



Quest Program for Gifted & Talented Learners

Procedures Manual

Revised August 2022

Georgia State Requirements (Links)

[2022-2023 Georgia Gifted Resource Manual](#)

[Georgia state rule 160-4-2-.38 for gifted learners](#)

[Regulations for rule 160-4-2-.38](#)

[State Approved Identification and Eligibility Chart](#)

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Section I

Local School Quest Contact Information

State Director	Gail Humble	ghumble@doe.k12.ga.us
Program Coordinator	Traci McCracken	706-965-6067
Program Secretary	Sherrie Flores	706-965-6067

<u>School Name</u>	<u>Quest Coordinator</u>	<u>Phone Number</u>
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Elementary School Coordinators

Battlefield Elementary	Faith Pennington	706-866-9183
Battlefield Primary	Amanda Summers	706-861-5778
Boynton Elementary	Tiffany Felice/Greta Giglio	706-866-1521
Cloud Springs Elem.	Courtney O'Brien	706-866-6640
Graysville Elementary	Anna Parker/Jessica Paxton	706-937-3147
Ringgold Elementary	Ginger Bacha/Laura Whitely	706-935-2912
Ringgold Primary	Courtney Couey	706-937-5437
Tiger Creek Elementary	DeeDee Parscale	706-935-9890
West Side Elementary	Cherise Dycus	706-866-9211
Woodstation Elem.	Ellen Girod	706-935-6700

Middle School Coordinators

Heritage Middle	Stacy Dunfee/Stefanie Wynne	706-937-3568
Lakeview Middle	Melissa Seaborn	706-866-1040
Ringgold Middle	Laura Kirk/Cheryl Howard	706-935-3381

High School Coordinators

Heritage High School	Dana Wilson/Kim Hayen	706-937-6464
Lakeview Fort Oglethorpe	Ashley Wagner	706-866-0342
Ringgold High School	Melanie Keith/Pam Gentry	706-935-2254



Section II

Catoosa County Quest Program

Instructional Program Description

It is the goal of Catoosa County Public Schools (CCPS) to utilize the Quest Program to provide a differentiated curriculum for those students identified as gifted. Students being served in the Quest Program meet the eligibility requirements set by state guidelines and are defined as gifted students as outlined in the *Georgia Resource Manual for Gifted Education Services* ([Georgia Resource Manual](#)).

Parents, students, and the community are provided information about the district's gifted program with a link on the system web site at [Catoosa County Gifted Link](#). In addition, schools provide specific information to parents in the form of FAQ handouts, pamphlets, articles in newsletters, school websites, bulletin boards, etc. In order to ensure that all classroom teachers are competent in identifying characteristics of gifted learners, the Quest Teacher(s) or the Quest Coordinator(s) in each school is responsible for providing professional learning to all classroom teachers in the school.

Students may be referred for the gifted eligibility process by teachers, counselors, administrators, parents/guardians, peers, or self. Referrals are given to the Quest teacher in the student's school who then collects relevant data before proceeding with testing.

Catoosa County Public Schools has established a decision-making process designed to be applied consistently to all students who are referred for gifted eligibility consideration. This process considers all data and determines if it is appropriate to proceed with formal evaluation.

Parents or guardians of any student who is being considered to receive gifted education services are notified in writing of information about the gifted education program. Parent permission must be obtained before formal testing is administered.



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After the initial referral and parental consent for testing is obtained, students are screened in four areas as approved by the Georgia State Department of Education. The four areas of evaluation are: mental ability, academic achievement, creativity, and motivation.

Students who meet state eligibility requirements for gifted education are served through Catoosa County Public Schools Quest Program. Gifted services are provided on all campuses of Catoosa County Public Schools. All schools use an advanced academic curriculum with complexity and acceleration. Increased academic rigor is the goal of all gifted classes. All instruction is based on Georgia Standards of Excellence.

Elementary students may be served in a resource, cluster group, or advanced content model. The advanced content model is used in grades 6-12. Students in grades 6-12 may be served up to six subjects per day. High school gifted students are served through honors and advanced placement classes. Post-secondary options, with the opportunity to participate in Dual Enrollment, are available for gifted and talented ninth, tenth, eleventh, and twelfth graders. Students in all grades must receive a minimum of five segments of gifted services per week (or the yearly equivalent).

