

## **Review of the Gifted Identification Process**

---

### **Recommendation:**

It is recommended that this report be received.

### **Background:**

Drawing from an equity and anti-oppressive lens, this gifted review was focused on identifying student disproportionalities in the gifted exceptionality, and the biases and barriers contributing to these outcomes. This report includes specific recommendations to target and dismantle these identified structures and mechanisms that act to create inequities in the gifted identification process at the Peel District School Board. Taking a portfolio approach to gifted identification, multiple sources of information are utilized to better understand the strengths and needs of the individual student being considered for gifted identification and programming.

### **Prepared by:**

*Archie Kwan, Ph.D., Psychologist – Consultant, Social-Emotional Learning & Wellbeing*

### **Submitted by:**

*Liz Cook, Executive Superintendent, Student Learning Support Services*

*Poleen Grewal, Associate Director of Instructional and Equity Support Services*

---



## **Review of the Gifted Identification Process Peel District School Board**

### Team Members:

Archie Kwan, Ph.D., C.Psych. (Team Lead)

Carol Barber, M.A., C.Psych.

Nicole Haughton, M.Ed., C.Psych.

Jan Heramchuk, Dip.C.S., C.Psych.

Harpal Mehmi, M.Psy.

Anne Marie Mikhail, Ph.D., C.Psych.

Joanna Rowe, M.A.

Connie Zieren, M.A., C.Psych.

## Contents

Executive Summary .....	1
Conclusions .....	2
Next Steps .....	2
Background .....	3
Overview .....	3
Recommendations from Special Education Advisory Committee (SEAC) .....	3
Current Gifted Identification Process.....	4
Review of Gifted Identification Statistics at the Peel District School Board .....	5
Gifted Identification at Ontario School Boards.....	6
Definitions .....	6
Review of the Gifted Literature - Effective Practices to Address Inequity .....	7
1. Multiple Sources of Information .....	7
2. Universal or Group Administered Measures .....	9
A) Use of Local Norms .....	9
3. Individual Psychological Assessment.....	10
A) Use of Wechsler Intelligence Scales for Children - 5th Edition (WISC-V) .....	11
B) Use of Nonverbal Measures.....	12
C) Use of Social-Emotional Measures .....	13
4. Degrees of Giftedness Based on Intellectual Levels .....	14
5. Matching Measures to Program Emphasis .....	15
6. Use of Academic Measures.....	16
7. Teacher Information and Training .....	17
A) Teacher Understanding of Giftedness .....	18
B) Gifted Rating Scale - School Age (GRS-S).....	18
C) Teacher Training .....	19
8. Parent Input.....	20
9. Student Input.....	21
10. Disproportionality Targets .....	22

References.....	23
Appendices .....	28
Appendix A - Equity Issues in the Gifted Identification Process .....	27
Appendix B - Summary of Ontario School Board Gifted Criteria .....	33
Appendix C - Sample Summary and Decision-Making Tools .....	36
Appendix D - CCAT Process Chart .....	40
Appendix E - Expanded General Ability Index .....	42
Appendix F - Strengths and Difficulties Questionnaire (SDQ) .....	44
Appendix G - Teacher Observation Tool .....	45
Appendix H - Parent Input Questionnaire.....	48
Appendix I - Parent Interview for Psychology.....	50
Appendix J - Student Interest Interview and Questionnaire.....	52

### **Recommendations**

- The **What**
- The blue boxes contain general recommendations

### **Implementation Considerations**

- The **How**
- The green boxes contain information about specific processes, as well as steps that are to be followed by individual educators and school board staff.

## **Executive Summary**

The Peel District School Board is undertaking system transformation to ensure that the well documented historical disparities and disproportionate outcomes in student achievement and experiences are eliminated. Drawing from an equity and anti-oppressive lens, this review of the gifted identification process was also guided by several key recommendations from the Special Education Advisory Committee (SEAC):

1. Review gifted identification statistics
2. Create a portfolio approach to gifted identification
3. Ensure the GRS-S is not a barrier to gifted identification
4. Develop a process where outcome data is examined against the Ministry of Education's definition of giftedness

### **Recommendation #1: (Review of the gifted identification statistics):**

To address Recommendation #1, the Research and Accountability Department examined several sources of data including the student census, Student Information System, and the PDSB Research database. A report entitled *Equity Issues in the Gifted Identification Process* (PDSB, 2021) ([Appendix A](#)) was completed, and it details significant disproportionalities such that students of certain racial, gender, socio-economic, and ELL groups were under-represented in gifted identification statistics. These disproportionalities are reflective of inherent biases in the gifted identification process, creating barriers that disadvantaged certain students from accessing gifted identification and support.

In the current review, several key barriers were identified in the gifted identification process at the Peel District School Board. These barriers included:

- CCAT index scores are recalculated in a manner that may disadvantage students with math talents and/or limited English language proficiency.
- The teacher completed Gifted Rating Scale-School Age (GRS-S), in the decision-making algorithm, acts as a blocking mechanism which restricts a student from proceeding further in the gifted identification process if scoring thresholds on the GRS are not first met. Students who may be unmotivated, reticent, or come from disadvantaged backgrounds may attain low scores on the teacher completed GRS-S.
- Academic achievement results are heavily weighted and serve as a blocking mechanism such that a student cannot proceed further in the formal identification process if the academic achievement threshold is not first met. As a result, gifted and talented students with learning disabilities, low motivation, or disadvantaged backgrounds may be screened out.
- Parent and student voices are not included.
- ELL students working within the Steps 1-3, which are among approximately 15% of Grade 4 students, are exempted from writing the CCAT each year. These students have no pathway to the gifted screening process.

## Recommendation #2: Create a portfolio approach to gifted identification, and

### Recommendation #3: GRS

Current theories and research regarding intelligence and giftedness emphasize that gifted identification should be a multi-faceted approach to reduce bias. Use of a single criterion as the determining measure for gifted identification is not considered best practice, particularly for students from diverse ethnic and cultural backgrounds. Rather, data should be gathered from multiple sources, both qualitative and quantitative. Intellectual and academic achievement data are important sources of quantitative information while qualitative information may include observations, interviews, or work samples. To further reduce bias, input from various individuals including the students themselves, their parents, and teachers contribute to a portfolio approach to the gifted identification/screening process.

This review detailed the various sources of information that are gathered to help guide the gifted identification process at the Peel District School Board. Samples of rating scales, questionnaires, and decision-making algorithms are contained in the Appendices. Key recommendations include:

- Continued use of the CCAT as a universal measure
- Students attaining a high score on the CCAT need not continue to an individual cognitive/psychological assessment (see [Appendix D](#))
- Individual cognitive/psychological assessment for a select group of students
- Intellectual measures to include expanded pathways for students to demonstrate their abilities and talents
- Academic achievement measures to inform strengths and needs only
- A social-emotional measure to identify any additional needs of the student
- Utilize various resources developed as part of this review to obtain information from parents, teachers, and the student
- Using resources to capture self-identification data and other information such as SVI and ELL status
- Facilitate additional professional development opportunities for teachers and parents
- GRS-S to be replaced with a Teacher Observation Tool (see [Appendix G](#))
- Ongoing monitoring and evaluation of the data to measure progress over time
- Consider using local or building norms, disproportionality targets, and/or alternative/new universal measures as needed to address any shortfalls in the outcome data over time

### Recommendation #4: Outcome Data

This final recommendation to the writing team centers on the following guiding questions:

*All ability-related data to be examined against the following criteria:*

- *Do the data demonstrate an unusually advanced degree of general intellectual ability?*
- *Do the data demonstrate that the student 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?*

As a result, additional materials ([Appendix C](#)) are created to guide the consolidation of information from multiple sources of data. This will allow for better understanding of students' learning profile

and their programming needs. In doing so, the student's profile can be examined against the Ontario Ministry of Education's formal definition of giftedness.

### **Conclusions**

Current directions in gifted student identification focus on inclusion of diversity and more effective methods of identifying students with strong proclivity as learners. It is essential that decisions are made with the input of multiple stakeholders, including members of SEAC, administrators, educators, Special Education staff, members of community groups, and psychology staff.

Through the recommendations presented above, we expect that the Gifted Identification process at the Peel District School Board can be made more inclusive and accessible to those who have previously been left out, become more in line with the practices occurring in other school boards (particularly in the United States), and be more responsive to the requests made by the Special Education Advisory Committee.

### **Next Steps**

- Presentation of key components and recommendations to SEAC
- Establish a stakeholder committee to review and receive feedback of recommendations including procedural options, and materials/resources created to support the new gifted screening proposal
- Continue to develop additional resource materials to support key components of the new gifted screening proposal
- Involvement of Special Education to further develop and refine the new gifted screening process, particularly with respect to IPRC identification, placement, educational programming, and teacher professional learning
- Involvement of the Research Department to assist with best practices including data collection, interpretation, and reporting
- Establish a pilot study to trial key components of the new assessment process (possibly including all SVI 6 schools)
- Continue to investigate and evaluate new measures that are scheduled for publication in 2021 (e.g., GRS-2, The Naglieri General Ability Tests)



## **Background**

The Peel District School Board (PDSB) is undertaking system transformation to ensure that the well documented and historical disparities and disproportionate outcomes in student achievement and experiences are eliminated. The PDSB recognizes that in order to achieve our stated mission of inspiring success, confidence and hope in every student, we must identify and address the systemic inequities that persist and continue to deny students with particular identities and intersectional identities (e.g., Black, African, Caribbean, Indigenous) access to the pathways and programs.

Staff will be developing a process for reviewing specific processes, structures, policies and programs through an anti-racism and anti-oppression analysis as part of our commitment to equity and inclusion, which aligns closely with the Ministry of Education's Directions to the Peel District School Board (March 13, 2020).

Directive 9 states that, as part of the Annual Accountability Equity Report Card, the PDSB must report on clearly defined student-centred outcomes including eliminating disparities in achievement of students from the Board's various communities. This means establishing accountability measures and responsibilities for using disaggregated data based on a number of identity factors including race.

## **Overview**

A writing team, composed of staff from the Psychology Department, reviewed the criteria for student gifted identification at the Peel Board District School. Drawing from an equity and anti-oppressive lens, the work was guided by recommendations from the Special Education Advisory Committee (SEAC):

### **Recommendations from Special Education Advisory Committee (SEAC)**

#### **Recommendations #1** (Review of Gifted Identification Statistics):

For students identified as Gifted, review the available student census, Social Vulnerability Index (SVI), and CCAT data to:

- Determine which self-identified groups are under-represented and the extent of their under-representation.
- Determine the impact of social vulnerability (using SVI data) on gifted identification.
- Determine the impact of English Language Learner (ELL) status on gifted identification.

Recommendation #2 (Portfolio Approach to Gifted Identification):

Develop a portfolio approach that includes data from:

- Psychoeducational Assessment
- Academic Achievement
- Parent input
- Teacher input
- Self-identification data
- SVI data
- ELL data
- Social-emotional data
- Artifacts

Recommendation #3 (Pertaining to the GRS):

Ensure that the Gifted Rating Scale-School Age (GRS-S) is not a barrier to the identification process.

Recommendation #4 (Outcome Data):

All ability-related data to be examined against the following criteria:

- Do the data demonstrate an unusually advanced degree of general intellectual ability?
- Do the data demonstrate that the student 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?

**Current Gifted Identification Process**

The current screening process for Gifted identification involves three aspects: cognitive data, teacher data, and academic data.

- For cognitive data, students participate in the group-administered Canadian Cognitive Ability Test (CCAT) and then, if necessary, an individual psychoeducational assessment of cognitive skills (WISC, SB, WJ).
- For teacher data, teachers complete the Gifted Rating Scale - School Age (GRS-S).
- For academic data, students complete reading and math subtests of the WIAT or KTEA.

Points are assigned to each of these data points, and then the points are entered into a matrix with cut-off scores to determine eligibility for formal Identification, Placement, and Review Committee (IPRC) identification and program supports, including the In-School Enhanced Learning Program (ISELP) or Enhanced Learning Class (ELC) as determined by an IPRC. A student may be eligible for ISELP without a formal IPRC identification of Intellectual - Gifted.

A review of the current gifted identification process has indicated concerns in several key areas, a number of which contribute to an elevated degree of potential bias in the selection process:

- CCAT results are recalculated such that the Quantitative and Nonverbal scores are averaged, which may disadvantage certain students such as those who are ELL, math talented, or from marginalized backgrounds.
- The teacher-completed GRS-S serves as a gating or blocking mechanism in the process. A student cannot proceed further in the formal screening process if GRS-S thresholds are not first met.
- Academic achievement results are heavily weighted and serve as a gating or blocking mechanism. A student cannot proceed further in the formal identification process if the academic achievement threshold is not first met. As a result, gifted and talented students with learning disabilities, with low motivation, or from disadvantaged backgrounds may be screened out.
- Parent and student voices are not included.
- ELL students working within the Steps 1-3, which represent approximately 15% of Grade 4 students, are exempted from writing the CCAT each year. These students have no pathway to the gifted screening process.

### **Review of Gifted Identification Statistics at the Peel District School Board**

The Research and Accountability Department at the Peel District School Board completed an analysis of the gifted identification statistics as detailed by Recommendation #1 (Review of Gifted Identification Statistics). A report *Equity Issues in the Gifted Identification Process* (PDSB, 2021) ([Appendix A](#)) was completed. The Summary of Findings from the report is reproduced below and highlight clear disproportionality in students identified under the gifted exceptionality at the Peel District School Board:

#### Summary of Findings:

The current PDSB gifted identification process is associated with disproportionalities in the composition of gifted education programs along gender, race, and class lines. In particular:

- Male students are overrepresented and female students are underrepresented among gifted students.
- Black students are four times *less* likely and Middle Eastern students are three times *less* likely to be identified as gifted than their presence in the overall PDSB student population would predict.
- East Asian students are almost six times *more* likely and White students are one and a half times *more* likely to be identified as gifted than their presence in the overall PDSB student population would predict.

