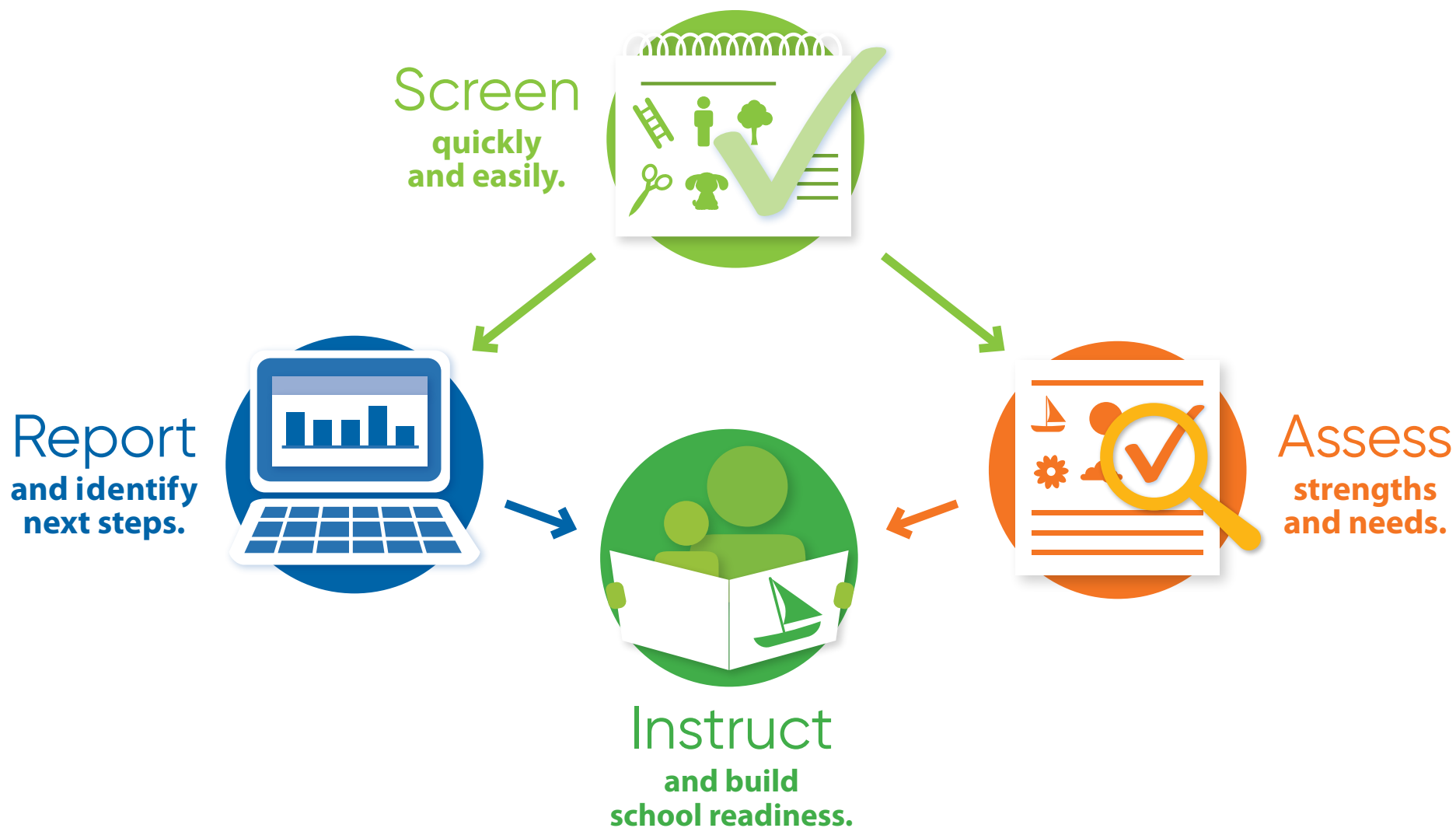# BRIGANCE®
Early Childhood

Product Sampler

The BRIGANCE Early Childhood family of products

helps educators effectively meet the needs of young learners so they are better prepared for school success.

Screen quickly and easily.

Assess strengths and needs.

Instruct and build school readiness.

Report and identify next steps.

Visit our website at **BRIGANCE.com/EarlyChildhood**.

*You can screen children with the **Early Childhood Screens III**, generate results with the Screens III Online Management System, and use the Inventory of Early Development III Standardized and the Criterion-Referenced Inventory of Early Development 4 for more information about children's skills.*

BRIGANCE Early Childhood Screens III

Get accurate information on each child with these easy-to-use screening tools.

The Screens III offer:

- Norms and cutoffs, ensuring highly accurate results
- Quick results (just 10–15 minutes per child)
- Strong reliability and validity data

Assess skills in the following key domains:

- Physical Development
- Language Development
- Academic Skills/Cognitive Development
- Adaptive Behavior

0–35 Months

CORE ASSESSMENTS—INFANT

Assessment

Gross Motor Skills

Fine Motor Skills

Receptive Language Skills

Expressive Language Skills

Self-help Skills

Social and Emotional Skills

CORE ASSESSMENTS—TODDLER

Assessment

Receptive Language Skills—General

Receptive Language Skills—Identifies Parts of the Body

Receptive Language Skills—Identifies Pictures

Receptive Language Skills—Knows Sounds Animals Make

Gross Motor Skills

Fine Motor Skills

Expressive Language Skills—General

Expressive Language Skills—Names Objects

Expressive Language Skills—Uses Phrases

Self-help Skills

Social and Emotional Skills

CORE ASSESSMENTS—TWO-YEAR-OLD CHILD

Assessment

Identifies Parts of the Body

Identifies Pictures by Naming

Knows Uses of Objects

Repeats Sentences

Gross Motor Skills

Understands Concepts of Number and Size

Visual Motor Skills

Builds Tower with Blocks

Matches Colors

Verbal Fluency and Articulation

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Early Childhood Screen III (0–35 Months)
Table of Contents and Core Assessments Included for Each Age

3–5 Years

CORE ASSESSMENTS—THREE-YEAR-OLD CHILD . . . .

Assessment
Knows Personal Information ....
Identifies Colors ....
Identifies Pictures by Naming ....
Knows Uses of Objects ....
Visual Motor Skills ....
Understands Number Concepts ....
Builds Tower with Blocks ....
Gross Motor Skills ....
Identifies Parts of the Body ....
Repeats Sentences ....
Uses Prepositions and Irregular Plural Nouns ....

CORE ASSESSMENTS—FOUR-YEAR-OLD CHILD . . . .

Assessment
Knows Personal Information...............................
Names Colors..
Identifies Pictures by Naming ....
Visual Discrimination—Forms and Uppercase Letters ..
Visual Motor Skills ....
Gross Motor Skills ....
Names Parts of the Body ....
Follows Verbal Directions...................................
Counts by Rote ....
Recognizes Quantities ....
Verbal Fluency and Articulation ....

CORE ASSESSMENTS—FIVE-YEAR-OLD CHILD . . . .

Assessment
Knows Personal Information ....
Names Parts of the Body ....
Gross Motor Skills ....
Visual Motor Skills ....
Prints Personal Information ....
Recites Alphabet ....
Sorts Objects (by Size, Color, Shape) ....
Counts by Rote ....
Matches Quantities with Numerals ....
Determines Total of Two Sets ....
Reads Uppercase Letters ....
Alternate—Reads Lowercase Letters ....
Experience with Books and Text ....
Verbal Fluency and Articulation ....

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The **Reading Readiness Scale**, for 5-year-old children, provides a standardized measure of skills related to emergent literacy and helps guide reading instruction.

K & 1

CORE ASSESSMENTS—KINDERGARTEN

Assessment

Knows Personal Information ....
Names Parts of the Body ....
Gross Motor Skills ....
Visual Motor Skills ....
Prints Personal Information ....
Recites Alphabet ....
Sorts Objects (by Size, Color, Shape) ....
Counts by Rote ....
Matches Quantities with Numerals ....
Determines Total of Two Sets ....
Reads Uppercase Letters ....
Alternate—Reads Lowercase Letters ....
Experience with Books and Text ....
Verbal Fluency and Articulation ....

CORE ASSESSMENTS—FIRST GRADE

Assessment

Knows Personal Information ....
Auditory Discrimination ....
Visual Discrimination—Lowercase Letters and Words.....
Reads Lowercase Letters ....
Identifies Initial Letters ....
Sorts Objects (by Size, Color, Shape) ....
Listening Vocabulary Comprehension ....
Word Recognition ....
Prints Personal Information..
Writes Numerals in Sequence ....
Adds and Subtracts..
Solves Word Problems ....

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Early Childhood Screen III (K & 1)
Table of Contents and Core Assessments Included for Each Age

Early Childhood Screen III (0–35 Months)
Sample Infant Assessment (Social-Emotional Development) and Toddler Assessment (Language Development)

8

0–35 Months

6A   Social and Emotional Skills

Overview
This assessment focuses on the development of the child's ability to respond to and connect with others.

DOMAIN
Adaptive Behavior: Social-Emotional Development

SKILL
Exhibits social and emotional skills and behaviors that will enhance interactions with others and promote positive social adjustment and mental health

MATERIALS
Squeaking toy* or other interesting toy
* included in the *Screens III Accessories Kit*

SCORING INFORMATION
- **Data Sheet:** Infant (birth–11 months)
- **Entry:** For birth, start with item 1.
  For 4 months, start with item 3.
  For 8+ months, start with item 5.
  If the child does not receive credit for three skills in a row, drop back to an earlier Entry (if there is one) and begin with the item indicated.
- **Scoring:** Give credit for each skill the child demonstrates during the assessment or is reported to demonstrate most of the time. See the specific Criteria given for some skills. Once the child receives credit for three skills in a row, give credit for any lower-level skills.
- **Discontinue:** Stop after three skills not demonstrated in a row.

Directions
Ask the parent/caregiver the question that follows each skill or, if you have observed the child's social and emotional skills in a natural setting, ask yourself the question.

1 **Looks attentively at your face**

Ask: Does _____ look attentively at your face when you hold him/her?

Criteria: Give credit for this skill and also give credit for 3A Receptive Language, skill 2 if the child looks or is reported to look attentively at a face most of the time.

2 **Visually follows person**

Ask: Does _____ move his/her eyes to watch someone who is moving around?

3 **Responds with a smile**

Ask: When you smile at _____, does he/she smile back at you?

Criteria: Give credit for this skill and also give credit for 3A Receptive Language, skill 3 if the child smiles when smiled at or is reported to do so most of the time.

4 **Gets excited when a toy is presented**

Ask: When you show _____ a toy, does he/she get excited perhaps waving his/her arms, reaching, or kicking?

17   BRIGAN

Specific questions to ask are included for assessments that can be administered by parent interview.

3B   Receptive Language Skills—Identifies Pictures

Overview
This assessment focuses on the child's receptive vocabulary, specifically the names of everyday objects.

DOMAIN
Language Development

SKILL
Points to pictures of objects when the objects are named

MATERIALS
Pages C-24 and C-25

SCORING INFORMATION
- **Data Sheet:** Toddler (12–23 months)
- **Entry:** For all ages, start with item 1.
- **Scoring:** Give credit for each correct response.
- **Discontinue:** Stop after three incorrect responses in a row.

Directions
Show the child pages C-24 and C-25 and ask the child to point to each object as you name it.

Point to page C-24 and

Say: Look at these pictures.

1 **cat**

Ask: Where is the cat?

If the child does not respond,

Say: Find the cat.

2 **dog**

Ask: Where is the dog?

If the child does not respond,

Say: Find the dog.

3 **key**

Ask: Where is the key?

If the child does not respond,

Say: Find the key.

24   BRIGANCE® Early Childhood Screen III (0–35 months)

3B Receptive Language Skills—Identifies Pictures

Core Assessments—Toddler (12–23 months)

3–5 Years

10B   Recognizes Quantities

Overview
This assessment focuses on the child's understanding of quantities.

DOMAIN
Academic Skills/Cognitive Development: Mathematics

SKILL
Recognizes and names numerical quantities

MATERIALS
Ten small identical objects (e.g., blocks*)
* included with the *Early Childhood Screen III (3–5 years)*

SCORING INFORMATION
- **Data Sheet:** Four-Year-Old Child
- **Scoring:** Give credit for each correct response.
- **Discontinue:** Stop after two incorrect responses.