The Local Education Agency (LEA) strives to match students' advanced learning needs and interests (as documented by assessment results) to available programming options. Student placement in the gifted program will be best matched to the area of interest as indicated by eligibility tests, as well as parent and student input. Every effort will be made to place students in classes reflecting their gifted ability and interest (or closely related content areas). For example; a student who qualifies for services with a high score in mathematics would best be served in gifted or advanced content mathematics classes.



Section II – page 3

When advanced content classes are offered in schools, they are open to both gifted and regular education students in all grades. Advanced content classes may be offered in English/language arts, mathematics, science, social studies and a full-year of modern/Latin language. Students who have demonstrated exceptional ability and motivation in a particular content area may be placed by the Academic School Intervention Team (ASIT) in advanced content classes. The ASIT will consider the following criteria in making a decision about the placement of a student in advanced content classes. The student:

- exhibits a high interest in the content area.
- maintains grades of C or better in the content area.
- shows commitment to gaining a deeper knowledge in the specific content area as indicated by regular completion of work and joining classroom discussions

In addition to an advanced curriculum, students in the gifted program have many other opportunities. A greater breadth and depth of learning is encouraged which may include: 1) additional educational field trips; 2) in-depth conceptual units; and 3) competition through media festivals, art shows, social-science fairs, writing competitions, Governor's Honors Programs, and a variety of other opportunities. In addition, eligible and interested students may participate in Duke University's Talent Identification Program.



Section III

Catoosa County Eligibility and Placement Procedures

Referral

Students in grades K-12 may be referred for consideration for the Gifted Program by a teacher, counselor, parent, peer, an administrator, self, or others. The referral, using the *Referral Form* (see Section VI) is given to the Gifted Coordinator(s) at the school where the student attends. Referrals may be submitted at any time throughout the school year. However, referrals are requested from classroom teachers at the beginning of the school year and in the spring each year to coincide with one of the two regular Quest testing periods.

Parent Notification of Referral

Parents are notified in writing (see sample form letter, Section VI), with the *Notification of Consideration and Permission to Evaluate* (see Section VI) form when their child has been referred and is being considered for the gifted program. Parental consent must be obtained before proceeding with testing.

Testing

Testing is an essential part of the Gifted Program. No student is eligible for gifted services without the administration of appropriate standardized and nationally normed tests of mental and academic ability(ies). It is the responsibility of the local school Gifted Coordinator to ensure that testing procedures are followed. See the Georgia Resource Manual pp. 9-10.

After referral and parental consent, tests are administered to students in four areas to determine eligibility for the gifted program. Testing in the fall may begin during the first few weeks of school and continues through the end of September. Testing in the spring takes place beginning March 1 and continues through the end of the school year.



Section III – page 2

Newly enrolled students who are referred for gifted services may be tested at times outside the regular testing windows. Testing is administered by teachers of the gifted in each school.

Students who qualify for gifted services may begin placement at the beginning of the next grading period.

Students are tested in Mental Ability, Achievement, Creativity, and Motivation using tests and procedures approved by the Catoosa County Public Schools and the Georgia Department of Education.

If students have prior test results on any instrument approved by the state of Georgia for gifted eligibility, those results may be used to determine eligibility only if they were administered within the past two calendar years. Outside source testing will be permitted, provided it was administered by qualified psychologists, the test is on the Georgia approved list, and the scores used are not the sole source of eligibility data.



Section III – page 3

Eligibility Criteria

Eligibility criteria are outlined on the *Eligibility Report* (see Section VI). To be eligible for gifted education services, a student must either meet the guidelines listed below or qualify through a multiple-criteria assessment process by meeting the criteria in any three of the four areas.

- Option A – Students must either score at the 99th percentile (for grades K-2) or the 96th percentile (for grades 3-12) on the CoGAT composite score or other nationally age normed mental ability test and score at the 90th percentile for Total Reading, Total Math, or Complete Battery on the ITBS or 90th percentile for reading or math on the MAP (Measure of Academic Progress) or other nationally normed achievement test. (Creativity and Motivation scales and/or tests are also administered and data collected.)
- Option B – Students must qualify in three of the four categories:
 - Mental Ability – A score at or above the 96th percentile composite OR appropriate component score (for grades K-12) on the CoGAT or other nationally age normed test of mental ability.
 - Achievement – A score at or above the 90th percentile in Total Reading, Total Math, or Complete Battery on the ITBS or 90th percentile for reading or math on the MAP (Measure of Academic Progress) or other nationally normed achievement test.
 - Creativity – A composite score at or above the 90th percentile on the Profile of Creative Ability or an equivalent of 90th percentile on the Hawthorne Scale of Creativity*.
 - Motivation – A two year average within the top 10th percentile in regular core subjects of English/language arts, mathematics, science, social studies and a full-year of modern/Latin languages (for grades 6-12 only) or an equivalent of 90th percentile on the Hawthorne Scale of Motivation*. (The GPA equivalent of the top 10th percentile is computed annually – not to be lower than a 3.5 on a 4.0 scale or a 90 on a 100 point scale.) For transfer students, prior performance in gifted services in other states may be considered for motivation qualifications.
- Only one rating scale may be used for qualification purposes. (ie, If the Hawthorne Scale for Motivation is used, the Profile of Creative Ability must be used for the creativity category.)



