BRIGANCE®

Criterion-Referenced Inventory of Early Development 4

PROGRAM SAMPLER

Track Growth, Identify Needs, and Support Learning

The IED 4 is a comprehensive collection of developmental and academic assessments that makes it easy to identify the strengths and needs of learners developing skills typically acquired between birth and age 8.

Comprehensive Assessment

Provide ongoing assessment across key developmental and academic domains—physical, language, cognitive, adaptive, social-emotional, literacy, mathematics, and science.

School Readiness and Performance

Evaluate school readiness and determine present levels of performance to inform next steps.

Individualized Instruction

Use results to identify goals and objectives for personalized instruction, IEPs, and IFSPs.

Progress Monitoring

Track growth over time to support typical, accelerated, and delayed development.

Versatile Use

Gain detailed insights for early childhood, general education, and special education programs.

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

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IED 4 Volume 2: Academic

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Criterion–Referenced IED 4
Table of Contents

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

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

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

* 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

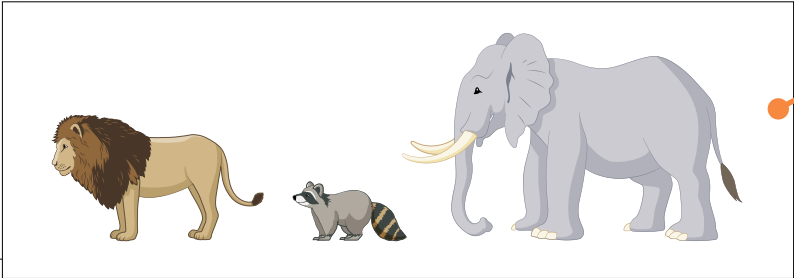| Assessment Method(s) (Observation and Interview / Observation / Performance: Demonstrated / Performance: Written)	Assessment Title	Page	Earliest Notation	Latest Notation
J	**ACADEMIC SKILLS: LITERACY**			
Observation and Interview ✔	J-1 Responds to Books	285	0m	2nd
Performance: Demonstrated ✔	J-2 Concepts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

- 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.

Criterion-Referenced IED 4
Assessments by Method and Age/Grade

5

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

Academic Skills: Science
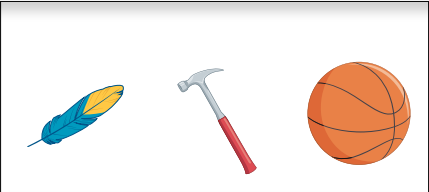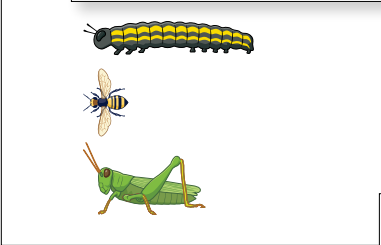
Overview
This assessment focuses on understanding of the five senses.

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

K-21 Compares Measurable Attributes

Academic Skills: Mathematics

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?

STUDENT PAGE FORMAT AND ANSWERS FOR PAGE S-402
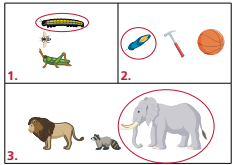
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D-1 General Expressive Language Skills

Multiple assessment methods allow for flexible administration.

User-friendly directions guide teachers step by step through an assessment.

Overview

This assessment focuses on communication using sounds, gestures, and words, as well as vocabulary development, complexity of language, and the production of multiword utterances.

SKILLS
- Demonstrates meaningful vocalizations and gestures
- Uses words and combines them into phrases and sentences to communicate

ASSESSMENT METHOD
Observation and Interview

MATERIALS
Pages S-131 and S-132 from D-7 Responds to Pictures with Meaningful Language (see items 79 and 80)

SCORING INFORMATION
- **Record Book:** Pages 24–26
- Give credit for each skill the student demonstrates or for each *yes* response. See the specific Criteria given for some skills.
- Stop after three consecutive skills the student does not demonstrate or after three consecutive *no* responses.

NOTE
Many foundational expressive language skills are typically present only at the early stages of development and disappear during later stages. If a skill continues far beyond the developmental window in which it is usually observed, note this in the Record Book.

COMPREHENSIVE SKILL SEQUENCE
A Comprehensive Skill Sequence that includes the milestone skills in this assessment as well as intermediate skills appears on pages 139–142.

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.

0m 1. Makes sounds other than crying

Ask: Does _____ make sounds other than crying?

Criteria: Give credit if the student makes sounds other than crying, such as small throaty noises.

2. Makes varied sounds 2m

Ask: Does _____ make d
happy, hungry, and

Criteria: Give credit if the stu

3. Coos and gurgles

Ask: Does _____ make g
such as *ooh* or *aah?*

4. Laughs out loud

Ask: Does _____ laugh

5. Has a strong cry

Ask: Does _____ have a

6. Vocalizes when talked t

Ask: Does _____ make s
instance, when you
diaper change, do th
engage with you?

