



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

**GIFTED SCREENING
and
IDENTIFICATION PROCEDURES**



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Mission Statement

The Ottawa-Carleton District School Board challenges all students to achieve personal excellence in learning and responsible citizenship within a safe, equitable, diverse, and caring environment.

Acknowledgements

We would like to acknowledge the contribution of the following staff who assisted in the development and revision of this document:

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Note: This revision continues to be based on the work of the 2001 work group who originally created it.

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REVISED
September 2005



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

SECTION 1

OCDSB Gifted Identification Criteria

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OCDSB Gifted Identification Criteria

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THE OCDSB IDENTIFICATION CRITERIA FOR GRADES 1 THROUGH 12

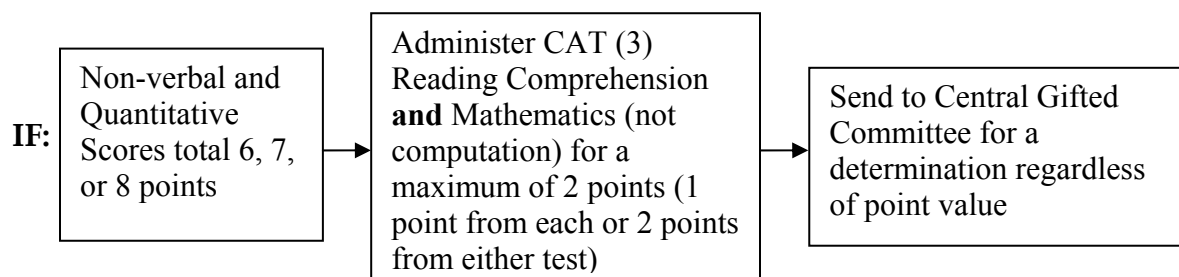
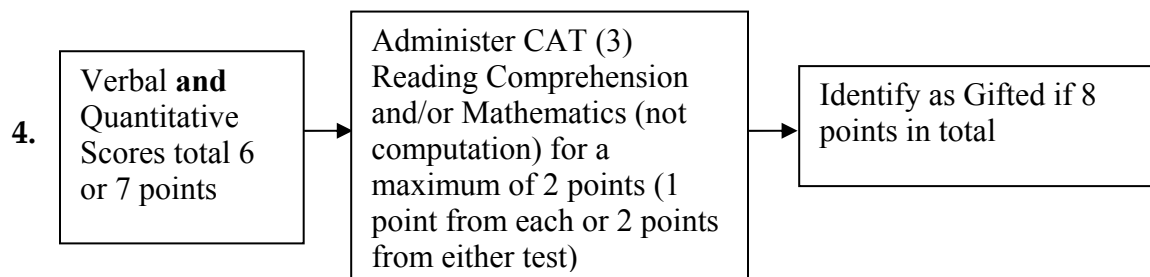
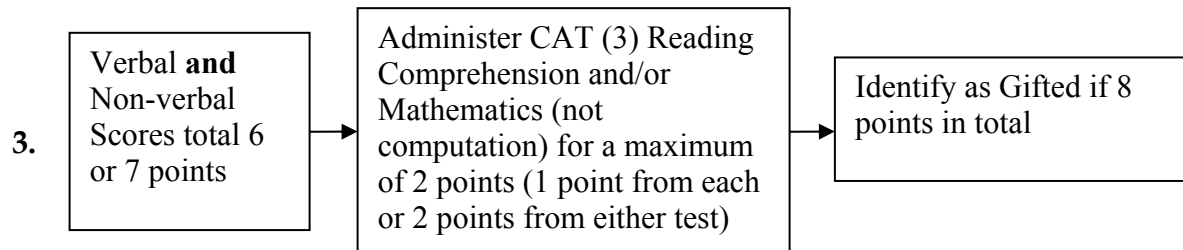
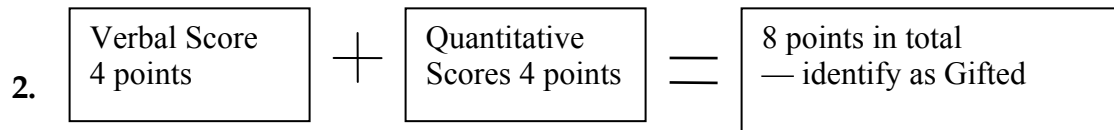
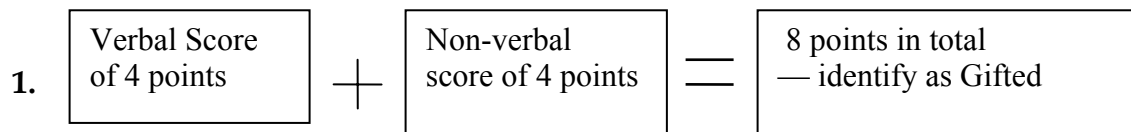
If a student meets the OCDSB criteria they can be identified through an IPRC, subsequently have an Individual Education Plan (IEP), receive program differentiation and apply for a Specialized Gifted Placement in time to begin grade 5.

A) WHEN USING THE CCAT RESULTS:

Using the chart provided, convert the student's Verbal, Non-verbal, and Quantitative Score to points ranging from 0 through 4. The Composite Score is not to be considered in this process.

	Age Percentile	Profile Points
CCAT Verbal	98-99	4
	95-97	3
	82-94	2
	50-81	1
	1-49	0
CCAT Quantitative	98-99	4
	95-97	3
	82-94	2
	50-81	1
	1-49	0
CCAT Non-verbal	98-99	4
	95-97	3
	82-94	2
	50-81	1
	1-49	0

There are four ways to be identified using these results. See the following page.



CAT 3 POINTS

Age Percentile	Profile Points
98-99.9	2
95-97	1
<95	0

B) USING THE RESULTS OF AN INDIVIDUAL ASSESSMENT:

1. Using the charts below assign a point value from 0 to 4 for the Verbal and Perceptual sections or 0 to 8 to the Full Scale Score of the WISC IV or Stanford–Binet (Fifth Edition) test. The OCDSB school psychology personnel may also be consulted at this point.

Points assigned to the WISC III or IV are as follows:

Range	Percentile	Verbal (VCI)	Perceptual (PRI)	Full Scale IQ
Very Superior	98-99.9	4	4	8
Superior (upper end)	95-97	3	3	6
Superior (lower end)	91-94	2	2	4
High Average (upper end)	85-90	1	1	2
High Average (lower end)	Less than 85	0	0	0

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Points assigned to the Stanford–Binet (Fifth Edition) are as follows:

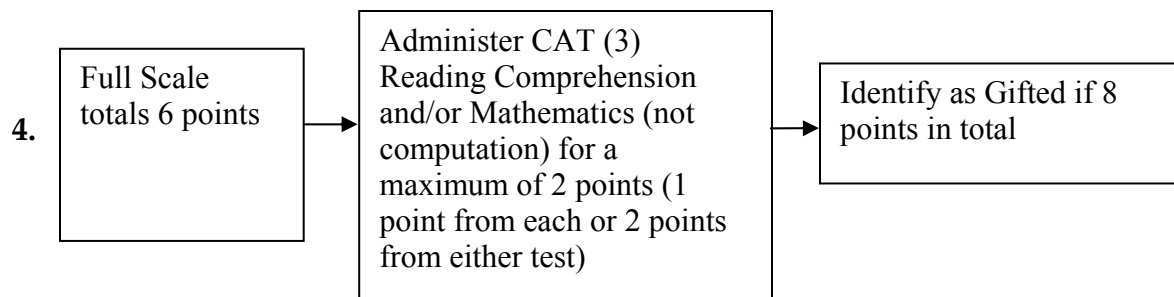
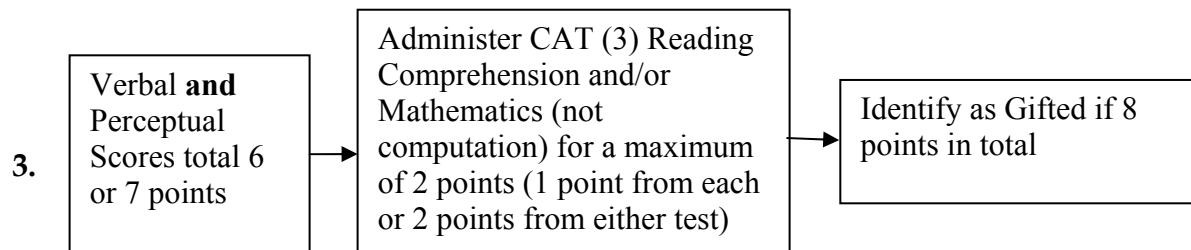
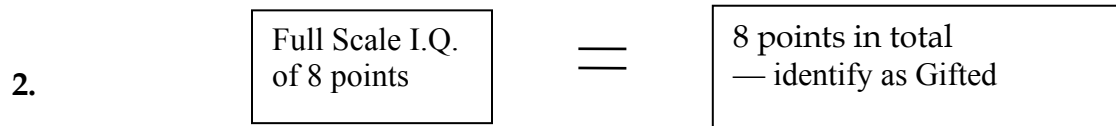
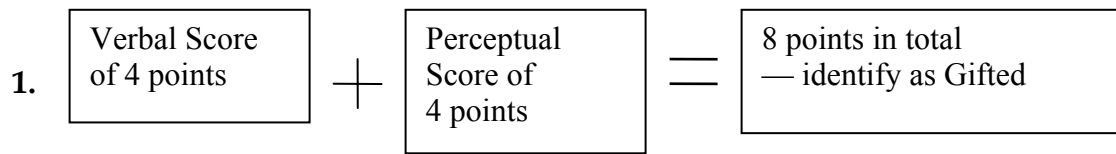
	Percentile	Verbal IQ	Non-verbal IQ	Full Scale IQ
Very Superior	98-99.9	4	4	8
Superior (upper end)	95-97	3	3	6
Superior (lower end)	91-94	2	2	4
High Average (upper end)	85-90	1	1	2
High Average (lower end)	Less than 85	0	0	0

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R

- If the score is **8**, the student may be identified at the IPRC as Gifted by school staff.
- If the number of profile points is **6 or 7**, then the school administers the CAT/3 (Reading Comprehension Score and/or Mathematics Score)* with one or both subtests scored as shown below. A student may earn 2 points on a single subtest or 1 point on each of two subtests. The maximum number of points earned in this way will be 2. A total of 8 made in either way results in Gifted identification.
- For a primary-aged student (grades 1 through 4) there is no need to submit the file to the Central Gifted Committee (CGC) in such a case unless there is an extenuating circumstance for which the school would like the CGC's consideration or if placement in a specialized gifted class is sought.

There are four ways a student can meet the identification criteria using an individual assessment. See the following page.

***The WIAT-II Reading Comprehension measure can be substituted for the CAT/3 Reading Comprehension Score and the WIAT_II Math Reasoning can be substituted for the CAT/3 Mathematics Score.**



CAT 3 POINTS
(or WIAT-II)

Age Percentile	Profile Points
98-99.9	2
95-97	1
<95	0

SECTION 2

Annual SK to Grade 2 Screening and Identification Procedures

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Annual SK to Grade 2 Screening and Identification Procedures

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OVERVIEW

Annual SK through Grade 2 Screening Process

For school use only

Process

1. Classroom teacher completes Teacher Nomination Form (GF 1).
2. Letter to Parents/Guardians (GF 2), Parent/Guardian Information Form (GF 3), CCAT Permission Form (GF 19), and Glossary (GF 4) are sent home **only** to parents/guardians of students nominated by teachers **and** to parents/guardians who have requested Gifted screening in a letter to the school principal. Parents/guardians should be advised **in advance** of the process for Gifted screening.
3. The Canadian Cognitive Abilities Test is administered to all **nominated** students by school personnel. The Student Profile Form (GF 5) is completed by the classroom teacher.
4. The results are reviewed by the In-school Team.
5. All scores are recorded on the Summary Sheet (GF 6). Students who meet the OCDSB criteria (see section 1) may be IPRC'd by the school.
6. For students who meet the OCDSB Primary Placement Criteria (see section 3) complete SK-2 Individual Gifted Screening and Identification Summary Form.
7. The Central Gifted Committee's (CGC's) decision is then forwarded to the school principal; the home school prepares the documentation and holds an IPRC.
8. The home school may appeal the CGC's decision with the submission of additional relevant information.

SK to Grade 2

Teacher Nomination Form for Gifted Identification

NOTE: One form only for each SK to grade 2 class is to be completed by the classroom teacher(s) (e.g., if the students are in an EFI class, both the French Immersion classroom teacher and the teacher of English are to complete one nomination form together which reflects the perceptions of both teachers.)

Teacher's Name(s): _____

School: _____ Date Completed: _____

BEFORE you begin this page, without referring to your class list, list the names of the SK to grade 2 students in your class who you think meet the Ministry's definition of giftedness: "An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated." Students nominated to the Central Gifted Committee should meet the criteria outlined in Section 3.

Using the following statements, PRINT THE FIRST AND LAST NAMES of the children in your class who come to mind. REMEMBER not to refer to your class list.

- 1. Shows an advanced interest in books.

- 2. Knows a lot of information about a variety of topics.

- 3. Is constantly asking questions about anything and everything.

- 4. Knows and uses an extensive vocabulary.

- 5. Enjoys taking part in intellectual discussions.

- 6. Offers unusual and unique responses to problems.

- 7. Generates a large number of alternate solutions

8. Grasps new ideas quickly.

9. Has a keen sense of humour.

10. Displays unusual sensitivity to the expectations and feelings of others.

11. Has quick mastery and recall of information.

12. Appreciates structure and order and sees patterns in things (e.g., number systems, clocks, calendars, calculators, computers).

13. Shows imaginative thinking and/or creativity.

14. Enjoys discussing ideas with adults.

15. Likes to play with words.

16. Designs or constructs unusual and unique products.

17. Demonstrates task commitment in areas of interest.

Teachers may wish to nominate students based on their impressions or use guidelines as follows:

	TOTAL TEACHER NOMINATIONS	NOMINATE
On how many of the items was the student nominated?	13 - 17 12 or below	YES NO

Based on the information gathered above, the following students are nominated for gifted testing:



**SK to Grade 2
Letter to Parents/Guardians**

Date:

Dear Parent/Guardian:

We are in the process of screening students who are nominated with a view to identifying these students as Gifted.

The first step in the procedure is the completion of Teacher and Parent/Guardian Nomination forms. Students who are nominated by either a parent/guardian or teacher will be assessed using the Canadian Cognitive Abilities Test (CCAT). If your child is to be tested, a consent form will be forwarded for your signature.

We have enclosed a checklist of characteristics of Gifted children for your information. If you believe that the characteristics outlined on the Parent/Guardian Nomination Form apply to your child, please complete and return the attached form to the classroom teacher within **one week** after the receipt of this letter.

Yours truly,

Principal

Attachment



GF 19

Date:

Dear Parent/Guardian:

Re: Consent for Canadian Cognitive Abilities Test (CCAT)

We would like your consent for your son/daughter to take the Canadian Cognitive Abilities Test, a standardized group test of intellectual ability.

The results of this test will be used by school personnel to help us gain a better understanding of your child's needs. Central staff may also use test results to establish a basis for the evaluation of existing programs and assist in planning appropriate curriculum and instructional programs at the system level. Individual test results will be treated confidentially and any data used for purposes of reporting to the public will be done generically without disclosure of identifying information.

This test will be administered by school personnel and will not involve anyone from outside the school.

Would you please indicate on the bottom portion of this form your consent for this testing of your child, and return it as soon as possible. A copy of the results will be placed in your child's Ontario Student Record.

Thank you for your support and cooperation.

Yours truly,

Principal

Consent for Canadian Cognitive Abilities Test (CCAT)

I, _____ do do not give my consent for my

Parent/Guardian (Please print)

son/daughter, _____ to take the Canadian Cognitive

Child's Name

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 purpose of registering appropriate authorization for the student's participation in CCAT testing. Test results may be used at a system level for evaluation and development purposes. If you wish to review the results, or any generic reports prepared at the system level, please contact the principal of the school.



OTTAWA-CARLETON
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Parent/Guardian Nomination Form for Gifted Identification

Student's Name: _____
School/Grade: _____

The following list outlines the characteristics frequently exhibited by Gifted children. Please read them over and check (√) the characteristics which apply to your child. Please sign and return the form.