Directions
Ask the child to tell the number names for different quantities of objects. Have the child do this without touching the objects.

Say: **I am going to show you some** ___(name of objects)___ **. Without touching them, I want you to tell me how many** ___(name of objects)___ **there are.**

❶ Three
Place three objects on the table in front of the child, and
Ask: **How many** ___(name of objects)___ **are there?**
Pause for the child's response. (*three*)
If necessary, remind the child not to touch the objects.
Say: **Use just your eyes,**
Once the child has respond

❷ Five
Place five objects in front o
Ask: **How many** ___(name o
Pause for the child's respor
Once the child has respond

❸ Eight
Place eight objects in front
Ask: **How many** ___(name o
Pause for the child's respor

The **Overview** points out the assessment's purpose, domain, skill assessed, and key administration information, including scoring.

12C   Experience with Books and Text

Overview
This assessment focuses on the child's awareness of the conventions of text and print, such as left-to-right and top-to-bottom directionality.

DOMAIN
Academic Skills/Cognitive Development: Literacy

SKILL
Demonstrates an understanding of text and print conventions

MATERIALS
A picture book that has at least three lines of text on each page

SCORING INFORMATION
- **Data Sheet:** Five-Year-Old Child
- **Scoring:** Give credit for each correct or *yes* response. See the Criteria that follows each item.
- **Discontinue:** Administer all items.

Directions
For each item, observe the child in a setting that is appropriate for assessing the child's response to books, such as circle time or story time, and ask yourself the question that follows the skill. Additional instructions are included to support child performance.

❶ Knows the front and back of a book

Can _____ **point to the front and back of a book?**

Or, with the picture book in a vertical position and with the spine of the book facing the child, hand the book to the child and
Say: **Show me the front of this book.**
Pause for the child's response. Then
Say: **Show me the back of the book.**
Pause for the child's response.
Criteria: Give credit if the child knows both *front* and *back*.

❷ Understands that text progresses from left to right

If, when you are reading a book to _____ **, you point to a word (any word except the last word) in a line of text and ask** _____ **, "Which word do I read after this word?", would he/she point to the next word to the right?**

Or open a picture book to a page with lines of text. Point to a word in a line of text (any word in a line except the last word in the line) and
Ask: **Which word do I read after I read this word?**
Pause for the child's response.
Criteria: Give credit if the child points to the next word in the line.

Core Assessments—Five-Year-Old Child

Child

Early Childhood Screen III (3–5 Years)
Sample 4-Year-Old Assessment (Mathematics) and 5-Year-Old Assessment (Literacy)

Early Childhood Screen III (K & 1)
Sample Grade K Assessment (Mathematics) and Grade 1 Assessment (Language Development)

10

K & 1

Clear, specific directions are easy to follow.

7A Sorts Objects (by Size, Color, Shape)

Overview
This assessment focuses on the child's ability to sort objects by size, color, and shape.

DOMAIN
Academic Skills/Cognitive Development: Mathematics

SKILL
Sorts objects by two attributes

MATERIALS
16 simple objects, varying by size, color, and shape
- 2 small red circles*
- 2 small blue circles*
- 2 small red squares*
- 2 small blue squares*
- 2 large red circles*
- 2 large blue circles*
- 2 large red squares*
- 2 large blue squares*

* included with the *Early Childhood Screen III (K & 1)*

SCORING INFORMATION
- **Data Sheet:** Kindergarten
- **Scoring:** Give credit for each correct response.
- **Discontinue:** Administer both items.

Directions
Arrange the 16 objects in a random array on the table in front of the child.

Sorts by two attributes

❶ **Sorts by size and color**
Say: I want you to sort these for me. Put all the large blue ones in a group.

Pause for the child's response.

Return the objects to the group and again arrange the 16 objects in a random array in front of the child.

❷ **Sorts by size and sh...**
Say: This time put a...
Pause for the child's re...

2B Auditory Discrimination

Overview
This assessment focuses on the child's ability to determine if the beginning sounds of two words are the same or different and if the ending sounds of two words are the same or different.

DOMAIN
Language Development

SKILL
- Discriminates consonant sounds at the beginning of words
- Discriminates consonant sounds at the end of words

SCORING INFORMATION
- **Data Sheet:** First Grade
- **Scoring:** Give credit for each correct response.
- **Discontinue:** Administer all items.

NOTE
Allow as much time as you think the child needs or up to ten seconds per item.

POSSIBLE OBSERVATION
You may wish to observe and make note of the following:
Lip Reading: If the child appears to be paying close attention to your lip movements, you should screen your lips with a sheet of paper. The child may read lips because he/she is more of a visual learner than an auditory learner. However, the child's need to read lips may be an indication of a hearing problem. Referring the child to the school nurse for a hearing evaluation is advised.

Directions
Pronounce each pair of one-syllable words and ask the child if the words sound the same or sound different.

Say: I'm going to say two words. If they sound just the same, I want you to say *same*. If they do not sound just the same, I want you to say *not the same*. Listen carefully to each word: *cat, bat*. Are they the same or not the same?

Pause for the child's response. (*not the same*)

To ensure that the child understands the task,

Say: The correct response is *not the same*. *Cat* and *bat* are not the same.

Now begin the assessment. Pronounce each pair of words below. Pause after each pair for the child's response.

Discriminates beginning sounds

❶ **job—job**

❷ **go—so**

❸ **pig—big**

Discriminates ending sounds

❹ **red—red**

❺ **bus—buzz**

Core Assessments—First Grade

3–5 Years

The **Parent Report—Self-help and Social-Emotional Scales** helps parents provide input about their child's skills.

Parent Report—Self-help and Social-Emotional [Scales]

SOCIAL AND EMOTIONAL SKILLS
D. Relationships with Adults
13. Does your child respond with feelings of pride and enthusiasm when he/she earns positive feedback?
Rarely/No — Sometimes — Most of the time
14. Does your child look forward to sharing his/her feelings with you when he/she is happy?
Rarely/No — Sometimes — Most of the time
15. Does your child enjoy sharing information with you about himself/herself, such as things he/she likes, names of his/her family members or pets, or what he/she did over the weekend?
Rarely/No — Sometimes — Most of the time
16. Does your child share his/her thoughts and ideas with you?
Rarely/No — Sometimes — Most of the time
E. Play and Relationships with Peers
17. Does your child have several friends but one who is a special or best friend?
No — Yes
18. Does your child have a best friend with whom he/she is close and who reciprocates by coming over for play dates or extending an invitation to a party?
No — Yes
19. Does your child play cooperatively in a large-group game, such as duck-duck-goose, tag, or kickball?
Rarely/No — Sometimes — Most of the time
20. Does your child give verbal directions or incorporate verbal directions into play activities?
Rarely/No — Sometimes — Most of the time

F. Motivat[ion]
21. Do ... ac...
22. Do ... pe...
23. Do ... at...
24. Do ... ev... ou...
G. Prosoci[al]
25. If s... ob...
26. Do ... tu...
27. Do ... th... restricted, such as going to the bathroom or leaving the classroom?
Rarely/No — Sometimes — Most of the time
28. Does your child react to a disappointment or failure in an acceptable manner by being a good sport and refraining from shouting or getting upset?
Rarely/No — Sometimes — Most of the time

Self-help and So[cial-Emotional]

BRIGANCE ® Screen III Four-Year-Old Child Data Sheet

④ year-old

A. Child's Name _Mia Thomas_
Parent(s)/Caregiver(s) _Deborah and Rob Thomas_
Address _322 Flagstaff Drive_

Date of Screening: Year _2022_ Month _2_ Day _15_
Birth Date: _2017_ _5_ _10_
Age _4_

School/Program _Hammond_
Teacher _Ben Haywood_
Examiner _Ruth Yakaus_

B. Core Assessments — Directions: Assessments may be administered in any order. For each assessment, start with the first item and proceed in order. Give credit for a skill by circling the item number. ① For an incorrect response, slash through the item number.

C. Scoring

Page	Domain	Assessment	Discontinue	Number Correct X Point Value for Each	Child's Score
18	Academic/Cognitive Development	1B Knows Personal Information — ①First name ②Last name ③Age ④Street address	Stop after 3 incorrect responses in a row.	_3_ X 2.5	_7.5_ /10
20	Language Development	2B Names Colors — Names: ①blue ②green ③yellow ④red ⑤orange ⑥pink ⑦black ⑧purple ⑨white 10. brown	Stop after 3 incorrect responses in a row.	_6_ X 1	_6_ /10
22	Language Development	3B Identifies Pictures by Naming — Names: ①scissors ②duck ③snake ④wagon ⑤ladder ⑥leaf ⑦owl ⑧nail	Stop after 3 incorrect responses in a row.	_4_ X 1	_4_ / 8
23	Academic/Cognitive/Literacy	4B Visual Discrimination—Forms and Uppercase Letters — ①○ ②▭ ③○ ④○ ⑤○ ⑥O ⑦I ⑧P ⑨V ⑩X	Stop after 5 incorrect responses in a row.	_4_ X 1	_4_ /10
24	Physical Development	5B Visual Motor Skills — ①Draws a circle ②Draws a plus sign ③Draws an X ④Draws a square ⑤Draws a rectangle	Stop after 3 skills not demonstrated in a row.	_4_ X 2	_8_ /10
26	Physical Development	6B Gross Motor Skills — ①Walks forward heel-to-toe five steps ②Hops five hops on preferred foot ③Hops five hops on other foot ④Stands on one foot for ten seconds ⑤Stands on other foot for ten seconds	Administer all items.	_3_ X 1	_3_ / 5
28	Language Development	7B Names Parts of the Body — ①stomach ②neck ③back ④knees ⑤thumbs ⑥fingernails	Stop after 3 incorrect responses in a row.	_4_ X 2	_8_ /12
29	Language Development	8B Follows Verbal Directions — ①Follows two-step directions ②Follows three-step directions	Stop after 2 incorrect responses for 1 item.	_1_ 3 4	_4_ / 8
31	Academic/Cognitive/Mathematics	9B Counts by Rote — ①②③④⑤⑥⑦ 8 9 10	Stop after the first error.	_6_ X .5	_3_ / 5
32	Academic/Cognitive/Mathematics	10B Recognizes Quantities — ①three ②five ③eight	Stop after 2 incorrect responses.	_2_ X 4	_8_ /12
33	Language Development	11B Verbal Fluency and Articulation — ①Uses sentences of at least three words ②At least 90% of speech is intelligible	Administer both items.	_1_ X 5	_5_ /10

Total Score = _60.5_ /100

D. Notes/Observations: _Very attentive and focused._

E. Next Steps: _Below cutoff of <69. Refer for further evaluation._

User-friendly **Data Sheets** make recording and scoring child performance easy.

Early Childhood Screen III (3–5 Years)
Sample Completed Data Sheet and Self-help and Social-Emotional Scales for Parent Reporting

Cutoff scores help educators quickly identify children who are likely to have developmental or academic delays as well as those who may be gifted, academically talented, or developmentally advanced.

STEP 4: ANALYZE RESULTS

After the *Data Sheet* has been completed, all screening personnel should meet to review the screening data and to discuss appropriate next steps and recommendations. Data from other personnel, such as the child's physician, school nurse, speech therapist, or social worker, should also be discussed.

COMPARING A CHILD'S SCORE WITH CUTOFF SCORES

Compare the child's Total Score with the BRIGANCE® cutoff scores below or with your program's customized cutoff scores.

If you are using the BRIGANCE cutoff scores, compare the child's Total Score
- to the cutoff scores for detecting children who may demonstrate advanced development or be gifted or academically talented,
- to the cutoff scores for detecting children likely to have developmental or academic delays,
- and then to the At-risk Cutoff Scores, if applicable.

Note: When using cutoff scores, it is necessary that *all* assessments within an age-specific screen be administered.

Table 1. Cutoff Scores for Detecting Children Who May Be Gifted or Academically Talented

Age (in years and months)	Cutoff Score	BRIGANCE® Screen III (3–5 years) Core Assessments
3-0 through 3-3 3-4 through 3-7 3-8 through 3-11	>79 >84 >88	Three-Year-Old Child
4-0 through 4-3 4-4 through 4-7 4-8 through 4-11	>83 >87 >92	Four-Year-Old Child
5-0 through 5-5 5-6 through 5-11	>88 >91	Five-Year-Old Child

Children who score at or above the cutoff scores shown in Table 1 may be gifted or academically talented. Consider referring these children for further assessment for giftedness.

