Universal Screening and Gifted Programming

November 2022

Toronto District School Board

Agenda

1. Universal Screening (CCAT7)
2. Batteries
3. Results from CCAT7
4. Assessment Process for Gifted
5. Alternative Programming for Giftedness
6. Gifted Programming and Placements
7. Transportation

What is the Canadian Cognitive Abilities Test (CCAT-7) all about?

- Measures potential for learning
- Screener
- General areas of cognitive ability
  - Verbal
  - Quantitative
  - Non-Verbal

CCAT7 Process

- Universal Screening Letter for Parents will sent home informing parents/guardians of the dates in late September. **Parents are to inform the principal they do not want their child to participate by written notice.**
- Administered in the **early fall of Grade 3**
- An online **group test** administered by classroom teachers

The Universal Screening Process (CCAT7)

Rationale:

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

The Universal Screening Process

Rationale:

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)

The Universal Screening Process

Rationale:

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

Potential for Learning

- CCAT-7 looks at reasoning skills and problem-solving skills
- These skills apply to many curriculum areas
- CCAT-7 DOES NOT test the Ontario Curriculum

Verbal Battery

- This area looks at how students comprehend words and how they are able to make connections and comparisons using words (thinking with words)

- The types of questions are sentence completion, verbal classification and verbal analogies

Verbal Battery Examples

Sentence completion: Bananas _____ on trees.

A - fall B - grow C - bloom
D - show E - spread

Verbal Battery Examples

Verbal Classification:
Red Blue Orange

A-Rainbow B-Green C-Colours
D-Shade E-Dark

Verbal Examples

Verbal Analogies:

Selfish → Caring; Keeping →

J-Smiling K-Sharing L-Doing

M-Wanting N-Asking

Quantitative Battery

- This area looks at how students use reasoning and problem-solving skills using numbers and mathematics knowledge (thinking with numbers)

- The types of questions are number comparisons, number series, and number puzzles

Quantitative Battery Examples

Number analogies:

6 → 7

5 → 6

4 → ?

A-3 B-4 C-5 D-6 E-7

Quantitative Battery Examples

Number Series:
1 3 5 7 9

A-10 B-11 C-13 D-15 E-19

Quantitative Battery Examples

Number Puzzles:

4 = ? + 

 = 1

J-1 K-2 L-3 M-4 N-5

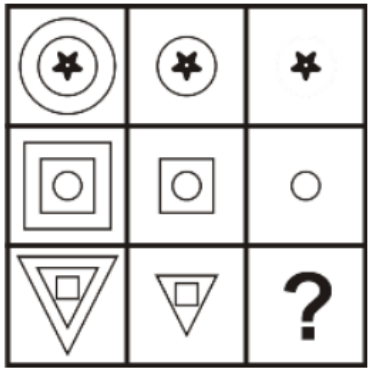
Non-Verbal Battery

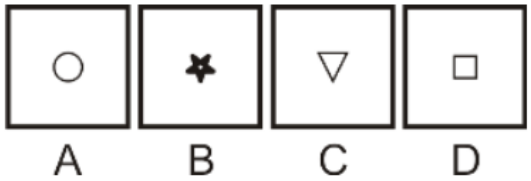
- This area looks at how students reason and solve problems with pictures and diagrams that don't involve language (thinking without words or numbers)

- The types of questions are figure matrices, figure classification and paper folding

