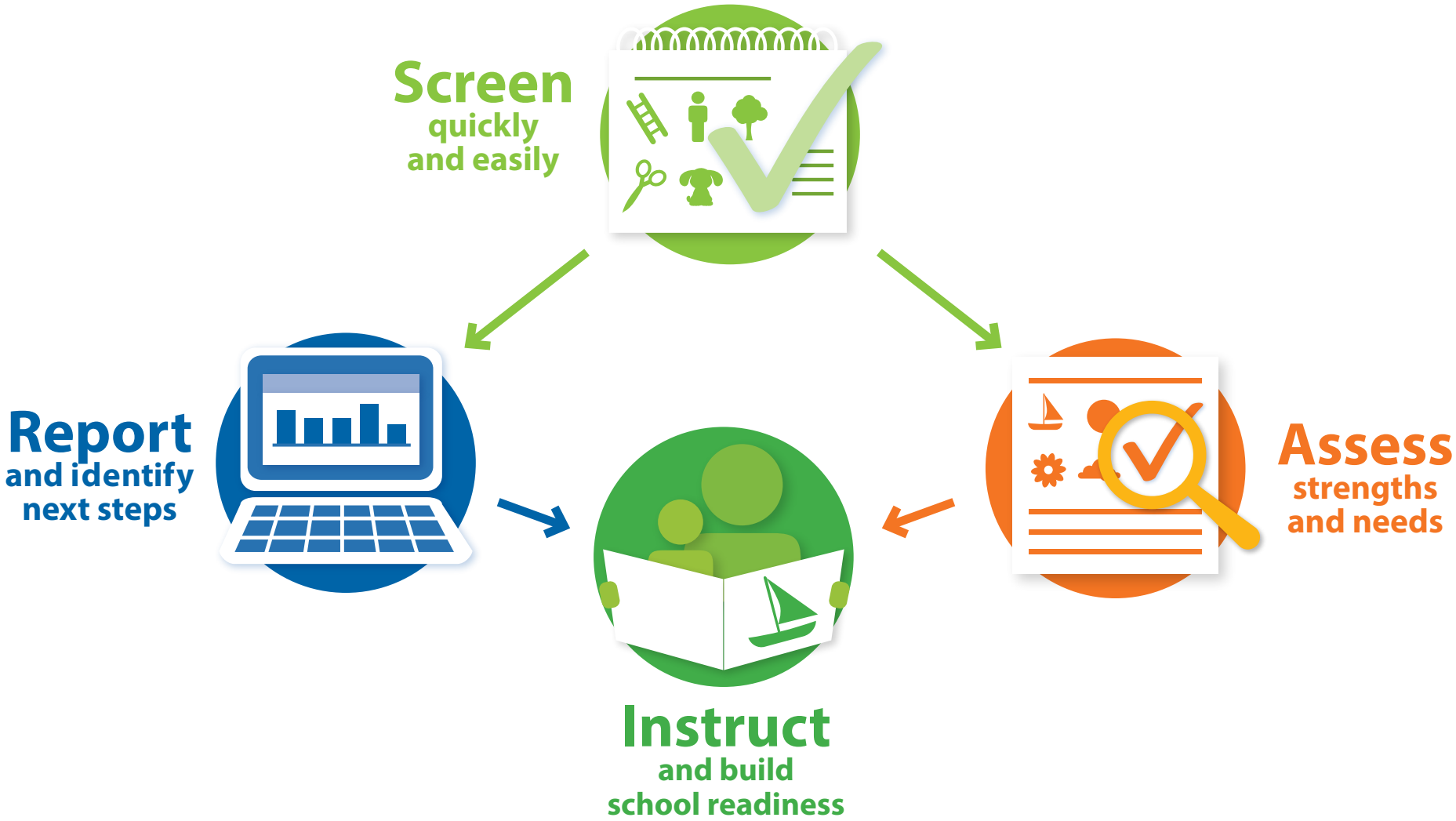
BRIGANCE®
Early Childhood

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.



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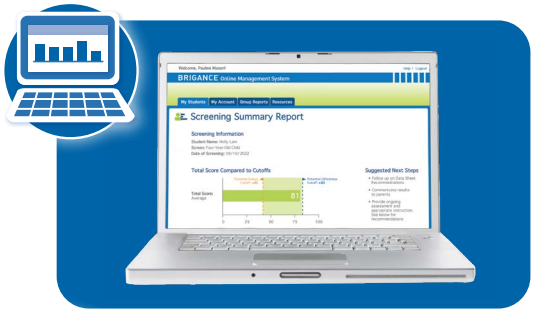
BRIGANCE Early Childhood Screens III 4

(Birth–Grade 1)

Quickly and easily screen children to identify potential developmental delays and giftedness. Accurately assess physical development and language as well as academic/cognitive, self-help, and social-emotional skills.