Table 2. Cutoff Scores for Detecting Children Likely to Have Developmental or Academic Delays

Age (in years and months)	Cutoff Score	BRIGANCE® Screen III (3–5 years) Core Assessments
3-0 through 3-3 3-4 through 3-7 3-8 through 3-11	<42 <45 <49	Three-Year-Old Child
4-0 through 4-3 4-4 through 4-7 4-8 through 4-11	<42 <69 <71	Four-Year-Old Child
5-0 through 5-5 5-6 through 5-11	<61 <70	Five-Year-Old Child

Children who score below the cutoff scores shown in Table 2 may be experiencing delays due to developmental difficulties or possibly due to psychosocial risk factors. Consider referring these children for further assessment.

If the child scores below the cutoff score in Table 2, do the following:

1. Determine whether psychosocial risk factors are present. See Table 3 on page xix.

2. If fewer than four risk factors are present, there is a high probability of developmental disabilities. Refer the child for further evaluation.

3. If four or more risk factors are present, determine if the child's score is below the age-appropriate At-risk Cutoff Score in Table 4 on page xx. Initiate a referral if the child's score is below the appropriate cutoff.

Introduction

Cutoff scores are also available for the 0–35 Months Screen and the K & 1 Screen.

The Screens III include cutoff scores for detecting:

❶ Potential giftedness or academic talent (i.e., advanced development)

❷ Potential development or academic delays

Looking for ways to enrich learning and build home–school connections?

The BRIGANCE Readiness Activities and Take-Home Activity Books offer fun and accessible teaching activities to reinforce readiness skills and engage families. For more information, see pages 20–24.

The Screens III are accurate, reliable, and rooted in research.

A nationally representative sample of children across geographic, demographic, and socioeconomic characteristics
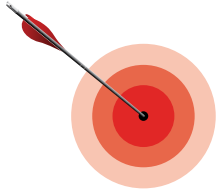
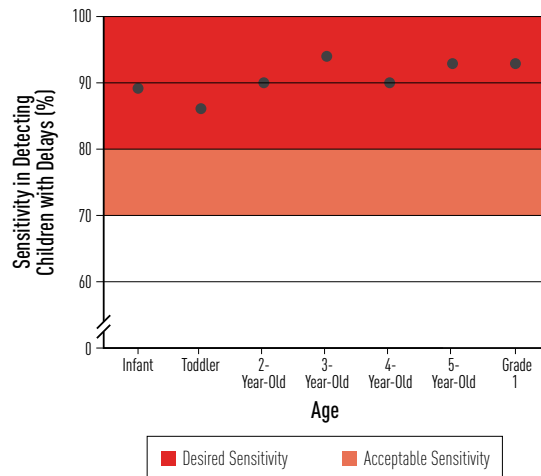**A high degree of accuracy:** high sensitivity and specificity

Strong reliability: internal consistency, inter-rater reliability, test-retest reliability

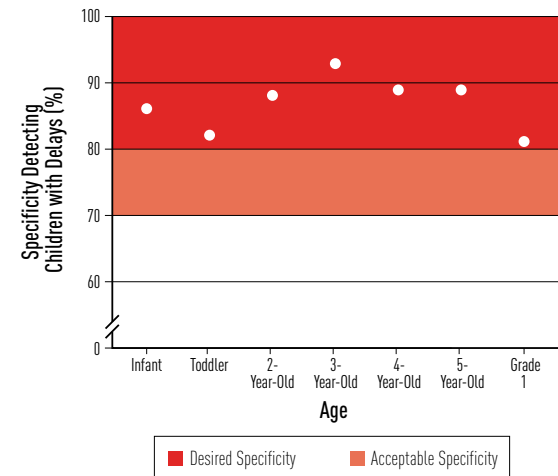**Strong validity:** construct validity (i.e., internal structure and fairness), content validity, criterion-related validity

Accuracy—Sensitivity

The Screens III correctly identify the children **with** true developmental delays or disabilities, reducing underreferrals.

Sensitivity in Detecting Children with Delays (%)

Age: Infant, Toddler, 2-Year-Old, 3-Year-Old, 4-Year-Old, 5-Year-Old, Grade 1

Desired Sensitivity · Acceptable Sensitivity

Accuracy—Specificity

The Screens III correctly identify the children **without** true developmental delays or disabilities, reducing overreferrals.

Specificity Detecting Children with Delays (%)

Age: Infant, Toddler, 2-Year-Old, 3-Year-Old, 4-Year-Old, 5-Year-Old, Grade 1

Desired Specificity · Acceptable Specificity

For more information on the research behind the Early Childhood Screens III, visit BRIGANCE.com/ECResearch.
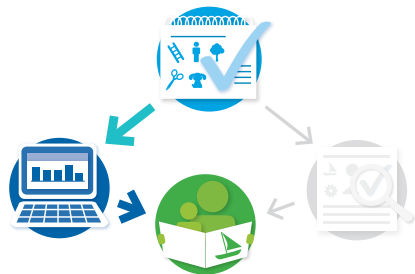
*Using the **Screens III OMS**, you can report results from the Early Childhood Screens III and inform instruction with the Readiness Activities.*

BRIGANCE Screens III Online Management System (OMS)

Generate user-friendly reports and simplify your data management for the Early Childhood Screens III.
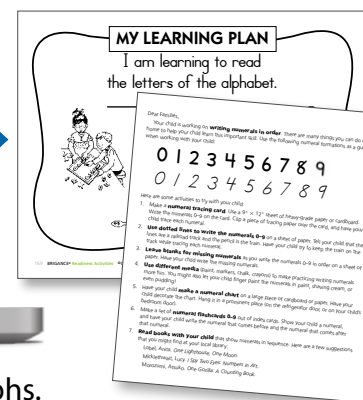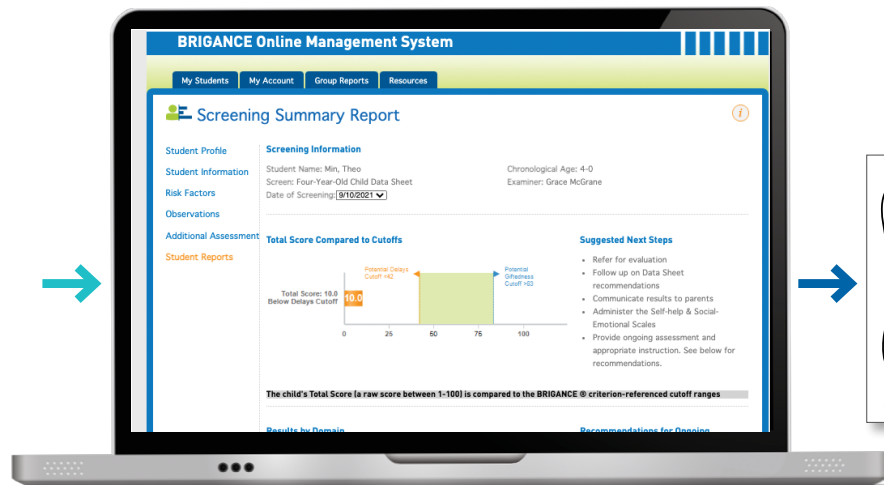

Report

Screen

Easily enter your screening data from the Screens III.

See your screening data come to life in easy-to-understand graphs. Quickly analyze the reports for each individual student, your entire class, or your program/district.

Instruct

Download and use the many instructional resources provided in the Screens III OMS to drive instruction based on screening results.

The **Screening Summary Report** clearly shows the child's results compared to cutoff scores. It also automatically identifies individualized next steps and offers recommendations for further assessment and instruction.

Screening Summary Report

Screening Information

Student Name: Lam, Molly
Screen: Four-Year-Old Child Data Sheet
Date of Screening: 9/10/24
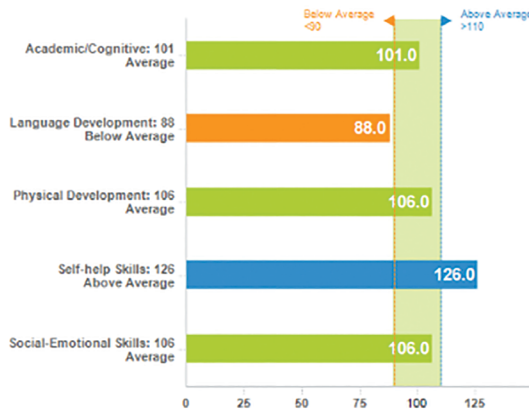
Chronological Age: 4-0
Examiner: System Admin

Total Score Compared to Cutoffs

Potential Delays Cutoff <42
Potential Giftedness Cutoff >83

Total Score: 63.0
Within Normal Limits

63.0

0   25   50   75   100
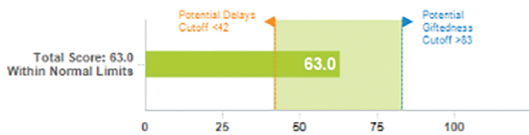
Suggested Next Steps

- Follow up on Data Sheet recommendations
- Communicate results to parents
- Provide ongoing assessment and appropriate instruction. See below for recommendations.

Results by Domain

Below Average <90
Above Average >110

Academic/Cognitive: 101
Average — 101.0

Language Development: 88
Below Average — 88.0

Physical Development: 106
Average — 106.0

Self-help Skills: 126
Above Average — 126.0

Social-Emotional Skills: 106
Average — 106.0

0   25   50   75   100   125

Recommendations for Ongoing Assessment and Instruction

For more in-depth information about this child's skills and for ongoing assessment, focus assessment in the following domains:

- Language Development

Assessments for these domains can be found in the BRIGANCE Inventory of Early Development III.

View the Screens III/IED III correlation chart.

Parent Report

Screening Results for the BRIGANCE® Screen III

Child's Name: Molly Lam

Parent Name(s): Laura and Frank Lam

Date of Screening: 9/10/24   Date of Conference: 9/24/24

Teacher Name and Contact Information:
Pauline Mason, pmason@schooldistrict.edu, 555-555-0176

Developmental screening is an important part of early childhood education. The purpose of a developmental screen is to determine a child's strengths and needs and to make appropriate instructional decisions for the child. Together, we can use the results of the screening to make sure your child is getting the support he or she needs to be as successful as possible.

Results of the BRIGANCE® Screen:

Score Compared to Cutoffs: ☐ Below Cutoff   ☑ Above Cutoff   ☐ Well Above Cutoff

Domain levels:

	Below Average	Average	Above Average
Physical Development		✓	
Language Development	✓		
Academic Skills/Cognitive Development		✓	
Self-help Skills			✓
Social-Emotional Development		✓	

Area(s) of Strength:
Molly performed well on Academic Skills/Cognitive Development and has so far been enjoying academic activities in the classroom.

Area(s) of Need:
Molly had difficulty with some tasks in the Language Development domain, including identifying pictures by naming and identifying parts of the body.

Parent Concerns/Comments:

Recommendations:
Work with Molly at home on the Readiness Activities we've attached, which will help her develop those critical language skills.

Resources (attach additional resources if appropriate):

The **Parent Report** informs parents about their child's overall screening performance and their child's strengths and needs.
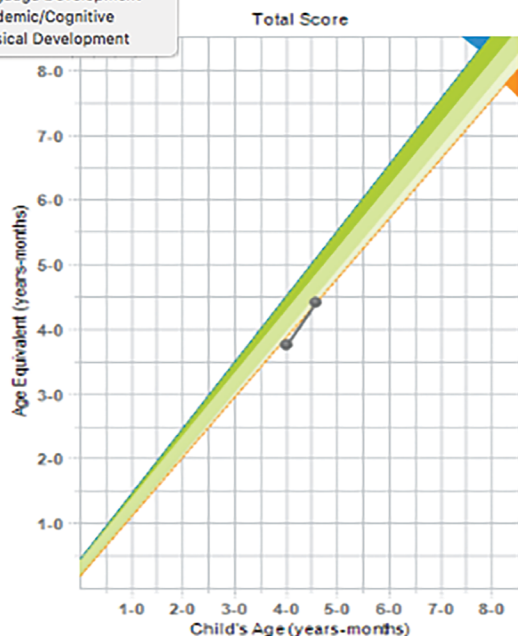
Screening Progress Report

Student Name: Molly Lam

Report Options

| ✓ Total Score |
| Language Development |
| Academic/Cognitive |
| Physical Development |

Start

Total Score

Date of Screening ▼	Child's Chronological Age ▼	Age Equivalent Score ▼
9/10/2021	4-0	3-9
3/29/2022	4-7	4-5

The **Screening Progress Report** charts a child's progress, graphing age-equivalent scores to describe the child's performance across two or more screening sessions.

