

Toronto District School Board

Universal Screening Process for all Grade 3 Students

Information for Parents

May/June 2016



The New Screening Process Will:

1. **Provide information** to classroom teachers in terms of strengths and needs (**classroom profile**) so that teachers can **better program** for all students in their class



2. **Improve equity of access** for all students to differentiated programming

- Including a universal screener will **better ensure equitable opportunities for each child to be considered** for differentiated programming



3. **Align** current **processes** for identifying students with an exceptionality of giftedness, **with other Boards across the province**

- Move beyond the current single criterion of IQ score to a **multi-criterion and multi-step model**. This attempts to capture students who possess a broad range of characteristics which may be associated with the exceptionality of giftedness, such as creativity and academic excellence.

Assessment Considerations

1. Gifted Screening **Parental Consent Forms** will be **sent home for signature by parents/guardians**



School Name: _____

Date: September 2016

Dear Grade 3 Parent(s)/Guardian(s):

Re: Consent for Canadian Cognitive Abilities Test (CCAT)

We are requesting consent for your son/daughter to take the Canadian Cognitive Abilities Test, a standardized group test of ability.

The results of this test will be used by school personnel to gain a better understanding of your child's needs. Central staff may also use test results to establish a basis for the evaluation of existing programs and assist in planning appropriate curriculum and instructional programs at the system level. Individual test results will be treated confidentially and any data used for purposes of reporting to the public will be done generically without disclosure of identifying information.

This test will be administered by school personnel and will not involve anyone from the outside school.

Would you please indicate on the bottom portion of this form your consent for this testing of your child, and return it to me as soon as possible. A copy of the results will be placed in your child's Ontario Student Record.

Thank you for your support and cooperation.

Yours truly,

Principal

Consent for Canadian Cognitive Abilities Test (CCAT)

I, _____ do ☐ / do not ☐ give consent for my

Son/daughter, _____ to take the Canadian Cognitive

Abilities Test (CCAT) _____

_____ Name of School

_____ Date _____ Signature

Personal information on this form is collected under the authority of The Education Act and will be used for the purpose of registering appropriate authorization for the student's participation in CCAT testing. Test results may be used at a system level for evaluation and development purposes. If you wish to review the results, please contact the principal of the school.

"This document contains important information. Please take it to someone who can read English or to your School Office so that they can arrange for an interpreter or translation."

Universal Screening and Identification Procedures

2. Administered in the **early fall of Grade 3**

- **All Grade 3 students** will be offered the CCAT
- This is a paper/pencil **group test** administered by classroom teachers



3. **Students meeting criteria on CCAT** will be considered through In-School Team (IST) for the **next step** in the process. This will include a **Gifted Rating Scale** completion by classroom teachers