(√)

1.	perceptive, inquiring mind	<input checked="" type="checkbox"/>
2.	high level of curiosity and excitement	<input type="checkbox"/>
3.	alert and observant beyond his/her years	<input type="checkbox"/>
4.	shows unusual insight when working with abstract ideas	<input type="checkbox"/>
5.	asks penetrating and provocative questions	<input type="checkbox"/>
6.	superior judgement and reasoning ability	<input type="checkbox"/>
7.	originality, fluency, flexibility in thinking	<input type="checkbox"/>
8.	an extensive vocabulary and advanced reading ability	<input type="checkbox"/>
9.	wide interests based on broad general knowledge	<input type="checkbox"/>
10.	masters basic skills easily	<input type="checkbox"/>
11.	a high level of concentration in areas of personal interest	<input type="checkbox"/>
12.	high expectations of themselves	<input type="checkbox"/>
13.	a strong sense of ethics and values	<input type="checkbox"/>
14.	an unusually keen sense of humour	<input type="checkbox"/>
15.	enjoys group discussions	<input type="checkbox"/>
16.	shows initiative and assumes responsibility	<input type="checkbox"/>
17.	relates well with peers with similar interests and abilities	<input type="checkbox"/>
18.	greater mental facility than motor facility (their written work may be well below that of their oral work)	<input type="checkbox"/>

Definition of Giftedness:

“An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.” (*OCDSB Special Education Plan*, which may be accessed at www.ocdsb.ca).

I believe that the characteristics checked above apply to my child.

Parent's/Guardian's Signature

Date

Comments: _____

SK to Grade 2 Gifted Screening and Identification Glossary

Canadian Achievement Test (CAT/3) — Reading Comprehension and Mathematics Subtests:

A group test of achievement which is used to measure a student's Reading comprehension and/or Mathematics level.

Canadian Cognitive Abilities Test (CCAT):

A group intelligence test which is used to measure a student's general intellectual ability in the areas of verbal, non-verbal, and quantitative performance.

Central Gifted Committee (CGC):

This committee reviews applications to the Primary Gifted Program(s). A recommendation whether or not to proceed to an IPRC is then sent to the In-school Team. The CGC committee is composed of three principals, one of whom is the principal of the Primary Gifted Program, an OCDSB psychologist/psychological associate, and other resource personnel as required.

Giftedness:

"An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated." (*OCDSB Special Education Plan*, which may be accessed at www.ocdsb.ca.)

Identification, Placement and Review Committee (IPRC) Regulation 181:

A committee which determines whether or not a student is an exceptional pupil (as defined in law), and what special education placement would best meet the student's needs.

NOTE: For further information, please refer to the *Special Education/Student Services Parent Guide* which is available at your school.

In-school Team:

A school-based committee which manages the process of the screening of children to be recommended for consideration by the CGC; it is the responsibility of the principal to determine the composition of this committee. This committee also arranges the IPRC for Gifted identification upon recommendation of the CGC. These duties may also be a function of the In-school Team.

Municipal Freedom of Information and Protection of Privacy Act, 1999:

An act which guarantees the management and safekeeping of personal information gathered on a student; the information is only to be used for purposes such as personal educational program management, the provision of various educational services, or administrative maintenance of the files.

Parent/Guardian Nomination Form:

A checklist containing 18 statements about a child's characteristics and behaviour, which is completed by parents/guardians of nominated SK to grade 2 students.

Student Profile Form:

The teacher completes this rating scale of gifted characteristics for each nominated student.

Student Profile Form for Potential Candidates for Gifted Programs

(One form per student to be completed by school personnel)

Student Name: _____

___/___/___/ M F

(Last)

(First)

YY / MM / DD
Birthdate

School

Grade

English

French
Immersion

Ministry definition of giftedness: “An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated”.

BASED ON YOUR EXPERIENCE, WHAT ARE YOUR OBSERVATIONS CONCERNING THIS STUDENT'S ABILITY TO DEMONSTRATE THAT HE/SHE:	BELOW AVERAGE (√)	AVERAGE (√)	ADVANCED (√)	UNUSUALLY ADVANCED (√)
COGNITIVE ABILITIES				
Verbally expresses ideas fluently and accurately				
Expresses ideas in written form				
Reads with ease and understanding				
Works with mathematical concepts/problem solving				
Can think logically, draw conclusions, make generalizations, and transfer concepts to new situations				
INTELLECTUAL CURIOSITY				
Enjoys intellectual activities and challenging ideas				
Sees unusual and diverse relationships				
Has a questioning and curious interest in things				
Has a wide range of interests				
Finds various ways of solving problems, is creative, shows original thinking				
MOTIVATION AND WORK HABITS				
Concentrates over extended period of time				
Is self-directed and independent when pursuing own interests				
Is efficient and goal-oriented on assigned tasks				
AFFECTIVE CAPACITY				
Relates positively with others, works cooperatively				
Displays leadership				
Displays evidence of positive self-concept				

Additional comments are very helpful: _____

Name of teacher(s) completing Student Profile: _____

Date: _____

SK to Grade 2 Individual Gifted Screening and Identification Summary Form

Instructions:

1. *CCAT scores*
 - Use the age percentile scores.
2. *Teacher Nomination*
 - Place a Y or an N in the space to indicate whether the teacher thinks the student meets the Ministry's definition of giftedness.
3. *Parent/Guardian Nomination*
 - Place a Y or an N in the space to indicate whether the parent/guardian thinks the child meets the Ministry's definition of giftedness.
4. *Student Profile*
 - Place a Y or N in the space below Y/N depending on whether the student has nine ratings or more in the advanced/unusually advanced column.

Student's Name: _____ Date Completed: _____

School: _____ Teacher: _____

Canadian Cognitive Abilities Test (CCAT)						Date Administered:		
Verbal			Quantitative			Non-verbal		
Percentile Rank	SAS	Profile Points /4	Percentile Rank	SAS	Profile Points /4	Percentile Rank	SAS	Profile Points /4
CAT/3 – Reading Comprehension Score					CAT/3 – Mathematics Subtest Score			
Age Percentile			Profile Points /2		Age Percentile		Profile Points /2	
Individual Intellectual Assessment								
as outlined on the Profile Points for Standardized Tests of Ability/Intelligence								
Teacher Nomination Form			Parent/Guardian Nomination Form			Student Profile		
Y/N			Y/N			Y/N		
Total Points:	Profile Points		Profile Groups			Gifted Profile: Y/N		
	8-9		Yes, demonstrates gifted profile					
	0-7		Does not demonstrate gifted profile					

In-school Team's Recommendations:

ACTION

- A. Refer to IPRC
- B. Send application package to Special Education/Learning Support Services if Specialized Gifted Class placement requested
- C. Program Differentiation (specify below)
- D. Other (specify below)

Date

Principal's Signature

SK to Grade 2

The formal screening and identification of intellectually gifted students is for children from SK to grade 2. Schools are responsible for collating all data. If you have questions, please contact the learning support teacher.

I Sources of Information

The following sources of information are to be used to determine intellectual giftedness. This information is to be recorded on the Individual Gifted Screening and Identification Summary Form (GF 6) and the Class Gifted Screening and Identification Summary Form (GF 9).

Sources of Information	Form No.	Storage
a) Teacher Nomination Form	GF 1	**
b) Parent/Guardian Nomination Form	GF 3	OSR*
c) Canadian Cognitive Abilities Test (CCAT) Age Percentiles and The Standard Age Score (SAS)		OSR*
d) Student Profile Form	GF 5	OSR*
e) Additional Data		*

Summary of Information	Form No.	Storage
f) Individual Gifted Screening and Identification Summary Form	GF 6	OSR*
g) Class Gifted Screening and Identification Summary Form (for nominated students only)	GF 9	**
h) Recommendations of the CGC	GF 8	OSR*

* To be stored in the documentation file of the student's Ontario Student Record (OSR).

** The In-school Team should determine the storage placement of these items keeping in mind the Freedom of Information Legislation (Municipal Privacy Act, 1999.)

II In-school Team

a) Mandate

The mandate of this committee is to manage the screening process of children to be recommended for consideration to the CGC; **see section 3**. The CGC will recommend that a school-based IPRC be held/not held for Gifted identification. The In-school Team may wish to consider referring certain cases to Special Education/Learning Support Services for their input. When a child does not appear to need a referral to the IPRC process, the In-school Team may wish to recommend strategies to challenge and motivate the child.

b) Representation

It is the responsibility of the principal to determine the composition of this committee. Representation on this committee, however, should consist of at least a principal/vice principal and could include the learning support teacher and/or a classroom teacher.

III Central Gifted Committee

The mandate of this committee is to review the applications of the nominated students and decide whether the student would/would not be an appropriate candidate for placement in a Specialized Gifted Class. The committee's recommendation will be sent to the school principal as to whether or not to hold an IPRC meeting for Gifted identification and placement. This committee will also review any applications that require a second opinion to assist schools.

IV Students with Other Exceptionalities and/or Cultural and Linguistic Differences

A student may not meet the criteria for gifted identification due to one or more of the following factors:

- a) cultural and/or linguistic differences
- b) social-emotional
- c) communication disorders
- d) physical and/or sensory differences
- e) other

Furthermore, an uneven learning profile (which, upon further examination, may be indicative of a learning disability) may also contribute to a student's inability to meet the criteria for Gifted identification. After analyzing its' own student population for these possibilities, the In-school Team may wish to consider making a referral to the Special Education/Learning Support Services Department.

V IPRC Process

- Pursuant to Ontario Education Ministry Regulation 181/98.
- Membership shall consist of at least three people, one of whom must be a principal.
- IPRC notification is to be sent to parents/guardians at least 10 working days in advance of the IPRC meeting.
- The decision of the committee is to be recorded on the IPRC Record/Determination and the original placed in the Documentation File of the student's OSR.
- A copy of the IPRC Record/Determination is to be forwarded to the parents/guardians by the community school.
- The IPRC Information Report (SE Pro) is to be forwarded to the Special Education/Learning Support Services Department.
- The appropriateness of placement for each student in a regular class with differentiation or a Specialized Gifted Class (if available) can be discussed with the parents/guardians. If the option chosen is a specialized class, the application and supporting documents should be forwarded by the principal to the Special Education/Learning Support Services Department.

VI Programming for Bright Students

The In-school Team may recommend program differentiation to meet the specific educational needs of bright students and/or high achievers not identified as gifted through the IPRC process or identified as gifted but placed in a regular classroom. Schools may wish to contact the learning support consultant for help with such cases.

VII Guidelines for Rescreening

In some instances school personnel and/or parents/guardians may request that a student be retested on the Canadian Cognitive Abilities Test or to have the Parent/Guardian and/or Student Profile readministered. Neither is recommended unless there is evidence to support a change in circumstances or academic achievement. These changes should be reflected in the student's profile and be consistent over a period of time. Extenuating circumstances to consider might include health or emotional issues, ESL factors, or enhanced academic achievement. In the case of parent/guardian requests, a letter explaining why a student should be rescreened should be directed to the school principal. Retesting should not occur more than once beyond the original screening; a minimum of one year between test administrations is advised.

SECTION 3

OCDSB Primary (Grades 1 to 4) Specialized Gifted Placement Criteria

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OCDSB Primary (Grades 1 to 4) Specialized Gifted Placement Criteria

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Placement Criteria

1. If a student scores at the 99th percentile on two of the three scales of the CCAT and at least at the 90th percentile on the third scale, **and** has a completed Student Profile Form (GF 5) **and** a completed Parent/Guardian Information Form, an application is submitted to the Central Gifted Committee (CGC).

OR

2. The CGC will also consider individual intellectual assessment results once they have been reviewed by an Ottawa-Carleton District School Board's psychologist/psychological associate. The criteria for consideration by the CGC is a Verbal or Full Scale Score at or above the 99.6th percentile on the WISC (Canadian norms) or equivalent, and a strong Student Profile Form completed by the school. A student who has a score of 99.6 or above on the Perceptual Reasoning Score **and** a score of at least 95th percentile on the Verbal Comprehension also meets the OCDSB Gifted identification criteria, an application is submitted to the CGC. A complete application contains GF3, GF5, GF6, and a copy of the psycho-educational report.

Note: If a student does not meet the criteria for Primary Gifted placement, but his or her scores meet the OCDSB Identification Criteria of 8 points, they may be IPRCd at the school and may apply for a Specialized Gifted placement when reaching grade 5. This would ideally occur in the spring of the student's grade 4 year.
See Section 1 for details of this criteria.

When a student meets this criteria, an IPRC may be held. There is no need to submit an application to the CGC.



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Parent/Guardian Nomination Form for Gifted Identification

Student's Name: _____
School/Grade: _____

The following list outlines the characteristics frequently exhibited by Gifted children. Please read them over and check (✓) the characteristics which apply to your child. Please sign and return the form. (✓)

1.	perceptive, inquiring mind	<input checked="" type="checkbox"/>
2.	high level of curiosity and excitement	<input type="checkbox"/>
3.	alert and observant beyond his/her years	<input type="checkbox"/>
4.	shows unusual insight when working with abstract ideas	<input type="checkbox"/>
5.	asks penetrating and provocative questions	<input type="checkbox"/>
6.	superior judgement and reasoning ability	<input type="checkbox"/>
7.	originality, fluency, flexibility in thinking	<input type="checkbox"/>
8.	an extensive vocabulary and advanced reading ability	<input type="checkbox"/>
9.	wide interests based on broad general knowledge	<input type="checkbox"/>
10.	masters basic skills easily	<input type="checkbox"/>
11.	a high level of concentration in areas of personal interest	<input type="checkbox"/>
12.	high expectations of themselves	<input type="checkbox"/>
13.	a strong sense of ethics and values	<input type="checkbox"/>
14.	an unusually keen sense of humour	<input type="checkbox"/>
15.	enjoys group discussions	<input type="checkbox"/>
16.	shows initiative and assumes responsibility	<input type="checkbox"/>
17.	relates well with peers with similar interests and abilities	<input type="checkbox"/>
18.	greater mental facility than motor facility (their written work may be well below that of their oral work)	<input type="checkbox"/>

Definition of Giftedness:

“An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.” (*OCDSB Special Education Plan*, which may be accessed at www.ocdsb.ca.)

I believe that the characteristics checked above apply to my child.

Parent(s)/Guardian(s) Signature

Date

Comments: _____

Student Profile Form for Potential Candidates for Gifted Programs

(One form per student to be completed by school personnel)

Student Name: _____

___/___/___/ M F

(Last)

(First)

YY / MM / DD
Birthdate

School

Grade

English

French
Immersion

Ministry definition of giftedness: “An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated”.

BASED ON YOUR EXPERIENCE, WHAT ARE YOUR OBSERVATIONS CONCERNING THIS STUDENT'S ABILITY TO DEMONSTRATE THAT HE/SHE:	BELOW AVERAGE (√)	AVERAGE (√)	ADVANCED (√)	UNUSUALLY ADVANCED (√)
COGNITIVE ABILITIES				
Verbally expresses ideas fluently and accurately				
Expresses ideas in written form				
Reads with ease and understanding				
Works with mathematical concepts/problem solving				
Can think logically, draw conclusions, make generalizations, and transfer concepts to new situations				
INTELLECTUAL CURIOSITY				
Enjoys intellectual activities and challenging ideas				
Sees unusual and diverse relationships				
Has a questioning and curious interest in things				
Has a wide range of interests				
Finds various ways of solving problems, is creative, shows original thinking				
MOTIVATION AND WORK HABITS				
Concentrates over extended period of time				
Is self-directed and independent when pursuing own interests				
Is efficient and goal-oriented on assigned tasks				
AFFECTIVE CAPACITY				
Relates positively with others, works cooperatively				
Displays leadership				
Displays evidence of positive self-concept				

Additional comments are very helpful: _____

Name of teacher(s) completing Student Profile: _____

Date: _____

SK to Grade 2 Individual Gifted Screening and Identification Summary Form

GF 6

Instructions:

1. *CCAT scores*
 - Use the age percentile scores.
2. *Teacher Nomination*
 - Place a Y or an N in the space to indicate whether the teacher thinks the student meets the Ministry's definition of giftedness.
3. *Parent/Guardian Nomination*
 - Place a Y or an N in the space to indicate whether the parent/guardian thinks the child meets the Ministry's definition of giftedness.
4. *Student Profile*
 - Place a Y or N in the space below Y/N depending on whether the student has nine ratings or more in the advanced/unusually advanced column.