The **Children Screened/Not Screened Report** provides at-a-glance class- or program-level information about which children have been screened and which children have not been screened within a selected time period.

Children Screened/Not Screened

Report Options

School/Class	Pauline Mason's Class ▼
Filter by Date	☐ Filter by Date
Start Date	Screened After
End Date	Screened Before

Start

25% 25%
50%
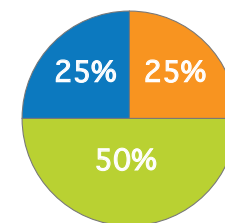
☐ Submitted
☐ Not Screened
☐ Saved

"Saved" status means a screen has been started, but not completed, and scores are not yet calculated. "Submitted" status means a screen has been completed (i.e., data sheet fully filled out), the screen has been submitted, and the scores have been calculated.

Export as CSV

Name ▲	Student ID ▼	Screening Status ▼	Date Last Assessed ▼
Cristina Alvarez	156813	Submitted	08/20/2024
Keshawn Brant	978313	Submitted	09/12/2024
Ashley Cheng	**455413**	**Not Screened**	**04/30/2024**
Sophia Ruiz	565782	Submitted	09/03/2024
Valerie Duncan	125872	Saved	09/01/2024
Elijah Ferguson	294811	Saved	09/24/2024
Dominic Cho	876530	Submitted	08/20/2024
Kayla Harvey	**458826**	**Not Screened**	**03/20/2024**
Molly Lam	787754	Submitted	09/10/2024
Isabella Martinez	**158888**	**Not Screened**	**03/20/2024**
Dylan McCabe	125469	Submitted	09/10/2024
Luis Vasquez	475125	Saved	08/01/2024

Group Screening Summary Report

The **Group Screening Summary Report** provides an overview of screening results compared to cutoff scores. Quickly see how an entire program, school, or class performed during a specific time period.

Report Options

School/Class	Pauline Mason's Class ▼
Filter by Date	☐ Filter by Date
Start Date	Screened After
End Date	Screened Before
Gender	Gender ▼
Ethnicity/Race	Ethnicity/Race ▼
Language	Language ▼
Free/Reduced Lunch	Free/Reduced Lunch ▼
Include only the most recent	☑

Start

33% 33% 33%

- ■ Below Delays Cutoff
- ■ Within Normal Limits
- ■ Above Gifted Cutoff

Name ▲	Date Screened ▼	Core Assessment ▼	Total Raw Score
Cristina Alvarez	08/20/2024	5-Year-Old/K Data Sheet	
Keshawn Brant	**09/12/2024**	**5-Year-Old/K Data Sheet**	
Sophia Ruiz	**09/03/2024**	**4-Year-Old Data Sheet**	
Valerie Duncan	09/01/2024	5-Year-Old/K Data Sheet	
Elijah Ferguson	09/24/2024	4-Year-Old Data Sheet	
Dominic Cho	**08/20/2024**	**4-Year-Old Data Sheet**	
Molly Lam	09/10/2024	4-Year-Old Data Sheet	81.0	Within Normal Limits
Dylan McCabe	09/10/2024	5-Year-Old/K Data Sheet	91.0	Above Gifted Cutoff
Luis Vasquez	08/01/2024	4-Year-Old Data Sheet	92.0	Above Gifted Cutoff

The **At-Risk Report** lists children who have scored below the potential delays cutoff and, for children with four or more risk factors, compares their scores to at-risk cutoffs.

At-Risk Report

Report Options

School/Class	Pauline Mason's Class ▼
Filter by Date	☐
Start Date	Screened After
End Date	Screened Before
Gender	Gender ▼
Ethnicity/Race	Ethnicity/Race ▼
Language	Language ▼
Free/Reduced Lunch	Free/Reduced Lunch ▼
Include only the most recent	X

Start

Filter Results

Name	Core Assessment	Total Score	Number of Risk Factors	At-Risk Domain	At-Risk Score	Performance Compared to At-Risk Cutoff	Recommendation
Keshawn Brant	5-Year-Old/K Data Sheet	59.0	3	N/A	N/A	N/A	Refer for further evaluation
Sophia Ruiz	4-Year-Old Data Sheet	62.0	5	Academic Skills/ Cognitive Development	15	Below At-Risk Cutoff	Refer for further evaluation
Dominic Cho	4-Year-Old Data Sheet	67.0	4	Academic Skills/ Cognitive Development	30	Above At-Risk Cutoff	Rescreen within 6 months

Export as CSV

Name	Date of Birth	Weeks Premature	Gender	Ethnicity/ Race	Language	Free/Reduced Lunch
Keshawn Brant	08/06/2024	1	Male	African-American	English	No
Sophia Ruiz	01/03/2025	3	Female	Hispanic	Spanish	Yes
Dominic Cho	11/17/2024	9	Male	Asian	English	Yes

Export as CSV

Name	Date Screened	Physical Development Score	Physical Development Performance	Language Development Score	Language Development Performance
Cristina Alvarez	08/20/2024	125	Above Average	95	Average
Keshawn Brant	09/12/2024	<65	Below Average	69	Below Average
Sophia Ruiz	09/03/2024	99	Average	62	Below Average
Valerie Duncan	09/01/2024	117	Above Average	72	Below Average

The CSV (i.e., comma-separated values) export provides insight into each child's performance at the domain level.

Welcome, Pauline Mason!

Help | Logout

BRIGANCE Online Management System

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Readiness Activities

Correlation to the IED III

Physical Development

Language Development

Literacy

Response To and Experience With Books
Prehandwriting
Copies Forms
Visual Discrimination
Print Awareness and Concepts
Reads Uppercase and Lowercase Letters
Prints Uppercase and Lowercase Letters in Sequence
Prints Personal Data
Phonological Awareness Skills

Mathematics

Self-Help & Social-Emotional Skills

Readiness Activities offer quick and easy access to a wealth of instructional activities across key early learning skill areas. Results from the Screening Summary Report inform instructional planning with the Readiness Activities.

Reads Uppercase and Lowercase Letters

Objective
To read uppercase and lowercase letters.
ˢᵃ A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ˢᵃ
ˢᵃ a b c d e f g h i j k l m n o p q r s t u v w x y z ˢᵃ

DOMAIN
Literacy: Alphabet Knowledge

RATIONALE
Knowledge of the alphabet is an essential component of learning to read and write. Key findings of The National Early Literacy Panel Report identify alphabet knowledge—knowledge of the names of printed letters and sounds associated with printed letters—as a key predictor to later literacy achievement.

RELATED SKILLS   **Page**
Visual Discrimination 97
Prints Uppercase and Lowercase Letters in Sequence 125
Prints Personal Data 136

Sequence

SEQUENCE OF PREREQUISITE SKILLS
The following prerequisite skills are included as a general guide for planning your instruction. Before a child is expected to read letters, she should be able to:
- visually discriminate forms and letters. (See Visual Discrimination.)
- recite the alphabet.

Recommendations for Effective Teaching

TEACH UPPERCASE LETTERS FIRST
It is best to teach uppercase letters first. They are easier to distinguish from each other. Begin with letters in the children's names. Then do other letters, a few at a time. Once the children can identify uppercase letters, introduce lowercase letters. Begin with letters in the children's names then do the others.

CALL ATTENTION TO SIMILARITIES AND DIFFERENCES IN LETTERS
Similar letters may be difficult to distinguish. Help the child distinguish a letter by giving her special tips for that letter. For example, if the child confuses b with d, show the child a card with the word "bed." Draw a bed over the letters. Write b at the head of the bed; write d at the foot of the bed. Say, "This word is bed. It begins with b and ends with d." This gives a strong visual memory for the child each time she writes the letter.

b d

TEACH CHILDREN TO READ ALTERNATE FORMS
The letters a and g can be written in two different ways. To avoid confusion, show children the a and g in a book and the a and g on the alphabet chart in the classroom.

aa gg

DISPLAY AN ALPHABET BORDER AND PROVIDE DESK TAPES
As an aid to teaching letter names, display an alphabet border and refer to it often. Pair each letter with a picture of an object that begins with that letter. An alphabet can be taped to each child's desk to provide a model for writing.

PROVIDE CHILDREN WITH NAME CARDS
Prepare a name card for each child and use it to label a child's cubby. You can use name cards in a variety of ways to get children to recognize and read letters: in the Writing Center where children use them as a model when they write; on "turns lists" so children know which centers they go to on a particular day; on a job chart so children know their assignment for the week.

ATTACH MEANING TO LETTERS
Letters have little or no meaning for some children. Children who have had very limited experience with letters in their environment do not attach meaning to them. Rather than presenting letters as symbols, associate letters with sounds and concrete objects as much as possible (e.g., associate the letter B with a Bee; P with the vegetable Peas; S with See; J with the bird Jay, and so on; use environmental print/logos to convey that letters/words have meaning).

INCLUDE WITH OTHER ALPHABET ACTIVITIES
Encourage children to read letters while engaged in a variety of alphabet activities. For example,
- children name the letters when doing an alphabet puzzle.
- during transitions you hold up a letter card, and say, for example, "If your name begins with this letter, read the letter and then line up for lunch."
- During circle time you hold up a name card and ask the child whose name it is to read the first letter or all the letters in her name.
- children write their own names and read the letters as they write using name cards as models.

119 BRIGANCE® Readiness Activities

120 BRIGANCE® Readiness Activities

Alphabet Knowledge Reads Uppercase and Lowercase Letters

Literacy

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Family Connections

General Letters and Forms (English)
Letters to Send Home   Parent Report   Parent Feedback Form

General Letters and Forms (Spanish)
Letters to Send Home   Parent Report   Parent Feedback Form

Physical Development
Letters to Send Home   Learning Plans

Language Development
Letters to Send Home   Learning Plans

Literacy
Letters to Send Home   Learning Plans   Take-Home Activities

Mathematics

Letters to Send Home	Learning Plans	Take-Home Activities
Count Up To Ten Objects English | Spanish	I Am Learning To Count Things	Counts in Order
Count Aloud From Memory English | Spanish	I Am Learning To Say Numbers In Order	Counts Objects
Read The Numerals 0–100 English | Spanish	I Am Learning To Read Numerals	Reads Numbers
What Quantity Each Numeral From 0–10 Represents English | Spanish	I Am Learning What Numerals Stand For	Understands Numbers
Writing Numerals In Order English | Spanish	I Am Learning To Write Numerals In Order	Writes Numbers in Order
Develop An Understanding Of These Differences English | Spanish	I Am Learning About Size, Weight, and Quantity	
Directional And Positional Concepts English | Spanish	I Am Learning Words That Tell Where Things Are	

Self-Help & Social-Emotional Skills
Letters to Send Home   Learning Plans

The **Family Connections** section provides resources (e.g., letters, Parent Report and feedback forms, learning plans, and Take-Home Activities) to help strengthen home–school connections.

*Based on screening performance and assessment results, you can deliver targeted, individualized instruction with the **Readiness Activities**.*

BRIGANCE Readiness Activities

Build Grade K readiness with fun, easy-to-implement activities that prepare children for school.

More than 300 engaging and developmentally appropriate activities cover a broad range of readiness skills in key domains aligned to early learning standards.

The Readiness Activities provide learning objectives, developmental skill sequences, and practical instructional techniques and tips to support early childhood educators.

