

Gifted Screening and Identification Process - Grade 4

All students in Grade 4 will be screened using the Canadian Cognitive Abilities Test Form 7, Level 10 (CCAT). A signed consent form is required prior to the administration of the test.

Steps in Gifted Screening and Identification Process:

1. Review Canadian Cognitive Abilities Test scores; list all students who have achieved at or above the 95th percentile (using age norms) on at least two of the subtests. Begin completing the CCAT/ Gifted Identification Tracking Form for each student who meets these criteria.
2. Call parents to discuss the process before proceeding with further screening. Send home the following to parent(s) or guardian(s):
 - Letter entitled Gifted Screening and Identification Process
 - Parent/Guardian Checklist
3. Follow the guidelines noted on the Gifted Screening Summary Form to determine further steps needed to assess if student meets the gifted criteria.

(Please note: Even if deemed unnecessary for the Screening and Identification Process, schools are encouraged to administer the Parent/Guardian Checklist and the Scales for Rating the Behavioral Characteristics of Superior Students, in addition to collecting any additional academic information beneficial for programming purposes.)

4. Classroom Teacher(s) complete the “Scales for Rating the Behavioral Characteristics of Superior Students” (c. 2013) as stated in Step 6 on the Gifted Screening Summary Form. It is submitted to the Gifted Committee for scoring.
5. As part of the screening process, the Special Education Teacher will administer the WF-AS Reading Comprehension subtest.
6. Package is submitted to the Frankville Education Centre (c/o Gifted Committee). Package to include:
 - Gifted Identification Tracking Form
 - CCAT score summary **OR** Third-Party Assessment Report (with signed Consent to Release and Exchange of Information - Third-Party Assessment Reports Form)
 - Completed Parent/Guardian Checklist
 - Completed Scales for Rating the Behavioral Characteristics of Superior Students (c. 2013)
 - Completed and scored WF-AS Reading Comprehension subtest
7. Gifted Committee will complete the Gifted Screening Summary Form and return it to the student’s school. If the score is less than 10 points, the student does not meet the UCDSB criteria for Gifted Identification. If total is 10 or greater, the student meets criteria. However, for all students who earn some points on the Intellectual criteria of the Screening Form but are markedly underachieving

academically in one or more areas, consider discussing that student at your school SST. Such a student may have a Gifted/LD profile that would warrant attention! Also consider discussing such cases, and more complex profiles with psych staff assigned to your school and/or the Chief Psychologist.

The Gifted Committee uses the following methodology to award points based on the WISC-V (Wechsler Intelligence Scale for Children) or WAIS-IV (Wechsler Adult Intelligence Scale).

If the student was assessed by our Board or a third-party professional using the Wechsler scales, note the percentile score for the Full-Scale Score and use the Gifted Screening Summary Form. If the General Ability Index (GAI) score percentile is referenced in the report and is higher than the Full-Scale Score percentile, then calculate points using the GAI instead. For the WISC-V, the GAI provides an estimate of general intellectual ability that is less reliant on working memory and processing speed than the full-scale score. If the GAI is not reported on a third-party report, and one or more of the verbal comprehension, visual spatial, or fluid reasoning index(es) are well above normal limits, consult with psych staff to obtain the GAI percentile measure. For the WAIS-IV, the GAI is based solely on the intellectual measures of verbal comprehension and perceptual reasoning. A full-scale score or GAI percentile score at or above the 94th percentile will earn points toward Gifted Identification; therefore, use the higher of the two percentile scores in calculating points for Gifted identification.

8. If requested, some profile packages may be reviewed by Regional Staff, in consultation with psych staff or the Chief Psychologist, who will work with the school Principal in recommending a Gifted Identification. An IPRC can take place at the school. For all students who are identified as Gifted, an appropriate IEP is developed.

GIFTED SCREENING AND IDENTIFICATION PROCESS - GRADES 5 - 12

As a preliminary step in screening, teachers may wish to examine the EQAO results for the relevant Provincial Assessments and highlight those students who achieved Level 4 in either Math or Language. In addition, teachers or parents may nominate students.

Please note: In a case where a student has recently had a psychoeducational assessment by Board staff or outside practitioner using the Wechsler scales, administering the CCAT will not be necessary. Complete Gifted Screening Summary Form for these students. Continue to follow the steps below in the identification process.