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Example Objective

By _____(date)_____, _____(student's name)_____ will use irregular plural nouns (e.g., *geese*, *teeth*) in 8 of 10 opportunities.

Student assessment results translate directly into individualized instructional planning with suggested objectives for writing IEPs.

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59. Responds to simple *yes* or *no* questions related to visual information

Ask: Does _____ respond with *yes* or *no* to questions about what they see, such as *Is this an apple?* or *Is this a cat?*

60. Uses possessive nouns

Ask: Does _____ use words that end in *s* to indicate possession, such as *the doll's hair*, *Dada's phone*, or *Mama's car?*

61. Asks *what* questions

Ask: Does _____ ask *what* questions, such as *What is that?* or *What are you doing?*

62. Asks *where* questions

Ask: Does _____ ask *where* questions, such as *Where are we going?* or *Where is my hat?*

63. Asks *why* questions

Ask: Does _____ ask *why* questions, such as *Why did he do it?* or *Why can't I?*

64. Uses pronouns to refer to others

Ask: Does _____ use pronouns such as *he, she,* and *they* to refer to others?

Criteria: Give credit if the student uses at least two pronouns to refer to others.

65. Uses simple sentences with pronouns

Ask: Does _____ use simple sentences with pronouns, such as *I can do it* or *She can play with me?*

66. Answers *who* questions

Ask: Does _____ answer *who* questions, such as *Who is in the car?* or *Who gave it to you?*

67. Uses negative phrases

Ask: Does _____ use negative phrases, such as *I don't, I can't,* or *I won't?*

68. Answers *where* questions

Ask: Does _____ answer *where* questions, such as *Where is your coat?* or *Where do you want to go?*

69. Asks *when* questions

Ask: Does _____ ask *when* questions, such as *When can we go?* or *When will we eat?*

70. Asks *how* questions

Ask: Does _____ ask *how* questions, such as *How do you do it?* or *How does it work?*

71. Uses prepositions other than *in* and *on*

Ask: Does _____ use prepositions other than *in* and *on*, such as *to, from, out, over, under,* or *behind*? Which ones?

Criteria: Give credit if the student uses at least two prepositions other than *in* and *on*.

72. Uses possessive pronouns other than *my* and *mine*

Ask: Does _____ use possessive pronouns, such as *his, your, her, theirs,* and *its*? Which ones?

Criteria: Give credit if the student uses at least two possessive pronouns other than *my* and *mine*.

73. Answers *why* questions

Ask: Does _____ answer *why* questions, such as *Why did the cat jump?*

74. Uses irregular plural nouns

Ask: Does _____ use irregular plural nouns such as *feet* or *mice* instead of *foots* or *mouses?*

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D-1 General Expressive Language Skills

Comprehensive Skill Sequences

Social and Emotion

Student's Name: _____ Date: _____

The Comprehensive Skill Sequences are detailed lists of developmentally sequenced skills that include the milestone skills from the corresponding assessments as well additional skills. Augmenting an evaluation by assessing the intermediate skills from the Comprehensive Skill Sequences can help pinpoint a student's current strengths and needs along a broader skill continuum and track their ongoing progress in smaller incremental steps.

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. The intermediate skills do not appear in the Record Book. Educators can reproduce relevant skill sequences and circle the item numbers for skills the student demonstrates.

The Comprehensive Skill Sequences are marked with age notations to reflect a general developmental sequence. For more information about age notations, see page i-17.

H-1C SOCIAL AWARENESS

See pages 255–256 for assessment procedures for the milestone skills (the skills in **bold** print) that appear in H-1 Social Awareness.

1. **Shows interest in people's faces (1)** [2m]
2. Shows a preference for being near others who are working or playing
3. **Responds with a smile (2)** [4m]
4. **Responds to strong emotions expressed by others (3)** [9m]
5. Imitates facial expressions of others
6. Responds differently to tones of voice associated with different feelings
7. Responds differently to facial expressions associated with different feelings
8. Responds differently to body language associated with different feelings
9. **Demonstrates pride in response to praise (4)**
10. Imitates emotional body language of others
11. **Makes visual contact with others (5)** [12m]
12. **Imitates the actions of others (6)** [18m]
13. **Demonstrates awareness of others' feelings (7)**
14. **Demonstrates awareness of desirable and undesirable behaviors in others (8)**
15. **Exercises control to avoid hurting others (9)**
16. Uses words to describe how others are feeling
17. **Identifies the impact of others' behavior (10)**
18. **Identifies the impact of own behavior (11)** [3y6m]

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Helpful **Comprehensive Skill Sequences** break down skills for monitoring incremental progress and include developmental age notations to help teachers and parents identify which skills to look for and support next.