Student's Name: _____ Date Completed: _____
 School: _____ Teacher: _____

Canadian Cognitive Abilities Test (CCAT)						Date Administered:		
Verbal			Quantitative			Non-verbal		
Percentile Rank	SAS	Profile Points /4	Percentile Rank	SAS	Profile Points /4	Percentile Rank	SAS	Profile Points /4
CAT/3 – Reading Comprehension Score					CAT/3 – Mathematics Subtest Score			
Age Percentile			Profile Points /2		Age Percentile		Profile Points /2	
Individual Intellectual Assessment								
as outlined on the Profile Points for Standardized Tests of Ability/Intelligence								
Teacher Nomination Form			Parent/Guardian Nomination Form			Student Profile		
Y/N			Y/N			Y/N		
Total Points:	Profile Points		Profile Groups			Gifted Profile: Y/N		
	8-9		Yes, demonstrates Gifted profile					
	0-7		Does not demonstrate Gifted profile					

In-school Team's Recommendations:

ACTION

- A. Refer to IPRC
- B. Send application package to Special Education/Learning Support Services if Specialized Gifted Class placement requested
- C. Program Differentiation (specify below)
- D. Other (specify below)

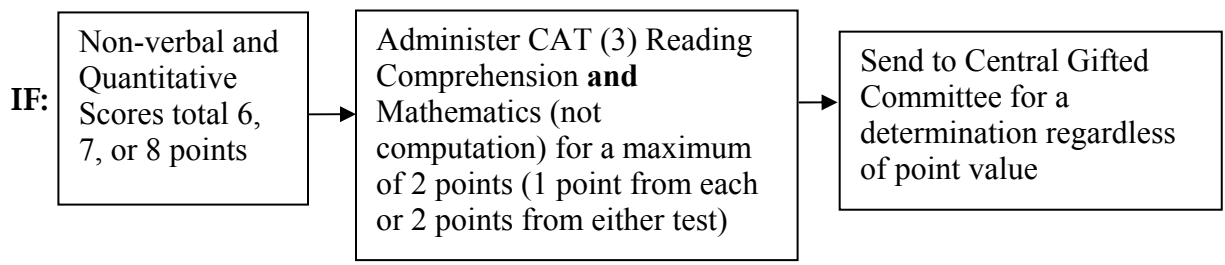
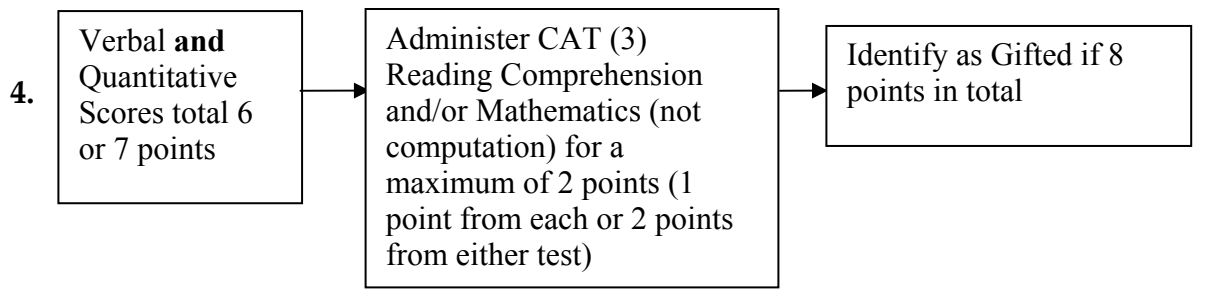
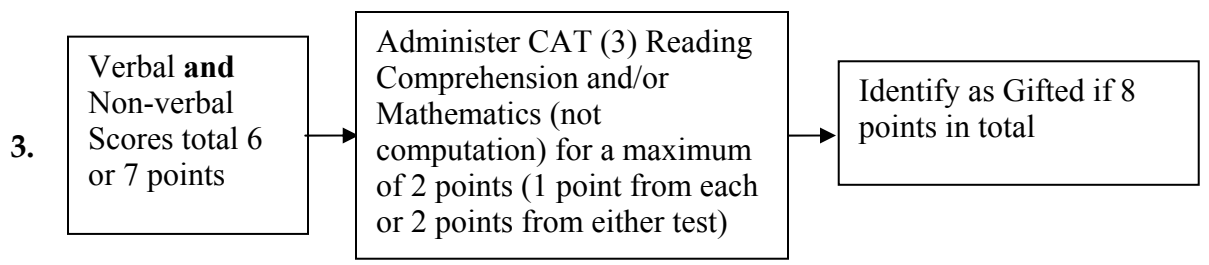
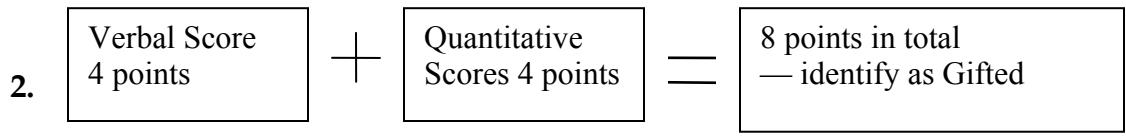
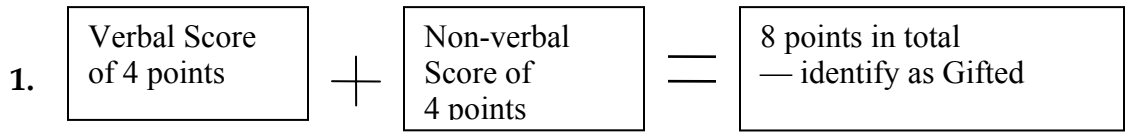
 Date Principal's Signature

USING THE CCAT RESULTS:

1. Using the chart provided, convert the student's Verbal, Non-verbal, and Quantitative Score to points ranging from 0 through 4. The Composite Score is not to be considered in this process.

	Age Percentile	Profile Points
CCAT Verbal	98-99	4
	95-97	3
	82-94	2
	50-81	1
	1-49	0
CCAT Quantitative	98-99	4
	95-97	3
	82-94	2
	50-81	1
	1-49	0
CCAT Non-verbal	98-99	4
	95-97	3
	82-94	2
	50-81	1
	1-49	0

There are four ways to be identified using these results.



CAT (3) POINTS

Age Percentile	Profile Points
98-99.9	2
95-97	1
<95	0

2. If the score is **8**, the student may be identified at the IPRC as Gifted by school staff.
3. If the number of profile points is **6 or 7**, then the LST administers the CAT/3 (Reading Comprehension Score and/or Mathematics Subtest Score) with one or both subtests scored as shown below. A student may earn 2 points on a single subtest or 1 point on each of two subtests. The maximum number of points earned in this way will be 2.

CAT (3) POINTS

Age Percentile	Profile Points
98-99.9	2
95-97	1
<95	0

4. A total of **8** made in either way results in Gifted identification.
5. For a primary-aged student (grades 1 through 4) there is no need to submit the file to the CGC in such a case unless there is an extenuating circumstance for which the school would like CGC determination or second opinion or unless a Primary Specialized Class placement is sought.

SECTION 4

**ANNUAL GRADE 3 CCAT
GIFTED SCREENING, TESTING,
AND
IDENTIFICATION PROCEDURES**

Table of Contents

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Annual Grade 3 CCAT Screening, Testing, and Identification Procedures

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Explanation of the Grade 3 CCAT Screening Process

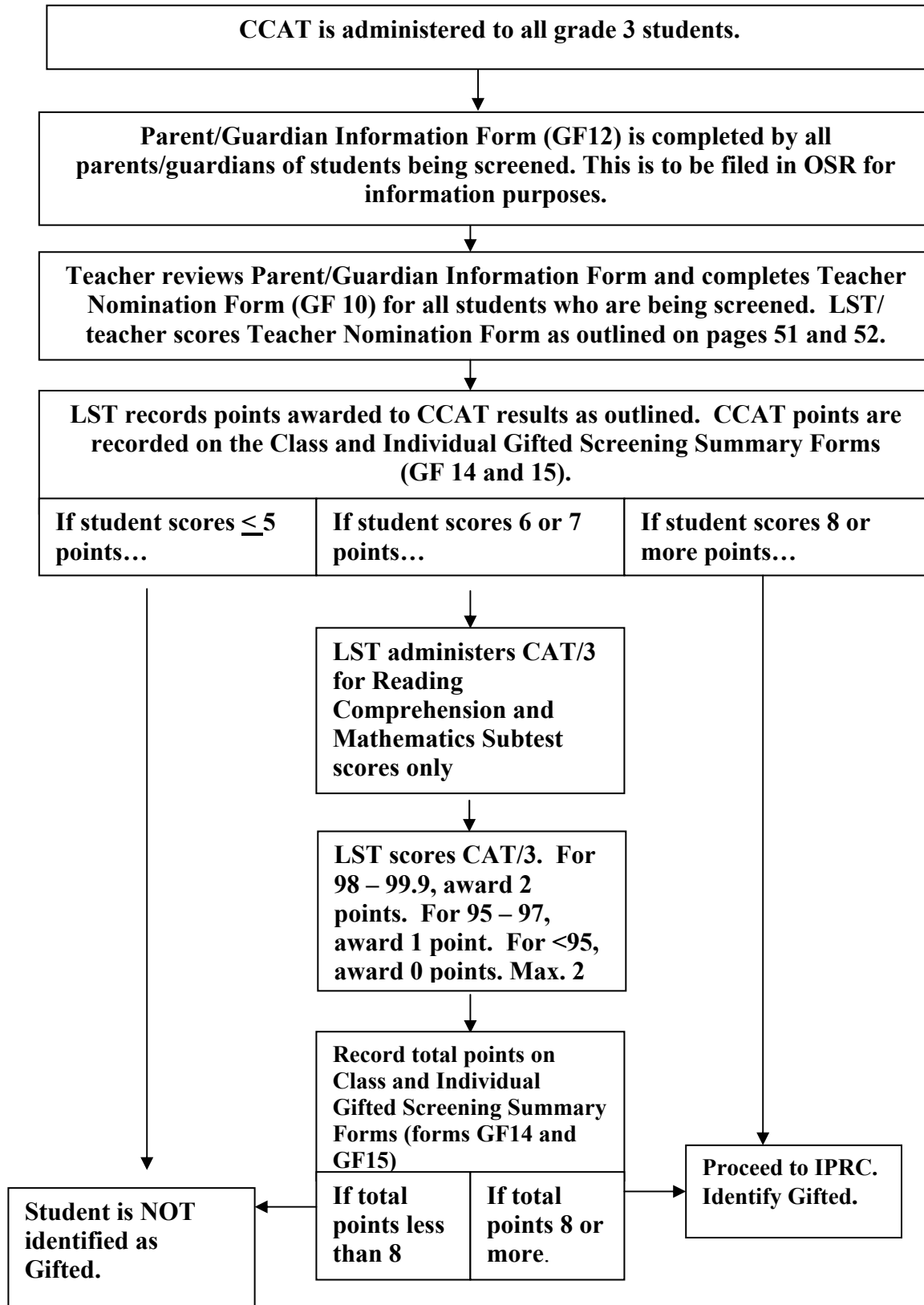
- a) *Parent/Guardian Information Form (GF 12)*
- the principal is responsible for ensuring that Forms GF 11, GF 12, and GF 19 are sent home to the parents/guardians of **all** grade 3 students
 - these forms are to be gathered and reviewed by the classroom teacher before completing the Teacher Nomination Form (GF 10)
- b) *Teacher Nomination Form (GF 10)*
- data from the Parent/Guardian Information Form (GF 12) to be considered during the completion of this form
 - to be completed, scored, and recorded by the classroom teacher(s)
 - in EFI programs, both the French Immersion classroom teacher(s) and the teacher of English should complete one form together
 - in consultation with the In-school Team, other teachers may provide input into the completion of the Teacher Nomination Form
 - score to be recorded on a) the Individual Gifted Screening and Identification Summary Form (GF 14) and b) the Class Gifted Screening and Identification Summary Form (GF 15)
- c) *Canadian Cognitive Abilities Test (CCAT)*
- the principal is responsible for ensuring that the Grade 3 Letter to Parents/Guardians (GF 11) and the Consent for CCAT Testing (GF 19) are sent out to the parents/guardians of all grade 3 students before the CCAT is administered
 - the principal is responsible for ensuring that this test is administered to all grade 3 students
 - to order tests, contact the Guidance and Career Education Centre
 - when scores are returned to the school, the classroom teacher enters the age percentiles and SAS on a) the Individual Gifted Screening and Identification Summary Form (GF 14) and b) the Class Gifted Screening and Identification Summary Form (GF 15)
- d) *Canadian Achievement Test/3 (CAT/3)*
- the Reading Comprehension Score and Mathematics Score are used when a student scores 6 or 7 points on the CCAT
 - to order tests, contact the Guidance and Career Education Centre
 - to be administered, scored, and recorded by the LST
 - age percentile scores to be recorded on the a) Individual Gifted Screening and Identification Summary Form (GF 14) and b) the Class Gifted Screening and Identification Summary Form (GF 15)

- e) *Individual Intellectual Assessment*
 - in consultation with the school's psychologist/psychological associate, the point system on page 6 and 7 can be used to calculate profile points where an individual intellectual assessment is available

- f) *Individual Gifted Screening and Identification Summary Form (GF 14)*
 - the principal is responsible for ensuring that this form is completed for each grade 3 student
 - must be used by the In-school Team to record the recommendations

- g) *Class Gifted Screening and Identification Summary Form (GF 15)*
 - this form is used by the In-school Team, for information purposes

OVERVIEW CHART OF GRADE 3 SCREENING PROCESS



Refer to Section 6 for the OCDSB criteria

Grade 3

The formal screening and identification of intellectually gifted students is to be completed before the students finish their grade 3 year. Schools are responsible for collating all data. If you have questions, please contact Special Education/Learning Support Services. Since specialized class applications usually occur in April, it is recommended that schools allow sufficient time to ensure they have this testing completed and the scores received before specialized class applications begin.

I Sources of Information

The following sources of information are to be used to determine intellectual giftedness. This information is to be recorded on the Individual Gifted Screening and Identification Summary Form and the Class Gifted Screening and Identification Summary Form.

Sources of Information	Form No.	Storage
a) Teacher Nomination Form	GF 10	**
b) Parent/Guardian Information Form	GF 12	OSR*
c) Canadian Cognitive Abilities Test (CCAT) — age percentiles and SAS		OSR*
d) CAT/3 — Reading Comprehension Score (age percentile)		OSR*
e) CAT/3 — Mathematics Subtest (age percentile)		OSR*

Summary of Information	Form No.	Storage
f) Individual Gifted Screening and Identification Summary Form	GF 14	OSR
g) Class Gifted Screening and Identification Summary Form	GF 15	**

* To be stored in the Documentation File of the student's Ontario Student Record (OSR).

** The In-school Team should determine the storage placement of these items keeping in mind the Freedom of Information legislation (Privacy Act, 1999.)

II In-school Team

a) Mandate

The mandate of this committee is to manage the screening process of children (including scheduling the timelines for testing) to be recommended for consideration by the school-based IPRC for gifted identification. The In-school Team may wish to consider referring certain cases to Special Education/Learning Support Services for their input. When a child does not appear to need referral to the IPRC process, the committee may wish to recommend alternate strategies to challenge and motivate the child.

b) Representation

It is the responsibility of the principal to determine the composition of this committee. Representation on this committee, however, should consist of at least a principal/vice-principal and could include the learning support teacher and/or a classroom teacher.

III Students with Other Exceptionalities and/or Cultural and Linguistic Differences

A student may not meet the criteria for Gifted identification due to one or more of the following factors:

- a) cultural and/or linguistic differences
- b) communication disorders
- d) physical and/or sensory differences
- e) other

Furthermore, an uneven learning profile (which, upon further examination, may be indicative of a learning disability) may also contribute to a student's inability to meet the criteria for Gifted identification. After analyzing its own student population for these possibilities, the In-school Team may wish to consider making a referral to the Special Education/Learning Support Services Department.

IV IPRC Process

- Pursuant to Ontario Education Ministry Regulation 181/98.
- Membership shall consist of at least three people, one of whom must be a principal.
- IPRC notification is to be sent to parents/guardians at least 10 working days in advance of the IPRC meeting.
- The decision of the committee is to be recorded on the IPRC Record/Determination and the original placed in the Documentation File of the student's OSR.
- A copy of the IPRC Record/Determination is to be forwarded to the parents/guardians by the community school.
- The IPRC Information Report (SE Pro) is to be forwarded to the Special Education/Learning Support Services Department.
- The appropriateness of placement for each student in a regular class with differentiation or a Specialized Gifted Class (if available) can be discussed with the parents/guardians. If the option chosen is a specialized class, the application and supporting documents should be forwarded by the principal to the Special Education/Learning Support Services Department.

V Programming for Bright Students

The In-school Team may recommend program differentiation to meet the specific educational needs of bright students and/or high achievers not identified as Gifted through the IPRC process.

VI Guidelines for Rescreening

In some instances school personnel and/or parents/guardians may request that a student be retested on the Canadian Cognitive Abilities Test or the Canadian Achievement Test/3. Rescreening is not recommended unless there is evidence to support a change in circumstances or academic achievement. These changes should be reflected in the student's profile and be consistent over a period of time. Extenuating circumstances to consider might include health or emotional issues, ESL factors, or enhanced academic achievement. In the case of parent/guardian requests, a letter explaining why a student should be rescreened should be directed to the school principal. Retesting should not occur more than once beyond the original screening; a minimum of one year between test administrations is advised.

Grade 3 Teacher Nomination Form for Gifted Identification

NOTE: One form only for each grade 3 class is to be completed by the classroom teacher(s), (e.g., if the students are in an EFI class, both the French Immersion classroom teacher and the teacher of English are to complete one nomination form which reflects the perceptions of both teachers.)