Steps in Gifted Screening and Identification Process:

1. If the student was assessed by our Board or a third-party professional using the Wechsler scales, please submit the report, along with signed Consent to Release and Exchange of Information - Third-Party Assessment Reports Form, to the Gifted Committee, via the Special Education Teacher.

The Gifted Committee uses the following methodology to award points based on the WISC-V or WAIS-IV.

If the student was assessed by our Board or a third-party professional using the Wechsler scales, note the percentile score for the Full-Scale Score and use the Gifted Screening Summary Form. If the General Ability Index (GAI) score percentile is referenced in the report and is higher than the Full-Scale Score percentile, then calculate points using the GAI instead. For the WISC-V, the GAI provides an estimate of general intellectual ability that is less reliant on working memory and processing speed than the full-scale score. If the GAI is not reported on a third-party report, and one or more of the verbal comprehension, visual spatial, or fluid reasoning index(es) are well above normal limits, consult with psych staff to obtain the GAI percentile measure. For the WAIS-IV, the GAI is based solely on the intellectual measures of verbal comprehension and perceptual reasoning. A full-scale score or GAI percentile score at or above the 94th percentile will earn points toward Gifted Identification; therefore, use the higher of the two percentile scores in calculating points for Gifted identification.

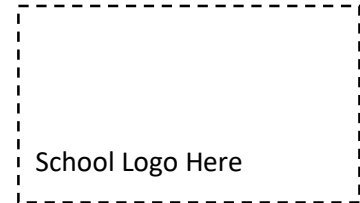
2. If the student was not assessed using the WISC-V or WAIS-IV, administer appropriate level of **Canadian Cognitive Abilities Test Form 7(CCAT)** to selected students. (available from the Intensive Support Teacher/Gifted Committee). Complete the CCAT/Gifted Identification Tracking Form.
3. Call parents to discuss the process before proceeding with further screening. Send home the following to parent(s) or guardian(s):
 - Letter entitled Gifted Screening and Identification Process
 - Parent/Guardian Checklist
4. Complete, and follow the Gifted Identification Tracking Form to determine further steps needed to assess if student meets the gifted criteria.

(Please note: Even if deemed unnecessary for the Screening and Identification Process, schools are encouraged to administer the Parent/Guardian Checklist and the Scales for Rating the Behavioral Characteristics of Superior Students, in addition to collecting any additional academic information beneficial for programming purposes.)

5. Classroom Teacher(s) complete the "Scales for Rating the Behavioral Characteristics of Superior Students" (c.2013) as stated in Step 6 on the Gifted Screening Summary Form. The Gifted Committee will score the Scales for Rating the Behavioral Characteristics of Superior Students (c.2013), and Parent/Guardian Checklist.
6. As part of the screening process, the Special Education Teacher will administer the WF-AS Reading Comprehension subtest.
7. The package is submitted to the Frankville Education Centre (c/o Gifted Committee).

Package to include:

- Third Party Assessment Report (with signed Consent to Release and Exchange of Information - Third-Party Assessment Reports Form Consent Form) **OR**
CCAT score summary (with date of birth and date of administration)
 - Completed Parent/Guardian Checklist
 - Completed Scales for Rating the Behavioral Characteristics of Superior Students
 - Completed and scored WF-AS Reading Comprehension subtest
8. Gifted Committee will complete the Gifted Screening Summary Form and return it to the sending school. If the score is less than 10 points, the student does not meet the UCDSB criteria for Gifted Identification. If total is 10 points or greater, the student meets criteria. However, for all students who earn some points on the Intellectual criteria of the Screening Form but are markedly underachieving academically in one or more areas, consider discussing this student at your school SST. Such a student may have a Gifted/LD profile that would warrant attention! Also consider discussing such cases and more complex profiles with psych staff assigned to your school or the Chief Psychologist.
 9. If requested, some profile packages may be reviewed by Regional Staff, in consultation with psych staff or the Chief Psychologist, who will work with the school Principal in recommending a Gifted Identification. An IPRC can take place at the school. For all students who are identified as Gifted, an appropriate IEP is developed.



Date:

Dear Parent(s)/ Legal Guardian(s):

Re: Consent for Canadian Cognitive Abilities Test (CCAT)

The Upper Canada District School Board, UCDSB, administers the CCAT test to all grade 4 students in the board. The CCAT is the most widely use cognitive ability screener in Canada. It measures cognitive reasoning across verbal, nonverbal, and quantitative domains. The results of the CCAT are based on Canadian norms. This assessment has been constructed to be English Language Learner (ELL) friendly and provides greater equity and fairness for these students. The results of this test will help us gain a better understanding of your child's learning profile.