- Gifted students are *more* likely to live in areas where the median household income is higher, poverty rates are lower, and rates of home ownership and educational attainment are higher than PDSB averages.
- Students who were never identified as being English language learners (ELLs) are *nearly* equitably represented among gifted students compared to their presence in the overall PDSB student population.
- Students who were identified as being English language learners (ELL) at STEPS 0-3 are seven times *less* likely to be identified as gifted than their presence in the overall PDSB student population would predict.

### **Gifted Identification at Ontario School Boards**

Based on a recent review of publicly funded school boards in Ontario (76 in total), fewer than half (37), including PDSB, have criteria as to how students are identified and/or placed in a program with a Gifted designation available on their website. Of these school boards, 19 use some sort of group screening measure (most often the CCAT) to either move directly to IPRC or to qualify for an individual Psychoeducational Assessment. Some boards use an overall portfolio approach, which might include teacher and parent information, in addition to student characteristics and performance. Most often, teacher and parent input is gained in a non-standardized way.

When scores (either from the CCAT or from individual assessment) are considered in the identification and placement decision, overall performance at the 98<sup>th</sup> percentile is the most common standard. Some school boards additionally have variations based on age, second language, learning disability, or procedures for ensuring gender balance and classroom representation.

[Appendix B - Summary of Ontario School Board Gifted Criteria](#)

### **Definitions**

The Ontario Ministry of Education, through the *Education Act*, defines *Giftedness* under the broad category of an *Intellectual Exceptionality*: 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 (Ontario Ministry of Education, 2017).

The National Association for Gifted Children (NAGC, 2019) defines giftedness by the following:

Students with gifts and talents perform - or have the capability to perform - at higher levels compared to others of the same age, experience, and environment in one or more domains. They require modification(s) to their educational experience(s) to learn and realize their potential.

Students with gifts and talents:

- Come from all racial, ethnic, and cultural populations, as well as all economic strata.
- Require sufficient access to appropriate learning opportunities to realize their potential.
- Can have learning and processing disorders that require specialized intervention and accommodation.
- Need support and guidance to develop socially and emotionally as well as in their areas of talent.
- Require varied services based on their changing needs.

### **Review of the Gifted Literature - Effective Practices to Address Inequity**

Currently, a large portion of the literature on gifted identification is focused on equity and addressing under-representation of certain racialized students. Indeed, the research has identified significant inequities where the students in gifted education programs do not represent proportionality relative to the student population (Grissom & Redding, 2016). When gifted identification data was reviewed by the Research and Accountability Department at the Peel District School Board, disproportionality was clearly confirmed on specific characteristics within the Gifted Exceptionality at the Peel District School Board (PDSB, 2021; [Appendix A](#)).

As a result, the focus on equity has contributed to a re-conceptualization of traditional definitions of giftedness such that there is now an emphasis on identifying students with talent and achievement potential. This perspective has also encouraged researchers to identify bias in the traditional gifted identification processes and make recommendations to combat bias and promote more equitable practices. These practices include:

#### **1. Multiple Sources of Information**

Much of the research literature focused on identifying inequities in gifted identification indicates that bias is most prevalent in processes that utilize only one or two criteria. For example, teacher nomination as a primary determinant for gifted identification has been implicated in the under-representation of marginalized students in gifted education programs (Grissom & Redding, 2016; Lamb, Boedeker, & Kettler, 2019). Therefore, the literature is quite clear in the recommendation that effective practices that promote equity in gifted identification require multiple sources of information based on the need for special education services (McBee, Peters, & Waterman, 2014). This recommendation is consistent with the direction provided by SEAC for this Gifted Review.

Multiple sources of information may include both quantitative and qualitative information including formal IQ tests, academic achievement tests, student work samples, social-emotional information, and feedback from teachers, parents, and students. The convergence of this data should be viewed as sources of information rather than “criteria” (Boreland, 1986).

However, information from multiple sources needs to be interpreted as discrete units of information because the practice of combining scores from a variety of measures into a single composite score (e.g., IQ score combined with an achievement score and a rating scale), violates sound statistical methods and should not be performed to inform decision-making (Frasier, 1997).

### [Appendix C - Sample Summary and Decision-Making Tools](#)

#### **Recommendations**

- Inherent biases within the current gifted identification process be addressed with use of a portfolio approach, which includes multiple sources of quantitative and qualitative data information from:
  - Intellectual measures (Group and/or Individual)
  - Academic achievement
  - Parent Input
  - Teacher input
  - Self-identification data
  - SVI data
  - ELL data
  - Social-emotional data
  - Artifacts

#### **Implementation Considerations**

- Each school to establish an in-school gifted committee to review students eligible for gifted consideration.
- The final composition of the committee to be determined by stakeholder consultation but the following groups should be included:
  - School Administrator, Psychoeducational Consultant, Special Education Resource Teacher, In-School Support Program teacher.
- All students meeting intellectual thresholds (see Sections #2 and 3) should be reviewed at the In-School-Review Committee (ISRC) to discuss next steps (including possible referrals to psychology and/or gathering of additional sources of information) to complete a portfolio for each student being considered for gifted screening.
- School-based gifted committees to utilize materials (Appendix B & C) to guide the review of the various sources of information to assist with the gifted screening process.

## **2. Universal or Group Administered Measures**

In the gifted identification process, universal measures are typically group administered to all students in a defined cohort. For example, at the Peel DSB, the Canadian Cognitive Abilities Test-7<sup>th</sup> Edition (CCAT-7) is administered to all students in Grade 4 (with some exceptions). Universal measures may include cognitive tests and/or rating scales of behaviour or gifted traits.

These universal measures are viewed as less biased because all students are administered the measure without being nominated by a teacher or parent. However, universal measures, such as the CCAT-7, can have inherent biases that disadvantage certain students. For example, when examining the Peel DSB CCAT-7 statistics, Peel students are performing less well on the Verbal Score compared to National norms, such that only 1 percent of Peel students are performing within the 98<sup>th</sup> percentile according to National norms (where 2 percent of the norm sample should reside within this percentile threshold). This discrepancy may be reflective of the large number of ELL students in Peel DSB. Therefore, any decision-making algorithms involving the CCAT will need to mitigate some of these biases.

### **A) Use of Local Norms**

When using standardized, group-administered measures of intelligence to screen for potential gifted candidates, some researchers recommend the use of “building level local norms” to increase the diversity of students identified (Peters, Rambo-Hernandez, Makel, Matthews, & Plucker, 2019). Using this process, schools rank the performance of students within their school building and allow students to meet the gifted criteria using either national norms (e.g., 96<sup>th</sup> percentile on the screening measure) or building norms (e.g., top 5% of building). Peters et al. (2019) reported an increase in identification of both Black and Latinx students when using building norms, with the greatest effect in schools with higher racial diversity. This method does identify more students than a strict cut-off score. The advantage of building norms over local norms (e.g., for an entire district) is to adapt for racial and income differences across a school board region (Ford, 2015).

### [Appendix D - Sample CCAT Processes](#)

#### **Recommendations**

- Continue the practice of using the CCAT-7 as a universal measure but implement additional procedures to reduce bias in the identification process including:
  - A new algorithm which increases the number of pathways for students to demonstrate their intellectual abilities on the CCAT and adjustments to score thresholds to better capture a wider range of gifted students.
  - Consider the option of using Local Norms or Building Norms if, after a period of time, disproportionality continues to be a concern (see [Appendix D](#) - Option B)

- A recommendation to include ELL students (Steps 1 to 3) in the gifted screening process by providing these students/schools with an option to complete the Nonverbal and Quantitative sections of the CCAT only.
- To closely monitor and evaluate new group intellectual measures that specifically target bias and disproportionality as they become available [e.g., The Naglieri General Ability Test (Verbal, Nonverbal, and Quantitative)].
- To enhance system responsiveness to student needs:
  - Removal of the requirement for an individual psychological assessment once a CCAT score threshold has been met. (See [Appendix D](#))
  - Consider a review to determine:
    - any system challenges that may be contributing to inefficiencies and delays in the gifted screening/identification process.
    - the benefits and challenges associated with an earlier (e.g., grade 3) administration of the CCAT.
- At the central level, an in-depth review of Riverside's CCAT Data Manager platform to fully utilize capabilities with respect to data analysis.
  - Consider more involvement of psychology in the review of this centralized data.

### **Implementation Considerations**

- Intellectual information from the CCAT-7 to include a review of the following scores:
  - Verbal Index
  - Nonverbal Index
  - Quantitative Index
  - Full Composite
  - Quantitative/Nonverbal Composite
  - Verbal/Nonverbal Composite
- No additional individual Cognitive/Psychological Assessment required if CCAT-7 score is at or greater than the 98<sup>th</sup> percentile in: a) Full Composite or QN Composite or VN Composite, **OR** b) TWO other Indices (Verbal, Nonverbal, Quantitative).
- Psychological Assessment for students whose CCAT-7 scores are at least the 96<sup>th</sup> percentile but do not meet the threshold above: a) Full Composite or QN Composite or VN Composite, **OR** b) TWO other indices (Verbal, Nonverbal, Quantitative).
- Decision-making algorithm provided ([Appendix D](#) - Option A) and, should Top 5 % of Building Norms be considered, Appendix C - Option B is provided.

### **3. Individual Psychological Assessment**

One of the most important pieces of information to be considered is the individual Intelligence (IQ) test: "In terms of reliability and validity, standardized intelligence tests are usually the most psychometrically sound instruments available" (Sparrow et al, 2005). Individual



psychoeducational assessments should continue to play a key role in the gathering of the quantitative AND the qualitative data. According to the National Association for Gifted Children (NAGC), psychology staff trained in this area are sensitive to and experienced with both the administration of standardized tests, and the social-emotional, cultural, familial and linguistic factors that may affect test performance. Psychology staff are also in the best position to determine which specific assessment instruments should be used in order to be sensitive to the inclusion of under-represented groups, culturally and linguistically diverse students, and twice-exceptional students (Gifted-LD or Gifted-ASD).

### **A) Use of Wechsler Intelligence Scales for Children - 5th Edition (WISC-V)**

Some students are gifted across all areas (“omnibus gifted students”), but the majority of gifted students are not and show distinctive patterns of strengths and relative weaknesses.

In general, broad patterns of gifted learners reflect higher mean scores on the indices loaded for abstract reasoning (Verbal Comprehension Index [VCI], Visual-Spatial Index [VSI], Fluid Reasoning Index [FRI]) and relatively lower mean scores on cognitive proficiency (Working Memory Index [WMI] and Processing Speed Index [PSI], especially PSI). These latter two indices are typically lower than their performance in the first three indices.

Furthermore, unlike the CCAT verbal tests that load on reading and written responses, the verbal subtests on the WISC require verbal/oral expressive responses, which are more in line with measuring higher level verbal conceptualization and reasoning abilities.

Silverman (2018) recommends that the Expanded Indices should be calculated when assessing for giftedness. Specifically:

- the Verbal Expanded Crystallized Index (VECI) ***should always be calculated***, as this most closely resembles the verbal IQ from previous WISC versions and is a strong measure of general intelligence, commonly referred to as “g.”
- The WISC-V Vocabulary is the only core subtest with good g-loading. Information and Arithmetic, which also have good g-loadings, are both secondary subtests that do not contribute to FSIQ. This means only one out of seven subtests comprising the FSIQ is a strong measure of general intelligence.
- All 15 subtests should be administered in order to derive the three expanded composite scores that provide better estimates of giftedness (the VECI, EFI, and EGAI).
- g-loadings for Processing Speed subtests are poor and should not be used as part of the measure of giftedness.

A new “Gifted Index” for the WISC-V has been developed (the EGAI), which is an expanded version of the General Ability Index or GAI and is recommended by NAGC. In the WISC-V Technical Report #5 produced by the test publisher, Pearson, Raiford et al. (2019) note that, “The NAGC provides the guidance in order to ensure that gifted education is accessible to gifted children who are twice-exceptional, culturally diverse, disadvantaged, highly gifted, or bilingual; or who experience asynchronous development in other ways and may exhibit striking patterns of

strengths in higher-order reasoning and weaknesses in working memory and processing speed." They further note that the EGAI was created to provide a broader measure of higher-order reasoning compared to the GAI, as it derives from the three cognitive domains that load highly on the general intelligence factors (i.e., verbal comprehension, nonverbal fluid reasoning and visual-spatial processing). As a result, it provides a broader measure of multiple areas of intelligence, including crystallized intelligence, fluid intelligence, verbal concept formation, categorical and associative reasoning, learning, practical or commonsense judgment, visual and visual-spatial reasoning, and quantitative reasoning. It is composed of the GAI plus Information, Comprehension, and Arithmetic, which balances verbal, visual-spatial and mathematical subtests. It will allow for interpretation of scores compared to norms for other gifted students, and thereby, further differentiate gifted learners at the high end of the gifted range.

For broad investigation of cognitive skills, the NAGC recommends review and consideration of all of the following Composite and Index scores (list of subtests included in calculation in parentheses) (NAGC, 2018; Engi Raiford, Courville, Peters, Gilman, & Silverman, 2019):

- a) Verbal (Expanded Crystallized) Index (VECI) (SI, VC, IN and CO),
- b) Nonverbal Index (NVI) (BD, MR, CD, FW, VP, and PS)
- c) Expanded Fluid Index (EFI) (MR, FW, PC, and AR)
- d) General Ability Index (GAI) (BD, SI, MR, VC and FW)
- e) Full Scale IQ Score (FSIQ) (BD, SI, MR, DS, CD, VC, and FW)
- f) Expanded General Ability Index (EGAI) (SI, VC, IN, CO, BD, MR, FW and AR)
- g) Quantitative Reasoning Index (QRI) (FW and AR)

This team recommends not using the QRI as an overall measure, as it is the only index score listed above that includes only two subtests and therefore does not show broad use of intelligence.

