

Date of Issue September 2009

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Subject **GIFTED SCREENING PROCESS**

References

Links

Contact Instructional Services

1. Background

- 1.1 The Simcoe County District School Board gifted screening process begins in the early primary years. When students reach Grade 3 there is a formal sequence of procedures which assist in defining specific characteristics related to giftedness. Although the formalized screening procedures are focused in Grade 3, it is also possible to screen using similar procedures in Grades 4 to 8.

Screening students for gifted academic skills, through both teacher and parent nominations, allows all children an equal opportunity to be part of the process. For students who have a weak grasp of the English language or those who may have multiple exceptionalities such as learning disabilities, an alternative screening tool may be appropriate.

2. Procedure

- 2.1 Nomination
- 2.1.1 In May or June the school principal will inform parents of the gifted screening procedures in the school newsletter. (**FORM 1**). At the same time the Special Education Resource Teachers along with the Grade 2 teachers are asked to consider the students presently in Grade 2 who will be in grade 3 in September and nominate those whom they feel might meet the criteria for giftedness. Teachers will complete a teacher rating scale (**FORM 2**). Generally, gifted students are assumed to have very high ratings on this scale. Junior and Intermediate teachers should also be informed of the opportunity for screening of students in grades 4-8 who show gifted characteristics.
- 2.1.2 In the fall, the school principal will send out a letter to the parents/guardians of all Grade 3 students indicating how they can nominate their child for gifted screening (**FORM 3**). A summary of gifted characteristics is to be attached to this letter. Parent questionnaires (**FORM 4**) are filled in for all nominated students and teachers fill in the rating scale for any new nominations.



- 2.1.3 The school Strengths and Needs Committee (SNC) will then meet to review all nominations by parents and teachers. Information gathered from the parent questionnaires and teacher rating scales will provide valuable information regarding the student's early development years, areas of intense motivation, advanced affective capacity and creativity. After confirming the nominations are appropriate, a signed parental consent form (**FORM 3**) for all nominated students must be obtained.
- 2.2 **In-service for Teachers**
Gifted students can be difficult to identify in the primary years. In-service is a crucial component of raising teacher awareness of gifted characteristics. Therefore, early in the school year, Special Education Resource Teachers, new to the role of Gifted Screening, **must** attend a workshop to discuss characteristics of gifted students and to learn about all aspects of the gifted screening procedures, including the administration of the standardized group test. Specific dates will be sent to schools each June/September via numbered memo.
- 2.3 **Group Testing**
All nominated students, except in unusual cases, will take part in a group test administered at the child's school, after written consent is obtained from the parent/guardian. The Otis Lennon School Ability Test (OLSAT) is the group test used by the Simcoe County District School Board to determine advanced intellectual ability. Unusual cases (ie. scores falling within the borderline range, a student suspected of having a learning disability, an ESL student or a student with an attention deficit disorder) may require an alternate assessment. This decision would be made in consultation with the Regional Special Education Principal.
- 2.4 **Ordering Materials**
Once the SNC has determined the number of students to be tested, materials should be ordered from the regional secretary using the request for OLSAT materials form (**FORM 5**). Request for materials will be due in early October but may be submitted any time earlier than that. Materials will be sent out as the request is received. The earlier an order is submitted the more time a school will have to complete the testing. Completed test materials will need to be returned to the regional secretary by the end of December for scoring. Results should be made available to schools in January.
Specific dates will be sent to schools each June/September via numbered memo. It is very important that schools adhere to the specified dates so that results can be returned in a timely fashion.
- 2.5 **Sharing OLSAT Results**
Results of the OLSAT screening test will be distributed to school staff by the regional secretaries.
- 2.6 **Program Planning**
Information from the OLSAT results, parent questionnaires, teacher rating scales and curriculum based assessments (ie. CASI, PM Benchmarks, First Steps Continuum) will assist the classroom teacher to program appropriately for the students.



In some cases that may involve the development of an Individual Education Plan (IEP)

Should the SNC in co-operation with the parents, be of the opinion that a student requires programming of a greater degree than can be offered in a regular class placement, the decision may be made to proceed to an I.P.R.C. for County Class Placement. The information gathered in the SNC minutes can be used to prepare the I.P.R.C. package. When requested through the referral process, a Special Education Coach can assist school staff with the preparation of an IEP or IPRC package.

2.7 IPRC Consideration

Should the parent/guardian and/or the school Strengths and Needs Committee be of the opinion that a student demonstrates *"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"* the decision may be made to proceed to an I.P.R.C.