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Multiple Eligibility Criteria

In addition to the above eligibility criteria, multiple eligibility criteria may be used to determine eligibility to the gifted program. This criteria includes:

- Evidence of student work product or performance;
- Data from teacher, parent, or peer observation; and
- Evidence of student performance on nationally normed standardized tests of mental ability, achievement, and creativity.

Evidence of Achievement – Performances and products produced within the two calendar years prior to evaluation and assessed by a panel of qualified evaluators.**

Evidence of Creativity - a score at or above 90 on a 100 point scale on products or evidence of outstanding performances completed during the two calendar years prior to evaluation as evaluated by a panel of qualified evaluators.**

Evidence of Motivation - products or evidence of outstanding performances completed during the two calendar years prior to evaluation as reviewed by a panel of qualified evaluators.**

**A Panel of Qualified Evaluators (experts in relevant fields) will be appointed by the LEA to evaluate or review student products/performances to determine gifted program eligibility using the multiple eligibility criteria method.



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Eligibility Report

After all eligibility tests and scales are completed, an eligibility report is compiled by a gifted teacher. Parents are notified in writing using one of the following forms:

- *Notification of Eligibility* form (see Section VI)
- *Eligibility Status* form (see Section VI)

In addition to the eligibility form, parents also receive the *Eligibility Report* (see Section IV) showing student performance in all areas.

Retesting

A student's inability to qualify for gifted services should not exclude them from future assessment possibilities. Students may be reevaluated, using the same test, after a calendar year has passed. However, students may be retested using a comparable test, when available, before the end of the year. When considering the student for retesting, the following factors should be considered: age and maturity at initial screening, testing environment and outside factors, difference between required score(s) and obtained score(s), input from current classroom teacher and additional data that may be available.

Class Size

The maximum individual gifted education class sizes established by the Georgia Resource Manual for grades K-5 is 17. Both middle school (grades 6-8) and high school (grades 9-12) have a maximum class size of 21. (The class size may vary in a given year due to our Charter System status.)



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Advanced Content Procedures

When advanced content classes are offered in schools, they must be open to both gifted and regular education students in all grades. These advanced content classes may be offered in English/language Arts, mathematics, science, social studies and full-year modern/Latin languages. Students who have demonstrated exceptional ability and motivation in a particular content area may be placed by the Student Support Team (SST) in advanced content classes. The SST will consider the following criteria in making a decision regarding placement of a student in advanced content classes. The student:

- exhibits a high interest in the content area.
- maintains grades of C or better in the content area.
- shows commitment to gaining a deeper knowledge in the specific content area as indicated by completing work and joining classroom discussions.

Reciprocity

A student who meets the initial eligibility criteria for gifted education services in one Georgia LEA shall be considered eligible to receive gifted education services in Catoosa County Public Schools. There is no reciprocity between states unless a student is a dependent of military personnel. A student's previous successful participation in a gifted program outside the state of Georgia may be used as a performance indicator for motivation, but may not be the sole qualifying criteria for Quest Program placement.



Section IV

Catoosa County Program Procedures

Curriculum

The curricula for gifted students incorporate the SBOE approved curricula of Georgia Standards of Excellence for all grades and will focus on developing cognitive, learning, research/reference, and metacognitive skills at each grade level, using principles of differentiation. Specific expectations of all gifted curricula can be found in the state handbook Georgia Resource Manual.

Gifted services may be in mathematics, science, English/language arts, social studies, modern/ Latin languages, fine arts, or career, technical and agricultural education by a teacher who is endorsed to teach gifted students. Each teacher of the gifted is responsible for maintaining a description of the differentiated curricula used for instruction of gifted students in his or her classroom(s). See examples of Differentiation for Tiers 1, 2, 3 and 4 in (Georgia Resource Manual.)