Name(s) of Teacher(s) _____

School: _____ Date Completed: _____

BEFORE you begin this page, without referring to your class list, list the names of the grade 3 students in your class who you think meet the Ministry's definition of giftedness. "An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated."

Refer to the Parent/Guardian Information forms before completing this form. Using the following statements, PRINT THE FIRST AND LAST NAMES of the children in your class who come to mind.

1. Learns easily and readily.

2. Has great intellectual curiosity — asks reasons why, questions almost everything.

3. Demonstrates excellent reasoning ability when dealing with abstract concepts.

4. Has a wide range of interests and/or hobbies.

5. Can sustain his/her attention span to allow him/her to persevere in solving problems.

6. Has a superior vocabulary in oral and/or written responses.

7. Has the ability to work independently.

8. Has learned to read early (often well before school age).

9. Exhibits keen powers of observation and/or attention to details.

10. Demonstrates originality in class activities.

11. Enjoys discussing ideas with adults.

12. Has a keen sense of humour.

13. Has great concerns about future and/or world problems.

14. Is very imaginative and/or creative.

15. Is able to follow complex directions with ease.

16. Is an avid reader.

17. Shows initiative and/or leadership skills.

18. Has a wide range of reading interests (fiction and non-fiction).

19. Makes frequent and effective use of the library and/or other resources (e.g., internet, encyclopedias, multimedia).

20. Demonstrates superior ability in math, particularly problem solving.

Based on the information gathered above, the following students are nominated for Gifted identification:



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Grade 3 Letter to Parents/Guardians

Date:

Dear Parents/Guardians:

Grade 3 is the year that we administer the Canadian Cognitive Abilities Test (CCAT) to all students. The results of this standardized group test of ability will be used by school personnel to help us gain a better understanding of your child's needs. Attached is a Parent/Guardian Information Form for you to complete to assist your child's teacher(s) in identifying his/her learning styles and educational needs.

The results of the CCAT are also used in combination with a Teacher Nomination Form as part of our process to identify children who are intellectually gifted. The Parent/Guardian Information Form will **only** be used as background information to assist the teacher in the completion of the Teacher Nomination Form. Additional educational testing may be required in a few cases. You will be informed by school personnel should this be necessary. A summary of this information will be placed in your child's Ontario Student Record (OSR) after review by the In-school Team.

The following important steps in this process require your immediate signature and participation:

- Consent for your child to take the Canadian Cognitive Abilities Test (CCAT) which is administered by school personnel **and**
- Completion of the Parent/Guardian Information Form

Please return these two forms to the classroom teacher within one week after receipt of this form.

Yours truly,

Principal

School

Grade 3 Parent/Guardian Information Form

Student's Name: _____

School/Grade: _____

In relation to the typical child in your neighborhood, please check (3) each item which best describes your child.

	Lacks this characteristic	Has this characteristic less than the typical child	Compares with a typical child	Has this characteristic more than the typical child	Has this characteristic to a high degree
Has advanced vocabulary; expresses himself or herself fluently and clearly.					
Masters basic skills and new ideas quickly.					
Wants to know how things work.					
Is an avid reader.					
Puts unrelated ideas together in new and different ways.					
Asks reasons why — questions almost everything, displays curiosity.					
Likes grown-up activities and enjoys discussing ideas with adults.					
Enjoys debating and intellectual discussions.					
Displays unusual sensitivity to the expectations and feelings of others.					
Has a keen sense of humour.					
Knows a lot of information about a variety of topics.					
Tends to dominate others if given the chance.					
Is persistent — sticks to the task.					
Has good physical coordination and body control.					
Is independent and self-sufficient.					
Appreciates structure and order (e.g., number systems, clocks, calendars, calculators, computers).					
Has a wide range of interests.					
Can sustain his/her attention span to allow him/her to persevere in problem solving and/or areas of interest.					
Shows initiative and/or leadership skills.					
Seeks his or her own unique and unusual answers and solutions to problems.					
Demonstrates concern for the future and/or world problems.					
Is able to follow complex directions.					
Is prepared to take some social risks.					
Enjoys touching and manipulating objects to learn more about them.					
Enjoys complicated games.					
Sets high goals for himself or herself.					

ADDITIONAL INFORMATION

1 Does your child have siblings? Yes No
If yes, what are their ages? _____

2 Did your child read before he or she went to school? Yes No
If the answer is yes, did your child teach himself or herself to read? Yes No

3 What books has your child read recently and enjoyed? _____

4 In what activities outside of school does your child participate? _____

5 What are your child's special interests or hobbies? _____

6 Please comment, where they apply to your child on any of the following: (Attach additional notes if necessary.)

- Unusual accomplishments (present or past)
- Special talents
- Special opportunities
- Relationships with others
- Preferred activities when alone
- Expression of interest or boredom
- Special problems and needs

Parent's/Guardian's Signature

Date

Grade 3 Gifted Screening and Identification Glossary

Canadian Achievement Test (CAT/3) — Reading Comprehension and Mathematics Subtests

A group test of achievement which is used to measure a student's Reading comprehension and/or Mathematics level.

Canadian Cognitive Abilities Test (CCAT):

A group intelligence test which is used to measure a student's general intellectual ability in the areas of verbal, non-verbal, and quantitative performance.

Giftedness:

“An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.” (*OCDSB Special Education Plan*, which may be accessed at www.ocdsb.ca.)

Identification, Placement and Review Committee (IPRC) Regulation 181:

A committee which determines whether or not a student is an exceptional pupil (as defined in law), and what special education placement would best meet the student's needs.

NOTE: For further information, please refer to the *Special Education/Student Services Parent Guide* which is available at your school.

In-school Team:

A school-based committee which manages the process of the screening of children to be recommended for consideration by the school-based IPRC for Gifted identification; it is the responsibility of the principal to determine the composition of this committee.

Municipal Freedom of Information and Protection of Privacy Act, 1999:

An act which guarantees the management and safekeeping of personal information gathered on a student; the information is only to be used for purposes such as personal educational program management, the provision of various educational services, or administrative maintenance of the files.

Parent/Guardian Information Form:

A checklist containing 26 statements about a child's characteristics and behaviour and an opportunity to provide additional information, which is completed by parents/guardians of grade 3 students.

Student Profile Form:

A checklist, completed by grade 3 teachers, which contains 16 statements about students' characteristics and behaviour and is used to help guide the IPRC in making decisions about placement and identification.

Grade 3 Individual Gifted Screening and Identification Summary Form

Instructions:

1. *CCAT scores*
 - Use the age percentile scores.
2. *Teacher Nomination*
 - Place a Y or an N in the space to indicate whether the teacher thinks the student meets the Ministry's definition of giftedness.
3. *Parent/Guardian Nomination*
 - Place a Y or an N in the space to indicate whether the parent/guardian thinks the child meets the Ministry's definition of giftedness.
4. *Student Profile*
 - Place a Y or N in the space below Y/N depending on whether the student has nine ratings or more in the advanced/unusually advanced column.

Student's Name: _____ Date Completed: _____
 School: _____ Teacher: _____

Canadian Cognitive Abilities Test (CCAT)						Date Administered:		
Verbal			Quantitative			Nonverbal		
Percentile Rank	SAS	Profile Points /4	Percentile Rank	SAS	Profile Points /4	Percentile Rank	SAS	Profile Points /4
CAT/3 – Reading Comprehension Score					CAT/3 – Mathematics Subtest Score			
Age Percentile			Profile Points /2		Age Percentile		Profile Points /2	
Individual Intellectual Assessment								
as outlined on the Profile Points for Standardized Tests of Ability/Intelligence								
Teacher Nomination Form			Parent/Guardian Nomination Form			Student Profile		
Y/N			Y/N			Y/N		
Total Points:	Profile Points		Profile Groups			Gifted Profile: Y/N		
	8-9		Yes, demonstrates Gifted profile					
	0-7		Does not demonstrate Gifted profile					

In-school Team's Recommendations:

ACTION

- A. Refer to IPRC
- B. Send application package to Special Education/Learning Support Services if Specialized Gifted Class placement requested
- C. Program Differentiation (specify below)
- D. Other (specify below)

 Date

 Principal's Signature

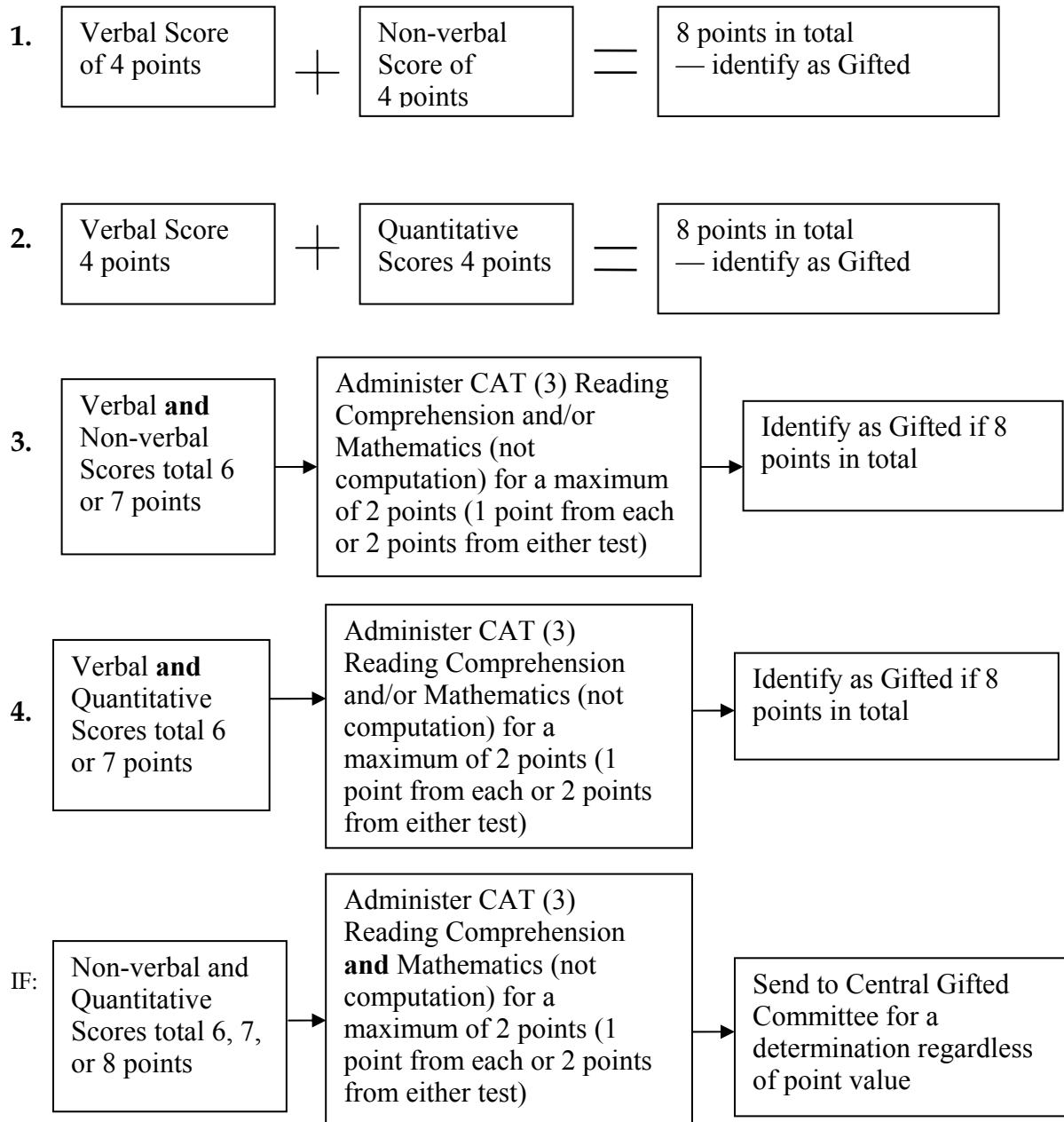
Grade 3
Instructions for Completing
Individual Gifted Screening and Identification Form (GF 14)

USING THE CCAT RESULTS:

Using the chart provided, convert the student's Verbal, Non-verbal, and Quantitative Score to points ranging from 0 through 4. The Composite Score is not to be considered in this process.

	Age Percentile	Profile Points
CCAT Verbal	98-99	4
	95-97	3
	82-94	2
	50-81	1
	1-49	0
CCAT Quantitative	98-99	4
	95-97	3
	82-94	2
	50-81	1
	1-49	0
CCAT Non-verbal	98-99	4
	95-97	3
	82-94	2
	50-81	1
	1-49	0

There are four ways to be identified using these results.



CAT (3) POINT

Age Percentile	Profile Points
98-99.9	2
95-97	1
<95	0

2. If the score is **8**, the student may be identified at IPRC as Gifted by school staff.
3. If the number of profile points is **6 or 7**, then the LST administers the CAT/3 (Reading Comprehension Score and/or Mathematics Subtest Score) with one or both subtests scored as shown below. A student may earn 2 points on a single subtest or 1 point on each of two subtests. The maximum number of points earned in this way will be 2.

CAT (3) POINTS

Age Percentile	Profile Points
98-99.9	2
95-97	1
<95	0

4. A total of **8** made in either way results in Gifted identification.
5. For a primary-aged student (grades 1 through 4) there is no need to submit the file to the CGC in such a case unless there is an extenuating circumstance for which the school would like CGC determination or if a grade 1 to 4 Specialized Gifted Class placement is sought.



Date:

Dear Parent/Guardian:

Re: Consent for Canadian Cognitive Abilities Test (CCAT)

We would like your consent for your son/daughter to take the Canadian Cognitive Abilities Test, a standardized group test of ability.

The results of this test will be used by school personnel to help us gain a better understanding of your child's needs. Central staff may also use test results to establish a basis for the evaluation of existing programs and assist in planning appropriate curriculum and instructional programs at the system level. Individual test results will be treated confidentially and any data used for purposes of reporting to the public will be done generically without disclosure of identifying information.

This test will be administered by school personnel and will not involve anyone from outside the school.

Would you please indicate on the bottom portion of this form your consent for this testing of your child, and return it as soon as possible. A copy of the results will be placed in your child's Ontario Student Record.

Thank you for your support and cooperation.

Yours truly,

Principal

Consent for Canadian Cognitive Abilities Test (CCAT)

I, _____ do / do not give my consent for my
Parent/Guardian (Please print)

son/daughter, _____ to take the Canadian Cognitive
Abilities Test (CCAT). Child's Name

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 purpose of registering appropriate authorization for the student's participation in CCAT testing. Test results may be used at a system level for evaluation and development purposes. If you wish to review the results, or any generic reports prepared at the system level, please contact the principal of the school.

SECTION 5

GRADES 4 TO 12
GIFTED SCREENING
AND
IDENTIFICATION PROCEDURES

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Explanation of the Grade 4 to 12 Screening Process

- a) *Parent/Guardian Information Form (GF 20)*
 - the principal is responsible for ensuring that Forms GF 18, GF 19, and GF 20 are sent home to the parents/guardians of students being screened
 - to be gathered and reviewed by the classroom teacher before completing the Teacher Nomination Form (GF 17)

- b) *Teacher Nomination Form (GF 17)*
 - data from the Parent/Guardian Information Form (GF 20) is to be considered during the completion of this form
 - to be completed and recorded by the classroom teacher(s)
 - in French Immersion (FI) programs, both the French Immersion classroom teacher(s) and the teacher of English should complete one form together
 - in consultation with the In-school Team, other teachers may provide input into the completion of the Teacher Nomination Form (GF 1)
 - score to be recorded on the Individual Gifted Screening and Identification Summary Form (GF 22)

- c) *Canadian Cognitive Abilities Test (CCAT)*
 - the principal is responsible for ensuring that the Grade 4 to 12 Letter to Parent/Guardians (GF 18) and the Consent for CCAT Testing (GF 19) are sent out to the parents/guardians before the CCAT is administered
 - the principal is responsible for ensuring that this test is administered to all nominated students
 - to order tests contact the Guidance and Career Education Centre
 - when scores are returned to the school, the classroom teacher enters the age percentiles and SAS on the Individual Gifted Screening and Identification Summary Form (GF 22)

- d) *Canadian Achievement Test/3 (CAT/3)*
 - the Reading Comprehension Score and/or the Mathematics Subtest Score is used when a student scores 6 or 7 points on the CCAT
 - to order tests, contact the Guidance and Career Education Centre
 - to be administered, scored, and recorded by the LST
 - age percentile scores to be recorded on the Individual Gifted Screening and Identification Summary Form (GF 21)

- e) *Individual Intellectual Assessment*
 - in consultation with the school's psychologist/psychological associate the point system on page 60 can be used to calculate profile points where an individual intellectual assessment is available.

