

Toronto District School Board

Universal Screening Process for All Grade 3 Students

Information for Parents

August 2018



The Universal Screening Process:

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 **better ensures 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**

- Moves beyond the 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. Universal Screening **Parental Information Letters** will be **sent home to** parents/guardians. Parents may request in writing that their child NOT participate in this test.
2. Administered in the **early fall of grade 3:**
 - **All grade 3 students** will be offered the CCAT-7
 - This is a paper/pencil **group test** administered by classroom teachers



3. **Students meeting criteria on CCAT-7** will be considered through In-School Team (IST) for the **next step** in the process. This will include a **Gifted Rating Scale-School Age** completion by classroom teachers
4. **Students meeting criteria** on Gifted Rating Scale, after meeting criteria on CCAT-7, will go forward through **School Support Team (SST)** to be considered for an **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

- 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 Gifted Rating Scale – School Age (GRS-S)



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

Students who meet CCAT-7 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 intellectual assessment.

- A T-score below 55 (below 69th percentile) indicates a low probability of being identified as gifted;
- A T-score between 55 and 59 (69th–83rd percentile) indicates a moderate probability of being identified as gifted;
- A T-score between 60 and 69 (84th–97th percentile) indicates a **high probability** of being identified as gifted;
- A T-score above 70 (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-S criterion described above** will proceed to an Identification, Placement and Review Committee meeting (“IPRC”) following a School Support Team recommendation.

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-S criterion described above will proceed to IPRC following a School Support Team recommendation.

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 exceptionalality 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 and attending **grade three 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.

