

THE FOLLOWING INFORMATION PROVIDES AN OVERVIEW OF THE INSTRUMENTS THAT *MAY BE* EMPLOYED TO COLLECT DATA IN THE AREAS OF MENTAL ABILITY, ACHIEVEMENT, CREATIVITY, AND MOTIVATION TO DETERMINE YOUR CHILD'S ELIGIBILITY/NEED FOR GIFTED EDUCATION.

MENTAL ABILITY

- **Cognitive Abilities Test (CogAT)**

Form 6 of the *Cognitive Abilities Test*[™] (*CogAT*®) appraises the level and pattern of cognitive development of students from kindergarten through grade 12. The test measures both general and specific reasoning abilities. The general reasoning abilities reflect the overall efficiency of cognitive processes and strategies that enable individuals to learn new tasks and solve problems, especially in the absence of direct instruction. These abilities are assessed in three *CogAT* batteries: the Verbal, Quantitative, and Nonverbal batteries. Each is represented by two or three different reasoning tasks. Having *multiple measures* in each domain greatly increases the dependability of the score profile that is reported for each student. The *Cognitive Abilities Test* measures developed abilities, not innate abilities. The development of these abilities begins at birth and continues through early adulthood. It is influenced by both in-school and out-of-school experiences. Because these abilities are closely related to an individual's success in school in virtually all subjects, test results may be used in planning effective instructional programs. In combination with other relevant information about a student, scores can be used to adapt instruction in ways that enhance the student's chances of success in learning.

- **Naglieri Non-Verbal Ability Test (Second Addition)**

Naglieri Nonverbal Ability Test (second edition)—NNAT2 uses progressive matrices to allow for a non-verbal, culturally neutral evaluation of students' general problem-solving ability, regardless of the individual student's primary language, education, culture or socioeconomic background. The NNAT2 is based on seven levels, K through 12, and it fosters a normative understanding of general ability without reliance on shared concepts, language, culture, and institutionalized curriculum. The NNAT2 is specifically developed for use by a variety of education professionals, including but not limited to bilingual educators, testing coordinators, gifted and talented teachers, special education teachers, functional life skills facilitators, counselors and school psychologists.

STUDENT ACHIEVEMENT

- **Wechsler Individual Achievement Test-3rd edition (WIAT-III)**

The Wechsler Individual Achievement Test is an individually administered achievement test designed to measure the achievement of students in grades PreK-12. The subtests used to determine gifted eligibility include a Reading Total, Math Total, or Complete Test Battery.

- **The Iowa Test of Basic Skills (ITBS)**

The Iowa Test of Basic Skills is a norm-referenced achievement testing series developed by Riverside Publishing. The classroom teachers administer the ITBS each year during the month of March. The percentile scores that may be used to determine gifted eligibility are Reading Total, Math Total, or Complete Test Battery.

CREATIVITY

- **Torrance Test of Creative Thinking (TTCT) (Grades K-12)**

The Figural TTCT: Thinking Creatively with Pictures measures creative thinking using three picture-based exercises to assess five mental characteristics: fluency, originality, elaboration, abstractness of titles, and resistance to premature closure. The **Figural TTCT** was written by Dr. E. Paul Torrance for use in Kindergarten through adulthood. Administration time is 30 minutes.

- **The Gifted Rating Scales (GRS)**

The Gifted Rating Scales are norm-referenced rating scales based on current theories of giftedness and federal and state guidelines regarding the definition of gifted and talented students, and they allow for identification of relative strengths and specific areas of giftedness.

- **Gifted Evaluation Scale-Second Edition (GES-2)**
Stephen B. McCarney, Ed.D. & Paul D. Anderson, Ph.D.

The **GES-2** is based on the Gifted and Talented Children's Act of 1978 (PL 95-561, Section 902). The **GES-2** was standardized on 1,439 students. The **standardization population** included students from 15 states and represented all geographic regions of the United States. The **GES-2** was factor analyzed to create the factor clusters (subscales). The **GES-2** subscales are *Intellectual, Creativity, Specific Academic Aptitude, Leadership Ability, and Performing and Visual Arts*. The **GES-2** provides separate norms for male and female students ages 5 through 18. The **GES-2** can be completed in approximately 15 minutes and includes 48 items easily observed and documented by educational personnel.

MOTIVATION

- **Student Interview (Grades 1-3)**

The student is interviewed one-on-one by a trained interviewer. Student responses are recorded in writing. Three trained evaluators (may not include the interviewer) will score the student responses with a rubric. Both the interview process and the rubric have been developed through the collaboration of school districts in Georgia and the Georgia Department of Education. The Georgia DOE Gifted Specialist has provided training for the interviewer and the evaluators.

- **Children's Academic Intrinsic Motivation Inventory (CAMI) (Grades 4-8)**

The CAMI measures motivation for learning in general and across specific learning areas for grades 4-8. The 44 CAMI questions comprise 122 items in 5 scales: Reading, Math, Social Studies, Science, and General.

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- **Grade Point Average (GPA) Grades 6-12**

A GPA made be used to determine motivation for students in grades 6-12. GPAs of students are determined by calculating the grades earned during the two years prior to evaluation in the subjects of mathematics, science, English/language arts, social studies, and foreign language, if such language study is included in the student's records (Refer to 160-4-2-.38 – IV Motivation for specifics).

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