#### [Appendix E - Expanded General Ability Index Computation](#)

##### **B) Use of Nonverbal Measures**

Use of traditional intelligence tests among diverse populations may result in invalid scores, as they may not accurately measure the strengths of students from diverse ethnic and cultural backgrounds (Carman et al., 2010). As a result, some researchers have advised exclusive use of nonverbal tests with English Language Learners (ELL) to decrease the linguistic and cultural demands. As well, nonverbal measures have been frequently assumed to be unbiased and "culture-free." However, the research is inconsistent with respect to the efficacy of using strictly nonverbal assessments of intelligence as a way to increase diversity in gifted programs, including with ELLs and students of racialized groups (Lakin, 2011; Ecker-Lyster and Niileksela, 2017). While nonverbal measures are more culturally sensitive because they place greater emphasis on fluid reasoning ability, there are problems with their use as the sole measure to screen for giftedness (Ecker-Lyster and Niileksela, 2017).

The removal of language content in an intelligence measure, so it is nonverbal in format, does not necessarily decrease selection bias. One main reason is that socioeconomic status is positively correlated with performance on intelligence tests (Carman et al., 2010). And, to further complicate matters, socioeconomic status is often confounded with, or associated but not necessarily related to, ethnicity (Carman et al., 2010).

Although nonverbal reasoning tests alone may be good measures of general ability (g), they do not measure the specific verbal and quantitative abilities that add to the prediction of academic success for students from all ethnic backgrounds (Lohman et al., 2008). Research continues to show that verbal tests are the best predictors of reading achievement, while quantitative and visual-spatial tests are more effective in predicting math achievement (Lohman et al., 2008). However, Naglieri & Ford (2015, p. 235) argue that *“the purpose of a nonverbal measure of general ability is to measure ability with tests that do not require verbal, social, and quantitative knowledge, especially considering that the aforementioned minority students often have not had the opportunity to acquire the academic information these tests require to the same degree as White students, especially those who are higher income, academically privileged, and socially advantaged.”* Given the tools available, it is recommended that assessments continue to use a combination of verbal and nonverbal tasks with opportunities for primarily nonverbal scoring when needed.

### **C) Use of Social-Emotional Measures**

Research studies show that gifted students often face high levels of stress, perfectionism, social difficulties, hyperactivity, and inattention (Haberlin, 2015). High stress levels seem to come from academic challenges (e.g., workload, competition with peers), peer relationships (e.g., social difficulties like not fitting in and bullying), school transitions, and overcommitment to extra-curricular activities (Peterson, Duncan, Canady, 2009). Increased perfectionism in gifted students often leads to increased feelings of sadness and anxiety, as well as reduced feelings of happiness (Stornelli, Flett, & Hewitt, 2009). Moreover, since there are several overlapping characteristics between giftedness and Attention Deficit Hyperactivity Disorder (ADHD), ADHD symptoms can mask giftedness (leading to academic underachievement and lower IQ scores) and giftedness can mask ADHD (making it hard to identify symptoms using traditional checklists) (Mullet & Rinn, 2015; Wood, 2012). Furthermore, behaviours such as excitability, hyperactivity, boredom, inattention, and questioning authority are more likely to be seen as symptoms of ADHD rather than symptoms of giftedness (Rinn & Reynold, 2012).

Accordingly, in order to obtain a comprehensive learning profile of the gifted student, a social-emotional screening tool should be completed by parents and teachers ([Appendix F](#)). This will provide a better understanding of the strengths and needs of each student. It will also allow for better program planning to ensure that gifted programs are meeting students' needs.

### [Appendix F - Strengths and Difficulties Questionnaire \(SDQ\)](#)

### Recommendations

- Individual Psychological Assessment to continue to be an aspect of the gifted identification process for students, with the more inclusive use of expanded indices.
- Utilize and interpret nonverbal measures as appropriate in the CCAT and WISC-V.
- Psychology Department to use the Strengths and Difficulties Questionnaire (SDQ), which is a brief behavioural screening questionnaire for 3–16-year-olds, with parents and teachers (the SDQ forms are available in many different languages).

### Implementation Considerations

- Psychology Staff to receive additional training in:
  - All aspects of the new gifted identification process (when approved).
  - The use of WISC-V expanded indices and expanded gifted norms to further differentiate students at the high end of the gifted range.
  - SDQ administration and interpretation.
- Messaging needed for third party psychologists to be aware of Peel DSB's use of WISC-V expanded indices.

#### **4. Degrees of Giftedness Based on Intellectual Levels**

There is a need to recognize that there are levels of Giftedness, and various levels may require differentiated educational approaches. According to Wasserman (2013), there may be 3 or 4 standard deviations of difference between students who are moderately versus profoundly gifted, yielding large individual differences within the range of gifted learners. Similarly, students who are identified based on more mild gifted presentations may require additional support in domains such as academic skills, executive functions (e.g., planning and organization), etc.

**Most school boards focus on servicing the students who are mildly or moderately gifted, while the students who are at extreme ends of the continuum may need more differentiated programming to address special education needs.** There is a need to consider that gifted students who are functioning well in a mainstream program will benefit from integrated enhanced programming to meet their individual needs, while more highly gifted students may need a completely different model.

### Recommendations

- Special Education to review Gifted programming, with consideration to how to support the wide range of gifted students whose needs are not being met in mainstream or regional programs.
- In addition to cognitive functioning, student's social-emotional functioning, and parent and teacher consultation should be considered to gain a deeper sense of the child's learning profile and support whether the student's needs are being met within the mainstream program.

### 5. Matching Measures to Program Emphasis

Identification measures that are relevant to the program emphasis should be a crucial consideration in determining which measures to use.

- **NOT** Best Practice
  - Use of verbal measures to decide on which students would be most successful in a math program.
  - Select students with strong quantitative abilities to go into a program that emphasizes verbal reasoning.
- The identification system (criteria) needs to be geared to the nature of the program intervention. We also need to be mindful of the fact that researchers have determined the majority of gifted programs place heavy demands on students' verbal and linguistic abilities in English.

It is essential to recognize that, *"if a school [board] is going to alter its identification **practices** from what is already in place, it must also alter the **services** it provides to identified students"* (Matthews and Peters, 2018).

There needs to be differentiation of instruction in the delivery of that Special Education intervention to ensure that highly gifted students have their needs met, while the students who can have their needs met in the mainstream with extensions are not caused anxiety because they cannot keep up with the pace of the curriculum.

### Recommendations

- This should be a part of the gifted screening committee at the school level.
- Use available intellectual data (e.g., CCAT or Psychological Assessments) to help link individual student profiles to differentiate instruction.

- See Lakin, J. & Driver, V. *Using the Canadian Cognitive Abilities Test (CCAT) Score Profiles to differentiate instruction.*

### **Implementation Considerations**

Identification needs to be the means by which appropriate Special Education services are secured in order to meet the needs of the individual student – testing **should not** be an end in itself.

- Assessment **should not** be conducted for the sake of an IPRC identification alone.
- Assessment **should** be conducted to meet the unique needs of the gifted student that are not being met in the regular school program.
- The [Gifted Special Education Identification Summary](#) can be a resourceful tool to support appropriate referrals for identification.

## **6. Use of Academic Measures**

Use of academic measures of achievement in the gifted identification/screening process is generally not supported. Students from low SES are often excluded by academic demands for gifted education, even if meeting the cognitive requirements (Winsler, 2013). A variety of tools for identifying students is recommended for culturally, linguistically, and ethnically diverse (CLED) students, such as work portfolios, probationary placements, or observations during enriched lessons (Briggs, 2008), as well as allowing for flexibility and special consideration (e.g., a student not exactly meeting criteria but still showing potential). Instead, academic achievement data can be used as another source of valuable information, as long as this specific information is not used as a gating or blocking mechanism for the gifted identification/screening process.

Academic achievement data can be helpful in identifying areas of strength and need to assist with program planning, as well as helping to identify those students who may be underachieving when compared to their potential. For example, poor reading accuracy and fluency skills can impede academic achievement. However, these skills are not strongly correlated with intellectual ability.

### **Recommendations**

- Continue to use standardized academic achievement measures to inform a student's strengths and needs.
- Academic achievement data should not be used in a “gating” or “blocking” fashion in the gifted identification/screening process.
- Academic achievement measures can be administered by teachers or psychology staff.

### **Implementation Considerations**

- **One** of the following measures to be used as programming information, scored with age-based norms.
  - Kaufman Tests of Educational Achievement - 3rd Edition (KTEA-3):
    - Comprehensive Form - Reading and Math subtests
    - Administered by teachers
    - Caution to interpretation due to American norm set
  - Wechsler Individual Achievement Test - 3rd Edition (WIAT-3)
    - Reading and Math subtests
    - Administered by psychology staff
    - Use of Canadian norms
- Examination of students' report cards to better understand their school performance.
- Consideration, in particular, of academic achievement challenges related to poor reading accuracy and fluency (which are not strongly related to intellectual ability).

## **7. Teacher Information and Training**

As an initial selection process, teacher nomination of potential gifted students has had widespread use in school boards across North America because they are well positioned to provide information about students' learning skills, academic proficiency, motivation, and leadership skills in the school setting. Teacher nomination is typically based on observations, questionnaires, and/or rating scales. An examination of Ontario school boards reveals that there are three main methods to obtain teachers' feedback: teacher referral/nomination, teacher compiled academic portfolio/profile, and teacher completed gifted rating scales.

Strong empirical evidence, however, shows there is teacher bias and misunderstanding about student gifted characteristics. Teachers tend to overvalue high academic achievement and positive learning behaviours as characteristics that determine potentially gifted students (Siegle & Powell, 2004). Additionally, teachers are less likely to nominate girls, ethnically and linguistically diverse students, and students from lower socioeconomic backgrounds; all of which are major causes of underrepresentation of these students in gifted identification and placement (Allen, 2007, Bianco, et al., 2011, Ford, Grantham, and Whiting, 2008; McBee, 2006, 2010; Ricciardi, Haag-Wolf, & Winsler, 2020; Yoon & Gentry, 2009). For example, a recent longitudinal study, with a nationally representative sample of elementary students, found Black students with high standardized test scores were less likely to be assigned to gifted services even when socioeconomic status, health, and characteristics of classrooms and schools were controlled (Grissom & Redding, 2016). Furthermore, non-Black teachers were less likely to identify Black and Latinx students for gifted programming (Grissom & Redding, 2016; Lamb, Boedeker, & Kettler, 2019).

Therefore, by using teacher nomination or input as a gating measure in the identification process potential students (especially diverse students) are eliminated at the nomination or ground level.

### **A) Teacher Understanding of Giftedness**

As indicated above, teachers often have misconceptions about the characteristics of giftedness. Educators' perceptions appear to be influenced by published behaviour characteristics of giftedness, which will likely result in a failure to identify students who do not fit the predetermined listed criteria (Siegel & Powell, 2004).

Of concern, teachers who attended in-services about gifted characteristics and who taught gifted students continued to have misconceptions about giftedness in multiple ways (Speirs et al., 2007). Teachers expected gifted students to enjoy reading, be self-motivated, learn easily, show above average comprehension, and be creative. Few teachers recognized learning patterns from minority or economically disadvantaged students or brought up less positive aspects, such as boredom and underachievement. Teachers appear to link productivity with giftedness without consideration of underachievement in culturally and linguistically diverse students (Ford, 2002). Teachers also did not appreciate that weak learning skills (e.g., executive functioning skills) in gifted students occurred as a result of their ease with schoolwork completion (Speirs et al., 2007).

Characteristics of gifted students, as identified by educators, are affected by race, language, and gender. In a study by Siegel and Powell (2004), teachers received one of twelve vignettes describing students with typical gifted characteristics who were female or male students who: did/did not complete homework, had/did not have an interest in reading, and completed traditional paper-and-pencil math computations or mental computations. Completion of schoolwork, enjoyment of reading, and broad knowledge base (vs. narrower passion about a single subject) were all considered indicative of giftedness, which is contrary to the research on characteristics of actual gifted students. In addition, teachers often conflate good academic performance or high grades with strong learning skills (Rothenbusch, Voss, Golle, & Zettler, 2018).

### **B) Gifted Rating Scale - School Age (GRS-S)**

The Gifted Rating Scale - School Age (GRS-S) is a well-known norm-referenced rating scale completed by teachers to assist with identification of potentially gifted students. The current Gifted Identification/Screening at the Peel District School Board uses the GRS-S. The GRS-S shows relatively strong correlation with standardized intellectual measures and is thought to reduce bias when compared with teacher nomination to gifted and talented programming. Closer examination of empirical results, however, shows the GRS-S tends to highlight students who are high achievers and *not* students who are low achievers and/or from diverse backgrounds.

Some GRS-S research literature holds promise in identification of students who have a high or very high likelihood of being gifted irrespective of differences for gender, race, and/or age (Pfeiffer, Petscher, and Kumptepe, 2008). However, research validation studies across race, gender, and culture with the GRS-S are limited. Methodological problems, such as small samples of racial and



ethnic groups, raise concerns about the utility of the GRS-S in racially diverse samples. For example, some validation studies have collapsed the racial categories into “white” and “minority,” despite research showing that Asian-American students actually perform better than both white and other racialized groups.

Finally, the GRS-S is still largely a strengths-based scale, so it has limitations in its ability to capture students who are underachievers or who do not present as typically motivated-to-achieve students. As such, GRS-S may limit the selection of Black students for consideration of giftedness due to actual or perceived underachievement. Research suggests that psychological factors and peer pressures play a large role in underachievement among a majority of Black students (Ford, 1993).

### **C) Teacher Training**

Teacher training is essential in order to address teachers’ biases and misconceptions about giftedness (Grissom & Redding, 2016). Teacher training, or in-service, has shown positive effects (Rizza and Morrison, 2003; Geake and Gross, 2008), and correlated with more students being identified across culture, gender, socio-economic, and social emotional factors.

Input from educators is essential in the assessment of possible gifted students, as well as in the development of appropriate academic supports and interventions. With purposeful training and direct development of understanding of giftedness, educators can continue to participate in the process. Strong understanding of characteristics associated with gifted students, including those most often seen in culturally, ethnically, and linguistically diverse populations, will support educators in using the tools recommended in this review.

Teacher in-service is recommended to decrease misconceptions and biases and provide information about the characteristics of giftedness in students regardless of gender, ethnic, cultural, or socio-economic differences. In tandem with teacher training, the use of a structured teacher observation tool is recommended. With an observational tool, educators can observe students and gather information for specific gifted characteristics.