BRIGANCE Screens III Online Management System 14

(Supports Screens III)

Instantly generate results, compare screening scores to cutoffs, and get instructional recommendations for each child. Reports are easy to understand and share with parents.

BRIGANCE Inventory of Early Development III 20

(Birth–7 Years)

Plan individualized instruction and measure progress toward school readiness goals with assessments aligned to key early childhood domains. Get a deeper understanding of each child's specific strengths and needs.

BRIGANCE Readiness Activities 30

(3–7 Years)

Use fun, easy-to-plan developmental activities targeting key readiness skills. Take-Home Activity Books and Family Letters are also available to engage parents.

Pricing and Ordering 35

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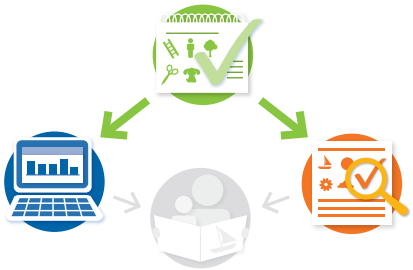
Visit our website at BRIGANCE.com/EarlyChildhood.



*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 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
- Additional content, including new Self-help and Social-Emotional Scales

Assess skills in the following key domains:

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

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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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3–5 Years

CORE ASSESSMENTS—THREE-YEAR-OLD CHILD

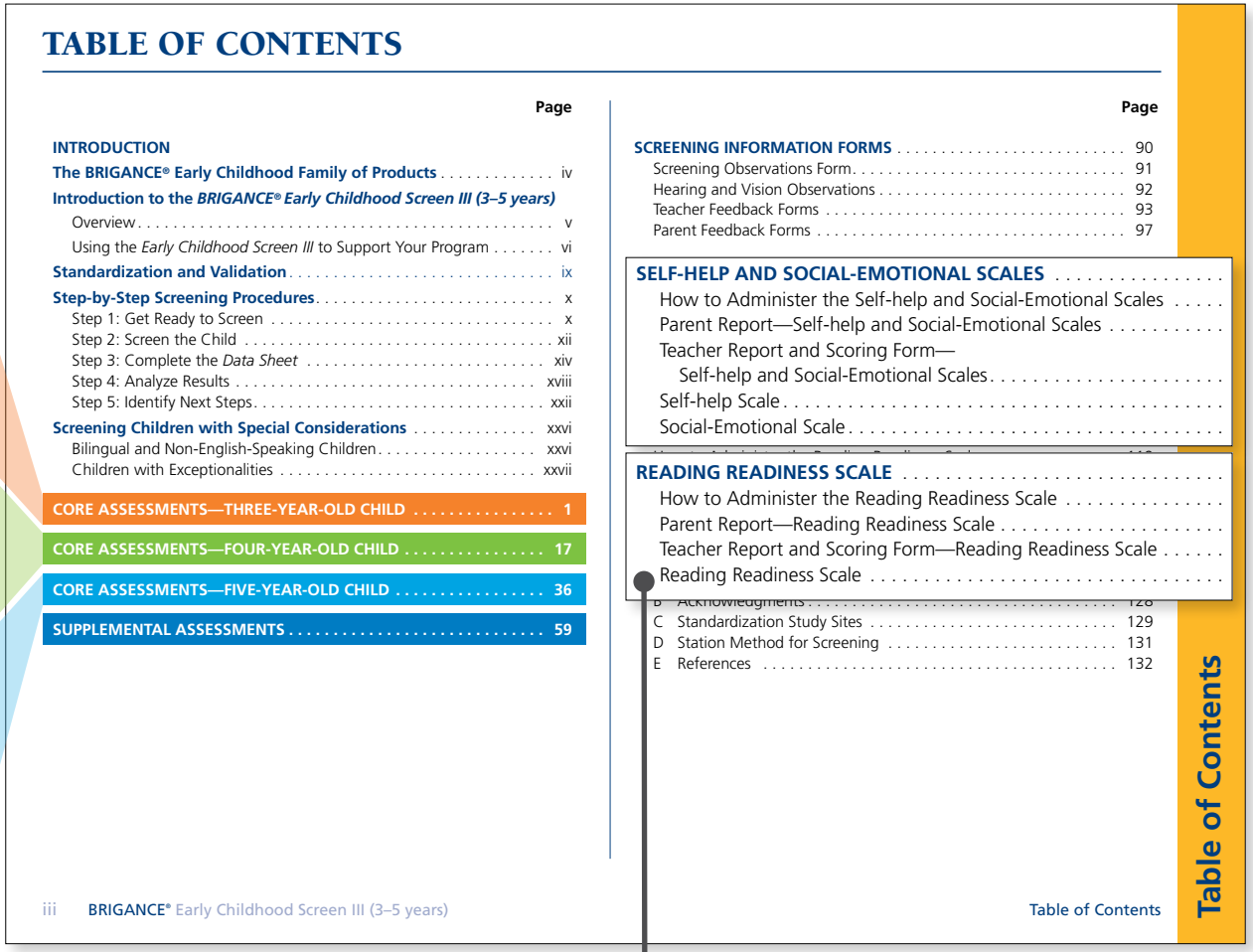
Assessment
- Knows Personal Information
- Identifies Colors
- Identifies Pictures by Naming
- Knows Uses of Objects
- Visual Motor Skills
- Understands Number Concepts
- Builds Tower with Blocks
- Gross Motor Skills
- Identifies Parts of the Body
- Repeats Sentences
- Uses Prepositions and Irregular 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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K & 1