- f) *Individual Gifted Screening and Identification Summary Form (GF 22)*
 - the principal is responsible for ensuring that this form is completed for each student
 - must be used by the In-school Team to record the recommendations

Grades 4 to 12

Students in grades 4 to 12 may be referred by school personnel and/or parents/guardians to the In-school Team for consideration. Students referred may be either:

- A. new to the OCDSB and previously identified as Gifted by another board, or
- B. not previously identified as Gifted, either by the OCDSB or by another board

The **Overview** (page 61) outlines the procedures for both situations.

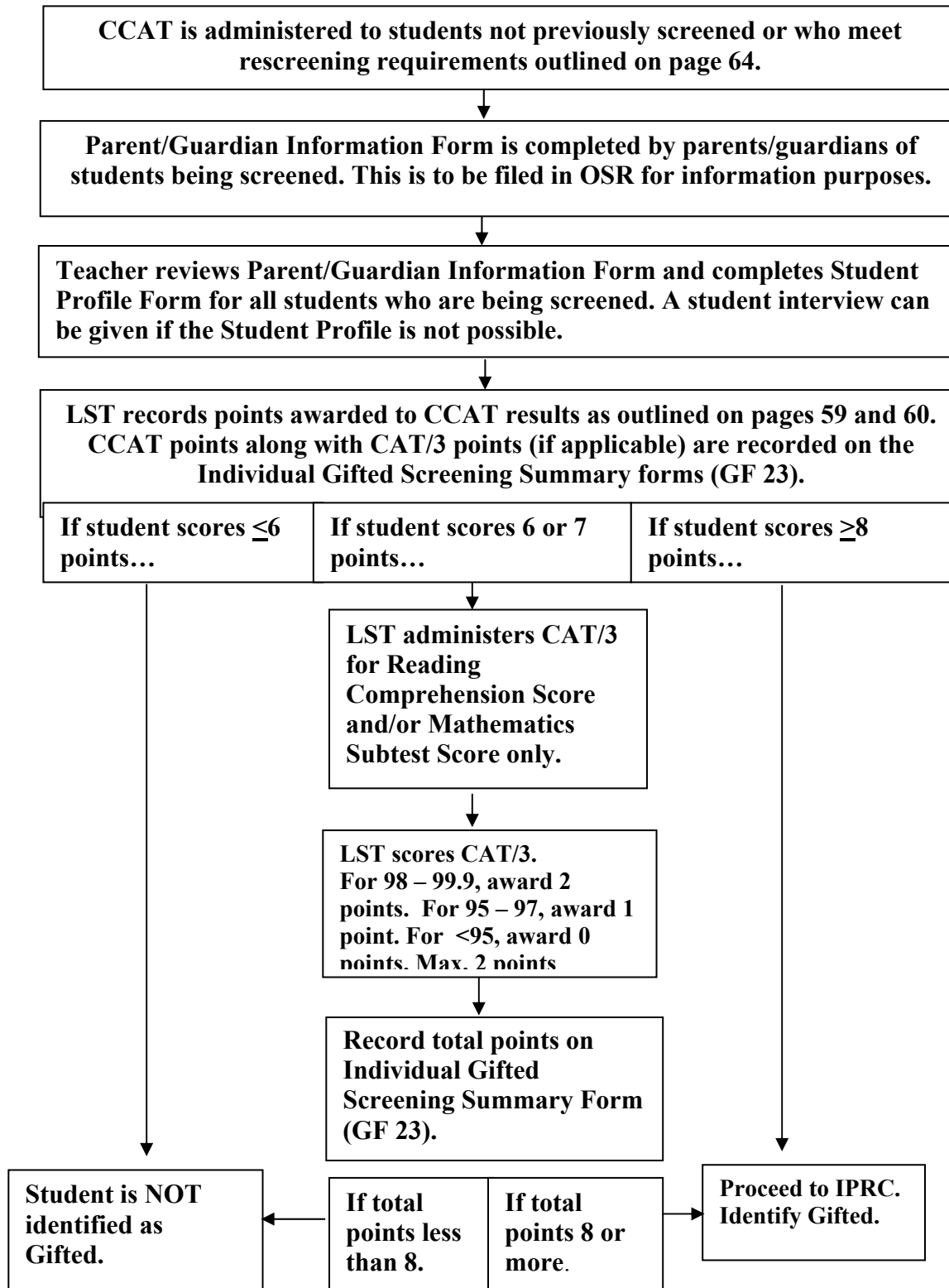
- A. For students previously identified as gifted by another board, and new to the OCDSB,** the In-school Team will determine the congruence between the previous board's and the OCDSB's Gifted identification procedures.

Case 1: If the procedures are similar, the student is referred to an IPRC for Gifted identification.

Case 2: If the procedures are not similar, the In-school Team is to gather information in the order listed in section 1 to make a recommendation on the Individual Gifted Screening and Identification Summary Form (GF 22). The learning support consultant — Gifted and the CGC may also be contacted for assistance. Schools having difficulty establishing similarity should also consult with their school psychologist/psychological associate for help.

- B. Students not previously identified as Gifted, either by the OCDSB or by another board,** can also be referred by parents/guardians or teachers for consideration by the In-school Team. The same procedures and point system are followed, as noted for Case 2 (above) and outlined on the Overview (page 61).

OVERVIEW OF GRADE 4 TO 12 SCREENING PROCESS



Refer to Section 1 for the OCDSB criteria.

Grades 4 to 12
Instructions for Completing
Individual Gifted Screening and Identification Form (GF 22)

USING THE CCAT RESULTS:

- Using the chart provided, convert the student's Verbal, Non-verbal, and Quantitative Score to points ranging from 0 through 4. The Composite Score is not to be considered in this process.

	Age Percentile	Profile Points
CCAT Verbal	98-99	4
	95-97	3
	82-94	2
	50-81	1
	1-49	0
CCAT Quantitative	98-99	4
	95-97	3
	82-94	2
	50-81	1
	1-49	0
CCAT Non-verbal	98-99	4
	95-97	3
	82-94	2
	50-81	1
	1-49	0

- If the score is **8**, school staff may identify the student as Gifted at IPRC.
- If the number of profile points is **6 or 7**, then the LST administers the CAT (3) (Reading Comprehension and/or Mathematics) with one or both subtests scored as shown below. A student may earn 2 points on a single subtest or 1 point on each of two subtests. The maximum number of points earned in this way will be 2.

CAT (3) POINTS

Age Percentile	Profile Points
98-99.9	2
95-97	1
<95	0

- A total of **8** made in either way results in Gifted identification.

Points assigned to the WISC III or IV are as follows:

Range	Percentile	Verbal (VCI)	Perceptual (PRI)	Full Scale IQ
Very Superior	98-99.9	4	4	8
Superior (upper end)	95-97	3	3	6
Superior (lower end)	91-94	2	2	4
High Average (upper end)	85-90	1	1	2
High Average (lower end)	Less than 85	0	0	0

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Points assigned to the Stanford–Binet — (Fifth Edition) are as follows:

	Percentile	Verbal IQ	Non-verbal IQ	Full Scale IQ
Very Superior	98-99.9	4	4	8
Superior (upper end)	95-97	3	3	6
Superior (lower end)	91-94	2	2	4
High Average (upper end)	85-90	1	1	2
High Average (lower end)	Less than 85	0	0	0

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IF THE POINT TOTAL EQUALS 8

This student meets the intellectual criteria for identification as Gifted and placement in a Specialized Gifted Class, space permitting.

IF THE POINT TOTAL EQUALS 6 OR 7

Administer CAT (3)

(Reading Comprehension and/or Mathematics) with one or both subtests scored as shown below.

A student may earn 2 points on a single subtest or 1 point on each of two subtests. The maximum number of points earned in this way will be 2.

CAT (3) POINTS

Age Percentile	Profile Points
98-99.9	2
95-97	1
<95	0

A total of 8 made in either way results in Gifted identification.

I Sources of Information

The following sources of information are to be used to determine intellectual giftedness. This information is to be recorded on the Individual Gifted Screening and Identification Summary Form (GF 22).

Sources of Information	Form No.	Storage
a) Canadian Cognitive Abilities Test (CCAT)-age percentiles and SAS		OSR*
b) Parent/Guardian Information Form	GF 20	OSR*
c) Student Profile	GF 5	OSR*
d) Student Interview (Optional)	GF 21	**
e) Canadian Achievement Test/3 (CAT/3) — Reading Comprehension and/or Mathematics Subtests		OSR*
f) Additional Data		**

Summary of Information	Form No.	Storage
g) Individual Gifted Screening and Identification Summary Form	GF 22	OSR

* To be stored in the Documentation File of the student's OSR.

** The In-school Team should determine the storage placement of these items keeping in mind Freedom of Information requirements.

II In-school Team

a) Mandate

The mandate of this committee is to manage the screening process of children to be recommended for consideration by the school-based IPRC for gifted identification. The In-school Team may wish to consider referring certain cases to their school psychologist/psychological associate for their input. When a child does not appear to need referral to the IPRC process, the committee may wish to recommend alternate strategies to challenge and motivate the child.

b) Representation

It is the responsibility of the principal to determine the composition of this committee. Representation on this committee, however, should consist of at least a principal/vice-principal and could include the learning support teacher and/or a classroom teacher.

III Students with Other Exceptionalities and/or Cultural and Linguistic Differences

A student may not meet the criteria for Gifted identification due to one or more of the following: a) cultural and/or linguistic differences, b) social-emotional factors, c) communication disorders, d) physical and/or sensory differences, e) other factors. Furthermore, an uneven learning profile (which, upon further examination, may be indicative of a learning disability) may also contribute to a student's inability to meet the criteria for Gifted identification. After analyzing its' own student population for these possibilities, the In-school team may wish to consult with appropriate special education/learning support services personnel.

IV IPRC Process

- Pursuant to Ontario Education Ministry Regulation 181/98.
- Membership shall consist of at least three people, one of whom must be a principal.
- IPRC notification is to be sent to parents/guardians at least 10 working days in advance of the IPRC meeting.
- The decision of the committee is to be recorded on the IPRC Record/ Determination and the original placed in the Documentation File of the student's OSR.
- A copy of the IPRC Record/Determination is to be forwarded to the parents/guardians by the community school.
- The IPRC Information Report (SE Pro) is to be forwarded to the Special Education/Learning Support Services Department.
- The appropriateness of placement for each student in a regular class with differentiation or a Specialized Gifted Class (if available) can be discussed with the parents/guardians. If the option chosen is a specialized class, the application and supporting documents should be forwarded by the principal to the Special Education/Learning Support Services Department.

V Programming for Bright Students

The In-school Team may recommend program differentiation to meet the specific educational needs of bright students and/or high achievers not identified as Gifted through the IPRC process or identified as Gifted but placed in a regular classroom. Schools may wish to contact the learning support consultant for help with such cases.

VI Guidelines for Rescreening

In some instances school personnel and/or parents/guardians may request that a student be retested on the Canadian Cognitive Abilities Test or the Canadian Achievement Test/3. Rescreening is not recommended unless there is evidence to support a change in circumstances or academic achievement. These changes should be reflected in the student's profile and be consistent over a period of time. Extenuating circumstances to consider might include health or emotional issues, ESL factors, or enhanced academic achievement. In the case of parent's/guardian's requests, a letter explaining why a student should be rescreened should be directed to the school principal. Retesting should not occur more than once beyond the original screening; a minimum of one year between test administrations is advised.

Student Profile Form for Potential Candidates for Gifted Programs

(One form per student to be completed by School Personnel)

Student Name: _____

___/___/___/ M F

(Last)	(First)	YY / MM / DD		
School	Grade	English	French Immersion	

Ministry definition of giftedness: “An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated”.

BASED ON YOUR EXPERIENCE, WHAT ARE YOUR OBSERVATIONS CONCERNING THIS STUDENT’S ABILITY TO DEMONSTRATE THAT HE/SHE:	BELOW AVERAGE (√)	AVERAGE (√)	ADVANCED (√)	UNUSUALLY ADVANCED (√)
COGNITIVE ABILITIES				
Verbally expresses ideas fluently and accurately				
Expresses ideas in written form				
Reads with ease and understanding				
Works with mathematical concepts/problem solving				
Can think logically, draw conclusions, make generalizations, and transfer concepts to new situations				
INTELLECTUAL CURIOSITY				
Enjoys intellectual activities and challenging ideas				
Sees unusual and diverse relationships				
Has a questioning and curious interest in things				
Has a wide range of interests				
Finds various ways of solving problems, is creative, shows original thinking				
MOTIVATION AND WORK HABITS				
Concentrates over extended period of time				
Is self-directed and independent when pursuing own interests				
Is efficient and goal-oriented on assigned tasks				
AFFECTIVE CAPACITY				
Relates positively with others, works cooperatively				
Displays leadership				
Displays evidence of positive self-concept				

Additional comments are very helpful: _____

Name of teacher(s) completing Student Profile: _____
 Date: _____



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Grades 4 to 12 Letter to Parents/Guardians

Dear Parent/Guardian:

The Ottawa-Carleton District School Board has developed procedures for the identification and placement of children for **grades 4 to 12** into the school's Gifted Program. Depending upon the circumstance, we are to gather the following information on students (**please see enclosed Glossary for explanation of terms**): scores from a standardized group test of ability (Canadian Cognitive Abilities Test (CCAT)), Parent/Guardian Information Form, and scores from a student interview and/or Teacher Nomination Form. In some cases, it will be necessary to administer further academic testing. You will be contacted by school personnel should this be necessary. A summary of this information will be placed in your child's Ontario Student Record (OSR) after review by the In-school Team.

The following important steps in this process require your immediate signature and participation:

- Consent for your child to take the Canadian Cognitive Abilities Test (CCAT).
- Completion of the Parent/Guardian Information Form.

Please return this consent form to the school's office no later than one week after receipt of this form.

Yours truly,

Principal

Date

School



Date:

Dear Parent/Guardian:

Re: Consent for Canadian Cognitive Abilities Test (CCAT)

We would like your consent for your son/daughter to take the Canadian Cognitive Abilities Test, a standardized group test of ability.

The results of this test will be used by school personnel to help us gain a better understanding of your child's needs. Central staff may also use test results to establish a basis for the evaluation of existing programs and assist in planning appropriate curriculum and instructional programs at the system level. Individual test results will be treated confidentially and any data used for purposes of reporting to the public will be done generically without disclosure of identifying information.

This test will be administered by school personnel and will not involve anyone from outside the school.

Would you please indicate on the bottom portion of this form your consent for this testing of your child, and return it as soon as possible. A copy of the results will be placed in your child's Ontario Student Record.

Thank you for your support and cooperation.

Yours truly,

 Principal

Consent for Canadian Cognitive Abilities Test (CCAT)

I, _____ do do not give my consent for my
 Parent/Guardian (Please print)

son/daughter, _____ to take the Canadian Cognitive
 Child's Name
 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 purpose of registering appropriate authorization for the student's participation in CCAT testing. Test results may be used at a system level for evaluation and development purposes. If you wish to review the results, or any generic reports prepared at the system level, please contact the principal of the school.

Grades 4 to 12 Parent/Guardian Information Form

Student's Name: _____

School/Grade: _____

In relation to the typical child in your neighborhood, please check (3) each item which best describes your child.

	Lacks this characteristic	Has this characteristic less than the typical child	Compares with a typical child	Has this characteristic more than the typical child	Has this characteristic to a high degree
Has advanced vocabulary; expresses himself or herself fluently and clearly.					
Masters basic skills and new ideas quickly.					
Wants to know how things work.					
Is an avid reader.					
Puts unrelated ideas together in new and different ways.					
Asks reasons why — questions almost everything, displays curiosity.					
Likes mature activities and enjoys discussing ideas with adults.					
Enjoys debating and intellectual discussions.					
Displays unusual sensitivity to the expectations and feelings of others.					
Has a keen sense of humour.					
Knows a lot of information about a variety of topics.					
Tends to dominate others if given the chance.					
Is persistent — sticks to the task.					
Has good physical coordination and body control.					
Is independent and self-sufficient.					
Appreciates structure and order (e.g., number systems, clocks, calendars, calculators, computers).					
Has a wide range of interests.					
Can sustain his/her attention span to allow him/her to persevere in problem solving and/or areas of interest.					
Shows initiative and/or leadership skills.					
Seeks his or her own unique and unusual answers and solutions to problems.					
Demonstrates concern for the future and/or world problems.					
Is able to follow complex directions.					
Is prepared to take some social risks.					
Enjoys touching and manipulating objects to learn more about them.					
Enjoys complex games.					
Sets high goals for himself or herself.					