Non-Verbal Battery Examples

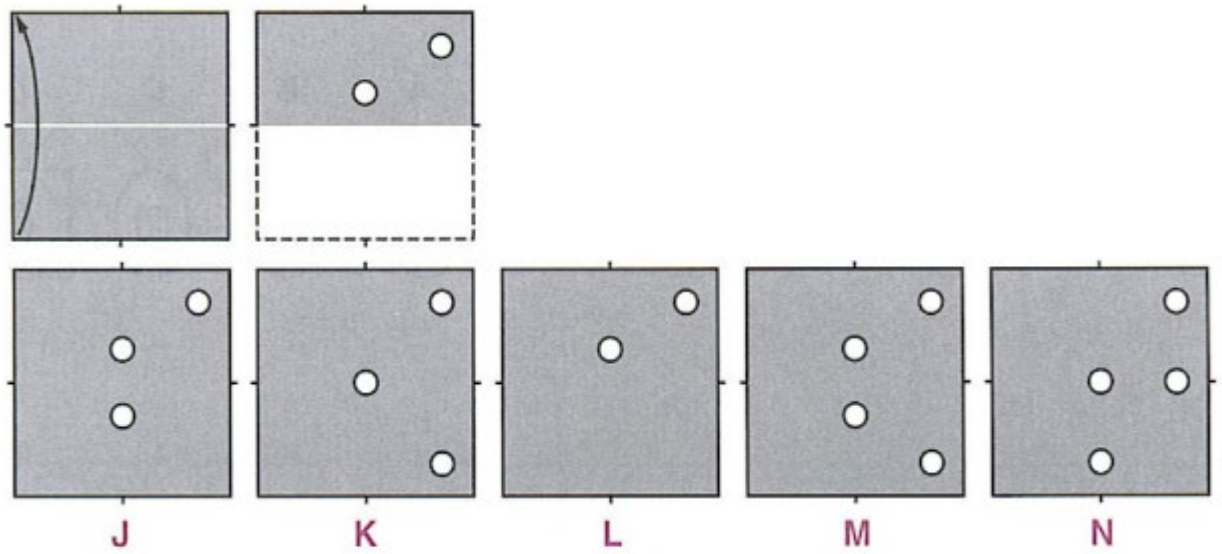
Figure Matrices:





Non-Verbal Battery Examples

Paper Folding:



Verbal Reasoning – School

- Build student vocabulary
- Encourage and expand their opportunities for reading
- Logic puzzles

Verbal Reasoning - Home

- Play word games - Boggle, Scrabble
- Crosswords, word searches
- Take your child on trips - grocery shopping, to the park, on a ride on the TTC and talk about what you see, ask questions

Quantitative (Numerical) Reasoning - School

- Provide opportunities for students to talk about their thinking
- Work with trial and error problem-solving
- Ask them to explain how they came up with an answer, justify why it is correct

Quantitative (Numerical) Reasoning - Home

- http://www.edu.gov.on.ca/eng/literacynumeracy/parentGuideNumEn.pdf
- Play games like Yahtzee, Monopoly, Uno
- Ask students to cook with you and work with any ingredient measurement

Non-verbal Reasoning - School

- Work with tangrams, Lego (free design and specific)
- Teach vocabulary for shapes, sizes, comparison words

Non-verbal Reasoning - Home

- Play games - spot the differences, concentration
- Complete jigsaw puzzles together
- Use maps to plan trips, look at routes travelled

CCAT-7 School Scores

STUDENT NAME I.D.Number 1 I.D.Number 2 Code A B C D E F G H I J K L M N O P Z	Birth Date Age Program	Level Form	(Gender)		No. of Items	No. Att	Raw Score	AGE SCORES PR	GRADE SCORES	LOCAL SCORES	PR	Student APR Graph 1 10 25 50 75 90 99	Profile
A, B	01/07 09-08	9 7		Verbal	62	62	24	13			13		
				Quantitative	52	52	36	62			62		3E (Q+)
				Nonverbal	56	54	24	11			11		
				Composite (VQN)				**21**			**21**		
Aaa, Bbb	06/07 09-03	9 7		Verbal	62	62	42	69			69		
				Quantitative	52	52	28	48			48		5B (V+)
				Nonverbal	56	56	32	40			40		
				Composite (VQN)				**50**			**50**		

CogAT

PROFILE NARRATIVE FOR [redacted]

Cognitive Abilities Test™ (CogAT®)

[redacted] [redacted]

Abilities	Age Scores			APR Graph
	Standard Age Score	Age Stanine	Age Percentile Rank	1 25 50 75 99
Verbal	116	7	84	
Quantitative	129	9	97	
Nonverbal	116	7	84	
Composite (VGN)	**121**	**8**	**91**	

Abilities	Raw Scores			Grade Scores		Local Scores	
	Number of Items	Number Att.	Number Correct	Grade Stanine	Grade Percentile Rank		
Verbal	54	27	27	3	17		
Quantitative	50	25	25	5	53		
Nonverbal	52	26	26	4	26		
Composite (VGN)				**4**	**24**		

Notes:

Madison's ability profile is 7B (Q+). Visit www.cogat.com for more detailed information on profile 7B (Q+). Click on the "Interactive Profile Interpretation System" button. Enter 7B (Q+) in the "Input Your Score Profile" section. Click "Search".

Number Att. = Number Attempted
Please contact your child's teacher if you need assistance with score interpretation.

Overview

Madison recently took the Cognitive Abilities Test (CogAT). CogAT measures the development of verbal, mathematical, and spatial reasoning abilities that are essential for success in school. Students with different patterns of scores on CogAT have different learning styles. By knowing Madison's learning preferences, teachers can help her achieve greater success in school.