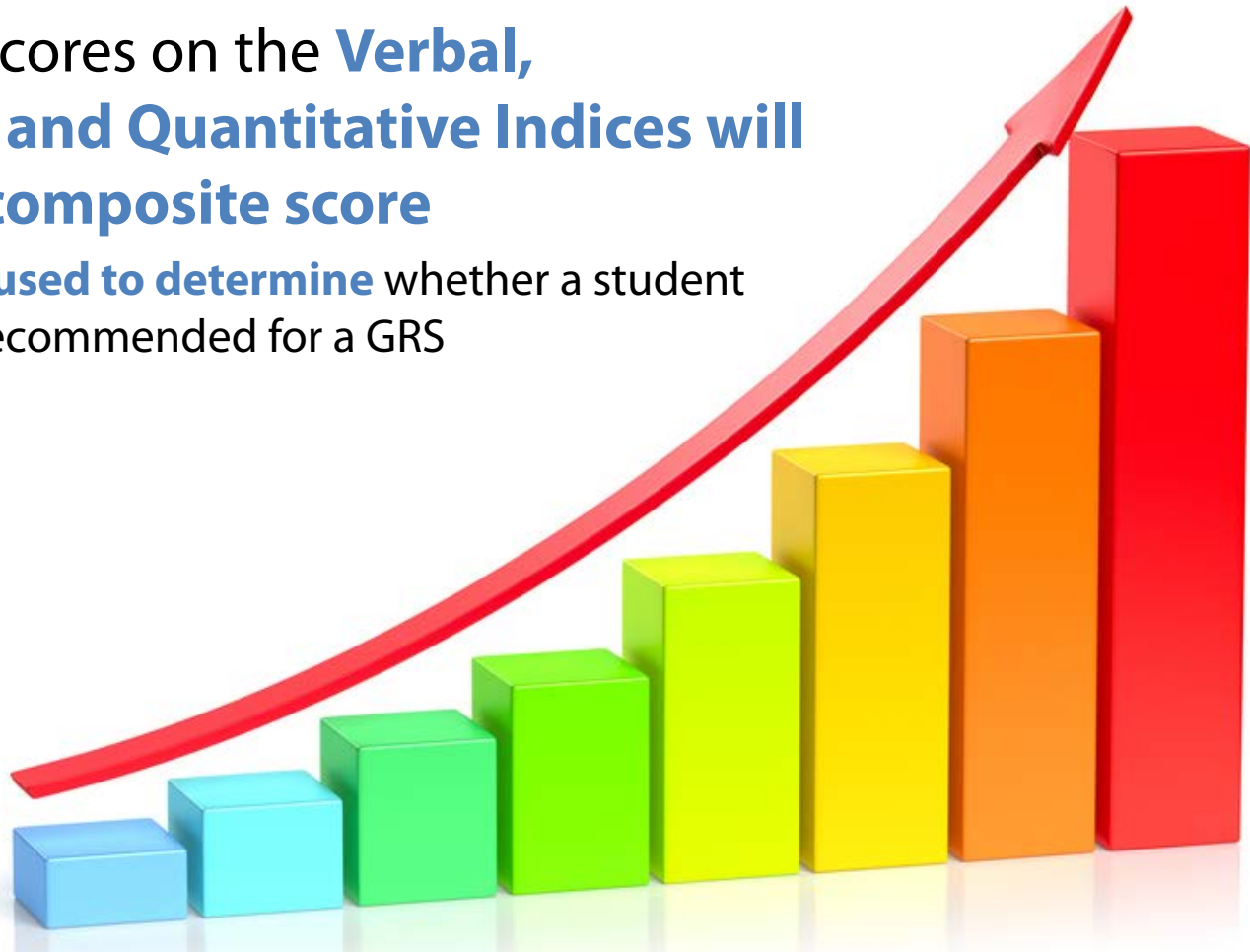
4. **Students meeting criteria** on Gifted Rating Scale, after meeting criteria on CCAT, will go forward through **School Support Team (SST)** to be considered for **an enhanced IEP** or **individual intelligence testing** using the Wechsler Intelligence Scale for Children (**WISC-V**)

5. **After** the **WISC-V** has been **completed, the information will be brought forward** through the School Support Team (SST) regarding next steps



CCAT Criterion – Specific Criterion Being Reviewed:

- Percentile scores on the **Verbal, Nonverbal and Quantitative Indices will provide a composite score**
 - This will be **used to determine** whether a student should be recommended for a GRS



Gifted Rating Scale – School Form (GRS–S) Suggested Criterion:

Students who meet CCAT criterion and who also obtain a GRS–S score **at or above the High Probability range** on any of the scale's 6 dimensions will be recommended for an individual psychological test.

- A score below 69th percentile indicates a low probability of being identified as gifted;
- A score between 69th–83rd percentile indicates a moderate probability of being identified as gifted;
- A score between **84th–97th percentile** indicates a **high probability** of being identified as gifted;
- A score above **98th+ percentile** indicates a **very high probability** of being identified as gifted.

WISC-V Suggested Criterion:

The **General Ability Index (GAI)** is the **recommended score** for use in Gifted Screening as it **provides** an **estimate of general intellectual ability** that is less reliant on working memory and processing speed than the Full Scale IQ

- Students who obtain a **score at or above the 98th percentile on the GAI of the WISC-V** and who **meet the GRS criterion described above** will be recommended for an IPRC.