[.Appendix G - Teacher Observation Tool](#)

### **Recommendations**

To further mitigate sources of bias in the gifted screening/identification process, we recommend:

- Teacher training sessions to target increasing knowledge about characteristics of giftedness, particularly in ethnically diverse and lower socioeconomic students.
- Regular (e.g., yearly) practice for teachers involved in the gifted identification process to recognize and reduce bias in their understanding of giftedness, and promote principals of anti-racism and anti-oppression in relation to individual student learning profiles

- Replace GRS with the Observational Scale Tool for teacher input ([Appendix G](#)).
- Continue to investigate other tools and measures in development by test publishers.

### **Implementation Considerations**

- Multidisciplinary review of student profiles, including classroom, subject, and ISSP teachers.
- Yearly staff review at ISRC level to evaluate both areas of strength and need with respect to staff awareness/knowledge of gifted characteristics in students.

## **8. Parent Input**

In the spirit of engaging parents more in the process of gifted assessment and identification, a writing team composed of Administrators, Educators, Special Education Resource Teachers, and Psychology staff met in the summer of 2020 to create a Parent Input Questionnaire. The writing team focused on the need for inclusion of parent input when students present with intellectual strengths, as well as when students present with behavioural and academic concerns. Through asking direct questions of parents and guardians, the school team is able to gather information about skills and characteristics that may not be as clear in the school environment. The Parent Input Questionnaire is intended to be used in a variety of situations, including:

- The school or parent expresses the need for special education supports, including if a parent provides a private psychoeducational assessment report indicating need for special education supports (such as program extensions in a particular subject);
- The student is presenting with behaviour or academic concerns (strengths and/or needs) that may be present in part due to the need for programming or environmental changes;
- The student demonstrates disengagement while presenting strong cognitive abilities; or
- When CCAT results indicate the need for further investigation.

This questionnaire is intended to invite parent voice and advocacy at all stages of the assessment and identification process. In addition, purposeful involvement of parent input is recommended during psychoeducational assessment and consultation for possible gifted students. Recommended tools are the Strengths and Challenges Questionnaire, as well as the parent interview created for this purpose.

[Appendix H - Parent Questionnaire](#)

[Appendix I - Parent Interview for Psychology](#)

### **Recommendations**

- Inclusion of parent voice and input earlier in the assessment and identification process through interview or questionnaire when students are brought to ISRC.
- Inclusion of parent voice and input through conversation and interview with psychology staff.

### **Implementation Considerations**

- Practice within school teams for the administration of the Parent Input Questionnaire verbally, to gain familiarity with the content.
- Adaptation of questionnaires to different developmental levels (e.g., for secondary vs. elementary students), as well as translation to languages used by families.

## **9. Student Input**

Student input is an important component of the portfolio approach to the gifted screening process (NAGC, 2021). This input can be in the form of student work samples and interest rating scales and/or questionnaires. Additionally, a set of questions intended to elicit information about gifted characteristics, as broken down on the Teacher Observation Protocol, was created to obtain firsthand information from students about their interests and talents.

### [Appendix J - Student Interest Interview and Questionnaire](#)

### **Recommendations**

- Include student work samples and interest questionnaires as part of the gifted screening process.

### **Implementation Considerations**

- Various resource materials to be provided centrally to school committees.
- Adaptation of questions for different ages and/or languages as needed.

## 10. Disproportionality Targets

Several researchers (Ford, 2015; Ford, Wright, & Scott, 2020) recommend setting minimal goals for representation as a way of promoting diversity. A school board should look at its own racial makeup and compare that to the actual enrolment of students in gifted education. For example, in Peel, 10.1% of students are Black, it would be expected that around 10% of students in Gifted programming would also be Black.

Some researchers recommend the use of an equity allowance of about 20% (Ford, 2015). Using this calculation, we would take 20% of the targeted group's actual size and subtract it from the expected representation. In the example of 10.1% of the board population being Black, the overall amount expected to be in Gifted programming would be 8.1% (20% of 10.1% is 2%; 10.1 minus 2 = 8.1%).

Rather than a quota, a representation goal reminds educators and administrators to be aware of the students in their programs and consider the barriers when certain groups do not have an adequate share. Ford's recommendations for improving equity in gifted education also include early screenings, ongoing opportunities for screening and placement, talent development, screening based on one subscale rather than on composites, and the use of local and/or building norms.

### Recommendations to the System

- Regular data collection and analysis, in concert with the student census, to evaluate the effectiveness of the current changes.
- Disproportionality Targets may need to be considered if recommended changes to the gifted screening process do not yield improvements.
- Stakeholder feedback is essential.

## **References**

- Allen, J.K. (2007). Exploring the Role Teacher Perceptions Play in the Underrepresentation of Culturally and Linguistically Diverse Students in Gifted Programming. *Gifted Child Today*, 40(2), 77-86.
- Biano, M., Harris, B., Garrison-Wade, G., & Leech, N. (2001). Gifted Girls: Gender Bias in Gifted Referrals, *Roeper Review*, (33)3, 170-181, DOI:10.1080/02783193.2011.580500
- Boreland, J.H. (1986). IQ tests: Throwing out the bathwater, saving the baby. *Roeper Review*, 8(3), 163-167.
- Briggs, C. J., Reis, S. M., & Sullivan, E. E. (2008). A national view of promising programs and practices for culturally, linguistically, and ethnically diverse gifted and talented students. *Gifted Child Quarterly*, 52(2), 131-145. DOI: 10.1177/0016986208316037
- Carman, C.A. & Taylor, D.K. (2010). Socioeconomic status effects on using the Naglieri Nonverbal Ability Test (NNAT) to identify the gifted/talented. *Gifted Child Quarterly*, 54(2), 75-84
- Ecker-Lyster, M. & Niileksela, C. (2017). Enhancing gifted education for underrepresented students: Promising recruitment and programming strategies. *Journal for the Education of the Gifted*, 40(1), 79-95. DOI: 10.1177/0162353216686216
- Ford, D. Y. (1993). Support for the achievement ideology and determinants of underachievement as perceived by gifted, above-average, and average Black students. *Journal for the Education of the Gifted*, 16(3), 280-293
- Ford, D. Y. (2002). Beyond deficit thinking: Providing access for gifted African American students. *Roeper Review*, 24(2), 52–58.
- Ford, D. Y. (2015). Recruiting and retaining Black and Hispanic students in gifted education: Equality versus equity schools. *Gifted Child Today*, 38(3), 187-191. DOI: 10.1177/1076217515583745
- Ford, D. Y., Wright, B. L., & Scott, M. T. (2020). A Matter of Equity: Desegregating and integrating gifted and talented education for under-represented students of color. *Multicultural Perspectives*, 22(1), 28-26. DOI: 10.1080/15210960.2020.1728275
- Ford, D.Y, Grantham, TC., & Whiting, G. W. (2008). Culturally and linguistically diverse students in gifted education: Recruitment and retention issues. *Exceptional Children*, 74(3), 289-306.
- Frasier, M. M. (1997). Multiple criteria: The mandate and the challenge. *Roeper Review*, 20(2), A4–A6.
- Geake, J. G. & Gross, M. U. M. (2008). Teachers' negative affect toward academically gifted students: An evolutionary psychological study. *Gifted Child Quarterly*, 52(3), 217-231.

- Goodman, R. (n.d.) Strengths and Difficulties Questionnaire. <https://www.sdqinfo.org/>
- Grissom, J. A. & Redding, C. (2016). Discretion and Disproportionality: Explaining the Underrepresentation of High-Achieving Students of Color in Gifted Programs. *AERA Open*, 2(1), 1–25. DOI: 10.1177/2332858415622175
- Haberlin, S. (2015) Don't stress: What do we really know about teaching gifted children to cope with stress and anxiety? *Gifted and Talented International*, 30 (1-2), 146-151. DOI: 10.1080/15332276.2015.1137465
- Lakin, J. M. & Lohman, D. F. (2011). The predictive accuracy of verbal, quantitative, and nonverbal reasoning tests: Consequences for talent identification and program diversity. *Journal for the Education of the Gifted*, 34(4), 595-623.
- Lamb, K.N., Boedeker, P., & Kettler, T. (2019). Inequities of Enrollment in Gifted Education: A Statewide Application of the 20% Equity Allowance Formula. *Gifted Child Quarterly*, 63(4), 205–224. DOI: 10.1177/0016986219830768
- Lohman, D. F., Korb, K. A., & Lakin, J. M. (2008). Identifying academically gifted English-Language Learners using nonverbal tests. *Gifted Child Quarterly*, 52(4), 275-296. DOI: 10.1177/0016986208321808
- Matthews, M.S. & Peters, S.J. (2018). Methods to increase the identification rate of students from traditionally underrepresented populations for gifted services. In S.I. Pfeiffer (Ed.), *APA Handbook of giftedness and talent*, 317-331.
- McBee, M.T. (2006). A Descriptive Analysis of Referral Sources for Gifted Identification Screening by Race and Socioeconomic Status. *The Journal of Secondary Gifted Education*, 17(2), 103–111.
- McBee, M. (2010). Examining the Probability of Identification for Gifted Programs for Students in Georgia Elementary Schools: A Multilevel Path Analysis Study. *Gifted Child Quarterly*, 54(4), 283–297.
- McBee, M., Peters, S., & Waterman, C. (2014). Combining Scores in Multiple-Criteria Assessment Systems: The Impact of Combination Rule. *The Gifted Child Quarterly*, 58(1), 69–89. <https://doi.org/10.1177/0016986213513794>
- Mullet, D. R. & Rinn, A.N. (2015). Giftedness and ADHD: Identification, Misdiagnosis, and Dual Diagnosis, *Roeper Review*, 37(4), 195-207, DOI:10.1080/02783193.2015.1077910
- National Association of Gifted Children. (2021). Position Statement - Identifying and Serving Culturally and Linguistically Diverse Gifted Students. <https://www.nagc.org/sites/default/files/Position%20Statement/Identifying%20and%20Serving%20Culturally%20and%20Linguistically.pdf>
- National Association of Gifted Children. (2019). Position Statement - A definition of giftedness that guides best practice. Retrieved from the National Association of Gifted Children website:

<https://www.nagc.org/sites/default/files/Position%20Statement/Definition%20of%20Giftedness%20%282019%29.pdf>

- National Association of Gifted Children. (2018). Position statement - Use of the WISC-V for gifted and twice exceptional identification. Retrieved from the National Association of Gifted Children website: [https://www.nagc.org/sites/default/files/Misc\\_PDFs/WISC-V%20Position%20Statement%20Aug2018.pdf](https://www.nagc.org/sites/default/files/Misc_PDFs/WISC-V%20Position%20Statement%20Aug2018.pdf)
- Naglieri, J., & Ford, D. (2015). Misconceptions About the Naglieri Nonverbal Ability Test: A Commentary of Concerns and Disagreements. *Roeper Review*, 37(4), 234–240. <https://doi.org/10.1080/02783193.2015.1077497>
- Ontario Ministry of Education. (2017). Special Education in Ontario: Kindergarten to grade 12. Policy and resource guide. Retrieved from the Legislative Assembly of Ontario website: [Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide \(gov.on.ca\)](http://www.ontario.ca/gov/Special_Education_in_Ontario_Kindergarten_to_Grade_12_Policy_and_Resource_Guide)
- Peel District School Board (2021). *Equity issues in the gifted identification process*.
- Peters, S. J., Rambo-Hernandez, K., Makel, M. C., Matthews, M. S., & Plucker, J. A. (2019). Effect of local norms on racial and ethnic representation in gifted education. *Aero Open*, 5(2), 1-18. DOI: 10.1177/2332858419848446
- Peterson, J., Duncan, N., & Canady, K. (2009). A Longitudinal Study of Negative Life Events, Stress, and School Experiences of Gifted Youth. *Gifted Child Quarterly*, 53 (1), 34-49.
- Pfeiffer, S. I. (2012). Current Perspectives on the Identification and Assessment of Gifted Students. *Journal of Psychoeducational Assessment*, 30(1), 3-9.
- Pfeiffer, S. I., Petscher, Y., & Kumtepe, A. (2008). The Gifted Rating Scales-School Form: A Validation Study Based on Age, Gender, and Race. *Roeper Rev.* 30(2), 140–146.
- Raiford, S. E., Courville, T., Peters, D., Gilman, B.J., Silverman, L. (November, 2019). WISC-V Technical Report #6: Extended Norms. <https://www.pearsonassessments.com/content/dam/school/global/clinical/us/assets/wisc-v/wisc-v-technical-report-6-extended-norms.pdf>
- Ricciardi, C., Haag-Wolf, A., & Winsler, A. (2020). Factors Associated With Gifted Identification for Ethnically Diverse Children in Poverty. *Gifted Child Quarterly*, 1–16. DOI: 10.1177/0016986220937685
- Rinn, A.N. & Reynold, J. (2012). Overexcitabilities and ADHD in the Gifted: An Examination. *Roeper Review*, 34(1), 38-45, DOI: 10.1080/02783193.2012.627551
- Rizza, M. J. & Morrison, W. F. (2003). Uncovering stereotypes and identifying characteristics gifted students and students with emotional/behavioral disabilities. *Roeper Review*. (25) 2, 73-77.

