamped form in the student's permanent record.

#### Student Assessment Results (GF5)

1. Generate and print this form using CSIS.
2. The Gifted Lead and two other LEC members review for accuracy.
3. Submit one unsigned form for district approval.
4. AL district staff (or designee) reviews the form for accuracy; corrections may be needed.
5. Upon district approval, print two copies.
6. The Gifted Lead and two other LEC members sign both copies in **BLUE** ink.
7. Send one copy of this form home during the designated time frame for parents to keep.
8. Submit the original form with all signatures to the ALP office for scanning (no copies accepted).
9. Once the signed original is scanned, it is stamped and returned to the local school. Retain in gifted records for two years.
10. Provide the data entry clerk with copies of the GF5s for coding in CSIS; the type of referral and eligibility status are coded. This information is essential for state reporting accuracy.
  - Coding questions are directed to the Student Reporting department.

### Electronic Gifted Records

All gifted records are available in OnTrack through the Student Profile Screen. Click on the *Documents* tab to view records such as a GF4, a GF5, a discontinuation form, and/or re-entry form. A copy of the GF4 is also located in the permanent record.



## **Transition Between Levels**

### **Sending school:**

1. At the end of the school year, send a list of students with the following information to the correct feeder school:
  - a. Active students
  - b. Students who were on probation during the year
  - c. Inactive and/or discontinued students
2. Keep a copy of this list for your school records.

### **Receiving school:**

1. Print a report of your rising gifted students using OnTrack.
2. Provide the appropriate personnel a list of all identified gifted students in order to validate students are scheduled with the correct gifted (.2) course numbers.

## **Disposal of Records and Assessments**

Printed records and assessments are disposed of as follows:

1. Gifted Specialist/AL Lead contacts CCSD Records Center at 678-581-6836 for record disposal protocol.
2. Follow record disposal protocol directions. NOTE: Security classification is IMMEDIATE DESTRUCTION; authorization is by principal or other administrator.
3. While boxed records are awaiting pick up, they must be stored in a secure location. Please make sure office staff is aware of and has access to the storage location.

## **Reports**

The following reports are used to evaluate and manage gifted service.

### School Schedule and Caseload Report (Elementary Only)

This report provides data about services provided. It indicates the number of gifted students and Talent Development students served per grade level each day. This report is submitted to the AL Office two times each year (September and January).

### Annual Report of Gifted Assessment and Service (Elementary and Middle)

At the end of the year, the AL lead submits an online report indicating the number of active gifted students per grade level as well as a summary of gifted service protocols such as training dates, probations, discontinuation of service, etc.

### End-of-Year Checklist (Elementary and Middle)

This report lists AL Teacher end-of-year responsibilities and certifies completion. The AL Lead submits this report online to the AL office.

### Referral and Eligibility Data

All referral and eligibility data is warehoused in the CCSD Academic Portal.

## **State Funding (FTE)**

FTE is the Full Time Equivalency count that is conducted by the state. The Gifted Specialist/AL Lead monitors this process twice yearly -- October and March. This count gives the state gifted service data for students at each school in the district. For accurate reporting, all courses eligible for gifted FTE weight must be coded correctly. The Gifted Specialist/AL Lead should carefully review all procedures before coding any courses. Communication throughout the FTE process with your administration and clerk is essential.

## **Critical FTE Guidelines**

The Gifted Specialist should:

- Follow all FTE directions sent by the AL office.
- Ensure that all gifted students receive appropriate service yearly:
  - Elementary – minimum of five segments a week (contact the AL office with unusual situations)
  - Middle and High – minimum of 1 Advanced Content course
- Work with the data clerk to ensure that ‘gifted service’ is coded in CSIS for all newly identified gifted students.
- Work with data clerk to ensure all courses and or students eligible for gifted FTE weight are coded appropriately.
- Work with scheduler to maximize service to students/FTE. All service models are year-long and are scheduled in the fall.

## **Resource Management**

**Gifted Funds** - Gifted funds are used to purchase resources necessary to support instruction for gifted students. The Gifted Lead should work with the school bookkeeper to complete required paperwork. All funds must be spent by the deadline designated by the AL office.

**Instructional Inventories** - The Gifted Lead is responsible for managing all instructional resources purchased with gifted funds. A Gifted Resource Inventory should be created and updated as resources are received or purchased. This document is kept on file at the local school. All resources purchased with gifted funds are labeled as property of AL.

**Test Inventories** - The Non-Consumable Test Inventory is completed and updated annually. This document is kept on file at the local school.

