

In the spring of second grade, students will take the *Cognitive Abilities Test*™ (*CogAT*®). Scores will be received in the fall and a copy of the scores will be sent home to the parents.

What does *CogAT* measure?

CogAT measures learned reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. Reasoning skills develop gradually throughout a person's lifetime and at different rates for different individuals. *CogAT* does not measure such factors as effort, attention, motivation, and work habits, which contribute to school achievement as well.

Why is *CogAT* administered?

- Teachers use *CogAT* scores to help students learn more effectively. For example, if a child's score profile shows an uneven pattern of relative strengths and weaknesses, teachers can provide challenging opportunities for the child to do the kind of thinking he/she does best (building on the student's strengths). Teachers can support aspects of new tasks that rely on a student's relative weaknesses. When the child has established a foothold in an area, teachers can guide her/him to develop the relatively weaker reasoning skills by applying these skills to the familiar task (strengthening the student's weaknesses). Such interventions are much more likely to be successful at younger ages. Interventions at early ages can also help reduce the probability of a student developing learning problems later.
- Our school district will also use the *CogAT* test results to help identify academically gifted students.

What happens if a student is identified as possibly being academically gifted on the *CogAT* test?

Our school psychologist will review the scores on the *CogAT* test. If the scores indicate a child is academically gifted, the school psychologist will notify the parents and ask to do a formal evaluation on the child's cognitive abilities.

Once it has been determined by the school psychologist that a child qualifies for a gifted individualized education program (GIEP), a meeting will be held with the GIEP team, including parent(s), to develop the GIEP for the student. The academic enrichment plan that is developed for the GIEP will then be carried out during the course of the school day each year from the time it is developed until graduation from high school, unless the GIEP team agrees to terminate the plan prior to graduation. The GIEP will meet no less than one time per year to review and make any changes to the GIEP.

The Southern Fulton Jr Sr High School publishes the Annual Notice of Special Education Services and Programs, Services for Gifted Students and Services for Protected Handicapped Students in the student handbook, which is also posted on the school website. This notice specifically addresses the evaluation process for both parents and students. The services that are offered for students are customized to meet their individual needs and address the areas of enrichment as identified during the evaluation process, as well as correlate with the post-secondary goals of the student. Mrs. Carolyn Mottern is the teacher assigned to the Gifted Program at the Southern Fulton Jr Sr High School for the 2020-2021 school year. Families meet annually, or more often if desired, to create the GIEP and determine programs that best meet the needs of their gifted students. This is achieved via scheduling (AP Courses, Dual-Enrollment programs with local colleges, Fulton County AVTS programs), specifically designed field trips/learning opportunities outside of the school environment, online courses that may not be offered locally, college visitations, and any other specific program that would align with the goals and objections contained in the GIEP.