Domains and Skills Covered in the BRIGANCE Readiness Activities

Each of the five **domain sections** includes valuable resources and reproducibles:

- Comprehensive Skill Sequences
- References
- Read-to-Me Books
- Family Letters *(reproducible; English and Spanish versions)*
- My Learning Plans *(reproducible)*

The **skill sections** within the domains include more than a dozen fun and easy-to-implement teaching activities as well as helpful instructional guidance and resources for that skill, such as:

- Objective
- Domain
- Rationale
- Related skills
- Sequence
- Recommendations for effective teaching
- Factors that impact development
- Reproducibles for teaching activities

LANGUAGE DEVELOPMENT
Body Parts
Colors

LITERACY
Response to and Experience with Books
Prehandwriting
Copies Forms
Visual Discrimination
Print Awareness and Concepts
Prints Uppercase and Lowercase Letters in Sequence
Prints Personal Data
Phonological Awareness Skills

MATHEMATICS
Number Concepts
Counting
Reads Numerals
Numeral Comprehension
Numerals in Sequence
Quantitative Concepts
Shape Concepts
Joins Sets
Directional/Positional Concepts
Concepts of Time and Reading a Clock

SOCIAL AND EMOTIONAL DEVELOPMENT
General Social and Emotional Development
Play Skills and Behaviors
Initiative and Engagement Skills and Behaviors
Self-Regulation Skills and Behaviors
Personal Data Response

PHYSICAL DEVELOPMENT
GROSS MOTOR SKILLS
Standing
Walking
Jumping and Hopping
Running (Skipping and Galloping)
Ball Skills (Kicking, Catching, Rolling, and Throwing)

FINE MOTOR SKILLS
Holding and Manipulating Objects
Cuts with Scissors

SELF-HELP SKILLS
Self-Help Skills
Puts On Clothing
Fastens Clothing
Using Shoes
Taking Care of Self

Activities are simple to implement and accommodate all types of learning styles: visual, aural, tactile, and kinesthetic.

Each domain section includes a wealth of helpful information for teachers.

Response to and Experience with Books

Objective
- To demonstrate an interest in books and enjoyment in literacy activities.
- To participate in book-related conversations, asking and answering questions about characters, story events, and ideas, concepts and facts (or asking and answering questions that demonstrate understanding).

DOMAIN
Literacy: Book Knowledge

RATIONALE
Research studies conclude that five-year-olds who have been read to regularly throughout their early years are inquisitive and tend to do better in school. Children who have been read to have better language skills, are more motivated to learn to read, and have a better understanding of the reading process than those who have not been read to. Giving young children successful and enjoyable experiences with books will help create book knowledge, the desire to read, and will cultivate a lifelong love of reading.

Sequence

SEQUENCE OF SKILLS

Although each child's developmental rate and pattern is unique, the following is a sequence of skills that children typically develop through the age of seven years. Use the skill sequences as a general guide when planning your instruction. The developmental age notations to the left of each skill provide guidance in selecting the appropriate skill level and activity for instruction.

1–6 Turns several pages in a book at once.
   Points to pictures of animals or common objects.
   Looks at pictures selectively.
   Turns book right-side-up.
2–0 Turns pages individually.
   Points to and names simple pictures.
2–6 Shows an interest in books and reading.
3–0 Describes actions depicted in pictures.
   Takes part in reading by "filling in" words and phrases.
4–0 Gains information from books about real things.
   Tries to read books from memory.
   Follows along in a book being read.
   Recalls some main events when asked, "What happens in this story?"
5–0 Retells story from a picture book with reasonable accuracy.
   Attempts to read by looking at pictures.
   Reads some words by sight.
6–0 Tries to read words by using phonics, context clues, or picture clues.
   Reads simple stories aloud.
   Distinguishes between fantasy and reality.**7–0**

---

10. Every Puppet Tells a Story

Materials:
- A narrative picture book with several characters.
- Response Activity Materials:
  To make puppets:
  – Socks.
  – Small paper bags.
  – Buttons.
  – Scraps of felt and fabric.
  – Yarn.
  – Glue or glue sticks.
  – Scissors.
  – Markers.
  – Crayons.
  To make a puppet stage:
  – A large appliance box with the upper front panel cut out.
  – A towel draped over the back of a chair.
  – A blanket or sheet hung over a card table.
  – A curtain on a spring rod suspended in a doorway.

Group Size: Small group or class.

Procedure: Gather children on the floor around you.
- Read the title of the book. Provide a short introduction that states the main problem of the story.
- You might look at a few pictures in the book and think aloud to demonstrate how to make predictions about the story. For example: "Look at this picture. This story must be about . . ." "I wonder if the characters are going to . . ."
- Read the story aloud with expression. At several points in the story, pause to comment on characters' actions and feelings. Offer a short definition or explanation of an unfamiliar word, or point to an illustration to help clarify word meaning as you read the word.
- After reading ask "why" questions to encourage children to make inferences about and explain story events. Model how to answer a "why" question. Help children think about what the character did, recall specific events, and use illustrations to support their thinking.

RESPONSE TO THE BOOK:
- Have children make puppets to represent the characters in the story. The puppets can be stuffed socks with button eyes and fabric features, or they can be lunch-bag puppets with glued-on or drawn-on features.
- Ask children to use their puppets to dramatize the story and retell it in their own words using new vocabulary.
- Work with a small group of children to create a sequel to the story and use their puppets to tell the story.

SUGGESTED BOOKS:
Panda Bear, Panda Bear, What Do You See? by Bill Martin Jr.
The Little Red Hen by Paul Galdone
Alice's Adventure in Wonderland by Lewis Carroll

Literacy

66   BRIGANCE® Readiness Activities   Book Knowledge Response to and Experience with Books

Each activity lists the materials needed and clearly explains the procedure. Reproducible child pages are included for activities where needed.

Read-to-Me Books

These books can be used to support children's literacy development. See Teaching Activities for ideas on how these books might be used for instruction.

Trade Books for Reading Aloud

Agee, Jon. *Z Goes Home.*
Aliki. *My Feet.*
Aliki. *My Hands.*
Aliki. *Communication.*
Aliki. *How a Book Is Made.*
Allington, Richard L. and Kathleen Krull. *Writing.* Illus. by Yoshi Miyake.
Anglund, Joan Walsh. *In a Pumpkin Shell: A Mother Goose ABC.*
Arnosky, Jim. *All About Owls.*
Aylesworth, Jim. *Old Black Fly.* Illus. by Stephen Gammell.
Aylesworth, Jim. *The Gingerbread Man.* Illus. by Barbara McClintock.
Bang-Campbell, Monika. *Little Rat Sets Sail.* Illus. by Molly Bang.
Banks, Kate. *Close Your Eyes.* Illus. by Georg Hallensleben.
Berger, Barbara. *Grandfather Twilight.*
Beylon, Cathy and Fremont, Victoria. *A Is for Astronaut.*
Booth, Eugene and Derek Collard. *Under the Ocean.*
Brett, Jan. *The Mitten.*
Brown, Marc Tolon. *Arthur Writes a Story.*
Brown, Margaret Wise. *Big Red Barn.* Illus. by Felicia Bond.
Brown, Margaret Wise. *Goodnight Moon.* Illus. by Clement Hurd.
Brown, Tricia. *Someone Special, Just Like You.*
Carter, David. *Alpha Bugs.*
Catalanotto, Peter. *Matthew A. B. C.*
Chandra, Deborah. *A Is for Amos.* Illus. by Keiko Narahashi.
Choi, Yangsook. *The Name Jar.*
Christelow, Eileen. *What Do Illustrators Do?*
Cohen, Miriam. *Will I Have a Friend?* Illus. by Lillian Hoban.
Cole, Joanna. *The Magic School Bus Plants Seeds: A Book About How Living Things Grow.*
Cooney, Barbara. *Miss Rumphius.*
Cousins, Lucy. *Maisy's ABC.* Illus. by Farlow, Disney Storybook Artists.
Crews, Donald. *Freight Train.*
Crews, Donald. *Truck.*
Cronin, Doreen. *Click, Clack, Moo: Cows That Type.* Illus. by Betsy Lewin.
dePaola, Tomie. *Pancakes for Breakfast.*
dePaola, Tomie. *Andy That's My Name.*
Ehlert, Lois. *Eating the Alphabet.*
Emberly, Ed. *The Wing on a Flea.*
Ernst, Lisa Campbell. *Stella Louella's Runaway Book.*
Feelings, Muriel. *Jambo Means Hello.* Illus. by Tom Feelings.
Feelings, Muriel. *Jambo Means Hello: Swahili Alphabet Book.* Illus. by Tom Feelings.
Fox, Mem. *Possum Magic.* Illus. by Julie Vivas.
Fox, Mem. *Time for Bed.* Illus. by Jane Dyer.
Fox, Mem. *Wilfrid Gordon McDonald Partridge.* Illus. by Julie Vivas.

Literacy

Recommendations for Developing Children's Interest and Experience with Books

SELECT QUALITY BOOKS

Libraries and school systems frequently publish a list of recommended books for children of different ages. There are also books by educators that provide parents and teachers with book recommendations. Professional organizations such as the International Reading Association provide annual lists of recommended books. Consult your local or school library. Here are some suggested resources:
- *The New Read-Aloud Handbook* by Jim Trelease.
- *The New York Times Parent's Guide to the Best Books for Children* by Eden Ross Lipson.
- *Read to Me: Raising Kids Who Love to Read* by Bernice E. Cullinan.
- *Choosing Books for Children: A Commonsense Guide* by Betsy Hearne.
- The Children's Choices List (appears every October in *The Reading Teacher*).
- The Notable Children's Trade Books in the Field of Social Studies List (appears in the May/June issue of *Social Education*).
- The Outstanding Science Trade Books for Children List (appears in the November issue of *Children and Science*).

CREATE A CLASSROOM LIBRARY

Introduce children to a wide variety of books including storybooks, wordless picture books, information books, predictable books, alphabet and counting books, poetry books, magazines, and easy-to-read books. Throughout the year, add the books children have authored to the library. Rotate the books in the class library so that new and engaging books are available.
- Create an environment that engages young readers. Set up an inviting place to read—a carpeted corner with comfortable chairs or big pillows. The library should be a place where children will want to come to read on their own or with a buddy. Display the books on an open-face rack so that children can see the covers of the books.
- Add to the class library cassette players, headphones, and CDs/tapes for listening to books. Show the children how to use the audio equipment and explain how the books and recordings are stored.

INCLUDE INFORMATIONAL BOOKS IN YOUR LIBRARY

Select nonfiction books on a wide range of topics, such as storms, animals, people, oceans, dinosaurs, and machines. Informational books help build children's vocabulary and develop new knowledge. Select books that engage children in topics that are of interest to them.

PRACTICE BEFORE READING ALOUD TO CHILDREN

Before reading a storybook to children, practice reading it aloud using different voices for different characters and practice changing the inflection of your voice to accompany the events in the story. The words you are reading will tell you whether to use a soft or loud voice ("as she whispered to her sister" or "as the waves crashed against the shore") or whether to use a low voice or a high one. You will want to read some passages slowly, others quickly. For some passages, you will want to pause for emphasis or excitement ("Once upon a time . . . in a land far, far away . . ." or "What . . . was in the box?").

READ WITH YOUR CHILDREN

See the Read-to-Me Books on page 151 for books that children and adults will enjoy reading and talking about together.

COMMUNICATE WITH FAMILIES
- **Send Home a Letter** The Letter to Families suggests fun ways for families to reinforce classroom learning at home. It recommends activities to try and books to read with children. (See page 155 for a sample letter for this section.)
- **Send Home the Learning Plan** Give children a copy of the Learning Plan to share with their families. Encourage families to read and talk about the Learning Plan, "I am learning to love books." (See My Learning Plan: Literacy 1 on page 167.)

Literacy

57   BRIGANCE® Readiness Activities   Book Knowledge Response to and Experience with Books

Children can share Learning Plans with their families to show the readiness skills they are working on at school.

Letters to families (in English and Spanish) suggest fun at-home activities for reinforcing readiness skills and recommend books to read as a family.

MY LEARNING PLAN
I am learning to love books.

167 BRIGANCE® Readiness Activities ©Curriculum Associates, LLC   My Learning Plan: Literacy 1

Querida familia:

¡Leer con su niño es una de las cosas más gratificantes que usted puede hacer! Cuando apaga el televisor y se sientan abrazados con su niño y un libro en el sofá, en un sillón o en la cama, le demuestra a su niño que usted disfruta el tiempo que pasan juntos y que valora la lectura. Lea muchos tipos de libros. Lea una y otra vez los libros favoritos de su niño. Lea con expresión. Está bien si su niño quiere regresar a una página o saltar algunas páginas del libro. ¡Disfrute el placer de compartir un libro con su niño!

