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)
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 Assessments

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 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.