The Description of Curriculum (See Section VI) is turned in to the school principal and the district Quest Program coordinator annually and is made available to the public upon request. The LEA will review and revise the curricula annually if needed.

Instructional modification options should be available for all grade levels and content areas. For a list of a sample of Tier 1, 2, 3, and 4 options to consider see (Georgia Resource Manual.)

To keep informed of changes in curriculum, instruction and gifted programming strategies, the school system supports and encourages participation of gifted education specialists and regular education teachers in professional development activities. The system firmly believes that professional development aids in building capacity of content matter, instructional strategies, assessment and performance measures for all students.



Section IV – page 2

Parent Notification and Consent

Parents are notified in writing of a student's initial consideration for gifted education services. Included with that notification is information related to:

- the gifted education program including information of the referral procedures and eligibility requirements.
- evaluation guidelines and procedures.
- types of services provided, academic standards to be met, teaching methods employed, and how the student will be evaluated annually.
- performance standards the student is to meet to maintain eligibility and continue in the program.
- the probationary period applied to students in jeopardy of losing eligibility and how termination of services may occur.

Delivery Models

Students in grades K-5 are served by direct services either in a resource class or in advanced content classes. In some schools, elementary students may be served in the regular classroom using the cluster grouping model.

Middle school students receive direct services using an advanced content model.

High School students may receive direct services using the advanced content model or may participate in post-secondary options such as Dual Enrollment.

All grades will receive instruction aligned with the Georgia Performance Standards and Common Core Georgia Performance Standards.

Individual Program Description for Grades K-5

An *Individual Program Description* (IPD) is written by the school gifted coordinator and provided to parents at the beginning of each school year. The form (see Section VI) outlines the delivery model, curriculum content, and amount of time the student will spend each week in the gifted program. A copy of this form should be given to parents early in the school year - within the first two weeks of school if possible.



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Advanced Content Rosters for Grades 6-12

A master roster of all gifted students is completed by the school gifted coordinator at the beginning of each school year. A copy of the roster should be sent to the district within the first two weeks of school. This roster is to be maintained throughout the school year.

Programming Standards and Annual Reviews of Program

Catoosa County Public Schools is committed to providing a quality gifted program to all students eligible for services. The coordinator for the Horizon program uses all available data, student files, principal and teacher suggestions to evaluate the program's effectiveness.

Annual Reviews of Student Progress

Annual reviews are required for all students served in the gifted program. The review report depicts the student's progress and makes recommendations for gifted services in the upcoming year. A copy of the *Annual Review* form (see Section VI) is sent to parents at the end of each school year.

Continuation of Horizon Program

The Catoosa County Continuation Procedures and Guidelines (see page 15) outlines criteria and procedures for placing a student on probation, withdrawing a student from the gifted program or re-entry into the gifted program.

Once students begin receiving gifted services, their eligibility is reviewed each semester. Students must maintain adequate academic progress defined as maintaining a grade of "C" or better ("satisfactory" for elementary) in all academic gifted subject areas. Students who do not maintain this grade will be put on probation for a semester and parents will be notified of probation with a *Notification of Probation* form (see Section IV). This notification should be given to parents as soon as possible after the end of the semester – within two weeks if possible.



Section IV – page 4

The probation will be reviewed by the teacher of the gifted at the end of the next semester. If grades have improved so that probation may be ended, parents will be notified with a *Probation Completed* form (see Section IV). If the grade has not improved to the level required by the Continuation Procedures, the parent or guardian will be notified with a *Probation Status* form (see Section VI) of a meeting to determine if probation will continue another semester or if the student will be withdrawn from the gifted program. (Probation may only continue for one additional semester.)

While on probation, the student will continue to receive gifted services.

Active and Inactive Status of Gifted Students

An active gifted student is one who is receiving regular services from a teacher of the gifted. This student had gifted testing results that comply with the state requirements for gifted eligibility and is performing successfully in the academic gifted subject areas. The student and his/her parents agree that the services received in the gifted program are the best “fit” for the student intellectually.

An inactive gifted student is one who is not receiving services from a teacher of the gifted. Although the student has had gifted testing results that comply with the state requirements for gifted eligibility, the student has been removed from services in the gifted environment for a specific reason. A student is considered inactive if:

- the student has been on probation for two semesters and has not shown improvement based on CCPS continuation procedures. Probation may be continued or the student should be placed on voluntary inactive status.
- a voluntary removal from the gifted program service has occurred due to a decision by the parent in conjunction with the student and teacher to discontinue services for a specified period of time before revisiting placement.
- the student or parent has requested to withdraw completely from the gifted program. If a student withdraws and decides to re-enter the program after 2 years, they will need to be re-assessed.