Fíjese en las siguientes conductas, y estimúlelas al leer libros con su niño. Su niño:
- ¿Muestra interés en la lectura?
- ¿Hace preguntas y comentarios sobre los personajes y eventos en las historias?
- ¿Sigue el hilo de la historia mientras usted lee?
- ¿Intenta leer y escribir?

Éstas son algunas acti

1. **Recite poemas**
   la palabra que rim
2. **Ayude a su niñ**
   blanco, un lápiz,
   dibujar y escribir.
   para que el niño l
   las páginas y sujé
3. Tenga una colecci
   niño. Haga hinca
4. **Planee el tiem**
   usted lee frente a
   enriquecedora qu
5. **Lea a su niño**
   de libros. Pregúnt
   su propia vida. Re
   repletas de libros

   Ajmera, Maya. S
   Hoban, Russell.
   Numeroff, Laura
   Viorst, Judith. A

Dear Families,

Reading with your child is one of the most satisfying things you can do! When you turn off the TV and snuggle up on the sofa, in a big chair, or on your bed with your child and a book, you are showing your child that you enjoy being together and that you value reading. Read a lot of different kinds of books. Reread your child's favorite books. Read with expression. If your child wants to turn back to a page or skip ahead in the book, that's okay. Enjoy the pleasure of sharing a book together!

Look for and encourage the following behaviors as you read books with your child. Does your child:
- Show an interest in books and reading?
- Ask questions and make comments about the characters and events in storybooks?
- Follow along in a book as you read?
- Make attempts to read and write?

Here are some activities that will help your child develop some of these behaviors:

1. **Read familiar poems** or nursery rhymes to your child. Stop before a rhyming word and ask your child to provide the word.
2. **Help your child make a book.** You'll need cardboard for the front and back covers, some unlined paper, a pencil, crayons, a paper punch, and yarn. Let your child choose what to draw and write about. Write down what your child says, writing one or two sentences on each page. Leave room for your child to draw a picture. When your child indicates that the book is finished, punch holes and fasten the pages and covers together with yarn.
3. Build a book collection for your child. **Provide a special place for your child's own books.** Talk with your child about how important it is to take good care of books.
4. Find time to **read your own books, magazines, or newspapers**. When your child sees you reading, it sets a good example and reinforces reading as a valuable and worthwhile activity.
5. **Read to your child for at least fifteen minutes every day.** Talk about the books. Ask about favorite parts and help your child connect the story to his own life. Answer his questions about characters or events. Libraries are filled with wonderful books for children. Here are a few suggestions:
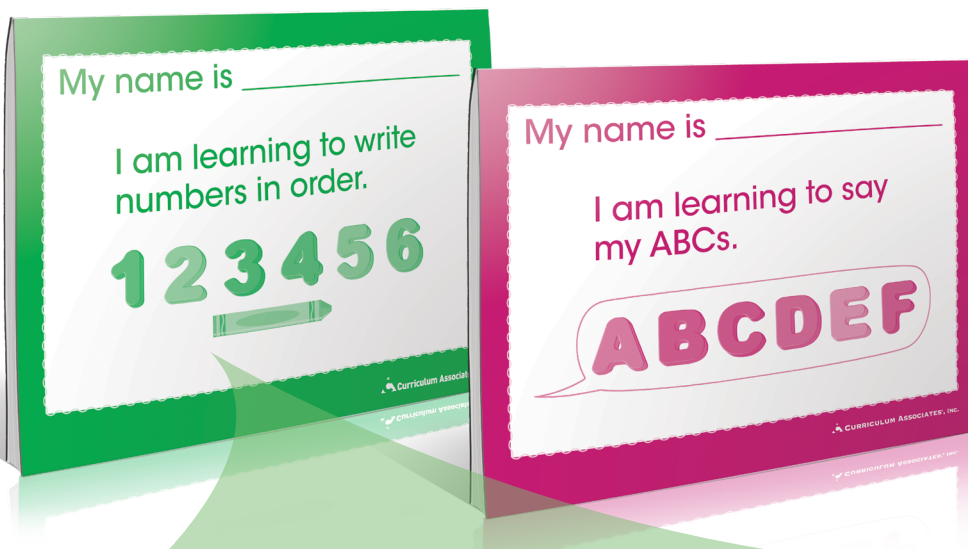
   Berger, Barbara. *Grandfather Twilight.*
   Fox, Mem. *Possum Magic.* Illus. by Julie Vivas.
   Hoban, Russell. *A Baby Sister for Frances.* Illus. by Lillian Hoban.
   McCloskey, Robert. *Blueberries for Sal.*
   Numeroff, Laura Joffe. *If You Give a Mouse a Cookie.* Illus. by Felicia Bond.
   Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day.* Illus. by Ray Cruz.

Take-Home Activity Books

Engage parents in their child's learning with easy-to-read and easy-to-use literacy and mathematics activity booklets.

My name is _____

I am learning to write numbers in order.

1 2 3 4 5 6

My name is _____

I am learning to say my ABCs.

ABCDEF

Skills included in the collection:

Mathematics
- Counts in Order
- Counts Objects
- Reads Numbers
- Understands Numbers
- Writes Numbers in Order

Literacy
- Recites Alphabet
- Reads Letters
- Prints Personal Information
- Prints Letters in Order
- Prints Letters

Dear Family

Your child is working on **writing numbers in order**. Use the activities on pages 2–11 to help your child write numbers. Use the following numbers as a guide for how the numbers your child writes should look.

0 1 2 3 4 5 6 7 8 9

Here are some other daily activities to try with your child:

- **Use dotted lines to write the numbers 0–9** on a sheet of paper. Tell your child that the lines are a railroad track and the pencil is the train. Have your child try to keep the train on the track while tracing each number.

- **Leave blanks for missing numbers** as you write the numbers 0–9 in order on a sheet of paper. Have your child write the missing numbers.

- **Use paint, markers, chalk, or crayons** to make practicing writing numbers more fun. You might also let your child write the numbers in shaving cream, sand, or pudding!

- Have your child **make a number chart** on a large piece of paper. Have your child decorate the chart. Hang it in a place where it can be seen (on the refrigerator door, or on your child's bedroom door).

- Make a set of **number cards 0–9** out of index cards. Show your child a number, and have your child write the number that comes before and the number that comes after that number.

- **Read books with your child** about numbers. Here are some books that you might find at your local library:
  One Lighthouse, One Moon, by Anita Lobel.
  I Spy Two Eyes: Numbers in Art, by Lucy Micklethwait.
  One Gorilla: A Counting Book, by Atsuko Morozumi.

BRIGANCE IED III Standardized

The IED III Standardized streamlines assessment and provides standardized scores for children from birth through age 7.

The IED III Standardized features valid, reliable, and research-based developmental assessments that produce a complete range of normed scores used to inform school readiness, identify instructional objectives, and support referrals.

IED III standardization and validation studies reflect:

- Normative data based on a nationally representative sample
- Strong test-retest and inter-rater reliability
- Significant content-, construct-, and criterion-related validity

The IED III Standardized contains **55 standardized assessments** that cover skills in five key domains.

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- G-6 Play and Relationships with Peers (3 years through 7 years)
- G-7 Motivation and Self-Confidence (3 years through 7 years)
- G-8 Prosocial Skills and Behaviors (3 years through 7 years)

Extensive content includes:

1. Preliteracy and early literacy assessments
2. Broadened mathematics coverage
3. Expanded Social and Emotional Development section

D-5 Familiarity with Sounds: Phonological Awareness

Overview
This assessment focuses on the development of the child's early phonological awareness skills.

SKILLS
- Orally blends two words into one word
- Identifies rhymes
- Orally segments words into word parts (syllables)

ASSESSMENT METHOD
Performance

MATERIALS
- Page C-95
- Blank sheets of paper if needed

SCORING INFORMATION
- Standardized Record Book: Page 16
- Entry: 3+ years
- Basal: None
- Ceiling: None

NOTE
If the child has difficulty focusing on a single row, cover the other rows with blank sheets of paper.

AFTER ASSESSING
To write an IEP, use the Objectives for Writing IEPs at the end of this assessment.

Directions for Assessment
This assessment is made up of three different phonological skills. For each of these skills, use the specific directions given. Administer all items.

Blends Two Words into One Word
Beginning with an example,

Say: I am going to say two words. Then I want y... say them together to make one word. For e... if I say *air . . . plane,* **you would say** *airplane.*

1. **base ball – baseball**
   Say: The next words are *base . . . ball.*
   Pause for the child's response. (*baseball*)

2. **sail boat – sailboat**
   Say: The next words are *sail . . . boat.*
   Pause for the child's response. (*sailboat*)

3. **cup cake – cupcake**
   Say: The words are *cup . . . cake.*
   Pause for the child's response. (*cupcake*)

User-friendly page design makes it easy to navigate assessment procedures.

Clearly stated, standardized directions ensure consistent administration.

E-3 Compares Different Amounts

Overview
This assessment focuses on the child's ability to compare the number of objects in two groups that have different quantities of identical objects.

SKILL
Identifies which of two groups of objects has the greater number of objects

ASSESSMENT METHOD
Performance

MATERIALS
- Pages C-111 and C-112
- Blank sheets of paper if needed

SCORING INFORMATION
- Standardized Record Book: Page 19
- Entry: For 2 years, start with item 1.
        For 4+ years, start with item 3.
- Basal: Two in a row correct
  If the child does not reach a basal, drop back to the earlier Entry and begin with the item indicated.
- Ceiling: Two in a row incorrect

NOTE
If the child has difficulty focusing on a single item, cover the other items with blank sheets of paper.

AFTER ASSESSING
To write an IEP, use the Objective for Writing IEPs at the end of this assessment.

Directions for Assessment
Ask the child to tell which of two given groups of objects on page C-111 has more objects.

1. **1 vs. 3**
   Point to item 1, the two groups of hearts, on page C-111 and
   Say: Look at these two groups of hearts. Which group has more?
   Pause for the child's response.

2. **5 vs. 2**
   Point to item 2 and
   Say: How about these two groups of keys? Which group has more?
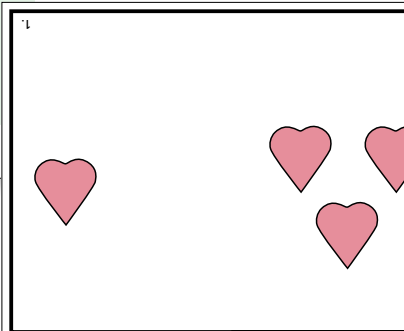   Pause for the child's response.

3. **9 vs. 4**
   Point to item 3 and
   Say: Look at these two groups of marbles. Which group has more?
   Pause for the child's response.

Academic Skills/Cognitive Development: Mathematics

1.

3.

IED III Standardized
Sample Literacy and Mathematics Assessments

27

E Academic Skills/Cognitive Development: Mathematics

SCORING INFORMATION	Assessment

E-1 Understands Number Concepts [page 108]

Entry:
• For 2 years, start with item 1.
• For 4+ years, start with item 4.
Basal: 2 in a row correct
Ceiling: 2 in a row incorrect

1. Just one
2. One more
3. Two
4. Three
5. Five
6. Seven
7. Nine

____/7

NOTES: _____

_____

_____

E-2 Counts by Rote [page 110]

Entry: 2+ years
Basal: None
Ceiling: None
Give credit for each numeral up to the first error.

Counts by rote to:

1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20
21 22 23 24 25 26 27 28 29 30

____/30

NOTES: _____

_____

_____

E-3 Compares Different Amounts [page 111]

Entry:
• For 2 years, start with item 1.
• For 4+ years, start with item 3.
Basal: 2 in a row correct
Ceiling: 2 in a row incorrect

1. 1 vs. 3
2. 5 vs. 2
3. 9 vs. 4
4. 10 vs. 13
5. 18 vs. 14
6. 20 vs. 15

____/6

NOTES: _____

_____

_____

E Academic Skills/Cognitive Development: Mathematics   19

Simple scoring produces standard scores, percentiles, and age equivalents for key skill areas and domains.