ADDITIONAL INFORMATION

1 Does your child have siblings? Yes No
If yes, what are their ages? _____

2 Did your child read before he or she went to school? Yes No
If the answer is yes, did your child teach himself or herself to read? Yes No

3 What books has your child read recently and enjoyed? _____

4 In what activities outside of school does your child participate? _____

5 What are your child's special interests or hobbies? _____

6 Please comment, where they apply to your child on any of the following: (Attach additional notes if necessary.)

- Unusual accomplishments (present or past)
- Special talents
- Special opportunities
- Relationships with others
- Preferred activities when alone
- Expression of interest or boredom
- Special problems and needs

Parent's/Guardian's Signature

Date

Grades 4 to 12 Gifted Screening and Identification Glossary

Canadian Achievement Test (CAT/3) — Reading Comprehension Score and Mathematics Subtest Score:

A group test of achievement which is used to measure a student's Reading comprehension and/or Mathematics level.

Canadian Cognitive Abilities Test (CCAT):

A group intelligence test which is used to measure a student's general intellectual ability in the areas of verbal, non-verbal, and quantitative performance.

Giftedness:

“An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.” (OCDSB Special Education Plan, which may be accessed at www.ocdsb.ca.)

Identification, Placement and Review Committee (IPRC) Regulation 181:

A committee which determines whether or not a student is an exceptional pupil (as defined in law), and what special education placement would best meet the student's needs.

NOTE: For further information, please refer to the *Special Education/Student Services Parent Guide* which is available at your school.

In-school Team:

A school-based committee which manages the process of the screening of children to be recommended for consideration by the school-based IPRC for Gifted identification; it is the responsibility of the principal to determine the composition of this committee.

Municipal Freedom of Information and Protection of Privacy Act, 1999:

An act which guarantees the management and safekeeping of personal information gathered on a student; the information is only to be used for purposes such as personal educational program management, the provision of various educational services, or administrative maintenance of the files.

Parent/Guardian Information Form:

A checklist, containing 26 statements about a child's characteristics and behaviour, which is completed by parents/guardians of students who have met the minimum requirements on the CCAT.

Student Interview Form: (where required)

An individual student interview conducted by staff in order to assess a student's interests, products, characteristics, and motivation.

Teacher Nomination Form:

A checklist completed by teachers which contains 20 statements about students' characteristics and behaviour.

Grades 4 to 12 Student Interview

Guidelines

The interviewer should be a staff member who has had sufficient experience with students of this age level to make a judgement as to whether the student's responses are considered typical of this age level or are unusually advanced.

The student should be put at ease, and the interview held in a comfortable, private setting. The introduction may include a statement such as the following: "As you probably, know your parents/guardians and teachers are looking at what school program would be best for you. I would like to ask you a few questions in order to help us make this decision."

Student's Name: _____ Date: _____

Interviewer's Name: _____

1. Interests:

How do you like to spend your time outside of school? For example, tell me about your hobbies and interests.

What types of reading do you prefer and why?

Who are your favourite authors? Why?

What is your favourite subject in school? Why?

Tell me about a particular topic about which you are interested or knowledgeable.

(Look for extraordinarily wide and/or intense interests, well beyond his/her years.)

2. Products:

Tell me about the kind of writing you do in your time outside of school.

Tell me about the kinds of things you like to design or build.

Do you enjoy solving problems and puzzles? Tell me about them.

(Look for an unusually high degree of creativity, analysis, synthesis, and/or problem-solving.)

3. Characteristics:

Can you describe yourself to me? (e.g., curious? imaginative? creative? a perfectionist? a sense of humour? a non-conformist?) Why do you say so? When you are with your friends, what role do you take in the group? Which social or political problems are you most concerned about? Why?

(Look for exceptional degree of knowledge, insight, and maturity.)

Motivation:

If you could change your school work, what would you change and why?
How would you feel about being in special activities designed for Gifted students?
What do you think you would enjoy?

(Look for a high degree of internal motivation.)

The Ministry of Education defines a Gifted student as follows: “An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.”

Do you think this describes you?

Y/N

Why?

Grades 4 to 12 Individual Gifted Screening and Identification Summary Form

GF 22

Instructions:

1. *CCAT scores*
 - Use the age percentile scores.
2. *Teacher Nomination*
 - Place a Y or an N in the space to indicate whether the teacher thinks the student meets the Ministry's definition of giftedness.
3. *Parent/Guardian Nomination*
 - Place a Y or an N in the space to indicate whether the parent/guardian thinks the child meets the Ministry's definition of giftedness.
4. *Student Profile*
 - Place a Y or N in the space below Y/N depending on whether the student has nine ratings or more in the advanced/unusually advanced column.

Student's Name: _____ Date Completed: _____
 School: _____ Teacher: _____

Canadian Cognitive Abilities Test (CCAT)						Date Administered:		
Verbal			Quantitative			Non-verbal		
Percentile Rank	SAS	Profile Points /4	Percentile Rank	SAS	Profile Points /4	Percentile Rank	SAS	Profile Points /4
CAT/3 – Reading Comprehension Score					CAT/3 – Mathematics Subtest Score			
Age Percentile			Profile Points /2		Age Percentile		Profile Points /2	
Individual Intellectual Assessment								
as outlined on the Profile Points for Standardized Tests of Ability/Intelligence								
Teacher Nomination Form			Parent/Guardian Nomination Form			Student Profile		
Y/N			Y/N			Y/N		
Total Points:	Profile Points		Profile Groups			Gifted Profile: Y/N		
	8-9		Yes, demonstrates Gifted profile					
	0-7		Does not demonstrate Gifted profile					

In-school Team's Recommendations:

ACTION

- A. Refer to IPRC
- B. Send application package to Special Education/Learning Support Services if Specialized Gifted Class Placement requested
- C. Program Differentiation (specify below)
- D. Other (specify below)

Date Principal's Signature

SECTION 6

QUICK REFERENCE

FREQUENTLY ASKED QUESTIONS

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SECTION 6

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WHO CAN BE IDENTIFIED AS GIFTED IN THE OCDSB?

Any student in senior kindergarten through to grade 12 can be identified as Gifted if they meet the OCDSB criteria.

Placement in a Specialized Gifted Class is available at all grade levels. French Immersion Gifted is available in the OCDSB from grades 5 to 12.

All grades 1 through 4 Specialized Gifted Classes are English with Core French only and are limited to students who meet the primary placement criteria.

HOW DOES THE OCDSB SCREEN FOR GIFTED STUDENTS?

All senior kindergarten, grade 1, and grade 2 students are screened annually using the SK-2 Teacher Nomination Form. This may result in testing using the Canadian Cognitive Abilities Test.

All students are routinely tested in their grade 3 year using the Canadian Cognitive Abilities Test.

Students may be tested using the CCAT at other times after consultation between parents/guardians and school staff.

WHAT OTHER KINDS OF TESTING MAY BE CONSIDERED?

The In-school Team may decide that it is a priority for them to consult their psychologist or psychological associate to determine if a psychological assessment is warranted. A psycho-educational report generated by these staff members can be used to determine whether a student meets the criteria for identification and/or placement as Gifted.

Parents/guardians may submit a psychological report by any member of the College of Psychologists to the school their child attends and it will be considered. OCDSB staff needing clarification of such a report should refer to their school psychologist or psychological associate to ensure that it meets the criteria for identification as Gifted.

WHAT IS THE RANGE OF SERVICES AVAILABLE IN THE OCDSB?

For identified Gifted students the options include:

1. placement in a regular classroom with a differentiated program as outlined in an Individual Education Plan (IEP)
2. withdrawal from the regular classroom for differentiated programming as outlined in an IEP only in those schools where the number of Gifted students and available staff are able to support this option
3. placement in a Specialized Gifted Class which is comprised of identified Gifted students

WHERE ARE THE ELEMENTARY SPECIALIZED GIFTED SITES LOCATED?

*** Subject to change***

English/Core French

Mutchmor Public School — Primary Gifted Program (grades 1-4)

Mutchmor Public School — Junior Gifted Program (grades 5-6)

Glashan Public School — Intermediate Gifted Program (grades 7-8)

Broadview Public School — Junior Gifted Program (grades 5-6)

Broadview Public School — Intermediate Gifted Program (grades 7-8)

John Young Elementary School — Primary Gifted Program (grades 1-4)

John Young Elementary School — Junior Gifted Program (grades 5-6)

Cedarview Middle School — Intermediate Gifted Program (grades 7-8)

Henry Munro Middle School — Intermediate Gifted Program (grades 7-8)

Hawthorne Public School — Primary Gifted Program (grades 1-4)

Hawthorne Public School — Junior Gifted Program (grades 5-6)

Hawthorne Public School — Intermediate Gifted Program (grades 7-8)

Bridlewood Community Elementary School — Intermediate Gifted Program (grades 7-8)

Early French Immersion

Knoxdale Public School — Junior Gifted Program (grades 5-6)

Greenbank Middle School — Intermediate Gifted Program (grades 7-8)

First Avenue Public School — Junior Gifted Program (grades 5-6)

Hopewell Avenue Public School — Intermediate Gifted Program (grades 7-8)

Vincent Massey Public School — Junior Gifted Program (grades 5-6)

Vincent Massey Public School — Intermediate Gifted Program (grades 7-8)

Maple Ridge Elementary School — Junior Gifted Program (grades 5-6)

WHERE ARE THE SECONDARY SPECIALIZED GIFTED SITES LOCATED?

*****subject to change*****

Bell High School
Glebe Collegiate Institute
Gloucester High School
Lisgar Collegiate Institute
Merivale High School
Ridgemont High School

WHEN DO OCDSB SCHOOLS APPLY FOR GIFTED PLACEMENTS?

School staff usually apply for their students to be placed in specialized classes in the year before the desired placement. During specialized class recommendation time, which is usually in April, a deadline is announced and completed applications are forwarded at that time.

Throughout the year students can be added to specialized classes if space is available. School staff should contact the learning support consultant for the Gifted Program to determine space availability and to facilitate the transition.

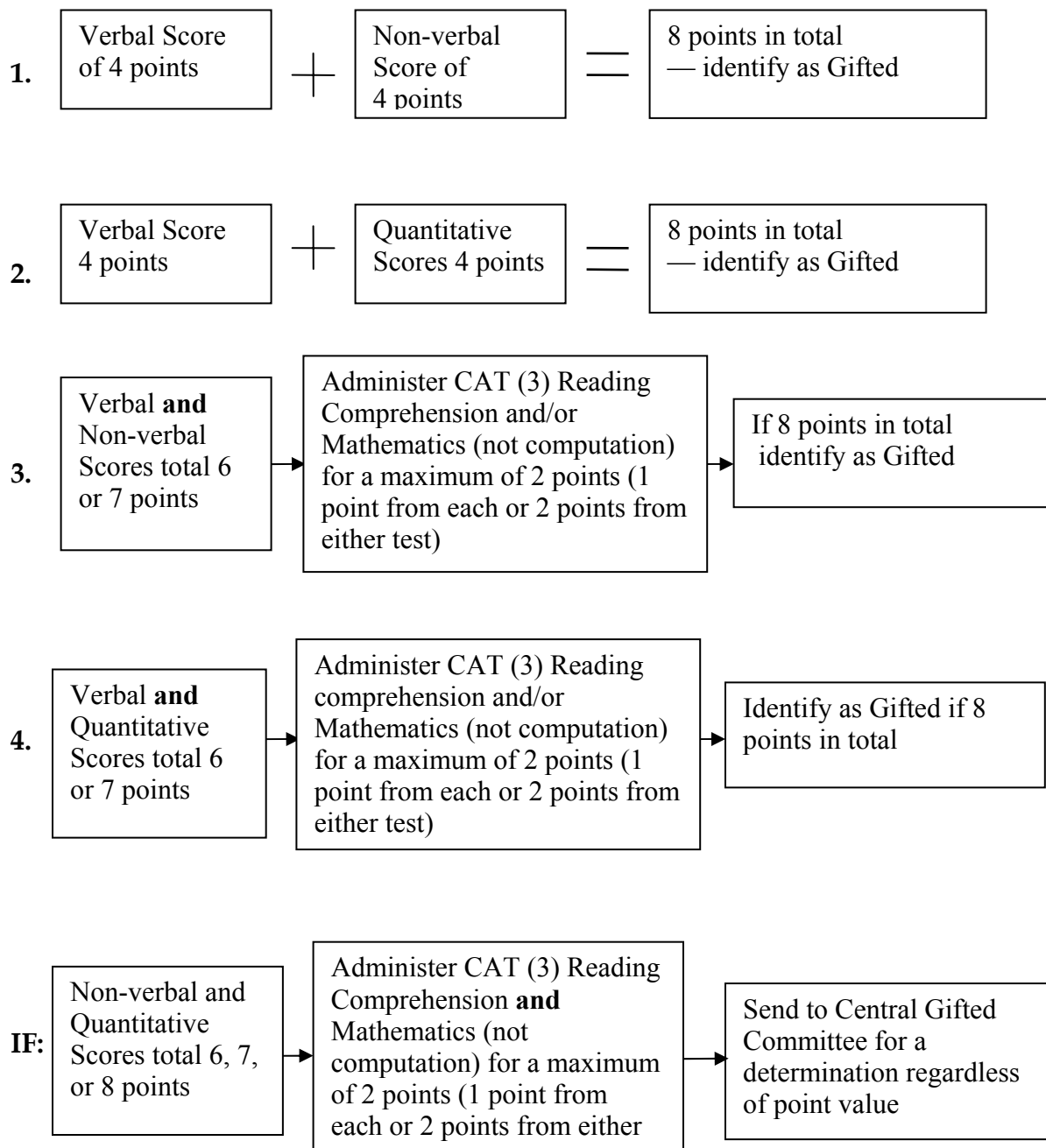
WHAT ARE THE OCDSB IDENTIFICATION CRITERIA USING THE CCAT?

IN GRADES 1 THROUGH 12:

Using the chart provided, convert the student's Verbal, Non-verbal, and Quantitative Score to points ranging from 0 through 4. The Composite Score is not to be considered in this process.

	Age Percentile	Profile Points
CCAT Verbal	98-99	4
	95-97	3
	82-94	2
	50-81	1
	1-49	0
CCAT Quantitative	98-99	4
	95-97	3
	82-94	2
	50-81	1
	1-49	0
CCAT Non-verbal	98-99	4
	95-97	3
	82-94	2
	50-81	1
	1-49	0

There are four ways to be identified using these results. See the following page.



CAT (3) POINTS

Age Percentile	Profile Points
98-99.9	2
95-97	1
<95	0

WHAT ARE THE OCDSB IDENTIFICATION CRITERIA USING THE WISC IV OR STANFORD–BINET?

Using the charts below assign a point value from 0 to 4 for the Verbal and Perceptual sections **or** 0 to 8 to the Full Scale Score of the WISC IV or Stanford–Binet (Fifth Edition) test.

Points assigned to the WISC III or IV are as follows:

Range	Percentile	Verbal (VCI)	Perceptual (PRI)	Full Scale IQ
Very Superior	98-99.9	4	4	8
Superior (upper end)	95-97	3	3	6
Superior (lower end)	91-94	2	2	4
High Average (upper end)	85-90	1	1	2
High Average (lower end)	Less than 85	0	0	0

O
R

Points assigned to the Stanford–Binet (Fifth Edition) are as follows:

	Percentile	Verbal IQ	Non-verbal IQ	Full Scale IQ
Very Superior	98-99.9	4	4	8
Superior (upper end)	95-97	3	3	6
Superior (lower end)	91-94	2	2	4
High Average (upper end)	85-90	1	1	2
High Average (lower end)	Less than 85	0	0	0

O
R

IF THE POINT TOTAL EQUALS 8

This student meets the intellectual criteria for identification as Gifted and placement in a Specialized Gifted Class, grades 5 through 12, space permitting.

IF THE POINT TOTAL EQUALS 6 OR 7

Administer CAT(3)

(Reading Comprehension and/or Mathematics) with one or both subtests scored as shown below. A student may earn 2 points on a single subtest or 1 point on each of two subtests. The maximum number of points earned in this way will be 2.

CAT (3) POINTS

Age Percentile	Profile Points
98-99.9	2
95-97	1
<95	0

A total of 8 made in either way results in Gifted identification.

WHAT ARE THE OCDSB PLACEMENT CRITERIA FOR GRADES 1 TO 4 USING THE WISC IV OR STANFORD–BINET?

If the full scale percentile score is 99.6 or higher

OR

If the verbal percentile score is 99.6 or higher

OR

If the perceptual reasoning score is 99.6 or higher

AND THE VERBAL SCORE IS AT LEAST 95

This student meets the intellectual criteria for identification and placement in a Specialized Gifted Class grades 1 through 4.

Caution: If application is being made for placement in a grade 1, 2, 3, or 4 Specialized Gifted Class the psycho-educational report MUST be submitted to the Central Gifted Committee. Send it to 133 Greenbank to the learning support consultant, Gifted Program. The Central Gifted Committee recommends and makes all such offers of placement.