In all of the inactive cases, the student is still recorded as a Gifted student, but receiving no services.



Section V

Catoosa County Administrative Procedures

FTE Reporting

Teachers of the gifted are responsible for working with the school FTE Coordinator and with the District Gifted Coordinator to accurately record the Gifted Education program code ("I") for each segment served on the FTE count day. "I" may only be recorded for students who are provided with gifted program instruction on the day of the count. The FTE count dates are the first Tuesday in October and the first Thursday in March. In addition a code is listed for both the Delivery Model and for the Content Area of the Curriculum.

Maintaining Files

The teacher of the gifted is responsible for maintaining accurate records for each student - either active or inactive - in the Quest program. In addition, all school level records and forms must be maintained as directed by the Quest District Coordinator. Files to maintain include:

- Individual Student File – As of FY23, gifted files will be kept electronically in Gateway. Each student who is referred for the Quest program will have an individual student file in Gateway. All eligibility forms, as well as an annual copy of both the Individual Program Description (IPD) and the Annual Review must be maintained in the files (see Checklist for Completed Student Folder in [Section VI](#)). Files of inactive students are currently kept in an "Inactive File" and flagged with the red "Inactive" sheet (see [Section VI](#)).
- School Quest File – All tracking sheets, surveys and other school specific files submitted to the central office must be maintained within the school and scanned into Infinite Campus.



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Transfer of Student Files

At the end of each school year, the gifted files (active or inactive) of any student leaving the school for another Catoosa County school must be transferred to the new school. Before transferring the files, the Quest teacher should review each file to ensure that it is complete and that the checklist is up to date. The Transfer of Permanent Records (see Section VI) must be signed by both the current Quest teacher and the receiving school's Quest teacher. A copy of the signed form should then be sent to the Central Office.

Record Retention

Both active and inactive files for current students will be maintained at the school for the years that the students are enrolled (or would have been enrolled had they not transferred out of the county).

- If a student transfers to another CCPS school, the entire file will be transferred. You will not keep anything.
- If a student transfers out of the system, a copy of the file will be transferred. You will keep the original file in your inactive files until the end of your school grades (2nd for Primary, 5th for Elementary, 8th for Middle)
- At the end of your school grades (2nd for Primary, 5th for Elementary, 8th for Middle) send active files to the next school using the End of Year Transfer of Permanent Records form (see Section VI) and send any inactive files to the central office. High schools will send all active and inactive files to the central office at the end of the 12th grade.



Section V – page 3

Infinite Campus Flags and Codes

When a student becomes eligible for gifted services, work with the person designated in your school to enter all codes. This person will usually be the registrar or the FTE Coordinator. Any student who is eligible for gifted (whether active or inactive) will have a gifted 'flag'. The flag is not end-dated when a student is on probation or when the student is inactive.

It is the responsibility of the teacher of the gifted to ensure that Infinite Campus is accurate for all gifted students. It is suggested that you run an Infinite Campus query several times throughout the year to check your rosters against the flags.

Student Identification Number on Forms

Infinite Campus has several numbers associated with each student. Our forms use the GTID (testing) number which is a 10-digit number called the "State ID" on the summary page of Infinite Campus.

Continuation Procedures and Guidelines (see Section VI)

According to the State Department of Education regulations and procedures, continued placement in the program for identified students shall include satisfactory performance in gifted education classes. A probationary period is provided for students not performing at a satisfactory level.

Satisfactory performance is defined as the maintenance of an overall semester grade of a "C" or better in the academic gifted subject areas. A student will be placed on automatic probation if he/she has any grade lower than a "C" in academic gifted subject areas. The academic subjects include language arts, mathematics, foreign language, social studies, and science. Students failing to meet the continuation criteria are automatically placed on probation.



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(Continuation Procedures and Guidelines, continued)

Probation may last a minimum of one semester, but no more than one calendar year. Parents will be notified in writing of the probation. The student will continue to receive gifted services

while attempting to achieve a satisfactory performance status.