IED III Standardized Scoring Sheet (continued)

E   ACADEMIC SKILLS/COGNITIVE DEVELOPMENT: MATHEMATICS

SUBDOMAIN	MATHEMATICS	RAW SCORE	SCALED SCORE Appendix A	
ASSESSMENTS	E-1 Understands Number Concepts	/7	▸	
	E-2 Counts by Rote	/30	▸	
	E-3 Compares Different Amounts	/6	▸	
	E-4 Sorts Objects (by Size, Color, Shape)	/6	▸	
	E-5 Matches Quantities with Numerals	/10	▸	
	E-6 Reads Numerals	/5	▸	
	E-7 Solves Word Problems	/10	▸	
	E-8 Knows Missing Numerals in Sequences	/12	▸	Ⓑ COMPOSITE SCORE: MATHEMATICS Appendix B
	E-9 Adds Numbers	/9	▸	
	E-10 Subtracts Numbers	/6	▸	
	Ⓑ	TOTAL RAW SCORE ▼(sum) /101	TOTAL SCALED SCORE ▼(sum)	▸

TOTAL DOMAIN: ACADEMIC SKILLS/COGNITIVE DEVELOPMENT

		TOTAL RAW SCORE	COMPOSITE SCORE	SE_M CONFIDENCE INTERVAL	PERCENTILE Appendix E	AGE EQUIVALENT Appendix F	SE_Z INSTRUCTIONAL RANGE
SUBDOMAIN	Ⓐ LITERACY	/170		± __ −			± __ −
SUBDOMAIN	Ⓑ MATHEMATICS	/101		± __ −			± __ −
	SUM OF Ⓐ AND Ⓑ	▼(sum) /271	▼(sum)				
DOMAIN	ACADEMIC SKILLS/COGNITIVE DEVELOPMENT Appendix C		▼	± __ −			± __ −
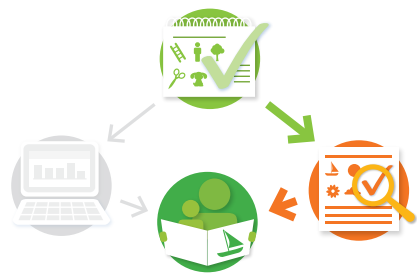
*Based on screening results, you can use the **IED 4** to get more information about children's skills and then use the Readiness Activities to plan targeted instruction.*

BRIGANCE Inventory of Early Development 4 (IED 4)

The IED 4 makes it easy to identify specific strengths and needs for children developing skills typically acquired between birth and age 8.

- Evaluate school readiness with a comprehensive collection of developmental and academic assessments.

- Plan individualized instruction based on valid and reliable results.

- Measure progress toward early learning goals.

- Ensure strong alignment with state and national standards.

Get started for **$419** with the IED 4 Classroom Kit:

- IED 4 Developmental and Academic Administration Manual Set
- 20 Record Books
- Manipulatives
- Durable Canvas Tote

See for more pricing information.

With **more than 130** assessments, the IED 4 is divided into two volumes that cover school-readiness skills across key developmental and academic domains.

IED 4 Volume 1: Developmental

TABLE OF CONTENTS

IED 4 Volume 2: Academic

TABLE OF CONTENTS

Table of Contents—Assessments

Major content updates include:

- New Cognitive domain with expanded content measuring early cognitive development

- Social and Emotional assessments expanded using the Collaborative for Academic, Social, and Emotional Learning framework

- Fully updated Literacy domain that reflects the Science of Reading

- Fully updated Mathematics domain that reflects up-to-date research on early numeracy

- New Science section developed using Next Generation Science Standards

Criterion–Referenced Inventory of Early Development 4
Volume 1: Developmental Table of Contents and Volume 2: Academic Table of Contents

Assessments by Method and Age/Grade Chart—Volume 1: Developmental

Assessment Method(s)				Assessment Title	Page	Earliest Notation	Age Notation Range									Latest Notation
Observation and Interview	Observation	Performance: Demonstrated	Performance: Written				0 months to 12 months	12 months to 2 years	2 years to 3 years	3 years to 4 years	4 years to 5 years	5 years to 6 years	6 years to 7 years	7 years to 8 years		
D LANGUAGE DEVELOPMENT: EXPRESSIVE																
✔				D-1 General Expressive Language Skills*	105	0m										7y
		✔		D-2 Names Pictures	114	18m										4y6m
		✔		D-3 Names Parts of the Body*	121	2y										6y6m
		✔		D-4 Names Colors	122	2y										5y
		✔		D-5 Names Actions	124	2y										4y
		✔		D-6 Uses Inflectional Endings, Possessives, and Prepositions	127	2y										5y
		✔		D-7 Responds to Pictures with Meaningful Language	130	3y6m										6y6m
	✔			D-8 Intelligibility	133	18m										7y11m
	✔	✔		D-9 Speech Sound Development	135	18m										7y11m
✔				**Comprehensive Skill Sequences**	139	0m										7y11m
✔				**Supplemental Skill Sequence**	143	6m										5y
E COGNITIVE DEVELOPMENT																
✔				E-1 General Cognitive Skills*	146	0m										
		✔		E-2 Imitates Actions	153	9m										
		✔		E-3 Follows Multistep Directions	155	15m										
		✔		E-4 Builds Structures with Blocks	157	2y										
		✔		E-5 Directional and Positional Concepts	161	2y										
		✔		E-6 Contrasting Concepts	163	2y										
		✔		E-7 Matches Colors	166	2y										
		✔		E-8 Sorts Objects by Attribute	168	3y										

Age scale: 0m 12m 2y 3y 4y 5y 6y

* This milestone assessment has a corresponding Comprehensive Skill Sequence. See page i-24 for more information.

Assessments by Method and Age/Grade Chart—Volume 2: Academic

Assessment Method(s)				Assessment Title	Page	Earliest Notation	Age/Grade Notation Range								Latest Notation
Observation and Interview	Observation	Performance: Demonstrated	Performance: Written				Early Childhood				Pre-K	K	1st Grade	2nd Grade	
							0 months to 12 months	12 months to 2 years	2 years to 3 years	3 years to 4 years					
J ACADEMIC SKILLS: LITERACY															
✔				J-1 Responds to Books	285	0m									2nd
		✔		J-2 Concepts of Print	290	12m									K
		✔		J-3 Identifies and Makes Rhymes	293	Pre-K									K
		✔		J-4 Blends Word Parts	296	Pre-K									1st
		✔		J-5 Segments Word Parts	298	1st									1st
		✔		J-6 Adds Word Parts	300	K									1st
		✔		J-7 Deletes Word Parts	303	1st									1st
		✔		J-8 Substitutes Word Parts	306	K									1st
		✔		J-9 Discriminates Initial, Ending, and Medial Sounds	309	K									K
		✔		J-10 Identifies Consonant Sounds in Words	311	K									K
		✔		J-11 Identifies Long and Short Vowel Sounds in Words	317	K									1st
		✔		J-12 Matches Uppercase and Lowercase Letters	320	K									K
		✔		J-13 Identifies Uppercase Letters	322	K									K
		✔		J-14 Identifies Lowercase Letters	323	K									K
		✔		J-15 Identifies Sounds Made by Letters	324	K									1st
		✔		J-16 Identifies Consonant Sound-Spelling Correspondence	325	K									K
		✔		J-17 Identifies Vowel Sound-Spelling Correspondence	327	K									K
			✔	J-18 Prints Uppercase Letters	329	K									K
			✔	J-19 Prints Lowercase Letters	330	1st									1st

Age scale: 0m 12m 2y 3y 4y

- Improved age notation format and new grade-level notations

- See at a glance which assessments may be appropriate for a child of a given age.

- Plan to administer assessments with the same assessment method together.
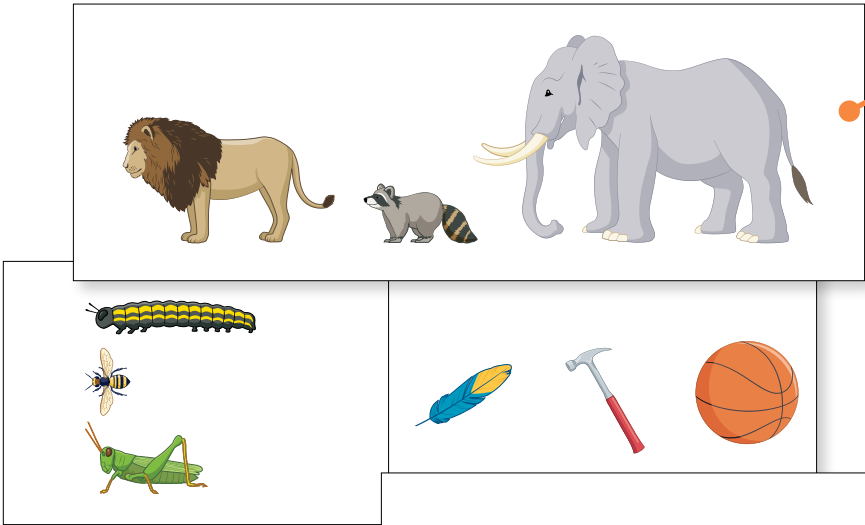
Colorful child pages are designed to face the child for easy administration.

Easy-to-follow directions ensure quick and accurate assessment.

The **Overview** points out the assessment's purpose, skill area, and key administration information.

L-4   The Five Senses

Overview
This assessment focuses on understanding of the five senses.

SKILLS
- Identifies a body part associated with a sense
- Names the sense used to make an observation

Directions: Performance

Pre-Kindergarten

Identifies a body part associated with a sense

Ask the student which body part is associated with each of the five senses. Pause after each request for the response.

1. **sight**
   Ask: What part of your body do you use to see? (*eyes*)
2. **hearing**
   Ask: What part of your body do you use to hear? (*ears*)
3. **taste**
   Ask: What part of your body do you use to taste?
   (e.g., *mouth, tongue*)
4. **smell**
   Ask: What part of your body do you use to smell?
   (e.g., *nose, nostrils*)
5. **touch**
   Ask: What part of your body do you use to touch?
   (e.g., *hands, fingers, skin, feet, toes*)

L-4 The Five Senses

Academic Skills: Science

K-21   Compares Measurable Attributes

Overview
This assessment focuses on knowledge and understanding of measurement vocabulary and concepts.

SKILLS
- Compares by length, height, and weight
- Identifies groups that are in order by height and weight

ASSESSMENT METHOD
Performance

MATERIALS
- Pages S-402 and S-403
- Blank sheets of paper

SCORING INFORMATION
- **Record Book:** Page 94
- Give credit for each correct response.

NOTE
To help the student focus on a single item, consider covering the other items with blank sheets of paper.

Directions: Performance
Ask the student to compare things in a group by a measurable attribute. Pause after each request for the response.

Kindergarten

1. **Compares by length to determine longest**
   Point to the box with three bugs and
   Say: Look at these three bugs. There's a caterpillar, a bumblebee, and a grasshopper.
   Ask: Which bug is longest?
2. **Compares by weight to determine lightest**
   Point to the box with three objects and
   Say: Look at these three objects. There's a feather, a hammer, and a basketball. Think about how heavy each one is.
   Ask: Which object is lightest?
3. **Compares by height to determine tallest**
   Point to the box with three animals and
   Say: Look at these three animals. There's a lion, a raccoon, and an elephant.
   Ask: Which animal is tallest?

Academic Skills: Mathematics

STUDENT PAGE FORMAT AND ANSWERS FOR PAGE S-402

402   BRIGANCE® Inventory of Early Development 4

K-21 Compares Measurable Attributes

Criterion-Referenced Inventory of Early Development 4
Sample Mathematics and Science Assessments

33

Criterion–Referenced Inventory of Early Development 4
Sample Language Development Assessment and Comprehensive Skill Sequence

34

Multiple assessment methods allow for flexible administration.

C-1 General Receptive Language Skills

Overview

This assessment focuses on receptive language skills, including attending to, listening to, and understanding information conveyed through words, gestures, and other forms of language.