SCDSB Identification Criteria

As determined by an IPRC giving consideration to,

a) Exhibits a Total Score on the Otis Lennon Scholastic Ability Test at or above 99th percentile (i.e. 135) or a Total Score on the OLSAT at or above 130 when either the verbal or non-verbal score is at or above 140. This represents a significant change in that the previous criteria did not sufficiently reflect the fact that the OLSAT is a screen and, as such is apt to produce more false positives (gifted when not and not gifted when gifted). Note if the student scores at or above 125 on the OLSAT, he or she will be administered the subtests on the WISC-IV that provide for a General Ability Index.

Or

A psychological assessment indicating that the student is functioning at the 98th percentile (i.e. 130) on either the Full Scale Intelligence Quotient (FSIQ) or General Ability Index (GAI) on the Wechsler Intelligence Scale for Children – 4th Edition (WISC-IV), Canadian norms or equivalent.

Or

A psychological assessment indicating that the student is functioning at or above the 95th (i.e. 125) on the General Ability Index(GAI), on the Wechsler Intelligence Scale for Children – 4th Edition (WISC-IV), Canadian norms, **and** at the 98th (i.e. 130) on either the Verbal Comprehension Index or Perceptual Reasoning Index of the WISC-IV, Canadian norms or equivalent.

b) Demonstrate a need for program accommodations and/or modifications related to giftedness.

The Simcoe County District School Board identification criteria guides the decision of the IPRC committee and can be found in the Special Education Plan.



3. Numbered Memo

- 3.1 Principals will be informed each September by numbered memo of the yearly timeline for gifted screening, including specific dates for In-service, request for materials, testing, submission of materials for scoring and distribution of results. Questions regarding the gifted screening process should be referred to the regional special education secretaries.

First Issued
Revised

September 2009

Issued under the authority of the Director of Education



This announcement should be inserted in your June newsletter or sent as a Notice to Parents in June. It should also be inserted in a September newsletter.

GIFTED SCREENING PROCESS

Some children who display an unusually advanced degree of general intellectual ability may require additional program support in order to reach their educational potential.

In consultation with parents, the school staff determines who these students are through the gifted screening process.

Parents of a student who will be in or above Grade 3 in the next school year, who wish the school to consider their child for screening are asked to contact _____
_____ (SERT's name) before _____ (Date).

The gifted screening process consists of three components:

1. a Teacher Rating Scale;
2. a Parent Questionnaire;
3. standardized test results (usually the Otis Lennon School Ability Test)

After signing a permission form, parents/legal guardian will complete the Parent Questionnaire. Information obtained from this questionnaire will help the school gain a better understanding of your child's early development as well as his/her strengths, interests, needs and abilities, which the standardized test may not identify. The teacher will complete a Rating Scale, which examines areas such as learning, motivation, creativity and leadership, which he/she has observed in the classroom. Group testing will be completed and the results will provide a standardized measure of school abilities. The information gathered from all three components will assist the school in programming for your child.

If you require information about the gifted screening process, please contact the school.

**SCALES FOR RATING THE BEHAVIOURAL CHARACTERISTICS
OF SUPERIOR STUDENTS (Experimental Research Version)**

by J.S. Renzulli and K.L. Westberg, 5/93

Directions: Please complete the following rating scale on students proposed for identification as gifted. The rating form below contains items that are designed to obtain teachers' estimates of student characteristics in the areas of learning, motivation, creativity and leadership. The ratings for each item should reflect the frequency with which you have observed each characteristic.

Instructions: Please read each item below and circle the number that corresponds to the frequency with which you have observed each behaviour.

Note: Each item should read with the beginning phrase, **The student demonstrates...**

The words that correspond to the six scale values are:

Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1	2	3	4	5	6

Completed By: _____

Student's Name: _____

Date: _____

LEARNING CHARACTERISTICS

The student demonstrates...

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. advanced vocabulary for his/her age or grade level | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. the ability to make generalizations about events
people, and things | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. a large storehouse of information about a specific topic | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. the ability to grasp underlying principles | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. interest in many "adult" topics, such as religion,
politics, race and ethics | 1 | 2 | 3 | 4 | 5 | 6 |

Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1	2	3	4	5	6

1. insight into cause and effect relationships	1	2	3	4	5	6
2. an understanding of complicated material through analytical reasoning ability	1	2	3	4	5	6
3. a large storehouse of information about a variety of topics	1	2	3	4	5	6
4. the ability to deal with abstractions	1	2	3	4	5	6
5. recall of factual information	1	2	3	4	5	6
6. keen and insightful observations	1	2	3	4	5	6
7. the ability to state and define goals and priorities of others even when they are not the same as his or her own	1	2	3	4	5	6
8. the ability to transfer learning from one situation to another	1	2	3	4	5	6

CREATIVITY CHARACTERISCS

The student demonstrates...