The test will be administered at the school, in person, by school staff in consultation with Regional Special Education personnel.

Please indicate your consent for this testing on the bottom portion of this form and return it as soon as possible. The results will be shared with you upon request and will be placed in your child's Ontario Student Record. These results will also be shared with Regional staff, who act in a support role to the staff of the school. Group results, without individual student names, may be used for statistical purposes and program planning. Thank you for your support and cooperation.

Sincerely,

Principal

Consent for Canadian Cognitive Abilities Test (CCAT)

I, _____ do / do not give my consent for my son / daughter,
_____ to take the Canadian 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 purposes of registering appropriate authorization for the student's participation in Canadian Cognitive Abilities.



Gifted Screening and Identification Process

Date:

Dear Parent(s) /Guardian(s);

Your child's name has been brought forward to participate in the Upper Canada District School Board's Gifted Screening process.

Scores achieved on either the Canadian Cognitive Abilities Test (CCAT) or the Wechsler Intelligence Scale for Children (WISC) will be considered. In addition, we may review academic test scores (Wechsler Fundamentals: Academic Skills), teacher rating scales (Scales for Rating the Behavioral Characteristics of Superior Students) and/or the attached Parent/Guardian Checklist.

If your child appears to meet the Upper Canada District School Board's Criteria for Gifted Identification, the information will be reviewed by Regional Staff who will make a recommendation to the principal concerning identification.

You will be notified regarding the results of this screening. If identification is recommended, you will be invited to attend an Identification and Placement Review Committee (IPRC) meeting at the school, and you will be consulted in the development of an Individual Education Plan (IEP).

Please complete and return the Parent/Guardian Checklist at your earliest convenience. If you have any questions about this process, please do not hesitate to call.

Yours truly,

Principal

PARENT / GUARDIAN CHECKLIST ELEMENTARY / SECONDARY

| | |
|----------------------------|----------------|
| Student Name: _____ | Grade: _____ |
| School: _____ | Teacher: _____ |
| Teacher Signature: _____ | Date: _____ |
| Principal Signature: _____ | |

Check the column which best describes your child's functioning. These items include a wide range of characteristics. A child is not expected to be high on all of them. Some items may not have been observable.

| SECTION A - COMMUNICATION | LOW 1 | 2 | 3 | HIGH 4 | NOT OBSERVABLE |
|---|----------|---|---|-----------|----------------|
| Asks many questions, especially "how" and "why" | | | | | |
| Seeks unique answers or solutions to problems | | | | | |
| Can be individualistic and independent | | | | | |
| Enjoys playing roles, pretending and imagining | | | | | |
| Has a keen sense of humour and a sharp wit | | | | | |
| Is sensitive to the feelings of others | | | | | |
| Learns and catches onto things without being taught | | | | | |
| Is able to analyze and offer positive, constructive suggestions | | | | | |
| Likes to express and defend a point of view | | | | | |
| Has extensive vocabulary and uses it appropriately; verbally fluent | | | | | |
| Is willing to consider "way-out" ideas | | | | | |
| COMMENTS: | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

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| SECTION B - LEARNING CHARACTERISTICS | LOW 1 | 2 | 3 | HIGH 4 | NOT OBSERVABLE |
|---|----------|---|---|-----------|----------------|
| Has an advanced vocabulary; elaborates and expresses self well | | | | | |
| Displays a wide range of general knowledge | | | | | |
| Has a good memory | | | | | |
| Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others | | | | | |
| Reads many books on various topics | | | | | |
| Usually prefers reading material beyond what would be expected for chronological age | | | | | |
| Resourceful, knows where to find answers, uses media effectively as sources of information | | | | | |
| Is interested in issues such as race, religion, politics, ecology | | | | | |
| Reasons things out for self | | | | | |
| Has rapid insight into cause-effect relationships | | | | | |
| Understands the relationship of individual steps to the whole process | | | | | |
| Flexible thinker, able to use many different alternatives and approaches to problem solving | | | | | |
| Is good at games where it is necessary to plan several moves ahead | | | | | |
| Applies learning to new situations, good associative skills | | | | | |
| Asks more questions and really wants to know the causes and reasons for things | | | | | |
| Evaluates facts and arguments critically | | | | | |
| Takes into account the details necessary to accomplish a goal | | | | | |
| COMMENTS: | | | | | |
| | | | | | |