**Property Disposal** - The Gifted Lead should follow local school procedures when disposing of obsolete resources and equipment. Contact your local school ‘eqTransfer’ for procedures.

## APPENDICES

### Appendix A Notification to Parents/Guardians

Each of the following circumstances requires documented parent notification utilizing appropriate Cobb County gifted forms as directed below. **All gifted forms are legally binding documents; great care must be taken to ensure the accuracy of all recorded information and the professional appearance of documents.**

Form and Purpose	Form
<b>Permission to test</b> – Gifted Lead/Teacher must complete permission to test forms any time assessments are administered that are not part of a system-wide testing event. Parents must receive, sign, and return a permission to test form <b>before</b> a student is administered any testing instrument. Observation instruments such as rating scales or artifacts gathered during the portfolio process do not require parental permission.	GF3
<b>Gifted Eligibility Results</b> – Gifted Lead/Teacher must enter data into the Academic Portal and generate this form for all students qualifying under either option A or B. Students <b>may not</b> be scheduled into gifted resource or elective classes until a signed copy of this form indicating parental consent for placement is received. A copy of the GF4 must be placed in the student’s permanent record.	GF4
<b>Student Assessment Results</b> – Gifted Lead/Teacher must enter data into the Academic Portal and generate this form for any student assessed for gifted eligibility and not meeting Georgia criteria for gifted service. This form is kept on file for two years; do not place in the permanent record.	GF5
<b>Service Specifications/Continuation Criteria</b> – Gifted Lead/Teacher must provide parents with notification of service specifications and continued participation criteria at the time initial eligibility is established. Subsequent notifications must be provided for students continuing gifted service as they enter sixth and ninth grades or after a break in service.	GF6M GF6H
<b>Probation</b> – Gifted Lead/Teacher must provide parents with notification of student’s probationary status at the completion of any grading period during which a student fails to meet continuation criteria. Appropriate instructional interventions must be developed and implemented.	GF7E GF7M GF7H
<b>Record of Intervention and Support</b> – Gifted Lead/Teacher must identify appropriate intervention strategies and complete a record of intervention and support, documenting required parent contact. This form must be completed for each nine weeks’ period during which a student is on probation and intervention strategies are needed.	GF8E GF8M GF8H
<b>Discontinuation of Service</b> – Gifted Lead/Teacher must notify parents in the event the student fails to meet continuation criteria after the implementation of intervention strategies. In middle and high school, parents must be notified of discontinuation only when service is no longer provided in any content area.	GF9E GF9M GF9H

**Appendix B  
Available Assessments**

**SHADED TESTS ARE CONSUMABLE**

**Mental Ability Test Levels – age norms used**

	K	1	2	3	4	5	6	7	8	9	10	11	12
CogAT	5/6	7*	8	9*	10	11	12	13/14*	13/14	15/16	15/16	17/18	17/18
NNAT	A	B	C	D	D	E	E	F	F	F	G	G	G

\* May not be used for students who participate in district-wide testing.

**Achievement Test Levels – grade norms used**

	K	1	2	3	4	5	6	7	8	9	10	11	12
IOWA – Fall	5	7	8	9*	10	11*	12	13*	14	15	16	17/18	17/18
IOWA– Spring	6	7	8	9*	10	11*	12	13*	14	15	16	17/18	17/18

\* May not be used for students who participate in district-wide testing.

**Creativity Assessments**

Hawthorne Gifted Evaluation Scale (GES-3)	1-12
GRS P	K
Torrance Test of Creative Thinking (TTCT)	K-12

**Motivation Assessments**

Hawthorne Gifted Evaluation Scale (GES-3)	1-12
Motivation Portfolio	K-5
GRS P	K
Children’s Academic Intrinsic Motivation Inventory	4-8
GPA of 3.5 or better in core academics on a 4.0 scale and in top 10% of class (2-year average)	7-12

**Appendix C**  
**Evaluation Guidelines**

	<b>Option</b>	<b>Grade</b>	<b>Qualifying Score</b>	<b>May assess if:</b>	<b>Assessments</b>
Mental Abilities	A	K-2	99%ile composite	90-98%ile composite, sub-composite, or approved component	CogAT NNAT
		3-12	96%ile or higher composite	90-95%ile composite, sub-composite, or approved component	
	B	K-12	96%ile or higher on composite, sub-composite <sup>1</sup> , or approved component	90-95%ile on composite, sub-composite, or approved component	Psychometric Evaluations <sup>2</sup>
Achievement	A & B	K - 12	90%ile on Total Reading, Total Math, ELA Total ( <b>grades 6-12 only</b> ), Total Battery	85-89%ile on Total Reading or Total Math ( <b>5<sup>th</sup> grade only</b> )	IOWA  ESOL Achievement Portfolio <sup>3</sup>  PSAT 8/9 <sup>4</sup>
Creativity	B	K - 12	90% on Creativity Assessment	85% and above on Creativity Assessment	K: GRS P 1-12:GES-3 1-12:TTCT
Motivation	B	K - 12	90% on Motivation Assessment	85% and above on Motivation Assessment	K: GRS - P 1-12: GES-3 K-5: Product Portfolio 4-8: CAIMI <sup>5</sup> 7-12: GPA