WISC-V Suggested Criterion- Special Cases

- For students meeting the definition of **ELL** according to the existing Special Education Plan or having a **Learning Disability** in the area of language processing, the WISC-V NVIQ at or above the **98th percentile** can be used as an alternative to the GAI
- For students with a **Nonverbal Learning Disability**, a score at or above the **98th percentile** on the full Verbal Comprehension Index and who meet the GRS criterion described above will be recommended for an IPRC

External (Outside TDSB) Assessment

- The **WISC-V** is the **preferred choice for gifted screening**
- WISC-V is the **only test that provides Canadian norms and also provides a General Ability Index (GAI) score**
- **General Ability Index (GAI)** is seen as a **better measure of overall ability** because of its reduced emphasis on working memory and processing speed (Kaufman et al. (2015)).
- **General Ability Index (GAI)** provides a **better source of comparison** for students nominated for the Gifted exceptionality

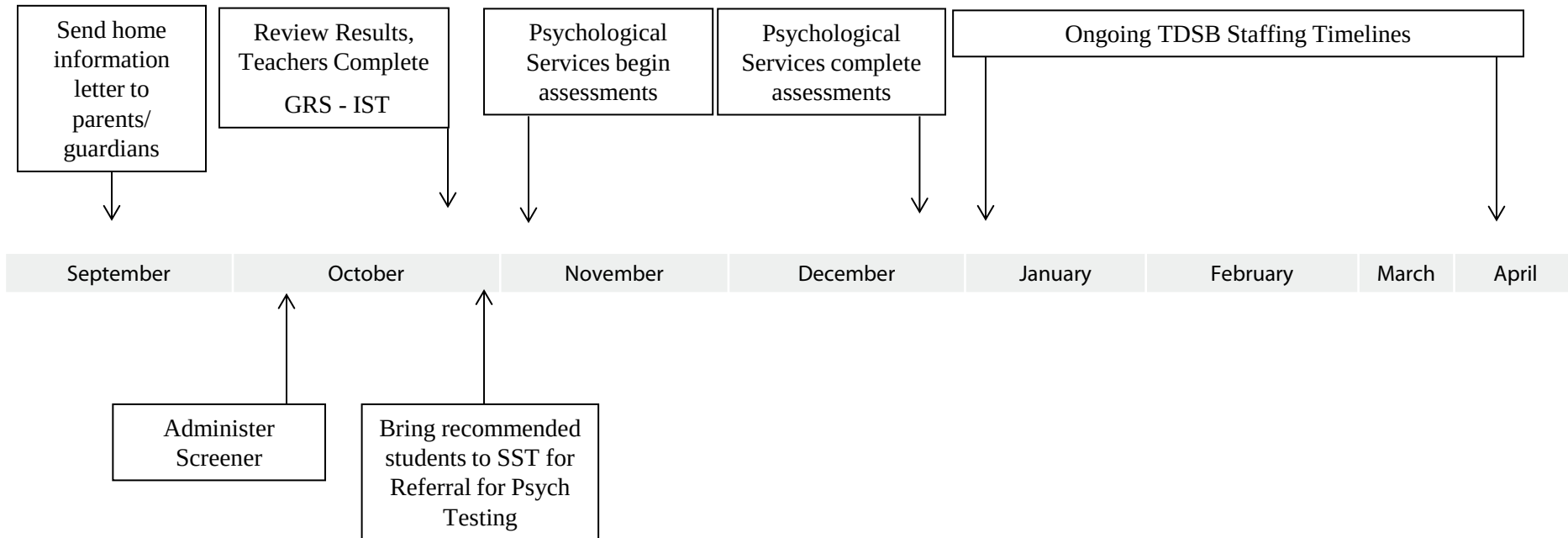


Outside assessments will be accepted for consideration for the exceptionality of Giftedness when:

- The **General Ability Index** score of the WISC-V is **obtained through a psychologist or psychological associate** who is **registered** with the College of Psychologists of Ontario
- The **test is completed** when the child's **age** is **chronologically appropriate** for **Grade 3 or later**

Other intelligence tests scores used for the purposes of gifted screening will **only be accepted pending approval** by TDSB Psychological Services, that the **reason** for using an **alternate** intelligence test or test score is warranted.

Universal Screener Timeline 2016-17



- Consent forms sent home for signature in each school's September package
(Implemented September 2016)