Madison's Profile of Test Scores

Madison's overall performance is in the above average range, and her Quantitative Battery score is higher than the scores on the other batteries. She has a relative strength in quantitative (mathematical) reasoning. Whenever a student shows a particular cognitive strength, the goals for classroom instruction are

- to encourage the continued development of the strength
- to use the strength to enhance the student's development in other areas.

For example, a strength in understanding mathematical rules often indicates a similar strength in understanding rules in computer programming and sometimes in language usage as well. Discovering and then learning rules and strategies can help Madison develop in other areas.

More Information on Madison's Scores

The sections to the left explain Madison's performance using different types of comparisons and score scales.

- The Age Scores section compares her performance to students across the nation who are also 5.9 years old.
- The Grade Scores section compares her performance to students across the nation who are also in grade 2.

Each of these sections includes one or more scores. The Stanine reports Madison's performance on a scale from 1 (lowest) to 9 (highest). The Percentile Rank indicates the percentage of students in each comparison group whose scores fell below the score obtained by Madison.

Assessment Process for Gifted

- **Students meeting criteria on CCAT-7** will be considered through In-School Team (IST) for the **next step** in the process.

- **Students meeting criteria** will go forward through the **School Support Team (SST)** to be considered for **individual intelligence testing** using the Wechsler Intelligence Scale for Children **(WISC-V).** Parents are invited to this meeting.

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

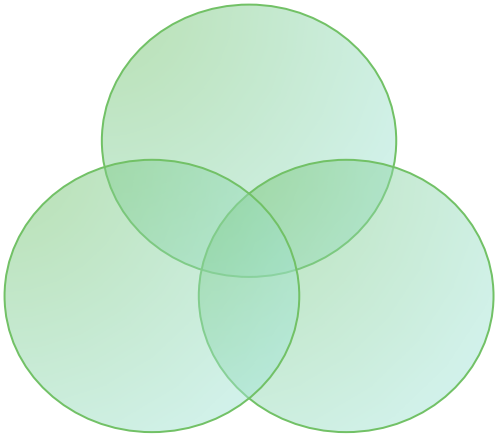
Assessment Process for Gifted

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** may be recommended for an IPRC.

3 Areas of Gifted Alternative Programming

THINKING



AWARENESS OF SELF AND OTHERS

RESEARCH

Gifted Program Consists of:

1. **Thinking** – includes the development of Critical Thinking Skills, Problem Solving Skills, Creative Thinking Skills and Creativity Skills

1. **Awareness of Self and Others** – includes Leadership Skills, Intrapersonal Skills, Interactive Skills and Self-directed Skills

1. **Research** – includes Inquiry Skills, Independent Study Skills, Organizational Skills and Experiential Learning Skills.

TDSB Programming

- **Student Identified Gifted/Regular Class**
  - Accommodations in the regular classroom
  - Gifted Alternative programming as needed

- **Student Identified Gifted/ISP (Intensive Support Program)**
  - Gifted Alternative Program

- **Student Identified Gifted with additional exceptionalities (ISP/Regular Class)**
  - Accommodations and/or Modifications as needed
  - Gifted Alternative Program or Alternative Program

Gifted Placements

ELEMENTARY

Regular Class

- placement and setting would be regular class with indirect service, resource support or withdrawal support (depending on the school)

ISP (Intense Support Program)

- Placement and setting would be Special Education class full-time

SECONDARY

Regular Class

- placement and setting would change to regular class with indirect service

ISP (Intense Support Program)

- parents can request a continuation of ISP, but it will be with partial integration
- 4/8 courses (usually Math, English, Science, Geography) for grades 9 and 10
- 2/8 courses (usually Math, English) for grades 11 and 12

School Placement Locations

Elementary Placements:

- Based on closest and available school placement

Secondary Placements:

- Based on address - finder locator found on the Board's website
- Giftedness Secondary School Finder (tdsb.on.ca)

Transportation

- For Grade 4s and Grade 5s, TDSB provides a school bus and is a school to school process

- Students must walk to a school stop to meet the bus. Parent(s)/Guardian(s) are responsible for the supervision of students before they board and after they disembark from the school bus.

- For all eligible students from Grade 6 through 8, TTC tickets are provided at the request of parent(s)/guardian(s). Please note that the TTC policy change allows students age 13 and under to ride for free.

- Students in Grades 9 to 12 may receive TTC tickets, provided the distance and financial criteria are met

Questions?