1. Subcomposite CogAT scores may be used for eligibility under Option B or for re-evaluation under Option A or B and only when provided by the testing company in grades 1, 3, and 7.
2. Individual psychometric evaluations (psych) may only be requested if a student meets threshold criteria after having been assessed at the local school using two different mental abilities instruments – refer to Section II for details. Psych requests must be submitted to the AL Central Eligibility Committee for approval using the Individual Intellectual Assessment Referral form (GF11).
3. An ESOL achievement portfolio may be utilized if a 4<sup>th</sup> or 5<sup>th</sup> grade student meets threshold criteria after having been evaluated using the IOWA. Refer to Section II for details. The ESOL Achievement Portfolio Individual Evaluator Record must be submitted with evidence attached to the AL Central Eligibility Committee.
4. The PSAT 8/9 is administered system-wide in eighth grade. It is not available for evaluation of reported referrals.
5. A student administered the CAIMI must have  $\geq 90$  in two different sub-scores to qualify in motivation. Specific subject area or general scores may be used.

**Appendix D**  
**Iowa/CogAT Accommodations for Special Groups of Students**  
**Students With Disabilities and English Learner Students**

Standard accommodations are indicated on the chart below by an “S”, non-standard accommodations are indicated by “NS”, and shaded areas indicate an accommodation that is not available, appropriate or allowed.

Accommodations	Students with Disabilities (Special Education, Section 504)	English Learner (EL)
<b>Setting Accommodations:</b>		
Special Education or ESOL classroom	S	S
Special or adapted lighting	S	
Small group	S	S
Preferential seating	S	S
Sound field adaptations (e.g., listening devices)	S	
Adaptive furniture (e.g., slant board)	S	
Individual or study carrel	S	S
Individual administration	S	S
Test administered by certified educator familiar to student	S	
<b>Presentation Accommodations:</b>		
Large print test booklet	S	
Sign the directions	S	
Sign the test questions (any content area or subtest)	NS	
Sign the reading passages (of the Reading test)	NS	
Explain or paraphrase directions for clarity (in English only)	NS	NS
Braille test booklet	NS	
Color overlays or templates	S	S
Reading the test (Iowa) in English only (except Reading Part 1 or Part 2 or Vocabulary)	S*	S*
Reading the test (CogAT) in English only (any subtest)	NS	NS
Low vision aids (e.g., CCTV, magnifying equipment)	S	
Repetition of directions (in English only)	S	S
Materials presented with contrast and tactile clues	NS	
Audio amplification devices or noise buffer/listening devices	S	
<b>Response Accommodations:</b>		
Mark answers in test booklet	S	S
Point to answers	NS	NS
Verbal responses in English only	NS	NS
Adapted writing tools (e.g., pencil grips, large diameter pencil)	S	
Calculator or adapted calculator (on Iowa Math Computation test or CogAT Quantitative battery)	NS	
Scribe**	S	S
Word to word dictionary***		S
<b>Scheduling Accommodations:</b>		
Frequent monitored breaks	NS	NS
Optimal time of day for testing	S	
Extended time	NS	NS
Flexibility in the order of administration for content areas	S	

**\*If any part of the Iowa Reading or Vocabulary test is read, administration is non-standard. Reading any part of the CogAT is a non-standard administration.**

\*\*For students physically unable to mark answers – guidelines must be followed exactly

\*\*\*Only words may be translated; definitions are not permitted

## **Appendix E**

### **Assessment Terminology**

**Achievement** refers to the degree to which students have learned specific subject matter content.

**Age norms** compare the student's score to a norm group of students of the same age.

**Criterion-referenced tests** measure how much a student knows about a particular set of standards (criteria).

**Grade norms** compare the student's score to a norm group of students at the same grade level.

**Mental ability** refers to a student's general capability to succeed in a school setting. Scores obtained may be comparable to those received on an IQ test.

**Norm-referenced tests** compare a student's score against the scores of a norm group, which is a group of people who have already taken the test.