SECTION 7

BLANK FORM MASTERS

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BLANK FORM MASTERS

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SK to Grade 2
Teacher Nomination Form for Gifted Identification

NOTE: One form only for each SK to grade 2 class is to be completed by the classroom teacher(s), (e.g., if the students are in an EFI class, both the French Immersion classroom teacher and the teacher of English are to complete one nomination form together which reflects the perceptions of both teachers.)

Teacher's Name(s): _____

School: _____ Date Completed: _____

BEFORE you begin this page, without referring to your class list, list the names of the SK to grade 2 students in your class who you think meet the Ministry's definition of giftedness. "An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated." Students nominated to the Central Gifted Committee should meet the criteria outlined in Section 6.

Using the following statements, PRINT THE FIRST AND LAST NAMES of the children in your class who come to mind. REMEMBER not to refer to your class list.

1. Shows an advanced interest in books.

2. Knows a lot of information about a variety of topics.

3. Is constantly asking questions about anything and everything.

4. Knows and uses an extensive vocabulary.

5. Enjoys taking part in intellectual discussions.

6. Offers unusual and unique responses to problems.

7. Generates a large number of alternate solutions

- 8. Grasps new ideas quickly.

- 9. Has a keen sense of humour.

- 10. Displays unusual sensitivity to the expectations and feelings of others.

- 11. Has quick mastery and recall of information.

- 12. Appreciates structure and order and sees patterns in things (e.g., number systems, clocks, calendars, calculators, computers).

- 13. Shows imaginative thinking and/or creativity.

- 14. Enjoys discussing ideas with adults.

- 15. Likes to play with words.

- 16. Designs or constructs unusual and unique products.

- 17. Demonstrates task commitment in areas of interest.

Teachers may wish to nominate students based on their impressions or use guidelines as follows:

	TOTAL TEACHER NOMINATIONS	NOMINATE
On how many of the items was the student nominated?	13 - 17 12 or below	YES NO

Based on the information gathered above, the following students are nominated for gifted testing:



**SK to Grade 2
Letter to Parents/Guardians**

Date:

Dear Parents/Guardians:

We are in the process of screening students who are nominated with a view to identifying these students as Gifted.

The first step in the procedure is the completion of Teacher and Parent/Guardian Nomination forms. Students who are nominated by either a parent/guardian or teacher will be assessed using the Canadian Cognitive Abilities Test (CCAT). If your child is to be tested, a consent form will be forwarded for your signature.

We have enclosed a checklist of characteristics of Gifted children for your information. If you believe that the characteristics outlined on the Parent/Guardian Nomination Form apply to your child, please complete and return the attached form to the classroom teacher within **one week** after the receipt of this letter.

Yours truly,

Principal

Attachment



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Parent/Guardian Nomination Form for Gifted Identification

Student's Name: _____

School/Grade: _____

The following list outlines the characteristics frequently exhibited by gifted children. Please read them over and check (✓) the characteristics which apply to your child. Please sign and return the form.

(✓)

1.	perceptive, inquiring mind	
2.	high level of curiosity and excitement	
3.	alert and observant beyond his/her years	
4.	shows unusual insight when working with abstract ideas	
5.	asks penetrating and provocative questions	
6.	superior judgement and reasoning ability	
7.	originality, fluency, flexibility in thinking	
8.	an extensive vocabulary and advanced reading ability	
9.	wide interests based on broad general knowledge	
10.	masters basic skills easily	
11.	a high level of concentration in areas of personal interest	
12.	high expectations of themselves	
13.	a strong sense of ethics and values	
14.	an unusually keen sense of humour	
15.	enjoys group discussions	
16.	shows initiative and assumes responsibility	
17.	relates well with peers with similar interests and abilities	
18.	greater mental facility than motor facility (their written work may be well below that of their oral work)	

Definition of Giftedness:

“An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.” (*OCDSB Special Education Plan*, which may be accessed at www.ocdsb.ca.)

I believe that the characteristics checked above apply to my child.

Parent's/Guardian's Signature

Date

Comments: _____

SK to Grade 2 Gifted Screening and Identification Glossary

Canadian Achievement Test (CAT/3) — Reading Comprehension and Mathematics Subtests:

A group test of achievement which is used to measure a student's Reading comprehension and/or Mathematics level.

Canadian Cognitive Abilities Test (CCAT):

A group intelligence test which is used to measure a student's general intellectual ability in the areas of verbal, non-verbal, and quantitative performance.

Central Gifted Committee (CGC):

This committee reviews applications to the Primary Gifted Program(s). A recommendation whether or not to proceed to an IPRC is then sent to the In-school Team. The CGC committee is composed of three principals, one of whom is the principal of the Primary Gifted Program, an OCDSB psychologist/psychological associate, and other resource personnel as required.

Giftedness:

"An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated." (*OCDSB Special Education Plan*, which may be accessed at www.ocdsb.ca.)

Identification, Placement and Review Committee (IPRC) Regulation 181:

A committee which determines whether or not a student is an exceptional pupil (as defined in law), and what special education placement would best meet the student's needs.

NOTE: For further information, please refer to the *Special Education/Student Services Parent Guide* which is available at your school.

In-school Team:

A school-based committee which manages the process of the screening of children to be recommended for consideration by the CGC; it is the responsibility of the principal to determine the composition of this committee. This committee also arranges the IPRC for Gifted identification upon recommendation of the CGC. These duties may also be a function of the In-school Team.

Municipal Freedom of Information and Protection of Privacy Act, 1999:

An act which guarantees the management and safekeeping of personal information gathered on a student; the information is only to be used for purposes such as personal educational program management, the provision of various educational services, or administrative maintenance of the files.

Parent/Guardian Nomination Form:

A checklist containing 18 statements about a child's characteristics and behaviour, which is completed by parents/guardians of nominated SK to grade 2 students.

Student Profile Form:

The teacher completes this rating scale of gifted characteristics for each nominated student.

Student Profile Form for Potential Candidates for Gifted Programs

(One form per student to be completed by school personnel)

Student Name: _____

___/___/___/ M F

(Last)

(First)

YY / MM / DD

Birthdate

School

Grade

English

French
Immersion

Ministry definition of giftedness: “An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated”.

BASED ON YOUR EXPERIENCE, WHAT ARE YOUR OBSERVATIONS CONCERNING THIS STUDENT’S ABILITY TO DEMONSTRATE THAT HE/SHE:	BELOW AVERAGE (√)	AVERAGE (√)	ADVANCED (√)	UNUSUALLY ADVANCED (√)
COGNITIVE ABILITIES				
Verbally expresses ideas fluently and accurately				
Expresses ideas in written form				
Reads with ease and understanding				
Works with mathematical concepts/problem solving				
Can think logically, draw conclusions, make generalizations, and transfer concepts to new situations				
INTELLECTUAL CURIOSITY				
Enjoys intellectual activities and challenging ideas				
Sees unusual and diverse relationships				
Has a questioning and curious interest in things				
Has a wide range of interests				
Finds various ways of solving problems, is creative, shows original thinking				
MOTIVATION AND WORK HABITS				
Concentrates over extended period of time				
Is self-directed and independent when pursuing own interests				
Is efficient and goal-oriented on assigned tasks				
AFFECTIVE CAPACITY				
Relates positively with others, works cooperatively				
Displays leadership				
Displays evidence of positive self-concept				

Additional comments are very helpful: _____

Name of teacher(s) completing Student Profile: _____

Date: _____

SK to Grade 2 Individual Gifted Screening and Identification Summary Form

Instructions:

1. *CCAT scores*
 - Use the age percentile scores.
2. *Teacher Nomination*
 - Place a Y or an N in the space to indicate whether the teacher thinks the student meets the Ministry's definition of giftedness.
3. *Parent/Guardian Nomination*
 - Place a Y or an N in the space to indicate whether the parent/guardian thinks the child meets the Ministry's definition of giftedness.
4. *Student Profile*
 - Place a Y or N in the space below Y/N depending on whether the student has nine ratings or more in the advanced/unusually advanced column.

Student's Name: _____ Date Completed: _____
 School: _____ Teacher: _____

Canadian Cognitive Abilities Test (CCAT)						Date Administered:		
Verbal			Quantitative			Non-verbal		
Percentile Rank	SAS	Profile Points /4	Percentile Rank	SAS	Profile Points /4	Percentile Rank	SAS	Profile Points /4
CAT/3 – Reading Comprehension Score					CAT/3 – Mathematics Subtest Score			
Age Percentile			Profile Points /2		Age Percentile		Profile Points /2	
Individual Intellectual Assessment								
as outlined on the Profile Points for Standardized Tests of Ability/Intelligence								
Teacher Nomination Form			Parent/Guardian Nomination Form			Student Profile		
Y/N			Y/N			Y/N		
Total Points:	Profile Points		Profile Groups			Gifted Profile: Y/N		
	8-9		Yes, demonstrates Gifted profile					
	0-7		Does not demonstrate Gifted profile					

In-School Team's Recommendations:

ACTION

- A. Refer to IPRC
- B. Send application package to Special Education/Learning Support Services if Specialized Gifted Class Placement Requested
- C. Program Differentiation (specify below)
- D. Other (specify below)

 Date Principal's Signature

SK to Grade 2 Summary Checklist Form for Identification Procedures

√	What Has to be Done	Responsibility
Teacher Nomination Form		
<input type="checkbox"/>	Complete Teacher Nomination (GF 1)	Teacher
<input type="checkbox"/>	Record on Individual and Class Gifted Screening and Identification Summary Forms (GF 6 and GF 9)	LST/Teacher
Information Package		
<input type="checkbox"/>	Send home package to parents/guardians of nominated children with:	LST/Teacher
<input type="checkbox"/>	Letter to Parents/Guardians (GF 2)	
<input type="checkbox"/>	Consent for CCAT (GF 19)	
<input type="checkbox"/>	Parent/Guardian Nomination Form for Gifted Identification (GF 3)	
<input type="checkbox"/>	Gifted Screening and Identification Glossary (GF 4)	
Parent/Guardian Nomination Form		
<input type="checkbox"/>	Review Parent/Guardian Nomination (GF 3)	LST/Teacher
<input type="checkbox"/>	Record on Individual and Class Gifted Screening and Identification Summary Forms (GF 6 and GF 9)	LST/Teacher
CCAT		
<input type="checkbox"/>	Confirm consent for testing (GF 19)	LST/Teacher
<input type="checkbox"/>	Administer CCAT	LST
<input type="checkbox"/>	Score CCAT (or return to Guidance and Career Education Centre)	LST
<input type="checkbox"/>	Record results of CCAT (age percentiles and SAS) on Individual and Class Gifted Screening and Identification Summary Form (GF 6 and GF 9)	LST
Summary of Information		
<input type="checkbox"/>	Complete Student Profile Form (GF 5)	Teacher
<input type="checkbox"/>	Record results on Individual and Class Gifted Screening and Identification Summary Form (GF 6 and 9)	LST
<input type="checkbox"/>	Determine if student meets Primary Placement Criteria. See Section 6	LST
<input type="checkbox"/>	Determine action (see bottom of summary sheet — GF 6)	LST
	NOTE: IPRC to be conducted, if necessary, after receipt of the recommendation of the Central Gifted Committee.	Principal



Recommendations of the Central Gifted Committee

Student			
Current Grade			
School		English	French
Date of Meeting			

The Central Gifted Committee recommends:

- Student to be offered a placement in the Primary Gifted Specialized Program, grade ____ as space allows. School to IPRC student as Gifted.
- Student meets criteria for identification only. School to IPRC student as Gifted.
- Student does not meet criteria for identification.

Additional comments:

Signed _____
Chairperson of Central Gifted Committee

Date _____

Grade 3 Teacher Nomination Form for Gifted Identification

NOTE: One form only for each grade 3 class is to be completed by the classroom teacher(s), (e.g., if the students are in an EFI class both the French Immersion classroom teacher and the teacher of English are to complete one nomination form which reflects the perceptions of both teachers.)

Name(s) of Teacher(s) _____

School: _____ Date Completed: _____

BEFORE you begin this page, without referring to your class list, list the names of the grade 3 students in your class who you think meet the Ministry's definition of giftedness. "An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated."

Refer to the Parent/Guardian Information forms before completing this form. Using the following statements, PRINT THE FIRST AND LAST NAMES of the children in your class who come to mind.

1. Learns easily and readily.

2. Has great intellectual curiosity — asks reasons why, questions almost everything.

3. Demonstrates excellent reasoning ability when dealing with abstract concepts.

4. Has a wide range of interests and/or hobbies.

5. Can sustain his/her attention span to allow him/her to persevere in solving problems.

6. Has a superior vocabulary in oral and/or written responses.

7. Has the ability to work independently.

8. Has learned to read early (often well before school age).

9. Exhibits keen powers of observation and/or attention to details.

10. Demonstrates originality in class activities.

11. Enjoys discussing ideas with adults.

12. Has a keen sense of humour.

13. Has great concerns about future and/or world problems.

14. Is very imaginative and/or creative.

15. Is able to follow complex directions with ease.

16. Is an avid reader.

17. Shows initiative and/or leadership skills.

18. Has a wide range of reading interests (fiction and non-fiction).

19. Makes frequent and effective use of the library and/or other resources (e.g., internet, encyclopedias, multimedia).

20. Demonstrates superior ability in math, particularly problem solving.

Based on the information gathered above, the following students are nominated for Gifted identification:



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Grade 3 Letter to Parents/Guardians

Date:

Dear Parents/Guardians:

Grade 3 is the year that we administer the Canadian Cognitive Abilities Test (CCAT) to all students. The results of this standardized group test of ability will be used by school personnel to help us gain a better understanding of your child's needs. Attached is a Parent/Guardian Information Form for you to complete to assist your child's teacher(s) in identifying his/her learning styles and educational needs.

The results of the CCAT are also used in combination with a Teacher Nomination Form as part of our process to identify children who are intellectually gifted. The Parent/Guardian Information Form will **only** be used as background information to assist the teacher in the completion of the Teacher Nomination Form. Additional educational testing may be required in a few cases. You will be informed by school personnel should this be necessary. A summary of this information will be placed in your child's Ontario Student Record (OSR) after review by the In-school Team.

The following important steps in this process require your immediate signature and participation:

- Consent for your child to take the Canadian Cognitive Abilities Test (CCAT) which is administered by school personnel **and**
- Completion of the Parent/Guardian Information Form

Please return these two forms to the classroom teacher within one week after receipt of this form.

Yours truly,

Principal

School

Grade 3 Parent/Guardian Information Form

Student's Name: _____

School/Grade: _____

In relation to the typical child in your neighborhood, please check (3) each item which best describes your child.

	Lacks this characteristic	Has this characteristic less than the typical child	Compares with a typical child	Has this characteristic more than the typical child	Has this characteristic to a high degree
Has advanced vocabulary; expresses himself or herself fluently and clearly.					
Masters basic skills and new ideas quickly.					
Wants to know how things work.					
Is an avid reader.					
Puts unrelated ideas together in new and different ways.					
Asks reasons why — questions almost everything, displays curiosity.					
Likes grown-up activities and enjoys discussing ideas with adults.					
Enjoys debating and intellectual discussions.					
Displays unusual sensitivity to the expectations and feelings of others.					
Has a keen sense of humour.					
Knows a lot of information about a variety of topics.					
Tends to dominate others if given the chance.					
Is persistent — sticks to the task.					
Has good physical coordination and body control.					
Is independent and self-sufficient.					
Appreciates structure and order (e.g., number systems, clocks, calendars, calculators, computers).					
Has a wide range of interests.					
Can sustain his/her attention span to allow him/her to persevere in problem solving and/or areas of interest.					
Shows initiative and/or leadership skills.					
Seeks his or her own unique and unusual answers and solutions to problems.					
Demonstrates concern for the future and/or world problems.					
Is able to follow complex directions.					
Is prepared to take some social risks.					
Enjoys touching and manipulating objects to learn more about them.					
Enjoys complicated games.					
Sets high goals for himself or herself.					

ADDITIONAL INFORMATION

1. Does your child have siblings? Yes No
If yes, what are their ages? _____

2. Did your child read before he or she went to school? Yes No
If the answer is yes, did your child teach himself or herself to read? Yes No

3. What books has your child read recently and enjoyed? _____

4. In what activities outside of school does your child participate? _____

5. What are your child's special interests or hobbies? _____

6. Please comment, where they apply to your child on any of the following: (Attach additional notes if necessary.)

- Unusual accomplishments (present or past)
- Special talents
- Special opportunities
- Relationships with others
- Preferred activities when alone
- Expression of interest or boredom
- Special problems and needs

Parent's/Guardian's Signature

Date

Grade 3 Gifted Screening and Identification Glossary

Canadian Achievement Test (CAT/3) — Reading Comprehension and Mathematics Subtests:

A group test of achievement which is used to measure a student's Reading comprehension and/or Mathematics level.