At the end of one semester of probation, the following options will be considered:

1. Probation is successfully completed.
2. Continuation of probation for one additional semester.
3. Withdrawal from the Quest Program

Parents will be notified in writing prior to withdrawal of the student from the Quest Program. A student withdrawn for academic reasons may re-enter the Quest Program upon meeting the specifications of the continuation criteria for one calendar year and successful appeal to the school's eligibility committee. Parental permission is required for re-entering the program.

In the event that participation in the Quest Program does not appear to be in the student's best interest, the parent may request or be consulted/advised of a need for a change in service status. A voluntary inactive status will result in temporary cessation of services. The voluntary inactive period may last for up to one year during a three-year period. At the end of the inactive period, a determination should be made with parent permission for the student to resume gifted services or be fully withdrawn from the program.

If a student voluntarily withdraws from the program, he/she may not re-enter the program during the same school year he/she withdrew. A copy of the Continuation Procedure is disseminated to parents at the time of placement in the Quest Program (see Section VI).



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Testing Procedures

When a student is referred for gifted testing, there are several things to keep in mind:

1. Make sure to have paperwork sent home to obtain parental permission to test. Parental permission must be obtained before any tests are administered.
2. We test in 2 different testing windows for students who are within our system. The testing window is open in the month of September, and then again on March 1 through the end of the school year.
3. Once testing begins, all four qualification areas must be evaluated for the referred student. Qualification areas are: Mental Ability, Achievement, Creativity, and Motivation. No more than one rating scale may be used to qualify a student for gifted services.
4. If the student has transferred in from outside Georgia during the middle of the year and is referred for gifted testing or has been in gifted education in another school, you may test outside the testing window. The only exception will be military dependents; they are automatically served if gifted in the prior state.
5. Students who qualify in the fall may enter the program at the beginning of the next grading period. Students who qualify in the spring may enter the program in the fall of the upcoming year. If a grading period or the majority of a grading period remains after spring testing, a decision may be made to enter the program immediately.



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Once you are ready to test:

1. Send a request to the central office for testing materials. Tell how many and what type of tests you need and what grade level is being tested.
2. Test materials cannot be sent on the pony; arrange for the testing administrator at your school to come to the central office to pick them up or to permit you to do so. Test materials must be locked up at school in a secure location once they are picked up.
3. Test directions are given in the “Directions for Administration” manual that you will be given. Follow them precisely. Be sure to check for any accommodations instructions –often they are NOT allowed for students testing for gifted.
4. When testing, the following information is to be put on the student answer documents: Student Name, School, Date Tested, and Date of Birth.
5. Once you have scores in 4 categories for students, complete the Eligibility Report for the student, and notify parents of the outcome.
6. Do NOT throw any corresponding materials related to testing away – bring it all to the central office for filing and shredding.



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Tests Currently Being Used In Catoosa County Schools for Quest Eligibility:

Mental Ability –

Cognitive Abilities Test (CogAT)

Otis-Lennon School Ability Test (OLSAT)

Achievement –

Measure of Academic Progress (MAP)

Iowa Test of Basic Skills (ITBS)

California Achievement Test (CAT)

Creativity –

Profile of Creative Abilities (PCA)

The Gifted Evaluation Scale (GES) by Hawthorne

Motivation –

The Gifted Evaluation Scale (GES) by Hawthorne

Behavioral Characteristics of Superior Students by Renzulli

Frasier's Traits, Attributes, and Behaviors (TABS) by Frasier

OR

A GPA compared to the top 10% of students from the past two years. The GPA cannot be set lower than 3.5, or the numerical grade average equivalent. See page 30 in the Georgia Resource Manual for Gifted Education Services for more information on computing GPA for motivation.



Section VI

Catoosa County Gifted Program Forms

Forms for Initial Referral Process

- Referral Form
- Cover Letter for Referral Packet
- Notification of Consideration and Permission to Evaluate
- Frequently Asked Questions

Forms for Eligibility Process

- Notification of Eligibility
- General Description of Program
- Continuation Procedures
- Individual Program Description
- Notification of Non Eligibility
- Eligibility Report (obtain from SLDS)

Forms for Program Process

- Individual Program Description
- Annual Review
- Change in Status
- Notification of Probation
- Probation Completed
- Probation Status
- Request for Voluntary Inactive Status

Forms for Administrative Process

- Beginning of Year Checklist for Teacher
- Checklist for Folder
- Demographic Tracking Sheet
- Inactive “flag”
- Probation “flag”
- End of Year Transfer of Permanent Records

See the shared drive “Catoosa County Gifted Drive” for all forms.