Social and Emotional Development: Interpersonal

Student's Name: _____ Date: _____

H-3C PLAY AND RELATIONSHIPS WITH PEERS

See pages 260–262 for assessment procedures for the milestone skills (the skills in **bold** print) that appear in H-3 Play and Relationships with Peers.

1. **Gets excited when a toy is presented (1)** [2m]
2. Repeats an accidental behavior that brings pleasure or satisfaction
3. Repeats a smile, laugh, or vocalization that gets a pleasing reaction from others
4. **Shakes rattle or other object when placed in hand (2)** [6m]
5. Splashes in bath
6. **Bites or chews toys in play (3)**
7. Likes to reach for an object and grab it
8. Rotates and examines objects curiously
9. Kicks legs in play
10. Grasps an object and waves or bangs it
11. Moves to retrieve a toy that is out of reach [12m]
12. **Imitates the actions of others (4)**
13. **Links objects to functions (5)**
14. Shows or offers an object to another person as a means of gaining social interaction
15. **Takes favorite toy or comfort object to bed (6)**
16. Uses gestures such as pointing to direct attention
17. **Imitates the actions of a peer (7)** [18m]
18. **Imitates environmental sounds during play (8)**
19. **Imitates motions of objects (9)**
20. **Watches a peer play and joins briefly (10)**
21. **Engages in parallel play (11)** [2y]
22. Talks to self during play
23. Identifies with peers of the same age
24. **Takes turns with peers with adult assistance (12)**
25. **Engages in pretend play (13)**
26. **Plays with a variety of play behaviors (14)**
27. **Engages in play that extends beyond self (15)**
28. **Matches toys that go together (16)**
29. **Talks to and for objects (17)**
30. **Engages in a simple game with adult assistance (18)** [2y6m]
31. **Initiates interactions with a peer (19)**
32. Shows an interest in the conversations of peers
33. **Plays with peers with adult assistance (20)**
34. Acts out an entire scene of a complex episode, such as preparing a meal
35. Participates in simple group activities (e.g., singing, clapping, dancing)
36. Talks to peers other than those in their inner circle
37. **Plays simple group games (21)**
38. **Uses a doll or another toy to act out a scene (22)**
39. **Acts out an imaginary role in play (23)** [3y]
40. Follows caregiver and copies activity in play
41. Likes to dramatize in activities such as dress-up
42. **Shows preference for some friends over others (24)**
43. Forms a temporary attachment to one playmate
44. **Invites a peer to join an activity (25)**
45. **Plays cooperatively with some adult assistance (26)**
46. Has an imaginary friend
47. Exhibits silliness and a sense of humor in play with peers
48. **Prefers the companionship of peers to that of adults (27)** [3y6m]
49. **Demonstrates willingness to share and take turns (28)**
50. Stops a play activity on request
51. Has several friends
52. **Engages in coordinated pretend play with peers (29)**
53. **Uses one object to represent another in play (30)** [4y]
54. **Plays cooperatively with peers in a small group (31)**
55. **Plays games that have rules (32)**
56. Identifies a peer as a best friend
57. **Plays cooperatively in large-group games (33)** [6y]
58. **Values friendship (34)**
59. **Works together with peers to adapt play activities (35)** [7y]

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Comprehensive Skill Sequences

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 student'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 support for developing IEP goals based on individual 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 creates an intervention plan for

▶ **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.

Supplemental recording forms allow teachers to track class data.

Pricing and Ordering

Criterion-Referenced Inventory of Early Development 4 (IED 4)	Price	Order #
IED 4 Classroom Kit (Includes the IED 4 Developmental and Academic Administration Manual Set, Manipulatives, 20 Record Books, and Durable Canvas Tote)	$419	44693
IED 4 Administration Manual Set (Developmental and Academic)	$316	44694
IED 4 Record Books	$50 *(10-pack)* $469 *(100-pack)*	44702 44703
IED 4 Manipulatives	$40	44692
Readiness Activities	**Price**	**Order #**
Readiness Activities	$219	11854
Take-Home Activity Book Collection* (10 skill-specific Take-Home Activity Books—20 copies of each)	$269	11380

*10-packs of specific Take-Home Activity Book titles are also available for $14.95.

To Order:

(800) 225-0248
Mon.–Thurs. 8:30 a.m.–6 p.m.
Fri. 8:30 a.m.–5 p.m. ET

If you are looking for ways to enrich learning or involve families in children's early learning experiences, BRIGANCE can also offer:

- **Readiness Activities** offer fun and easy-to-plan hands-on activities to target key readiness skills. Family involvement resources in Spanish and English are included.
- **Take-Home Activities** offer practice opportunities to reinforce key skills for kindergarten success. Great to send home after screenings!
- Reach out to BRIGANCE@cainc.com for more information.