1. imaginative thinking ability	1	2	3	4	5	6
2. a sense of humour	1	2	3	4	5	6
3. the ability to come up with unusual, unique or clever responses	1	2	3	4	5	6
4. sensitivity to beauty and the aesthetic characteristics of things	1	2	3	4	5	6
5. an adventurous spirit or a willingness to take risks	1	2	3	4	5	6
6. the ability to generate a large number of ideas or solutions to problems or questions	1	2	3	4	5	6
7. a tendency to see humour in situations that may not appear to be humour to others	1	2	3	4	5	6

Never 1	Very Rarely 2	Rarely 3	Occasionally 4	Frequently 5	Always 6
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- | | | | | | | |
|--|---|---|---|---|---|---|
| 8. the ability to adapt, improve, or modify objects | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. the ability to generate ideas that fall into different categories | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. intellectual playfulness, willingness to fantasize, and manipulate ideas | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. a non-conforming attitude, does not fear being different | 1 | 2 | 3 | 4 | 5 | 6 |

MOTIVATION CHARACTERISCS

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. the ability to concentrate intently on a topic for a long period of time | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. behaviour that requires little direction from teachers | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. sustained interest in certain topics or problems | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. tenacity for finding out information on topics of interest | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. persistent work on tasks even when setbacks occur | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. a preference for situations in which he or she can take personal responsibility for the outcomes of his or her efforts | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. follow-through behaviour when interested in a topic or problem | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. intense involvement in certain topics or problems | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. a commitment to long term projects when interested in a topic | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. persistence when pursuing goals | 1 | 2 | 3 | 4 | 5 | 6 |

Never	Very Rarely	Rarely	Occasionally	Frequently	Always
1	2	3	4	5	6

11. little need for external motivation to follow through in work that is initially exciting

1	2	3	4	5	6
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LEADERSHIP CHARACTERISTICS

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. responsible behaviour; can be counted on to follow | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. tendency to be respected by classmates | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. the ability to articulate ideas and communicate well with others | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. self-confidence when interacting with age peers | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. the ability to organize and bring structure to things, people and situations | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. co-operative behaviour when working with others | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. a tendency to direct an activity when he or she is involved with others | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. verbal behaviour characterized by "richness" of expression, elaboration, and fluency | 1 | 2 | 3 | 4 | 5 | 6 |



Simcoe County District School Board

1170 Highway 26 West
Midhurst, Ontario
L0L 1X0

Phone: (705) 728-7570
Fax: (705) 728-2265
www.scdsb.on.ca

[Maybe replaced with school letterhead]

{TEACHER NOMINATION LETTER}

Dear {Name} :

Some students who display “an unusually advanced degree of general intellectual ability” may require additional program support in order to reach their educational potential.

In consultation with parents, the school staff uses the board’s Gifted Screening Process to determine who these students are.

Teachers at your child’s school have specifically recommended that

[Child’s Name] _____ be considered.

With your permission, [Child’s Name] will participate in the Gifted Screening Process. You will be asked to complete a questionnaire about your child and he/she will write a standardized test. These are two of the components in the process.

If you agree to the inclusion of [Child’s Name] in the Gifted Screening Process, please sign the permission form attached and return to the school by {Insert Date} .



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GIFTED SCREENING

NOMINATION AND CONSENT FORM

{Attach to teacher nomination letter}
{Send to parents who have nominated their child}

I understand that the Strengths and Needs Committee members and Area Special Education Support Staff will need to have access to information contained in my child's Ontario School Records (OSR) and to review other information gathered through the Gifted Screening Process. Additionally school staff will provide information to me regarding the results of the gifted screening process for my child.

I give consent for my child to take part in the Gifted Screening Process.

I would like my child, *[Insert Child's Name]* _____, to be considered for Gifted Screening by the school.

Current Grade

Child's Date of Birth

Date

Parent/Legal Custodian

CHARACTERISTICS OF GIFTED LEARNERS

Advanced Cognitive Ability

- Displays an unusual ability to conceptualize and to generalize;
- Abstracts at high levels at an early age;
- Is developing all aspects of language (reading, speaking, writing and listening) at an advanced level;
- Processes information quickly;
- Acquires an extraordinary quantity of general knowledge.

Intellectual Curiosity

- Takes pleasure in intellectual activities;
- Is intuitive;
- Is perceptive;
- Is curious and questioning;
- Delights in an exchange of ideas;
- Has a wide range of interests.