- Rothenbusch, S., Voss, T., & Golle, J., & Zettler, I. (2018). Linking Teacher and Parent Ratings of Teacher-Nominated Gifted Elementary School Students to Each Other and to School Grades. *Gifted Child Quarterly*, 62(2), 230–250.
- Siegle, D. & Powell, T. (2004). Exploring Teacher Biases When Nominating Students for Gifted Programs. *Gifted Child Quarterly*, 48(1), 21-29.
- Silverman, L.K., (2018). Assessment of giftedness. In S.I. Pfeiffer (Ed.), *Handbook of giftedness in children: psychoeducational theory, research and best practices, second edition*, 183-207.
- Sparrow, S. S., Pfeiffer, S. I., & Newman, T. M. (2005). Assessment of children who are gifted with the WISC-IV. In A. Prifitera, D. H. Saklofske, & L. G. Weiss (Eds.), *WISC-IV clinical use and interpretation: Scientist-practitioner perspectives* (pp. 281–298). Burlington, MA: Elsevier Academic Press. As cited in: Silverman, L.K., (2018). Assessment of giftedness. In S.I. Pfeiffer (Ed.), *Handbook of giftedness in children: psychoeducational theory, research and best practices, second edition*, 183-207.  
doi.org/10.1007/978-3-319-77004-8\_12
- Speirs Neumeister, K.L., Adams, C.M., Pierce, R.L., Cassady, J.C., & Dixon, F.A. (2007). Fourth-Grade Teachers' Perceptions of Giftedness: Implications for Identifying and Serving Diverse Gifted Students. *Journal for the Education of the Gifted*. 30(4), 479–499.
- Stornelli, D., Flett, G.L., & Hewitt, P.L. (2009). Perfectionism, Achievement, and Affect in Children: A Comparison of Students From Gifted, Arts, and Regular Programs. *Canadian Journal of School Psychology*, 24(4), 267– 283. DOI: 10.1177/0829573509342392
- Wasserman, J. D. (2013). Identification of gifted learners: Traditional assessment models. In C. S. Neville, M. M. Piechowski, & S. S. Tolan (Eds.), *Off the charts: Asynchrony and the gifted child* (pp. 292–346). Unionville, NY: Royal Fireworks Press.
- Winsler, A., Karkhanis, D. G., Kim, Y. K., & Levitt, J. (2013). Being Black, male, and gifted in Miami: Prevalence and predictors of placement in elementary school gifted education programs. *The Urban Review*, 45, 416-447. DOI 10.1007/s11256-013-0259-0
- Wood, S.C. (2012) Examining Parent and Teacher Perceptions of Behaviors Exhibited by Gifted Students Referred for ADHD Diagnosis Using the Conners 3 (An Exploratory Study), *Roeper Review*, 34(3), 194-204, DOI: 10.1080/02783193.2012.686426
- Yoon, S. Y., Gentry, M. (2009). Racial and Ethnic Representation in Gifted Programs: Current Status of and Implications for Gifted Asian American Students. *Gifted Child Quarterly*, 53(2), 121-136.



## **Appendix A - Equity Issues in the Gifted Identification Process**



Research & Accountability



# Equity Issues in the Gifted Identification Process

## **Introduction**

There is considerable evidence in the literature of disproportionalities in the composition of gifted education programs along race, class, and gender lines (e.g., Ford, 2010; Grissom, Redding, & Blieburg, 2019; Parekh, Brown, & Robson, 2018; Peterson, 2013). A recent review of secondary gifted education at PDSB (Glisic & Naismith, 2019, December) found that male students were overrepresented in gifted programming in Grade 8 and Grade 9 and that Grade 8 and Grade 9 students who were identified as *Exceptional Intellectual: Gifted* were more likely to live in areas of lower socioeconomic vulnerability than the PDSB average.

The purpose of this analysis is to determine the extent to which these and other disproportionalities impact the gifted identification process at PDSB. The three specific aims are:

1. Determine which self-identified groups are underrepresented;
2. Determine the impact of social vulnerability on gifted identification;
3. Determine the impact of English language learning on gifted identification.

## **Data Sources and Methodology**

Table 1 presents the aims together with the corresponding data sources analyzed. All analyses are based on the total population of students at the PDSB who were identified as *Exceptional Intellectual: Gifted* in 2018-19.

**Table 1: Data Analysis Overview**


Aim	Variables and Data Sources
1. Underrepresentation of self-identified groups	<ul style="list-style-type: none"> <li>Gender (female, male) - SIS</li> <li>Racial background - Student Census</li> </ul>
2. Impact of social vulnerability	<ul style="list-style-type: none"> <li>Postal Code – SIS</li> <li>Socioeconomic vulnerability index – PDSB Research database</li> </ul>
3. Impact of English language learning (elementary only)	<ul style="list-style-type: none"> <li>ESL Status - SIS</li> <li>Current English language learner STEP</li> </ul>

The **Disproportionality Index** is used to report disproportionality rates by measuring whether a specific group's representation in a program, service, or function is proportional to their representation in the overall population.

- Disproportionality index **above 1** signifies **overrepresentation** in a particular program
- Disproportionality index **equal to 1** signifies **equal** representation
- Disproportionality index **below 1** signifies **underrepresentation**

## Results

*Aim 1: Underrepresentation of self-identified groups*



**Percentage of Students  
by Gender  
Gifted Students and PDSB Students\*\***

Gender	% of Gifted Students (a)	% of PDSB Students** (b)	Disproportionality Index (a/b)
Female	37.3%	48.7%	0.77
Male	62.7%	51.3%	1.22
Total # Students	1,161	112,747	

\*Valid Racial Background (Student Census), Gender (SIS), Gifted Main Exceptionality

---N/R - Not Reported (n<10)

\*\*PDSB Students (not including Gifted Students)



**Percentage of Students  
by Racial Background  
Gifted Students and PDSB Students\*\***

Racial Background	% of Gifted Students (a)	% of PDSB Students** (b)	Disproportionality Index (a/b)
Black	2.4%	10.1%	0.24
East Asian	28.7%	4.9%	5.87
First Nations, Métis and/or Inuit	N/R	0.2%	N/R
Latin American	N/R	1.0%	N/R
Middle Eastern	2.1%	6.0%	0.34
Multiple Racial Backgrounds	8.3%	7.2%	1.15
Additional Racial Background	N/R	2.1%	N/R
South Asian	34.2%	51.7%	0.66
Southeast Asian	2.5%	2.8%	0.90
White	20.8%	14.2%	1.47
<b>Total # Students</b>	<b>1,161</b>	<b>112,747</b>	

\*Valid Racial Background (Student Census), Gender (SIS), Gifted Main Exceptionality

---N/R - Not Reported (n<10)

\*\*PDSB Students (not including Gifted Students)

*Aim 2: Impact of social vulnerability on gifted identification*



**Average SVI Score and SVI Variables  
Gifted Students and PDSB Students\*\***

SVI Score and SVI Variables	Average of Gifted Students (a)	Average of PDSB Students (b)	Difference (a-b)
SVI Score	35.54	42.90	-7.35
Most Vulnerable Students ***	6.1%	16.7%	-10.6%
Median Household Income	\$116,662	\$95,502	\$21,160
Poverty (below \$40,000 income)	12.1%	16.1%	-4.0%
Homeowners	89.3%	82.8%	6.5%
No High School Diploma	8.4%	12.3%	-3.9%
University Degree	39.5%	31.0%	8.5%
Unemployed <sup>^</sup>	6.7%	7.7%	-1.0%
Racialized Groups <sup>^</sup>	56.1%	67.4%	-11.2%
New Immigrants <sup>^</sup>	9.5%	11.7%	-2.2%
Total #	1,161	112,747	

\*Valid Racial Background, Gender (SIS), Gifted Main Exceptionality

--N/R - Not Reported (n<10)

\*\*PDSB Students (not including Gifted Students)

\*\*\*Percentage of Most Vulnerable Students (SVI >=54.8)

<sup>^</sup> Not included in SVI calculation

*Aim 3: Impact of English language learning on gifted identification*



**Percentage of Students (Grades 1-8)  
by English Language Learner (ELL) Status  
Gifted Students and PDSB Students\***

English Language Learner (ELL) Status	% of Gifted Students (a)	% of PDSB Students* (b)	Disproportionality Index (a/b)
Non-ELL	43.3%	40.0%	1.08
ELL** - STEPS 0 <sup>^</sup> - 3	5.1%	35.3%	0.15
ELL** - STEP 4	4.9%	10.2%	0.48
ELL** - STEP 5	13.8%	7.4%	1.86
ELL** - STEP 6	32.9%	7.0%	4.67
Total # Students	739	94,212	

\*PDSB Students, Grades 1-8 (not including Gifted Students)

\*\*ELLs over time (includes Open and Closed ELL profiles)

<sup>^</sup> Step 0 = Progressing to Step 1

## **Summary of Findings**

The current PDSB gifted identification process is associated with disproportionalities in the composition of gifted education programs along gender, race, and class lines.

In particular:

- Male students are overrepresented and female students are underrepresented among gifted students.
- Black students are **four times less likely** and Middle Eastern students are **three times less likely** to be identified as gifted than their presence in the overall PDSB student population would predict.
- East Asian students are almost **six times more likely** and White students are **one and a half times more likely** to be identified as gifted than their presence in the overall PDSB student population would predict.
- Gifted students are more likely to live in areas where the median household income is higher, poverty rates are lower, and rates of home ownership and educational attainment are higher than PDSB averages.
- Students who were never identified as being English language learners (ELLs) are nearly equitably represented among gifted students compared to their presence in the overall PDSB student population. Students who were identified as being English language learners (ELL) at STEPS 0-3 are **seven times less likely** to be identified as gifted than their presence in the overall PDSB student population would predict.

## **References**

Ford, D. Y. (2010). Underrepresentation of culturally different students in gifted education: Reflections about current problems and recommendations for the future. *Gifted Child Today*, 33(3), 31-35.

Glisic, M., & Naismith, L. (2019, December). Secondary gifted education program review. Mississauga, ON: Peel District School Board. Retrieved from: <https://www.peelschools.org/parents/specialed/enhancedlearning/Documents/Secondary%20Gifted%20Education%20Program%20Review.pdf>

Grissom, J. A., Redding, C., & Bleiburg, J. F. (2019). Money over merit? Socioeconomic gaps in receipt of gifted services. *Harvard Educational Review*, 89(3), 337-369. Retrieved from: <https://hepgjournals.org/doi/pdf/10.17763/1943-5045-89.3.337>

Parekh, G., Brown, R. S., & Robson, K. (2018). The social construction of giftedness: The intersectional relationship between whiteness, economic privilege, and the identification of gifted. *Canadian Journal of Disability Studies*, 7(2). Retrieved from: <https://cjds.uwaterloo.ca/index.php/cjds/article/view/421>

Peterson, J. (2013). Gender differences in identification of gifted youth and in gifted program participation: A meta-analysis. *Contemporary Educational Psychology*, 38(4), 342-348.

## **Appendix B - Summary of Ontario School Board Gifted Criteria**

TABLE SUMMARY OF ONTARIO SCHOOL BOARDS' GIFTED CRITERIA<sup>1</sup>

SCHOOL BOARD	Group Administered Screening <sup>2</sup>	Individual Assessment Cognitive Criteria <sup>3</sup>	Academic Criteria	Specified Teacher Input <sup>4</sup>	Specified Parent and/or Student Input
Dufferin Peel Catholic		x			
WEST ↓					
Halton District	x	x		x	x
Halton Catholic		x			
Upper Grand District	x	x	x		
Waterloo Catholic	x		x		
Thames Valley	x	x	x		
Avon Maitland District		x	x		
Huron-Perth Catholic District	x	x		x	x
Lambton-Kent District	x			x	x
Greater Essex District	x	x			

<sup>1</sup> Of the 75 Ontario non-private school boards aside from PDSB, 39 do not have specific info on their website regarding specific criteria for gifted identification

<sup>2</sup> Of the 18 Ontario boards that have a group screening, 12 use the CCAT, 3 use OLSAT, 1 uses Insight, and 2 refer to non-specific board-wide screening. Of the 18 Ontario boards using some form of group screening, 11 of them have a mechanism that allows going from the group screening to identification without a psych assessment; for the remainder, the group screening results contribute to a decision to offer a psych assessment.

<sup>3</sup> Of the Ontario boards that have information stated on their website about individual psych assessment, most are not specific about whether it is the FSIQ or GAI that is considered (making just a general reference to 130/98<sup>th</sup>). 7 boards specifically note that either FSIQ or GAI are acceptable, while 4 state "overall score" or FSIQ, and 6 specifically state GAI. A few boards have variations of what they accept in terms of specific standard score, combinations of index scores, NVI, etc.

<sup>4</sup> Of the 11 Ontario boards that gain some type of teacher input, 8 use some type of non-standardized method. TDSB uses the GRS as a gateway to identification (1 score of six subscales T score 60+) and HDSB uses GRS as a gateway (minimum 3 subscale T scores 65+). Ottawa Catholic uses Renzulli scale but it is not a gateway; it gains points on their complex system, but there are other ways to gain enough points to meet criteria without the teacher scale.

GOLDEN HORSESHOE ↓					
Hamilton-Wentworth District		x			
Hamilton-Wentworth Catholic		x			
Grand Erie District (Brantford)	x	x	x		
Brant Haldimand Norfolk Catholic (Grand Erie)		x			
NORTH ↓					
York Region	x	x	x	x	
York Catholic	x	x		x	x
Simcoe Region <sup>5</sup>	x	x		x	x
Bruce-Grey Catholic District	x				
Sudbury Catholic		x			
Huron-Superior Catholic District (Algoma)		x			
DSB Ontario North East (Timmins)		x			
James Bay Lowlands Secondary SB		x			
Superior North Catholic District		x	x		
Rainy River District (Fort Frances)		x	x		

<sup>5</sup> Only Simcoe DSB has any kind of equity criteria specified on their website. Schools are expected to nominate at least 15% of Gr 3s with a distribution of male and female reflective of the grade composition. Each Gr 3 Teacher must have participated in in-service and complete a specific gifted-characteristics form. Nominations are expected from every Gr 3 class and should not reflect only the students with the highest marks.



Northwest Catholic District (Fort Frances, Kenora)		x	x		
Keewatin-Patricia District (Kenora)		x	x	x	x
Kenora Catholic District		x	x		
EAST ↓					
Toronto District	x	x		x	
Toronto Catholic	x	x			x
Durham District	x	x			x
Hastings & Prince Edward (Belleville)	x <sup>6</sup>	x			
Limestone District (Kingston)		x			
Peterborough [...] District Catholic	x	x		x	x
Renfrew County District (Pembroke)		x	x	x	
Ottawa-Carleton District	x	x			
Ottawa Catholic	x	x	x	x	
Catholic District School Board of Eastern Ontario (Brockville)		x			
OTHER LARGE CANADIAN BOARDS ↓					
Calgary Board of Education		x			
Vancouver School Board		x	x	x	

<sup>6</sup> CCAT administered individually based on teacher nomination, not as a broad screening measure.