**Percentage** indicates a rate or proportion per hundred. For example, on a one hundred point scale, earning 75 points would equate to a score of 75%.

**Percentile** indicates how well a student did on a test compared to others in the norm group. For example, a student scoring in the 75<sup>th</sup> percentile, scored better than 75% of those in the Norm group. This score is not related to a percentage of questions answered correctly.

**Referral** indicates the process by which a student is brought to the attention of the school as potentially meeting requirements for consideration for gifted evaluation. Referrals are considered either reported (by individuals) or automatic (system test scores). Referral does not guarantee the student will be evaluated.

**Screening** refers to the process of reviewing student data to determine if a need for further evaluation for gifted services is warranted.

**Second Measure** indicates a need for further assessment of students who have scores within a range close to qualifying for gifted identification. Cobb may give a second measure in the areas of mental ability, achievement, creativity, and motivation.

**Testing Window** refers to a specified period of time in which the eligibility processes are completed.

**Appendix F**  
**Gifted Service Models: Cobb County School District**

	Resource Class	Advanced Content	Cluster Grouping	Collaborative Teaching	Advanced Placement (AP)	International Baccalaureate (IB)
Use	ES: Primary gifted service model  MS/HS: School by school decision	ES: Grades 4-5, R/ELA and Math only  MS/HS: Core content and world language; HS credit courses taught in MS	ES: Additional gifted service model	School by school decision, intended for service and appropriate instruction of gifted students when classroom teacher is not gifted endorsed	Grades 9-12	Grades 11-12
Certification	Gifted in-field endorsement on teaching certificate	Gifted in-field endorsement on teaching certificate	Gifted in-field endorsement on teaching certificate	Gifted in-field endorsement on teaching certificate <i>for collaborating gifted teacher only</i>	Content area certification; APSI for specific course and gifted endorsement or 10 hour gifted course	Content area certification; IB training for specific course and gifted endorsement or 10 hour gifted course
Who Served	Gifted identified students	ES: Gifted and highly-able students who meet established criteria  MS/HS: Gifted and highly-able students based on achievement and interest	Gifted identified students	Gifted identified students	Gifted and highly-able students based on achievement and interest	Gifted and highly-able students based on achievement and interest
Classroom	Gifted resource classroom	Homogeneously grouped within/as general education classroom	General education classroom	General education classroom*	Homogeneously grouped	Homogeneously grouped
Segments	5-6 per student	1 per student per content area (*only gifted students scheduled for gifted segments)	1-2 per student, up to a maximum equivalent to 49% of the class	1 per student, up to a maximum of 8 students per class/section; limited to 3 classes/sections (24 students max) per planning period	1 per student per content area (*only gifted students scheduled for gifted segments)	1 per student per content area (*only gifted students scheduled for gifted segments)
Required Documentation	Implementation of course frameworks based on Cobb County's gifted process standards and CCGPS/GSE	Implementation of differentiated AC course framework located in CTLS	Evidence of need and course modifications; separate lesson plans and student contracts	Evidence of need; differentiated instructional strategies and evaluation practices; regularly scheduled collaborative planning	Course follows College Board approved audit	Course follows IB subject guide/syllabus
Standards	CCSD cognitive and affective gifted standards	Grade level standards with introduction to above-grade level standards	Grade level standards	Grade level standards	Grade level standards and College Board defined course standards	Grade level standards and IBO defined course standards
Curriculum	Curriculum options provided by AL department and focused on cognitive and affective development	4-5: AC Rdg/ELA & Math  MS/HS: Grade level curriculum with appropriate differentiation	Grade level curriculum with appropriate differentiation	Grade level curriculum with appropriate differentiation	College Board curriculum with appropriate differentiation	IBO curriculum with appropriate differentiation
Performance Evaluation	Progress report distributed each semester. Quarterly Feedback Report as needed	Grade level report card distributed each grading period, Academic Alerts as needed	Grade level report card distributed each grading period, Academic Alerts as needed	Grade level report card distributed each grading period, Academic Alerts as needed	Grade level report card distributed each grading period, AP exams	Grade level report card distributed each grading period, IB assessments
Continuation Criteria	ES: A minimum of 7 out of 10 S's and P's each semester, with a minimum of 7 out of 10 S's annually with the exception of students beginning services midyear  MS/HS: Continued gifted eligibility	ES/MS: $\geq 80\%$ in the related advanced content area over the course of the year AND proficient or distinguished Milestones designation  HS: Continued gifted eligibility	Continued gifted eligibility	Continued gifted eligibility	Continued gifted eligibility	Continued gifted eligibility