Canadian Cognitive Abilities Test (CCAT):

A group intelligence test which is used to measure a student's general intellectual ability in the areas of verbal, non-verbal, and quantitative performance.

Giftedness:

“An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.” (*OCDSB Special Education Plan*, which may be accessed at www.ocdsb.ca.)

Identification, Placement and Review Committee (IPRC) Regulation 181:

A committee which determines whether or not a student is an exceptional pupil (as defined in law), and what special education placement would best meet the student's needs.

NOTE: For further information, please refer to the *Special Education/Student Services Parent Guide* which is available at your school.

In-school Team:

A school-based committee which manages the process of the screening of children to be recommended for consideration by the school-based IPRC for Gifted identification; it is the responsibility of the principal to determine the composition of this committee.

Municipal Freedom of Information and Protection of Privacy Act, 1999:

An act which guarantees the management and safekeeping of personal information gathered on a student; the information is only to be used for purposes such as personal educational program management, the provision of various educational services, or administrative maintenance of the files.

Parent/Guardian Information Form:

A checklist containing 26 statements about a child's characteristics and behaviour and an opportunity to provide additional information, which is completed by parents/guardians of grade 3 students.

Student Profile Form:

A checklist, completed by grade 3 teachers, which contains 16 statements about students' characteristics and behaviour and is used to help guide the IPRC in making decisions about placement and identification.

Grade 3 Individual Gifted Screening and Identification Summary Form

Instructions:

1. *CCAT scores*
 - Use the age percentile scores.
2. *Teacher Nomination*
 - Place a Y or an N in the space to indicate whether the teacher thinks the student meets the Ministry's definition of giftedness.
3. *Parent/Guardian Nomination*
 - Place a Y or an N in the space to indicate whether the parent/guardian thinks the child meets the Ministry's definition of giftedness.
4. *Student Profile*
 - Place a Y or N in the space below Y/N depending on whether the student has nine ratings or more in the advanced/unusually advanced column.

Student's Name: _____ Date Completed: _____

School: _____ Teacher: _____

Canadian Cognitive Abilities Test (CCAT)						Date Administered:		
Verbal			Quantitative			Non-verbal		
Percentile Rank	SAS	Profile Points /4	Percentile Rank	SAS	Profile Points /4	Percentile Rank	SAS	Profile Points /4
CAT/3 – Reading Comprehension Score					CAT/3 – Mathematics Subtest Score			
Age Percentile			Profile Points /2		Age Percentile		Profile Points /2	
Individual Intellectual Assessment								
as outlined on the Profile Points for Standardized Tests of Ability/Intelligence								
Teacher Nomination Form			Parent/Guardian Nomination Form			Student Profile		
Y/N			Y/N			Y/N		
Total Points:		Profile Points		Profile Groups			Gifted Profile: Y/N	
		8-9		Yes, demonstrates Gifted profile				
		0-7		Does not demonstrate Gifted profile				

In-School Team's Recommendations:

ACTION

- A. Refer to IPRC
- B. Send application package to Special Education/Learning Support Services if Specialized Gifted Class Placement requested
- C. Program Differentiation (specify below)
- D. Other (specify below)

_____ Date

_____ Principal's Signature

Grade 3

Summary Checklist Form for Identification Procedures

√	What Has to be Done	Responsibility
Information Package		
<input type="checkbox"/>	Send home package to parents/guardians:	LST/Teacher
<input type="checkbox"/>	Letter to Parents/Guardians (GF 11)	
<input type="checkbox"/>	Consent Form for CCAT (GF 19)	
<input type="checkbox"/>	Parent/Guardian Information Form (GF 12)	
Teacher Nomination Form		
<input type="checkbox"/>	Collect and review Parent/Guardian Information forms (GF 12)	Teacher
<input type="checkbox"/>	Complete Teacher Nomination Form (GF 10)	Teacher
<input type="checkbox"/>	Score Teacher Nomination Form	LST
<input type="checkbox"/>	Record total for the student	LST
<input type="checkbox"/>	Determine and record profile points assigned on Individual and Class Gifted Screening Summary forms (GF 14 and GF 15)	LST
		LST/Teacher
CCAT		
<input type="checkbox"/>	Confirm consent for testing	Teacher
<input type="checkbox"/>	Administer CCAT	LST/Teacher
<input type="checkbox"/>	Score CCAT (Return tests to Guidance and Career Education Centre)	LST
<input type="checkbox"/>	Record results of CCAT (age percentiles and SAS) on Individual and Class Gifted Screening Summary form (GF 14 and GF 15)	LST/Teacher
<input type="checkbox"/>	Determine and record profile points assigned on Individual Gifted Screening Summary form (GF 14)	LST
CAT/3		
<input type="checkbox"/>	If student has achieved 6 or 7 profile points on CCAT then administer the CAT/3 — Reading Comprehension Subtest	LST
<input type="checkbox"/>	If the student still does not have 8 points administer CAT/3 — Mathematics subtest	LST
<input type="checkbox"/>	Score CAT/3 and record percentiles on the Individual and Class Gifted Screening Summary Forms (GF 14 and GF 15)	LST
<input type="checkbox"/>	Determine and record profile points assigned on the Individual and Class Gifted Screening Summary forms (GF 14 and GF 15)	
Summary of Information		
<input type="checkbox"/>	Add up all profile points for the student on the Individual and Class Gifted Screening Summary forms (GF 14 and GF 15)	LST
<input type="checkbox"/>	Determine action (at bottom of Summary form — GF 14)	LST

Grades 4 to 12 Gifted Screening and Identification Glossary

Canadian Achievement Test (CAT/3) — Reading Comprehension and Mathematics Subtests:

A group test of achievement which is used to measure a student's Reading comprehension and/or Mathematics level.

Canadian Cognitive Abilities Test (CCAT):

A group intelligence test which is used to measure a student's general intellectual ability in the areas of verbal, non-verbal, and quantitative performance.

Giftedness:

“An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.” (*OCDSB Special Education Plan*, which may be accessed at www.ocdsb.ca.)

Identification, Placement and Review Committee (IPRC) Regulation 181:

A committee which determines whether or not a student is an exceptional pupil (as defined in law), and what special education placement would best meet the student's needs.

NOTE: For further information, please refer to the *Special Education/Student Services Parent Guide* which is available at your school.

In-school Team:

A school-based committee which manages the process of the screening of children to be recommended for consideration by the school-based IPRC for Gifted identification; it is the responsibility of the principal to determine the composition of this committee.

Municipal Freedom of Information and Protection of Privacy Act, 1999:

An act which guarantees the management and safekeeping of personal information gathered on a student; the information is only to be used for purposes such as personal educational program management, the provision of various educational services, or administrative maintenance of the files.

Parent/Guardian Information Form:

A checklist containing 26 statements about a child's characteristics and behaviour and an opportunity to provide additional information, which is completed by parents/guardians of grade 3 students.

Student Profile Form:

A checklist, completed by grade 3 teachers, which contains 16 statements about students' characteristics and behaviour and is used to help guide the IPRC in making decisions about placement and identification.



Grades 4 to 12 Letter to Parents/Guardians

Dear Parents/Guardians:

The Ottawa-Carleton District School Board has developed procedures for the identification and placement of children for **grades 4 to 12** into the school's Gifted Program. Depending upon the circumstance, we are to gather the following information on students (**please see enclosed Glossary for explanation of terms**): scores from a standardized group test of ability (Canadian Cognitive Abilities Test (CCAT)), Parent/Guardian Information Form, and scores from a student interview and/or Teacher Nomination Form. In some cases, it will be necessary to administer further academic testing. You will be contacted by school personnel should this be necessary. A summary of this information will be placed in your child's Ontario Student Record (OSR) after review by the In-school Team.

The following important steps in this process require your immediate signature and participation:

- Consent for your child to take the Canadian Cognitive Abilities Test (CCAT)
- Completion of the Parent/Guardian Information Form

Please return this consent form to the school's office no later than one week after receipt of this form.

Yours truly,

Principal

Date

School



Date:

Dear Parents/Guardians:

Re: Consent for Canadian Cognitive Abilities Test (CCAT)

We would like your consent for your son/daughter to take the Canadian Cognitive Abilities Test, a standardized group test of ability.

The results of this test will be used by school personnel to help us gain a better understanding of your child's needs. Central staff may also use test results to establish a basis for the evaluation of existing programs and assist in planning appropriate curriculum and instructional programs at the system level. Individual test results will be treated confidentially and any data used for purposes of reporting to the public will be done generically without disclosure of identifying information.

This test will be administered by school personnel and will not involve anyone from outside the school.

Would you please indicate on the bottom portion of this form your consent for this testing of your child, and return it as soon as possible. A copy of the results will be placed in your child's Ontario Student Record.

Thank you for your support and cooperation.

Yours truly,

Principal

Consent for Canadian Cognitive Abilities Test (CCAT)

I, _____ do do not give my consent for my
Parent/Guardian (Please print)

son/daughter, _____ to take the Canadian Cognitive
Abilities Test (CCAT). Child's Name

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 purpose of registering appropriate authorization for the student's participation in CCAT testing. Test results may be used at a system level for evaluation and development purposes. If you wish to review the results, or any generic reports prepared at the system level, please contact the principal of the school.

Grades 4 to 12 Parent/Guardian Information Form

Student's Name: _____

School/Grade: _____

In relation to the typical child in your neighborhood, please check (3) each item which best describes your child.

	Lacks this characteristic	Has this characteristic less than the typical child	Compares with a typical child	Has this characteristic more than the typical child	Has this characteristic to a high degree
Has advanced vocabulary; expresses himself or herself fluently and clearly.					
Masters basic skills and new ideas quickly.					
Wants to know how things work.					
Is an avid reader.					
Puts unrelated ideas together in new and different ways.					
Asks reasons why — questions almost everything, displays curiosity.					
Likes mature activities and enjoys discussing ideas with adults.					
Enjoys debating and intellectual discussions.					
Displays unusual sensitivity to the expectations and feelings of others.					
Has a keen sense of humour.					
Knows a lot of information about a variety of topics.					
Tends to dominate others if given the chance.					
Is persistent — sticks to the task.					
Has good physical coordination and body control.					
Is independent and self-sufficient.					
Appreciates structure and order (e.g., number systems, clocks, calendars, calculators, computers).					
Has a wide range of interests.					
Can sustain his/her attention span to allow him/her to persevere in problem solving and/or areas of interest.					
Shows initiative and/or leadership skills.					
Seeks his or her own unique and unusual answers and solutions to problems.					
Demonstrates concern for the future and/or world problems.					
Is able to follow complex directions.					
Is prepared to take some social risks.					
Enjoys touching and manipulating objects to learn more about them.					
Enjoys complex games.					
Sets high goals for himself or herself.					

ADDITIONAL INFORMATION

1. Does your child have siblings? Yes No
If yes, what are their ages? _____

2. Did your child read before he or she went to school? Yes No
If the answer is yes, did your child teach himself or herself to read? Yes No

3. What books has your child read recently and enjoyed? _____

4. In what activities outside of school does your child participate? _____

5. What are your child's special interests or hobbies? _____

6. Please comment, where they apply to your child on any of the following: (Attach additional notes if necessary.)

- Unusual accomplishments (present or past)
- Special talents
- Special opportunities
- Relationships with others
- Preferred activities when alone
- Expression of interest or boredom
- Special problems and needs

Parent's/Guardian's Signature

Date

Grades 4 to 12 Student Interview

Guidelines

The interviewer should be a staff member who has had sufficient experience with students of this age level to make a judgement as to whether the student's responses are considered typical of this age level or are unusually advanced.

The student should be put at ease, and the interview held in a comfortable, private setting. The introduction may include a statement such as the following: "As you probably know, your parents/guardians and teachers are looking at what school program would be best for you. I would like to ask you a few questions in order to help us make this decision."

Student's Name: _____ Date: _____

Interviewer's Name: _____

1. Interests:

How do you like to spend your time outside of school? For example, tell me about your hobbies and interests.

What types of reading do you prefer and why?

Who are your favourite authors? Why?

What is your favourite subject in school? Why?

Tell me about a particular topic about which you are interested or knowledgeable.

(Look for extraordinarily wide and/or intense interests, well beyond his/her years.)

2. Products:

Tell me about the kind of writing you do in your time outside of school.

Tell me about the kinds of things you like to design or build.

Do you enjoy solving problems and puzzles? Tell me about them.

(Look for an unusually high degree of creativity, analysis, synthesis, and/or problem-solving.)

3. Characteristics:

Can you describe yourself to me? (e.g., curious? imaginative? creative? a perfectionist? a sense of humour? a non-conformist?) Why do you say so? When you are with your friends, what role do you take in the group? Which social or political problems are you most concerned about? Why?

(Look for exceptional degree of knowledge, insight, and maturity.)

Motivation:

If you could change your school work, what would you change and why?
How would you feel about being in special activities designed for Gifted students?
What do you think you would enjoy?

(Look for a high degree of internal motivation.)

The Ministry of Education defines a gifted student as follows: “An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.”

Do you think this describes you?	Yes/No	Why?
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Grades 4 to 12 Individual Gifted Screening and Identification Summary Form

Instructions:

1. *CCAT scores*
 - Use the age percentile scores.
2. *Teacher Nomination*
 - Place a Y or an N in the space to indicate whether the teacher thinks the student meets the Ministry's definition of giftedness.
3. *Parent/Guardian Nomination*
 - Place a Y or an N in the space to indicate whether the parent/guardian thinks the child meets the Ministry's definition of giftedness.
4. *Student Profile*
 - Place a Y or N in the space below Y/N depending on whether the student has nine ratings or more in the advanced/unusually advanced column.

Student's Name: _____ Date Completed: _____

School: _____ Teacher: _____

Canadian Cognitive Abilities Test (CCAT)						Date Administered:		
Verbal			Quantitative			Non-verbal		
Percentile Rank	SAS	Profile Points /4	Percentile Rank	SAS	Profile Points /4	Percentile Rank	SAS	Profile Points /4
CAT/3 – Reading Comprehension Score					CAT/3 – Mathematics Subtest Score			
Age Percentile			Profile Points /2		Age Percentile		Profile Points /2	
Individual Intellectual Assessment								
as outlined on the Profile Points for Standardized Tests of Ability/Intelligence								
Teacher Nomination Form			Parent/Guardian Nomination Form			Student Profile		
Y/N			Y/N			Y/N		
Total Points:	Profile Points		Profile Groups			Gifted Profile: Y/N		
	8-9		Yes, demonstrates Gifted profile					
	0-7		Does not demonstrate Gifted profile					

In-school Team's Recommendations:

ACTION

- A. Refer to IPRC
- B. Send application package to Special Education/Learning Support Services if Specialized Gifted Class Placement requested
- C. Program Differentiation (specify below)
- D. Other (specify below)

Date Principal's Signature

Grades 4 to 12 Summary Checklist for Identification Procedures

√	What Has to be Done	Responsibility
Information Package		
<input type="checkbox"/>	Send home package to parents/guardians:	Teacher/LST
<input type="checkbox"/>	Letter to Parents/Guardians (GF 18)	
<input type="checkbox"/>	Consent Form for CCAT (GF 19)	
<input type="checkbox"/>	Parent/Guardian Information Form (GF 20)	
<input type="checkbox"/>	Glossary	
CCAT		
<input type="checkbox"/>	Confirm consent for testing	Teacher/LST
<input type="checkbox"/>	Administer CCAT	LST
<input type="checkbox"/>	Score CCAT (or return tests to Guidance and Career Education Centre)	LST
<input type="checkbox"/>	Record results of CCAT (age percentiles and SAS) on Individual Gifted Summary Form (GF 22)	LST
<input type="checkbox"/>	Determine and record profile points assigned on Individual Gifted Summary Form (GF 22)	LST
Teacher Nomination Forms		
<input type="checkbox"/>	Collect and review Parent/Guardian Information Form	Teacher
<input type="checkbox"/>	Complete Teacher Nomination Form	Teacher
<input type="checkbox"/>	Score Teacher Nomination Form	LST
OR		
Student Interview		
<input type="checkbox"/>	Interview the student (GF 21)	LST
<input type="checkbox"/>	Score the student interview	LST
<input type="checkbox"/>	Determine and record profile points assigned to <u>either</u> Teacher Nomination or Student Interview on Individual Gifted Summary Form (GF 22)	LST
CAT/3		
5.	If student has achieved 6 - 7 profile points on CCAT and GF 17 then administer the CAT/3 — Reading Comprehension and Mathematics Subtests	LST
•	Score CAT/3 and record percentiles on Individual Gifted Screening Summary Form (GF 22)	LST
6.	Determine and record profile points assigned on Individual Gifted Screening Summary Form (GF 22)	LST
Summary of Information		
<input type="checkbox"/>	Add up all profile points for the student	LST
<input type="checkbox"/>	Determine action (see bottom of Individual Gifted Summary Form (GF 22))	LST