## Appendix C - Sample Summary and Decision-Making Tools

### Gifted Special Education Identification Summary

<b>Name:</b>	<b>School:</b>	<b>Grade:</b>
<b>Student Number:</b>	<b>DOB:</b>	<b>Date of Review:</b>
<b>Completed by:</b>		
<input type="checkbox"/> Classroom teacher <input type="checkbox"/> ISSP <input type="checkbox"/> Administrator <input type="checkbox"/> Psychoeducational Consultant		

#### Intellectual Functioning

<b>CCAT-7</b>	<input type="checkbox"/> Pathway 1 - one composite OR two Index scores $\geq$ 98 <sup>th</sup> percentile			
<b>WISC-V</b>	<b>EFI</b>	<input type="checkbox"/> 93 <sup>rd</sup> to 95 <sup>th</sup>	<input type="checkbox"/> 96 <sup>th</sup> to 97 <sup>th</sup>	<input type="checkbox"/> 98 <sup>th</sup> or above
	<b>EGAI</b>	<input type="checkbox"/> 93 <sup>rd</sup> to 95 <sup>th</sup>	<input type="checkbox"/> 96 <sup>th</sup> to 97 <sup>th</sup>	<input type="checkbox"/> 98 <sup>th</sup> or above
	<b>FSIQ</b>	<input type="checkbox"/> 93 <sup>rd</sup> to 95 <sup>th</sup>	<input type="checkbox"/> 96 <sup>th</sup> to 97 <sup>th</sup>	<input type="checkbox"/> 98 <sup>th</sup> or above
	<b>GAI</b>	<input type="checkbox"/> 93 <sup>rd</sup> to 95 <sup>th</sup>	<input type="checkbox"/> 96 <sup>th</sup> to 97 <sup>th</sup>	<input type="checkbox"/> 98 <sup>th</sup> or above
	<b>NVI</b>	<input type="checkbox"/> 93 <sup>rd</sup> to 95 <sup>th</sup>	<input type="checkbox"/> 96 <sup>th</sup> to 97 <sup>th</sup>	<input type="checkbox"/> 98 <sup>th</sup> or above
	<b>VECI</b>	<input type="checkbox"/> 93 <sup>rd</sup> to 95 <sup>th</sup>	<input type="checkbox"/> 96 <sup>th</sup> to 97 <sup>th</sup>	<input type="checkbox"/> 98 <sup>th</sup> or above
<b>Other</b>	(specify)			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

#### Gifted Characteristics

<b>Teacher Observation Protocol</b>	<input type="checkbox"/> 4-5	<input type="checkbox"/> 6-7	<input type="checkbox"/> 8-10
<b>Parent Report</b>	<input type="checkbox"/> Mild	<input type="checkbox"/> Moderate	<input type="checkbox"/> High
<b>Student Interview</b>	<input type="checkbox"/> Mild	<input type="checkbox"/> Moderate	<input type="checkbox"/> High
<b>Psychoeducational Examiner Obs.</b>	<input type="checkbox"/> Mild	<input type="checkbox"/> Moderate	<input type="checkbox"/> High
<b>Other</b>	(specify) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

#### Social-Emotional

<b>Strengths and Difficulties Questionnaire</b>	<b>Teacher Report</b>	<input type="checkbox"/> Average	<input type="checkbox"/> Slightly High	<input type="checkbox"/> High, Very High
	<b>Parent Report</b>	<input type="checkbox"/> Average	<input type="checkbox"/> Slightly High	<input type="checkbox"/> High, Very High
	<b>Self-Report (11+)</b>	<input type="checkbox"/> Average	<input type="checkbox"/> Slightly High	<input type="checkbox"/> High, Very High

<b>Psychoeducational Examiner Obs.</b>	<input type="checkbox"/> Mild	<input type="checkbox"/> Moderate	<input type="checkbox"/> High
<b>Other</b>	(specify) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

**Portfolio**

<b>Academics</b>	<b>WIAT/KTEA</b>	<input type="checkbox"/> 93 <sup>rd</sup> to 95 <sup>th</sup>	<input type="checkbox"/> 96 <sup>th</sup> to 97 <sup>th</sup>	<input type="checkbox"/> 98 <sup>th</sup> or above
	<b>Grades</b>	<input type="checkbox"/> Average	<input type="checkbox"/> Above Average	<input type="checkbox"/> Very High
	<b>Teacher Report</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
<b>Program</b>	<input type="checkbox"/> Mainstream	<input type="checkbox"/> French Immersion	<input type="checkbox"/> ISELP	<input type="checkbox"/> Regional (e.g., Sci-Tech, IB)
<b>Extracurricular</b>	Clubs (e.g., Scouts, EcoClub):	Sports:	Tutoring (e.g., Kumon):	Lessons (e.g., dance, French)
	<b>Other</b>	(specify) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

**Demographics**

<b>Gender</b>	<input type="checkbox"/> Female	<input type="checkbox"/> Male	<input type="checkbox"/> Other: _____		
<b>ESL</b>	<input type="checkbox"/> Step 1-3	<input type="checkbox"/> Step 4+	<input type="checkbox"/> Not ESL	<input type="checkbox"/> Other: _____	
<b>Racial Background</b>	<input type="checkbox"/> South Asian	<input type="checkbox"/> White	<input type="checkbox"/> Black	<input type="checkbox"/> Middle Eastern	
	<input type="checkbox"/> East Asian	<input type="checkbox"/> First Nations/ Inuit/ Métis	<input type="checkbox"/> Other: _____		
<b>School Social Vulnerability Index</b>	(circle) 1    2    3    4    5    6				

### Gifted Criteria for Identification and Placement

<b>Name:</b>	<b>School:</b>	<b>Grade:</b>
<b>Student Number:</b>	<b>Gender:</b> Female <input type="checkbox"/> Male <input type="checkbox"/> Other:	<b>ELL:</b> Step 1-3 <input type="checkbox"/> Step 4+ <input type="checkbox"/> Not ELL <input type="checkbox"/>
<b>DOB:</b>	<b>Race:</b> South Asian <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Middle Eastern <input type="checkbox"/> East Asian <input type="checkbox"/> First Nation/Inuit/ Metis <input type="checkbox"/> Other:	

While identification is appropriate for a broader range of student profiles, placement in an enhanced learning class is evaluated primarily based on need, not quantitative measures. Students who are functioning well in mainstream classes may not require more intensive or restrictive placement in order to have their needs met.

In-School Enhanced Learning Program (ISELP) is available to students across the school board, separate from enhanced learning classes. Decisions about the creation of an ISEL P IEP are made at the ISRC table with relevant staff.

	Identification and Class Placement	Identification and ISEL P
<b>Intellectual Functioning</b>	CCAT $\geq 98^{\text{th}}$ percentile on Composite (VQN/QN/VN) or 2 Index scores OR WISC-V FSIQ/GAI/EGAI/NVI $\geq 93^{\text{rd}}$ percentile or 2 Expanded Indices (VECI, EFI)	CCAT $\geq 98^{\text{th}}$ percentile on Composite (VQN/QN/VN) or 2 Index scores OR WISC-V FSIQ/GAI/EGAI/NVI $\geq 93^{\text{rd}}$ percentile or 2 Expanded Indices (VECI, EFI)
<b>Gifted Characteristics</b>	At least 7 gifted characteristics both at home and school	At least 4 gifted characteristics both at home and school

<p><b>Social-Emotional Functioning</b></p>	<p>Priority is given to students who present with the following:</p> <ul style="list-style-type: none"> <li>• Social difficulties (e.g., fitting in)</li> <li>• Boredom</li> <li>• Hyperactivity/Inattention</li> <li>• Satisfactory/Needs Improvement in at least two Learning Skills and Work Habits</li> </ul>	<p>Students have:</p> <ul style="list-style-type: none"> <li>• Mostly Excellent and Good in Learning Skills and Work Habits</li> <li>• No social difficulties at home and school</li> <li>• Engagement in class</li> <li>• Good attention and concentration</li> <li>• Benefitted from program extensions</li> <li>• High levels of Perfectionism/Anxiety</li> </ul>
<p><b>Academic Profile</b></p>	<p>Priority given to students underachieving in Math, Reading, or Writing on standardized assessment (Average or below) or school performance/grades (mostly Bs or below)</p>	<p>As and Bs in most subject areas Standardized assessment High Average and above</p>
<p><b>Opportunities for Enrichment</b></p>	<p>Priority given to students:</p> <ul style="list-style-type: none"> <li>• From Mainstream (English) classrooms</li> <li>• From Schools in SVI Cluster 5 and 6</li> <li>• Without or with minimal access to extracurricular activities or tutoring</li> </ul>	<p>Students participate in:</p> <ul style="list-style-type: none"> <li>• Mainstream, FI, or regional programs</li> <li>• Extracurricular activities or tutoring</li> </ul>
<p><b>Culturally, Linguistically, Ethnically Diverse (CLEd)</b></p>	<p>Special consideration will be given to underrepresented groups in PDSB's gifted programming (i.e., girls, Black, South Asian, Middle Eastern, and ELL students)</p>	<p>Special consideration will be given to underrepresented groups in PDSB's gifted programming (i.e., girls, Black, South Asian, Middle Eastern, and ELL students)</p>

## Appendix D - CCAT Process Chart

CCAT Process—Option A

### ISRC Review of Grade Four CCATs

<b>INDEX</b> Verbal Quantitative Nonverbal	<b>COMPOSITE</b> VQN QN VN
---	-------------------------------------

**Step One:**

One Composite  $\geq$  96<sup>th</sup> percentile

OR

Two Index scores  $\geq$  96<sup>th</sup> percentile

Number of students: 

_____ A
---------

  
Total students meeting criteria

**Step Two**

One Composite  $\geq$  98<sup>th</sup> percentile

OR

Two Index scores  $\geq$  98<sup>th</sup> percentile

Number of students: 

_____ B
---------

  
Students not requiring individual assessment

**Pathway One**

*Students identified at Line B*

These students do not require further cognitive assessment, but continue to ISRC for review and Psychology Consultation.

\_\_\_\_\_ (A)

- \_\_\_\_\_ (B)

= \_\_\_\_\_ C

Students requiring individual assessment

**Pathway Two**

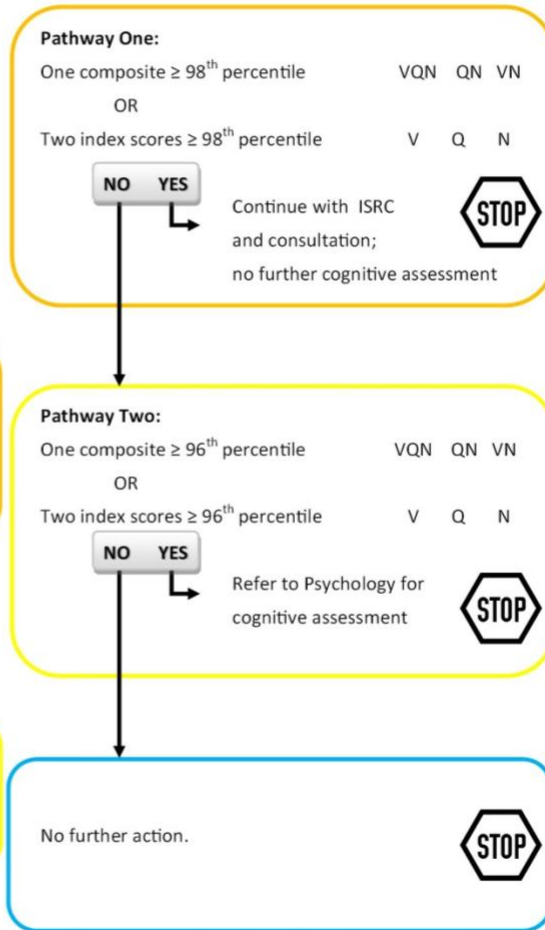
*Students remaining at Line C*

These students are referred to Psychology for cognitive assessment.

### Individual Student CCAT Review

Student CCAT scores

<b>INDEX:</b>	Verbal	Quantitative	Nonverbal
<b>COMPOSITE:</b>	VQN	QN	VN



CCAT Process—Option B

ISRC Review of Grade Four CCATs

# Students in Grade Four: \_\_\_\_\_ A  
 5% of students in Grade Four: \_\_\_\_\_ (A) \* 0.05  
 = \_\_\_\_\_ B  
 5% of all Grade Fours at location

<b>INDEX</b> Verbal Quantitative Nonverbal	<b>COMPOSITE</b> VQN QN VN
---	-------------------------------------

**Step One:**

One Composite  $\geq$  96<sup>th</sup> percentile  
 OR  
 Two Index scores  $\geq$  96<sup>th</sup> percentile  
 Number of students: \_\_\_\_\_ C  
 Total students meeting criteria

**Step Two**

One Composite  $\geq$  98<sup>th</sup> percentile  
 OR  
 Two Index scores  $\geq$  98<sup>th</sup> percentile  
 Number of students: \_\_\_\_\_ D  
 Students not requiring individual assessment

**Pathway One**

*Students identified at Line D*  
 These students do not require further cognitive assessment, but continue to ISRC for review and Psychology Consultation.

\_\_\_\_\_ (C)  
 - \_\_\_\_\_ (D)  
 = \_\_\_\_\_ E  
 Students requiring individual assessment

**Pathway Two**

*Students remaining at Line E*  
 These students are referred to Psychology for cognitive assessment.

Q: Is the number of students identified at the first step (C) at least equal to 5% of Grade Fours (B)? \_\_\_\_\_ (C)  $\geq$  \_\_\_\_\_ (B)  
 Yes: Stop here. 

