TDSB Universal Screening Process for All Grade 3 Students
Information for Administrators

April/May 2016
Rationale

The New Screening Process Will:

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.
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
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.
Rationale Cont‘d

Going beyond the single test score:

• "A single test score should never be used alone in making any diagnostic or classificatory decision ."
Although the IQ test enjoys a long and valued history in gifted identification (Flanagan, Genshaft, & Harrison, 1997; Sattler, 2001; Sparrow, Pfeiffer & Newman, 2005), like any psychological test, the IQ test is not infallible and has its limitations. Perhaps the most telling criticism of the IQ test, when used for gifted identification, is the fact that it is rarely used as part of a comprehensive assessment protocol. Many gifted students simply will go unrecognized if the IQ test is the sole measure used for giftedness determination.

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

• 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).
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 55 (below 69th percentile) indicates a low probability of being identified as gifted;
- A score between 55 and 59 (69th–83rd percentile) indicates a moderate probability of being identified as gifted;
- A score between 60 and 69 (84th–97th percentile) indicates a **high probability** of being identified as gifted;
- A 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 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 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.
Gifted Screener Timeline 2016-17

- **September**: Administer Screener
- **October**: Bring recommended students to SST for Referral
- **November**: Review Results, Teachers Complete GRS - IST
- **December**: Psychological Services begin assessments
- **January**: Psychological Services complete assessments
- **February**: Schools complete and submit Appendix Z
- **March**: Main Staff Allocation process completed
- **April**: Elementory Projections due to Planning
- **Latest time to submit ISP Staff Allocations to Greg Chan**
WHERE DO WE GO FROM HERE?
Communication Plan – Now Until September Start-up

Work with TDSB Central Team (Purchasing/Legal Services) to facilitate procurement process with Nelson Canada (April/May 2016)
Provide initial information letter to Principals in System Weekly Leaders Bulletin (May 2016)
Link information letter to Special Education Department Website (May 2016)
Develop frequently asked questions and answers for Special Education Department website (May 2016 – Updated as Needed)
Principals can access “News You Can Use” to support further communication with their school community via each school’s normal communication channel (May 2016)
• Consent forms sent home for signature in each school’s September package

(Communicated May 2016 & Implemented September 2016)
Develop information package for schools/central staff (May 2016-Ongoing)
Communication Plan – Now Until September Start-up

Work with Nelson Canada and central distribution team to disseminate materials to schools for September start-up (May/June for Delivery of Materials to the Schools in Last Week in August for September 2016 implementation)
Develop information video for principals and teachers (May/June 2016 for sharing with administrators and teachers prior to testing implementation)