| SECTION C - MOTIVATIONAL / TASK COMMITMENT | LOW 1 | 2 | 3 | HIGH 4 | NOT OBSERVABLE |
|--|------------------|----------|----------|-------------------|-----------------------|
| Is determined or persistent in completing tasks | | | | | |
| Is persistent in opinions and often self-assertive | | | | | |
| Sets realistically high standards for self | | | | | |
| Concentrates without being easily distracted | | | | | |
| Becomes absorbed and truly involved in certain topics or problems | | | | | |
| Is able to work independently; requires little direction | | | | | |
| Pursues questions of right and wrong; is concerned with fairness | | | | | |
| Becomes bored easily with repetitious or routine tasks | | | | | |
| Likes to organize and bring structure to things, people and situations | | | | | |
| COMMENTS: | | | | | |
| | | | | | |

| SECTION D - CREATIVITY | LOW 1 | 2 | 3 | HIGH 4 | NOT OBSERVABLE |
|--|------------------|----------|----------|-------------------|-----------------------|
| Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything | | | | | |
| Often offers unusual ("way out"), unique, clever responses | | | | | |
| Is uninhibited in expressions of opinion | | | | | |
| Is a high risk taker | | | | | |
| Have different and unique ways of solving problems | | | | | |
| Sees humour in situations that may not appear to be humorous to others | | | | | |
| Able to appreciate and interpret the Arts | | | | | |

Indicate any special interests or skills your child has. Give examples of the degree of involvement.

Reading interests (favourite types of books and /or titles of favourite books.)

Favourite School Subjects:

General attitude about school:

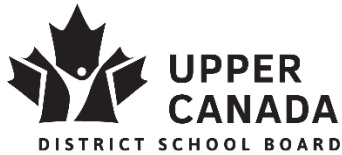
Favourite playtime or leisure activity:

Special Lessons, training, or learning opportunities your child has outside of school:

Other information which you would like us to know about your child:

The personal information contained on this form has been collected under the authority of the Education Act, R.S.O. 1980, c.129, as amended, and will be used to: prepare and update student records; and assist in determining the direction of overall and individual programming; based on identified student needs.

**Please send this form to the Principal / Resource Teacher of the school your child attends.
Thank you for your time and consideration.**



| |
|---|
| Student Name: _____ |
| School: _____ |
| SET: _____ |
| Date Reviewed by Gifted Committee: _____ |

Gifted Screening Committee's Recommendation:

- Criteria for Identification has been met

Next Steps

- Place Gifted screening package in the student's OSR
- Contact parents to inform them of results of the screening
- Contact parents to inform them of results of the screening.
- Inquire if they would like to proceed with a Gifted Identification
- **IF parents agree**, proceed with IPRC meeting for identification purposes.

- Criteria for Identification has **not** been met

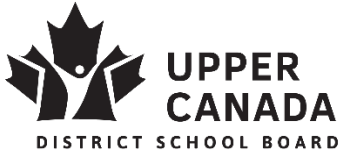
Next Steps

- Place Gifted screening package in the student's OSR
- Contact parents to inform them of results of the screening.

Gifted Screening Committee Members:

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

cc Student OSR



CCAT/ Gifted Identification Tracking Form

Student: _____

School: _____

SET: _____

Date Reviewed by Gifted Committee:

To be completed when a student's CCAT scores are equal to, or greater than the 95th %ile, in at least two categories.

| | | |
|---|--|--|
| 1 | CCAT results | Verbal _____ Non-Verbal _____ Quantitative _____ |
| 2 | Parent/Guardian consultation re: gifted screening process | Date Completed: Results: |
| 3 | Parent/Guardian Checklist sent home | Date Sent: Returned: |
| 4 | Wechsler Fundamentals Screening | Date completed: |
| 5 | Scales for Rating the Behavioural Characteristics of Superior Students completed by teachers (This is obtained from member of the Gifted Committee) | Date completed: |
| | Send complete package to "Frankville Education Centre" c/o Gifted Committee. Package must include: <ul style="list-style-type: none"> o Parent/Guardian checklist o Scales for Rating the Behavioural Characteristics of Superior Students o Wechsler Fundamentals Reading Comprehension assessment o Copy of CCAT scores | Date submitted to Frankville Ed. Centre: |
| 6 | Summary from Gifted Committee Completed and package returned to school and stored in OSR | Date completed: |

cc Student OSR