SKILL

Demonstrates skills and behaviors that indicate awareness or understanding of visual activity, sounds, words, or combinations of words

ASSESSMENT METHOD

Observation and Interview

MATERIALS

- The student's bottle (if the student uses a bottle)
- A high-contrast or brightly colored toy
- A squeaking toy (e.g., a squeaky duck* or similar object)
- Blocks*
- A cup
- A small box

* Included in the *IED 4 Accessories Kit*

SCORING INFORMATION

- **Record Book:** Pages 19–20
- Give credit for each skill the student demonstrates or for each *yes* response. See the specific Criteria given for some skills.
- Stop after five consecutive skills the student does not demonstrate or after five consecutive *no* responses.

CRITERIA

When determining whether the student responds to a prompt, consider any response that indicates understanding, including gesturing, shifting their gaze, pointing, nodding, smiling, or answering verbally.

Directions: Observation and Interview

Before you begin, read through the full assessment to familiarize yourself with the items. Then, if possible, spend time with the student in a natural setting. Give credit for each skill demonstrated during your observation. For some items, additional instructions are included to encourage demonstration of the skill.

For a skill you are not able to observe, ask the parent/caregiver the question that follows the skill. If needed, ask follow-up questions to determine if the student demonstrates proficiency in the skill.

1. Startles to unexpected noise

Ask: **Does _____ noise?**

Or, if a loud noise

Criteria: Give cre startles to a loud

2. Anticipates fee solid food)

Ask: **Does _____ source of**

Criteria: Give cre mouth, focusing arms, or vocalizing

3. Responds to v

Ask: **When _____ though ar calming o**

COMPREHENSIVE S

A Comprehensive S assessment as well

Language Developme

Comprehensive Skill Sequences

Student's Name: _____   **Date:** _____

The Comprehensive Skill Sequences are detailed lists of developmentally sequenced skills that children typically develop from birth through age seven. A Comprehensive Skill Sequence includes the skills in a specific assessment (listed as **bolded** milestone skills) as well as intermediate (secondary) skills. The numeral in parentheses that follows a milestone skill indicates the item number of the skill in the assessment and in the **Record Book**.

During typical development, children acquire skills gradually over specific age ranges. The age notations in both the Comprehensive Skill Sequences and the assessments indicate these ranges. For more information, see page i-25.

Using the Comprehensive Skill Sequences allows you to conduct a more comprehensive assessment. Using them can also help pinpoint a student's current performance level along a broader skill continuum and help you track their ongoing progress in smaller incremental steps.

C-1C GENERAL RECEPTIVE LANGUAGE SKILLS

See pages 72–76 for assessment procedures for the milestone skills (the skills in **bold** print) that appear in C-1 General Receptive Language Skills.

1. **Startles to unexpected noise (1)**
2. Quiets motor activity in response to sound
3. **Anticipates feeding at the sight of food (breast, bottle, solid food) (2)**
4. **Responds to voice of parent/caregiver (3)**
5. **Reacts to visual stimuli (4)**
6. **Responds with a smile, a coo, or another attentive response (5)**
7. **Turns toward face of speaker (6)**
8. Responds differently to different sounds (e.g., telephone, barking dog, car horn)
9. Shows interest in watching people's faces when spoken to
10. Repeats an action that receives laughs
11. **Moves eyes or turns head to find a sound (7)**
12. **Shows understanding of some words (e.g., *bye-bye*, *mama*) (8)**
13. **Responds to own name (9)**
14. **Smiles or laughs when looking at a parent/caregiver (10)**
15. **Anticipates feeding when hears word for food (11)**
16. **Holds out or raises arms when a parent/ caregiver says *Come here* or *Up* (12)**
17. **Looks at people or objects when they are pointed to (13)**
18. Listens selectively to familiar words
19. **Looks at familiar people and objects when they are named (14)**
20. Listens to soft sounds near the ear, such as whispering or the tick of an analog watch
21. Begins to link object to functional relationship (e.g., spoon/food, comb/hair)
22. Understands six words
23. **Responds to questions regarding wants or needs (15)**
24. **Gives objects when requested (with gesture) (16)**
25. **Responds to the word *no* (17)**
26. **Responds to simple requests (with gesture) (18)**
27. **Responds to simple one-step instructions (no gesture) (19)**
28. **Gives a block when requested (no gesture) (20)**
29. Attends to person speaking to them
30. Understands concept of *more* (e.g., responds appropriately to questions such as *Do you want more?*)
31. Understands at least forty words
32. Responds to request for play actions
33. Points to some body parts when requested
34. **Puts a block into a container when requested (21)**

Comprehensive Skill Sequences

Language Development: Receptive

Helpful **Comprehensive Skill Sequences** break down skills into incremental steps for a more detailed sequencing of developmental skills and provide developmental age levels to help teachers and parents know which skills to look for and support next.

Example of Evaluation Tracker:

Evaluation	Color	Date or Date Range	Examiner	Observations	(e.g., observations about the student's hearing,* vision,* behavior; tips for keeping the student engaged)
1st	Red	9/15/26 – 9/18/26	James Williams	We took stretch breaks every 15 minutes.	
2nd	Blue	1/20/27	James Williams	It was helpful to repeat prompts twice.	

*Screening by a healthcare professional may be in order.

The BRIGANCE color-coded recordkeeping system ensures accurate assessment results and allows tracking of skill proficiency in the child's IED 4 Record Book over time.

Example of recording data using the color-coding system:

Page 121

D-3 Names Parts of the Body

2y **1.** eyes	**6.** ears	**11.** toes	**16.** neck	**21.** shoulders
2. nose	**7.** head **2y6m**	**12.** hands	**17.** knees **4y**	**22.** elbows
3. mouth	**8.** teeth	**13.** back	**18.** thumbs	**23.** chest
4. hair	**9.** fingers	**14.** tongue	**19.** chin **5y6m**	**24.** ankles
5. feet	**10.** arms **3y6m**	**15.** legs	**20.** cheek	**25.** heels **6y6m**

Notes: Jumped up when we pointed to feet but did not name them.
Responded correctly for feet, fingers, and toes when
prompted twice.

Example Objective

By _____(date)_____, _____(student's name)_____ will name the body parts *feet, teeth, fingers,* and *toes* in 8 of 10 opportunities.

Example Objectives offer suggested language for composing IEP and IFSP goals based on assessment results.

The IED 4 offers **new digital resources for enhanced support**!

Printable, easy-to-use Teacher Tools assist with goal setting, instructional planning, and more.

Case Study 3

Case Study 3

Classroom:
- Early Childhood General Education (K4 – 2nd grade)

Educator:
- *Ms. Campbell:* a general education teacher in a first-grade classroom

Student:
- *Aldo:* a 6-year-old student in Ms. Campbell's classroom

Who may benefit from this section:
- ✓ General education teachers, K4 – grade 2
- ✓ Students with and without IEPs in general education settings

Using BRIGANCE to:
- **Track** progress
- **Plan** instruction and intervention
- **Teach** toward proficiency

Track

Ms. Campbell has 20 students in her first-grade classroom. She uses the *IED 4* Math and Literacy domains with the Class Record Sheets to assess math and literacy benchmarks throughout the year. The data recorded in the Class Record Sheets informs student Progress Reports and Report Cards. Ms. Campbell has organized her class into four small groups to differentiate instruction for each student. Using the *IED 4* Math and Literacy domains regularly with each group allows Ms. Campbell to track progress closely and ensure her instruction is developmentally appropriate and rigorous for each student.

Because the *IED 4* is comprehensive, Ms. Campbell also has a research-backed resource to consult for individual student needs and intervention planning. Aldo is a first-grade student who excels in math and needs support with social-emotional skills. Ms. Campbell evaluates Aldo's math skills with the *IED 4* and moves Aldo to an advanced math group for instruction based on the data collected in Aldo's Record Book. Ms. Campbell evaluates Aldo's social-emotional skills with the *IED 4* and learns that Aldo needs support with interpersonal skills. Based on Aldo's Record Book data, Ms. Campbell begins intervention, planning for social-emotional skills.

▶ **Tips**
- You do not need to use the entire *IED 4* with your students. You only need to choose the domains relevant to each student for assessment. You may use only the Class Record Sheets for class benchmark assessment and other domains to individualize instruction for intervention or enrichment for a few students.
- You can use the *IED 4* for students performing below or above grade level across all domains to get a clear picture of individual skill development.

The digital User Guide features Case Studies with different ways in which the IED 4 may be used and includes a list of **suggested accommodations** by type, domain, activity, and disability.

IEP Goal Builder Template

By (time frame), given (supports/settings), (student name) will (underlined Record ...) (number of opportunities per day/week) for (how many consecutive weeks) with (...) (...) accuracy, as measured by (date collection documents).

By (time frame)		given (supports/settings)
examples:		examples:
• annual review	+	• visual prompts
• end of the school year		• verbal prompts (can add specific number)
• specific date		• sensory supports
		• AAC / PECS / other communication method as communication
		• a model
		• tactile cues
		• items (manipulatives, letter cards, etc.)

(student name) will (underlined Record Book skill)		in
examples:	+	exam
• put things where they belong upon request		• 4
• sing a song or recite a nursery rhyme		• 8
• identify beginning consonant sounds in words		• f

for (how long) ,		with (percentage accuracy) ,
examples:	+	examples:
• 3 consecutive weeks		• 80% accuracy
• 4 consecutive weeks		• 90% accuracy

Examples:
By annual review, given appropriate books and verbal prompts, Zachary w... **they are read** in 4 of 5 trials, for 4 consecutive weeks, with 80% accuracy... collection documents.

By annual review, given a model and a set of small objects, Blanca will **co...** **correctly** in 8 of 10 opportunities, for 4 consecutive weeks, with 80% accu... data collection documents.

By annual review, given a visual prompt, Quinn will **write two sentences ... words in response to a writing prompt** in 4 of 5 trials, for 4 consecutive w... accuracy, as measured by student work samples.

BRIGANCE® IED 4   6   ...

Intervention Plan – Individual   General Education

Student name: _____

Learning target: _____

Classroom supports: _____

TEACHING STEPS
Baseline – right now, the student can: _____
Teaching steps in between the baseline and the learning target
1.
2.
3.
4.
5.

learning target

Week of:	Learning target (teaching step)	Activities	Was the learning target met?
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

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Supplemental recording forms allow teachers to track class data.

B Physical Development: Fine Motor   Names of Children

Recording Symbols
☐ Not assessed
☐ Assessed but not achieved
☑ Skill has been achieved

B-3 Early Handwriting Skills (pp. 49–50)
++ **1.** Attempts to scribble.
2. Scribbles.
3. Scribbles well. ++
4. Holds a crayon (or pencil) with fingers, perhaps incorrectly, with hand not fisted.
5. Uses one hand consistently.
6. Draws a somewhat recognizable picture. ++
7. Draws a recognizable picture. ++
8. Uses a functional pencil grasp (adult grasp between thumb and fingers). ++

B-4 Draws a Person (p. 51)
++ **1.** head
2. eyes
3. legs
4. mouth
5. arms
6. hair
7. nose
8. trunk ++
9. hands
10. feet
11. fingers ++
12. neck
13. ears
14. shoulders ++

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Pricing and Ordering

Early Childhood Screens III Pages 4–13	0–35 Months		3–5 Years		K & 1	
	Price	Order #	Price	Order #	Price	Order #
Complete Assessment Kit for Screens III and IED III (Screens III Manual, 60 Data Sheets, Technical Manual, Criterion-Referenced IED III Inventory—Early Childhood Edition, 20 Record Books, Testing Accessories [for use with Screens III and IED III], Durable Canvas Tote)	$529	14348	$529	14347	–	–
Screens III Kit (Screens III Manual, 60 Data Sheets, Technical Manual, Screens III Accessories [only in 0–35 Months Kit], Durable Canvas Tote)	$309	14293	$249	14295	$279	14298
Screens III Manual	$189	14294	$189	14296	$189	14299
Screens III Data Sheets	15-Pack $19	Infants 14301 Toddlers 14303 2-Year-Olds 14305	15-Pack $19	3-Year-Olds 14309 4-Year-Olds 14311 5-Year-Olds 14313	15-Pack $19	Grade K 14315 Grade 1 14317
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Screens III Accessories (Only for 0–35 Months)	$65	8652	—	—	—	—

Online Management System Pages 14–19 *(Supports Screens III)*	Price per Child*	Order #
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Inventory of Early Development III Standardized Pages 25–28	Price	Order #
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IED III Standardized Record Books	10-Pack $39 100-Pack $359	14289 14290
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