Sensitivity and Creativity

- Possesses strong creative and imaginative ability;
- Has the ability to be a fluent, flexible, original and elaborative thinker;
- Has a keen sense of humour;
- Sees unusual and diverse relationships;
- Is sensitive to beauty.

Capacity for Intense Motivation

- Shows above-average ability to concentrate, to attend and to retain;
- Is task-committed, goal-oriented and self-directed;
- Works efficiently and unusually independently;
- Is persistent and responsible;
- Has a high energy level.

Advanced Affective Capacity

- Is highly motivated by the need for intellectual, social and emotional development;
- Displays evidence of positive self-concept;
- Is self-critical;
- Displays unusual sensitivity to the expectation and feelings of others;
- Is developing a moral and ethical sophistication.

PARENT QUESTIONNAIRE

Information on this form will help the school gain a more complete understanding of your child's interests and abilities, including his/her learning strengths and weaknesses. Please make sure your answers are as thorough as possible. If you would like assistance in completing the questionnaire, please contact your school's Special Education Resource Teacher.

STUDENT'S NAME:

PARENT(S) SIGNATURE(S): _____

DATE: _____

LEARNING

1. Describe:
- a) any early indications of superior or advanced abilities (ie. vocabulary usage, reasoning ability, musical, artistic).
 - b) your child's reading interests including different types of material preferred.
 - c) your child's depth of understanding toward local and world issues.



2. Describe:

a) your child's attitude toward school.

b) your child's school program needs as you see them.

CURIOSITY AND INTERESTS

3. Describe:

a) your child's current involvement in hobbies, collections or recreational activities.

b) your child's preference for activities where he/she can work alone as compared to working in a group setting.

c) your child's attitude and response to intellectual challenges.



SENSITIVITY AND CREATIVITY

4. How would you describe your child's sense of humour?

5. Describe the imaginative, insightful and aesthetic quality of your child's play, work or interests.

6. Describe any unusual or unique projects that your child has experienced or accomplished (awards, drama, contests, etc.).

MOTIVATION AND UNDERSTANDING OF SELF

7. Describe your child's absorption in, or persistence with, personal interests and/or school related projects.

8. How does your child react to success and failure?



LEADERSHIP

9. What are some of your child's contributions at home?
10. How does your child get along with others at home (siblings and adults)?
11. a) Describe your child's choice of friends (ages, numbers, sex, etc.). What qualities does he/she value in other children?
- b) How does your child get along with playmates?
12. Give examples of where your child has sought leadership opportunities.



GENERAL

Do you have any additional, relevant information or comments? (ie. other languages spoken or understood). (1992 adapted from: Parent Questionnaire – Simcoe County Roman Catholic Separate School Board.

SAMPLE



**GIFTED SCREENING AND IDENTIFICATION
8th EDITION
REQUEST FOR OLSAT TESTING MATERIAL**

School Name: _____

School Contact: _____

Date: _____

Number of Grade 3 students to be tested _____

Regional secretary will send for each student:

Grade 3 Level D Consumable Items (used during testing)

1. *Practice Test Booklet*
2. *Test Booklet (students record their answers directly in the booklet)*

Number of Grade 4 & 5 students to be tested _____

Regional secretary will send for each student:

Grade 4 & 5 Level E Consumable Items (used during testing)

1. *Practice Test Booklet*
2. *Test Score Sheet (students record answers on the separate score sheet)*

Grade 4 & 5 Level E Non-Consumable Items (re-useable)

1. *Test Booklet*

Number of Grade 6, 7 & 8 students to be tested _____

Regional secretary will send for each student:

Grade 6, 7 & 8 Level F Consumable Items (used during testing)

1. *Practice Test Booklet*
2. *Test Score Sheet (students record answers on the separate score sheet)*

Grade 6, 7 & 8 Level F Non-Consumable Items (re-useable)

1. *Test Booklet*

Regional secretary will also send one SSAM sheet for each grade (not level) being tested and a copy of the Directions for OLSAT Administration and Return.

Please indicate in the boxes below which non-consumable **administration manuals** you will require (see page 2 for direction)

Level D (grade 3) Level E (grade 4 & 5) Level F (grade 6, 7 & 8)

PLEASE NOTE: All **non-consumable** items (with the exception of Level D Administration Manuals) should be returned to the regional secretaries when the testing is complete.

ADMINISTRATION MANUALS

All schools should have a copy of the Edition 8, Grade 3 (Level D) "Directions for Administering" and "Directions for Administering Practice Test". These two books should be kept at the school. **If you do not have these they should be ordered and kept at your school.**

If you plan to test students in Grade 4 to 8 you will need the Edition 8, Grade 4 & 5 (Level E) "Directions for Administering" and "Directions for Administering Practice Test" and/or Grade 6, 7 & 8 (Level F) "Directions for Administering" and "Directions for Administering Practice Test". **These should be ordered and returned to the regional secretary when the testing is complete.**

All orders for materials should be sent to the regional secretary. Any questions regarding the ordering of OLSAT materials should be directed to your regional secretary.