**No:** Top 5% of Grade reviewed at ISRC for possible further assessment  
 = **Pathway Three** \_\_\_\_\_ (C) < \_\_\_\_\_ (B)


Individual Student CCAT Review

Student CCAT scores

<b>INDEX:</b>	Verbal	Quantitative	Nonverbal
<b>COMPOSITE:</b>	VQN	QN	VN


**Pathway One:**

One composite  $\geq$  98<sup>th</sup> percentile VQN QN VN  
 OR  
 Two index scores  $\geq$  98<sup>th</sup> percentile V Q N

**NO YES**  
 Continue with ISRC and consultation; 


**Pathway Two:**

One composite  $\geq$  96<sup>th</sup> percentile VQN QN VN  
 OR  
 Two index scores  $\geq$  96<sup>th</sup> percentile V Q N

**NO YES**  
 Refer to Psychology for cognitive assessment 

**Pathway Three**

Have fewer than 5% of Grade Four students been referred to ISRC through the first two pathways?

**NO YES**  
 Is this student in the top 5% in their school?  
**NO YES**  
 Bring to ISRC for further discussion and possible assessment 

No further action. 

## Appendix E - Expanded General Ability Index

Table 1 Expanded General Ability Index Equivalents of Sums of Scaled Scores

Sum of Scaled Scores	Expanded General Ability Index				Sum of Scaled Scores	Expanded General Ability Index				Sum of Scaled Scores	Expanded General Ability Index			
	EGAI	Percentile Rank	90% Confidence Interval	95% Confidence Interval		EGAI	Percentile Rank	90% Confidence Interval	95% Confidence Interval		EGAI	Percentile Rank	90% Confidence Interval	95% Confidence Interval
8	40	<0.1	38–46	37–47	34	64	1	61–69	60–70	60	82	12	78–87	78–87
9	40	<0.1	38–46	37–47	35	65	1	62–70	61–71	61	83	13	79–88	79–88
10	41	<0.1	39–47	38–48	36	66	1	63–71	62–72	62	84	14	80–89	80–89
11	42	<0.1	40–48	39–49	37	67	1	64–72	63–73	63	85	16	81–90	81–90
12	43	<0.1	41–49	40–50	38	68	2	65–73	64–74	64	86	18	82–91	81–91
13	44	<0.1	42–50	41–51	39	69	2	66–74	65–75	65	87	19	83–92	82–92
14	45	<0.1	43–51	42–52	40	69	2	66–74	65–75	66	87	19	83–92	82–92
15	46	<0.1	43–52	43–53	41	70	2	67–75	66–76	67	88	21	84–93	83–93
16	47	<0.1	44–53	44–54	42	71	3	68–76	67–77	68	89	23	85–93	84–94
17	48	<0.1	45–54	45–54	43	71	3	68–76	67–77	69	90	25	86–94	85–95
18	49	<0.1	46–55	46–55	44	72	3	69–77	68–78	70	91	27	87–95	86–96
19	50	<0.1	47–56	47–56	45	72	3	69–77	68–78	71	92	30	88–96	87–97
20	51	0.1	48–57	48–57	46	73	4	70–78	69–79	72	93	32	89–97	88–98
21	52	0.1	49–58	49–58	47	74	4	71–79	70–80	73	94	34	90–98	89–99
22	53	0.1	50–59	49–59	48	74	4	71–79	70–80	74	95	37	91–99	90–100
23	54	0.1	51–60	50–60	49	75	5	72–80	71–81	75	96	39	92–100	91–101
24	55	0.1	52–60	51–61	50	76	5	73–81	72–82	76	97	42	93–101	92–102
25	56	0.2	53–61	52–62	51	76	5	73–81	72–82	77	97	42	93–101	92–102
26	57	0.2	54–62	53–63	52	77	6	74–82	73–83	78	98	45	94–102	93–103
27	58	0.3	55–63	54–64	53	77	6	74–82	73–83	79	99	47	95–103	94–104
28	59	0.3	56–64	55–65	54	78	7	75–83	74–84	80	100	50	96–104	95–105
29	60	0.4	57–65	56–66	55	78	7	75–83	74–84	81	101	53	97–105	96–106
30	60	0.4	57–65	56–66	56	79	8	75–84	75–85	82	102	55	98–106	97–107
31	61	0.5	58–66	57–67	57	80	9	76–85	76–86	83	103	58	99–107	98–108
32	62	1	59–67	58–68	58	81	10	77–86	77–87	84	104	61	100–108	99–109
33	63	1	60–68	59–69	59	81	10	77–86	77–87	85	104	61	100–108	99–109



Table 1 Expanded General Ability Index Equivalents of Sums of Scaled Scores (continued)

Sum of Scaled Scores	90% Confidence Interval				Sum of Scaled Scores	90% Confidence Interval				Sum of Scaled Scores	90% Confidence Interval			
	EGAI	Percentile Rank	90% Confidence Interval	95% Confidence Interval		EGAI	Percentile Rank	90% Confidence Interval	95% Confidence Interval		EGAI	Percentile Rank	90% Confidence Interval	95% Confidence Interval
86	105	63	101-109	100-110	116	130	98	125-133	124-134	146	153	>99.9	147-156	146-156
87	106	66	102-110	101-111	117	130	98	125-133	124-134	147	154	>99.9	148-157	147-157
88	107	68	103-111	102-112	118	131	98	126-134	125-135	148	155	>99.9	149-157	148-158
89	108	70	104-112	103-113	119	132	98	127-135	126-136	149	156	>99.9	150-158	149-159
90	109	73	105-113	104-114	120	132	98	127-135	126-136	150	157	>99.9	151-159	150-160
91	110	75	106-114	105-115	121	133	99	128-136	127-137	151	158	>99.9	152-160	151-161
92	111	77	107-115	106-116	122	134	99	129-137	128-138	152	160	>99.9	154-162	153-163
93	111	77	107-115	106-116	123	135	99	130-138	129-139					
94	112	79	107-116	107-117	124	136	99	131-139	130-140					
95	113	81	108-117	108-118	125	136	99	131-139	130-140					
96	114	82	109-118	109-119	126	137	99	132-140	131-141					
97	115	84	110-119	110-119	127	138	99	133-141	132-142					
98	116	86	111-120	111-120	128	139	99.5	134-142	133-143					
99	116	86	111-120	111-120	129	140	99.6	135-143	134-144					
100	117	87	112-121	112-121	130	140	99.6	135-143	134-144					
101	118	88	113-122	113-122	131	141	99.7	136-144	135-145					
102	119	90	114-123	113-123	132	141	99.7	136-144	135-145					
103	120	91	115-124	114-124	133	142	99.7	137-145	136-146					
104	121	92	116-125	115-125	134	142	99.7	137-145	136-146					
105	122	93	117-125	116-126	135	143	99.8	138-146	137-147					
106	123	94	118-126	117-127	136	143	99.8	138-146	137-147					
107	123	94	118-126	117-127	137	144	99.8	139-147	138-148					
108	124	95	119-127	118-128	138	145	99.9	140-148	139-149					
109	124	95	119-127	118-128	139	146	99.9	140-149	140-150					
110	125	95	120-128	119-129	140	147	99.9	141-150	141-151					
111	126	96	121-129	120-130	141	148	99.9	142-151	142-151					
112	127	96	122-130	121-131	142	149	99.9	143-152	143-152					
113	127	96	122-130	121-131	143	150	>99.9	144-153	144-153					
114	128	97	123-131	122-132	144	151	>99.9	145-154	145-154					
115	129	97	124-132	123-133	145	152	>99.9	146-155	146-155					

## Appendix F - Strengths and Difficulties Questionnaire (SDQ)

SDQ is a brief behavioural screening questionnaire for 3–16-year-olds, with parents and teacher forms (the SDQ forms are available in many different languages). The SDQ has 25 items with a General Difficulties score and it is also divided into 5 scales: emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and prosocial behaviour.

### Strengths and Difficulties Questionnaire

P or T 4-10

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of the child's behavior over the last six months or this school year.

Child's name .....

Male/Female

Date of birth.....

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children, for example toys, treats, pencils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often loses temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, prefers to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally well behaved, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries or often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, depressed or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often offers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets along better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good attention span, sees work through to the end	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature .....

Date .....

Parent / Teacher / Other (Please specify):

**Thank you very much for your help**

© Robert Goodman, 2005

**Appendix G - Teacher Observation Tool****Teacher Observation Tool**

Adapted from Frazier et al., (1992; TABS); Manning (2006); Alberta Learning (2004); Castellano 2010 as cited by Albretch (2008); Castellano (1998); Anderson (2020); Iowa Department of Education (2008); New South Wales, Australia, Department of Education and Training (2004)

Name of Student:	DOB:	Grade:
Gender: Male <input type="checkbox"/> Female <input type="checkbox"/> Other (Specify):		
First Language: English <input type="checkbox"/> Punjabi <input type="checkbox"/> Urdu <input type="checkbox"/> Hindi <input type="checkbox"/> Arabic <input type="checkbox"/> Other (Specify):		
Language Spoken at Home: English <input type="checkbox"/> Punjabi <input type="checkbox"/> Urdu <input type="checkbox"/> Hindi <input type="checkbox"/> Arabic <input type="checkbox"/> Other (Specify):		
Racial Background: South Asian <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Middle Eastern <input type="checkbox"/> East Asian <input type="checkbox"/> Other (Specify):		
Ethnic/Cultural Background: Indian <input type="checkbox"/> Canadian <input type="checkbox"/> Pakistani <input type="checkbox"/> Jamaican <input type="checkbox"/> Chinese <input type="checkbox"/> Other (Specify):		
General Comments:		

<b>Reasoning/Problem-Solving</b> <i>Logical approaches to figuring out solutions; Effective, often inventive, strategies for recognizing, solving problems</i>	<b>Inquiry</b> <i>Questions, experiments, explores</i>	<b>Memory</b> <i>Large storehouse of information on school or non-school topics</i>	<b>Insight</b> <i>Quickly grasps new concepts and makes connections; deeper sense of meaning</i>	<b>Communication Skills</b> <i>Highly expressive; effective use of words, numbers, and symbols</i>
<p><u>Student May:</u></p> <ul style="list-style-type: none"> <li>● Be an abstract thinker at an earlier age than peers</li> <li>● Transfer knowledge and apply it to new situations</li> <li>● Have an unusual grasp of logic and often use logical thinking</li> <li>● Devise or adapt systemic problem-solving strategy and change it if it's not working</li> <li>● Have ability to manipulate a code system</li> <li>● Think of new ways to do things</li> <li>● Make high level connections between ideas</li> <li>● Show interest in cause effect relationships</li> <li>● Easily grasps new ideas and concepts, and understand them more deeply than same-aged peers</li> <li>● Make generalizations</li> <li>● Think critically</li> </ul>	<p><u>Student May:</u></p> <ul style="list-style-type: none"> <li>● Want to know the reason for everything</li> <li>● Ask a lot of questions, argue, or debate the logic of rules, consequences, etc.</li> <li>● Demonstrate exploratory behaviours to elicit information about things or situations</li> <li>● Be curious</li> </ul>	<p><u>Student May:</u></p> <ul style="list-style-type: none"> <li>● Easily memorize facts, lists, dates, and names</li> <li>● Retain large amounts of information</li> <li>● Need only 1-2 repetitions for mastery</li> <li>● Pay attention to details</li> </ul>	<p><u>Student May:</u></p> <ul style="list-style-type: none"> <li>● Demonstrate exceptional ability to draw inferences</li> <li>● Appear to be a good guesser</li> <li>● Be very observant</li> <li>● Have heightened capacity to see unusual relationships</li> <li>● Integrate ideas</li> </ul>	<p><u>Student May:</u></p> <ul style="list-style-type: none"> <li>● Have an expanded, advanced vocabulary</li> <li>● Have high levels of language development and verbal ability</li> <li>● Have unusually mature sense of humour</li> <li>● Use complex sentence structures</li> <li>● Have difficulty talking with and being understood by age peers</li> <li>● Use good examples, illustrations, metaphors, elaborations</li> <li>● Learn multiple languages at an accelerated pace</li> <li>● Translate for others</li> <li>● Have superior knowledge of phrases and heritage dialects along with the ability to translate meanings in English</li> <li>● Have a grasp on jokes related to cultural differences</li> </ul>
<p>Examples:</p>				
Evident <input type="checkbox"/> Not Observed <input type="checkbox"/>	Evident <input type="checkbox"/> Not Observed <input type="checkbox"/>	Evident <input type="checkbox"/> Not Observed <input type="checkbox"/>	Evident <input type="checkbox"/> Not Observed <input type="checkbox"/>	Evident <input type="checkbox"/> Not Observed <input type="checkbox"/>

<b>Imagination/Creativity</b> <i>Produces many ideas; highly original</i>	<b>Social Skills</b> <i>Empathy; peer and adult relationships</i>	<b>Emotional Skills</b> <i>Empathy, intense emotions, humour</i>	<b>Interests/Academic Skills</b> <i>Highly proficient in literacy, math, or science; Intense (sometimes unusual) interests</i>	<b>Work Habits</b> <i>Motivation, sustaining attention, executive functioning skills</i>
<p><u>Student May:</u></p> <ul style="list-style-type: none"> <li>● See unusual relationships among disciplines or objects</li> <li>● Have creative problem-solving</li> <li>● Be adept at generating original ideas and solutions to problems</li> <li>● Invent games, toys, etc.</li> <li>● Like to create by drawing, building, designing, etc.</li> <li>● Escape into fantasy</li> <li>● Come up with new ideas and concepts and apply them in creative and interesting ways</li> <li>● Make up elaborate stories</li> <li>● Think “outside the box”</li> <li>● Have artistic ability</li> </ul>	<p><u>Student May:</u></p> <ul style="list-style-type: none"> <li>● Be impatient with peers</li> <li>● Prefer to work alone</li> <li>● Be easily frustrated by others’ limitations in thinking, humour</li> <li>● Have problems getting along with peers</li> <li>● Be impatient with others’ speed</li> <li>● Be critical or intolerant of views of others</li> <li>● Question authority</li> <li>● Lead peers</li> <li>● Display cross-cultural flexibility</li> <li>● Be adept at code-switching</li> <li>● Balance behaviors expected in both the heritage and Canadian cultures</li> <li>● Prefer collaboration – lead and work with others well</li> <li>● Take responsibility seriously at school or at home; have strong family ties</li> <li>● Tend to have older playmates and easily engage adults in lively conversation</li> </ul>	<p><u>Student May:</u></p> <ul style="list-style-type: none"> <li>● Have a high sense of social justice, fairness, and morals</li> <li>● Want to know the reasons for rules and the reasons behind those reasons</li> <li>● Be empathetic</li> <li>● Be intuitive</li> <li>● Have emotional sensitivity/intensity</li> <li>● Have high expectations of self and others</li> <li>● Have emotional depth</li> <li>● Be resilient; able to cope with situations better than most age peers</li> <li>● Be independent/or bossy</li> <li>● Display perfectionism (avoidance, slow work, perfect work at excessive effort)</li> <li>● Act like a show-off or know-it-all</li> <li>● Use words to manipulate others</li> <li>● Evade responsibility for own behaviours</li> </ul>	<p><u>Student May:</u></p> <ul style="list-style-type: none"> <li>● Be an early reader</li> <li>● Have high math ability</li> <li>● Learn things at an earlier age than peers</li> <li>● Comprehend materials at advanced levels</li> <li>● Prefer complex and challenging work</li> <li>● Expresses concern about far-reaching issues such as politics, endangered animals, poverty, etc.</li> <li>● Show exceptional talents in areas valued by their culture</li> <li>● Be able to do more than one thing at a time</li> <li>● Have interests that are more like those of older children.</li> <li>● Complete inaccurate or sloppy work/writing because his/her hands cannot keep up with thoughts</li> <li>● Readily share, or have a strong interest/pride in, culture</li> </ul>	<p><u>Student May:</u></p> <ul style="list-style-type: none"> <li>● Be an enthusiastic learner</li> <li>● Be persistent</li> <li>● Be goal-oriented</li> <li>● Be a self-starter</li> <li>● Aspire to be somebody or do something</li> <li>● Possess high energy levels and longer attention spans</li> <li>● Spend a lot of time daydreaming or thinking</li> <li>● Talk incessantly</li> <li>● Make up elaborate excuses or find loopholes</li> <li>● Have difficulty getting started</li> <li>● Need constant stimulation</li> <li>● Appear easily bored</li> <li>● Avoid work that feels repetitive or boring</li> <li>● Have difficulty sustaining attention</li> <li>● Be hyperactive and easily excited</li> </ul>
<p>Examples:</p>				
Evident <input type="checkbox"/> Not Observed <input type="checkbox"/>	Evident <input type="checkbox"/> Not Observed <input type="checkbox"/>	Evident <input type="checkbox"/> Not Observed <input type="checkbox"/>	Evident <input type="checkbox"/> Not Observed <input type="checkbox"/>	Evident <input type="checkbox"/> Not Observed <input type="checkbox"/>

**Appendix H - Parent Input Questionnaire****Parent/Guardian Input Questionnaire for Student Profile**

Child name: \_\_\_\_\_

Child age: \_\_\_\_\_

Child grade: \_\_\_\_\_

1. What is your child really good at?
2. What is your child passionate about? What, if any, are some ideas, issues, or concepts that your child wants to explore in-depth? Do their interests change often or stay similar for a long time?
3. When your child is curious about or interested in something, how do they show it? (e.g., asking you questions, looking in books/Internet/YouTube, wondering and thinking about it themselves, etc.)
4. What does your child need to get better at? (e.g., controlling emotions, getting along with others (peers and adults), making mistakes, managing worries, academic skills and subjects, etc.)
5. How does your child approach new learning/experiences? (e.g., excited, eager, worried, avoidance, freezes up, etc.)
6. How does your child respond to conflict, unfairness, or injustice?
7. What does your child say they like about learning? What does your child say frustrates them about learning? (in or out of school)
8. Do you think your child is achieving their full academic potential at school?
9. Are there skills that your child does better at home or in other environments?
10. What does your child do when they think learning/an activity is too difficult or think they will fail?
11. What else would you like us to know about your child? Is there anything we have not asked about that you would like to share?

Person/People completing questionnaire	Relationship to child / staff position

Date of completion: \_\_\_\_\_

Interpreter, if used: \_\_\_\_\_

**PIQ Letter to parents:**

Dear Parent(s) and Guardian(s):

We are looking to learn more about your child so that we can support programming and better understand your child's individual strengths and needs. As the expert on your child, you or others in your household (e.g., other primary caregivers or immediate family members) are the best source of information. Home-school communication and building positive relationships help to promote student success.

We are inviting you to complete the following questionnaire so we can understand more about:

- how your child presents at home and in the community
- the cultural and unique experiences of your family and child
- your child's passions and interests
- your child's academic and social-emotional strengths and needs

Please feel free to write as much as you would like. You may write the questionnaire responses in either English or your first language. If writing in a language other than English, your responses will be translated. Please contact your child's school to arrange a time if you would prefer to answer the questions over the phone, via videoconference or face to face. Our goal is to best meet your needs.

The information provided will be shared with the In-School Review Committee team, which may include the school administration, homeroom teacher, special education teacher, psycho-educational consultant, speech language pathologist and social worker, at a meeting to which you will receive an invitation. The questionnaire will be stored securely and destroyed after your child leaves the school.

*Peel District School Board strives to inspire success, confidence and hope in each and every student it serves. Students learn in ways that are connected to background, language, family structures and social or cultural identity (Ontario's Education Equity Action Plan, 2017). We are committed to the success of all learners, in a way that values the identity of students in accordance with the Ontario Human Rights Code.*

Thank you for completing the following/attached questionnaire. Please return at your earliest convenience. If you have any questions, please do not hesitate to contact your child's teacher.

Sincerely,

PRINCIPAL NAME  
SCHOOL

## **Appendix I - Parent Interview for Psychology**

### **Parent Interview**

#### *Demographics*

1. What ethnic or cultural identity does your child most identify with? What is the family culture/cultural background? Does your child easily switch between the demands of one culture and another?
2. Was your child born in Canada?
3. Does your child speak and understand any other languages than English? If yes, what languages and how proficient are they? Are they able to switch back and forth between languages easily?

#### *Opportunities for Enrichment*

1. Does your child participate in any extracurricular activities? If yes, what are they?
2. Does your child participate in tutoring or other academic activities? If yes, what are they?
3. Does your child participate in competitions or contests or has won any awards?
4. What does your child like to learn about?
5. What does your child like to do in their free time?

#### *Gifted Characteristics*

##### Reasoning/Problem Solving

1. Does your child often have logical and/or inventive ways to solve problems?
  - a. Was your child an abstract thinker earlier than peers? In what ways?
  - b. Does your child think of new ways to do things?
  - c. Does your child think critically and make high level connections between ideas? If so, how?

##### Inquiry

2. Is your child curious and asks a lot of questions? Give examples
  - a. Does your child want to know the reason for everything?
  - b. Does your child often argue or debate the rules or reasons for consequences?

##### Memory

3. Please describe your child's memory ability. (Does your child have a good memory? How do you know?)

##### Insight

4. Does your child demonstrate an exceptional ability to make inferences and make a deeper sense of meaning? Give examples.

##### Communication Skills

5. Describe your child's vocabulary and language development? Was it expansive and well developed? Give examples.
6. Did your child learn multiple languages at a fast pace?
7. Does your child have superior knowledge of phrases and heritage dialects along with the ability to translate meanings in English?



Imagination/Creativity

8. Describe your child's creativity in problem-solving or artistic expression and imagination skills.

Social Skills

9. Describe your child's social skills and peer relationships.
10. Does your child prefer to work alone or is impatient with peers? Does your child prefer the company of older peers or adults?
11. Does your child often question authority?

Emotional Skills

12. Does your child have a high sense of social justice, fairness, and morals?
13. Is your child more intense or emotionally sensitive than peers?
14. Does your child have high expectations of self or display any perfectionism?

Interests/Academic Skills

15. Was your child an early reader? What is your child's math ability?
16. Did your child learn things earlier than peers or prefer learning challenging work?
17. Does your child express concern about far-reaching issues such as politics, endangered animals, poverty, etc.?

Work Habits

18. Describe their level of attention, activity level, and interest in school.
  - a. Is the child bored?
  - b. Is the child very active/talks excessively/ needs constant stimulation?
  - c. Appears inattentive or has a longer attention span than peers?

## **Appendix J - Student Interest Interview and Questionnaire**

### **Student Interview**

#### *Demographics*

1. What is your ethnic or cultural identity? What is your family culture/cultural background? Is it easy for you to switch between the demands of one culture and another?
2. Where were you born? (Were you born in Canada?)
3. Do you speak and understand any other languages than English? If yes, what languages and how easy is it for you? Are you able to switch back and forth between languages easily?

#### *Opportunities for Enrichment*

1. Do you do any extracurricular activities? If yes, what are they?
2. Do you go to tutoring or other academic activities? If yes, what are they?
3. Do you participate in competitions or contests? Have you won any awards?
4. Are there any activities that you would do, if there were no (money, time) barriers?
5. What do you like to learn about?
6. What do you like to do in your free time?

#### *Gifted Characteristics*

##### Reasoning/Problem Solving

1. What makes learning fun for you?
  - a. *Probe:* Solving new problems, getting better grades, trying new things, being challenged, working with my friends, getting answers right
2. How do you solve problems that are new to you? Like a word problem in math or a science experiment without instructions. Do you find problem solving challenging or fun?
  - a. *Probe:* Ask teacher, ask friends, look online, look at book, guess, trial and error, think about what I already know, make a plan
3. Do you often think of new ways to solve problems or do things? If yes, give an example.

##### Inquiry

4. What kinds of things are you curious about? What do you want to learn more about?
5. Has your parent or another adult ever commented that you ask a lot of questions?
6. What do you do when you disagree with an adult? (Wanting to go to bed later, have a special activity at home, disagreeing on answer with teacher, with rules at school) [INQ]
  - a. *Probe:* yell, ask questions, debate, give in, ask for others to agree with me, find out more about the adult's reasons

##### Memory

7. If I wanted you to tell me a lot about something you've learned, what would you talk about?
  - a. *Probe:* video game, science concept, art idea, book they've read, sport
8. How well do you remember things you've heard? Things you've read? Things you've seen?
  - a. *Probe:* what was the last book you read about, what did you watch on TV yesterday, what is your homework this weekend, what did you do last summer

##### Insight

9. Do you think you're fast at learning? Do you find it easy to guess and be right, even on new things?

Communication Skills

10. Tell me a story about something you did this week. I want to hear how you talk and the kinds of words you use.
11. Has a peer or adult ever commented that you use “big words”?
12. *More than one language*: Which language do you have the most words/vocabulary in? What words are hard to explain across your languages?

Imagination/Creativity

13. Have you ever created something new or made a thing from scratch? Tell me about it.
14. Do you have an active imagination? What kind of things do you imagine? What do you daydream or think about that’s not real life?

Social Skills

15. At school, do you like to work with others or by yourself, most of the time?
16. Is it easier for you to be a leader or a follower?
  - a. *Probe*: like to make rules, know what to do first, like to wait for others to make decisions, worried about being wrong
17. If you had a choice, would you do a project with kids your age, older students, or adults? Why?
  - a. *Probe*: be with friends, older people know more, faster to get done, can tell people what to do, adults are more fun
18. Do you feel like you “fit in” at school? Do you have friends at school?

Emotional Skills

19. Tell me about a time when things were unfair. What did it feel like? What did you do?
  - a. *Probe*: punished for something I didn’t do, had more work than someone else, lost a game because of someone’s error, made a mistake but shouldn’t have gotten in trouble
20. How do you deal with strong emotions? In yourself, in others?
  - a. *Probe*: talk to adults, calming methods, writing, hitting things, talk to parents, talk to peers
21. Does your schoolwork have to be “perfect” or “just right”?
22. Do you find that you are more sensitive to others’ feelings or situations than peers your age?

Interests/Academic Skills

23. What are you good at, at school?
  - a. *Probe*: math computation, reading, explaining things, helping others, getting answers right
24. Are there any issues or news topics that are interesting to you?
  - a. *Probe*: endangered animals, politics, poverty, environment

Work Habits

25. What would you change about school or your class to make it better?
  - a. *Probe*: shorter periods, more recess, more work, time with friends, more time to get things done, typing instead of writing, more about home culture/language, less listening without doing anything
26. Tell me about homework. Is there just enough, too much, not enough? Interesting or boring?
27. Describe your level of attention and interest at school.

Closing Questions

1. What are your goals? What do you want to do when you grow up?
2. What makes you frustrated? What makes you feel proud of yourself?
3. If you had three wishes, what would they be?

Respond to the following questions by checking **all of the responses that might apply**

<b><i>Would you enjoy...</i></b>	<b><i>Yes, I would do this.</i></b>	<b><i>No, I would not do this.</i></b>	<b><i>I might be interested in this.</i></b>	<b><i>I have had experience with this.</i></b>
submitting one of your original writings for publication?				
repairing a car, stereo, or household appliance?				
conducting a scientific experiment?				
establishing a school newspaper?				
being a photographer for a magazine?				
starting an astronomer's nighttime observation group?				
studying the stock market?				
organizing a new school club or team?				
starting a musical group/band?				
acting in a theatrical production?				
starting your own business?				
creating your own comic strip?				
painting or sketching people, objects, and landscapes?				
working on a political campaign?				
learning a handicraft such as jewelry making, pottery, or silk-screening?				
designing costumes, clothing, or furniture?				
designing a building?				
designing your own invention?				
having your own photo lab and developing your own photography?				
visiting a museum or historical site?				
keeping a personal journal or diary?				
organic gardening?				
developing & maintaining an online message board?				
volunteering your time to a charitable organization?				

Adapted from [Zary Inter-A-Lyzer \(PM6.5\) \(uconn.edu\)](#); [Assessing Students' Interests | The National Research Center on the Gifted and Talented \(1990-2013\) \(uconn.edu\)](#)