DIRECTIONS FOR OLSAT ADMINISTRATION AND RETURN

1. Make sure that you are using the appropriate level test according to the child's age, not grade. Students who have accelerated should be tested using age appropriate materials.

Level D (booklet)	age 8 by Dec. 31
Level E	age 9/10 by Dec. 31
Level F	age 11/12/13 by Dec. 31
2. Before administering the test, carefully review the "Directions for Administering" handbook. When administering the test, use only the script provided and be sure to stay within the time limits indicated. **The OLSAT is a standardized test and is not valid if it is not administered correctly.**
3. Where a teacher's name is required, have students indicate the name of the teacher who administered the test.
4. Once the tests have been completed by the students, carefully check each one to make sure that the students has recorded their date of birth correctly. Also check that the marks are dark enough and that there are no stray pencil marks that may influence the scoring procedure.
5. Completed tests should be packaged by grade with **one SSAM reporting sheet for each grade.** Record school name, grade and actual date of testing for each grade.
6. Return the completed tests in one package to the regional secretary. Include any extra, unused tests sheets and/or booklets and level E/F administration manuals.
7. Completed practice tests should be shredded at the school.



GIFTED SCREENING PROCESS - Responsibilities

MAY

- Meet with budget coordinator to determine budget procedure.
Consider the cost of materials and scoring to determine if changes should be made to the amount schools are charged.
Consider budget allocation for supply coverage for in-service of new SERTs for 1 full day in September.
- Prepare and distribute numbered memo outlining the yearly timeline to all elementary schools.
- Book Roy Edwards or Georgian for a September in-service of new SERTs who will be administering the OLSAT. Include date in numbered memo.

Regional administrators / consultants

JUNE

- Inventory current supplies.
- **Order OLSAT (Otis Lennon School Abilities Test) from Pearson Canada. Order should be based on a prediction of need according to past years screening numbers.**
 - Level D consumable booklets
 - Level D practice tests
 - Level D administration manual – 1 per school
 - Level D practice test administration manual – 1 per school
 - Level E and F test booklets
 - Level E and F practice test booklets
 - Level E and F consumable test sheets
 - Level E and F administration manual
 - Level E and F practice test administration manual
- Order SSAM reporting sheets from SSAM Software Inc. if needed.

Regional secretaries

SEPTEMBER

- Full day in-service training to **new** SERTs who will be responsible for administering the OLSAT.

Gifted Leadership Team

OCTOBER/NOVEMBER

- Send OLSAT materials to schools as orders are received. Do not wait for all orders to be received.
- Orders should be recorded by the regional secretary as they are received, distributed and returned.
- Include a cover letter explaining the procedure for returning materials (attached).
- Include one SSAM sheet for each grade being tested.
- Prepare a second order of materials as needed.
- **Telephone all schools that have not placed orders by the due date to remind them that orders are due.** Schools that are not screening any students should return the order form indicating that they do not require materials.

Regional secretaries

DECEMBER

- Completed test forms are returned along with administration manuals and extra testing materials.
- A cover sheet is prepared listing all participating schools and the number of students tested at each grade level.
- **Telephone all schools that have not returned completed tests by the due date and remind them that the materials are due.**
- Package is sent to SSAM scoring service for computer scoring. SSAM will generate one individual report per student and one school summary report.

School staff and Regional secretaries

JANUARY

- When the scored materials are returned to SSAM, all school/grade summary reports and individual student reports should be scanned and emailed to the central consultant (for record keeping purposes).
- Individual student reports are sorted according to school and packaged with the summary sheets for distribution through courier.
- Schools will copy the individual student reports, original to parent and a copy to OSR.
- Completed tests are boxed and stored at the regional office. In the case of a question or concern they can be accessed.

School staff and Regional secretaries

JANUARY / FEBRUARY

- School staff meets with parents and students to share results and inform them as to their options. (Regular class placement / IEP OR Gifted class placement / IPRC / IEP).
- School staff send in referrals to area team for any students who will be coming forward to County IPRC.

School staff

APRIL/MAY

- County IPRCs chaired by receiving principal with sending principal and board special education staff sitting on committee.

Regional Principal of Special Education

- Transportation is arranged by the receiving principal.
- County class principals / teachers may choose to hold an open house for students who will be entering the class in September.

School Principal