CORE ASSESSMENTS—KINDERGARTEN

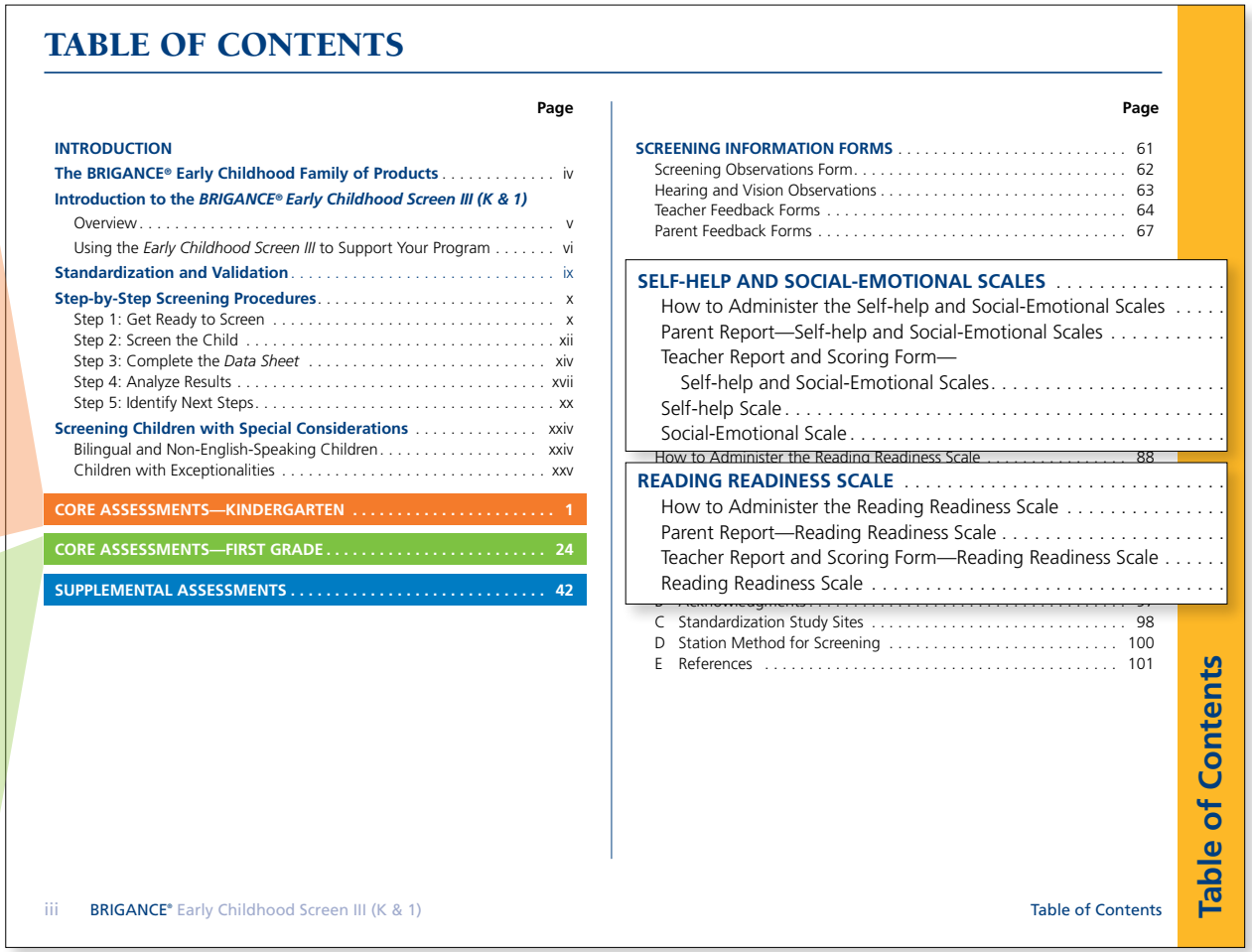
Assessment

- 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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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

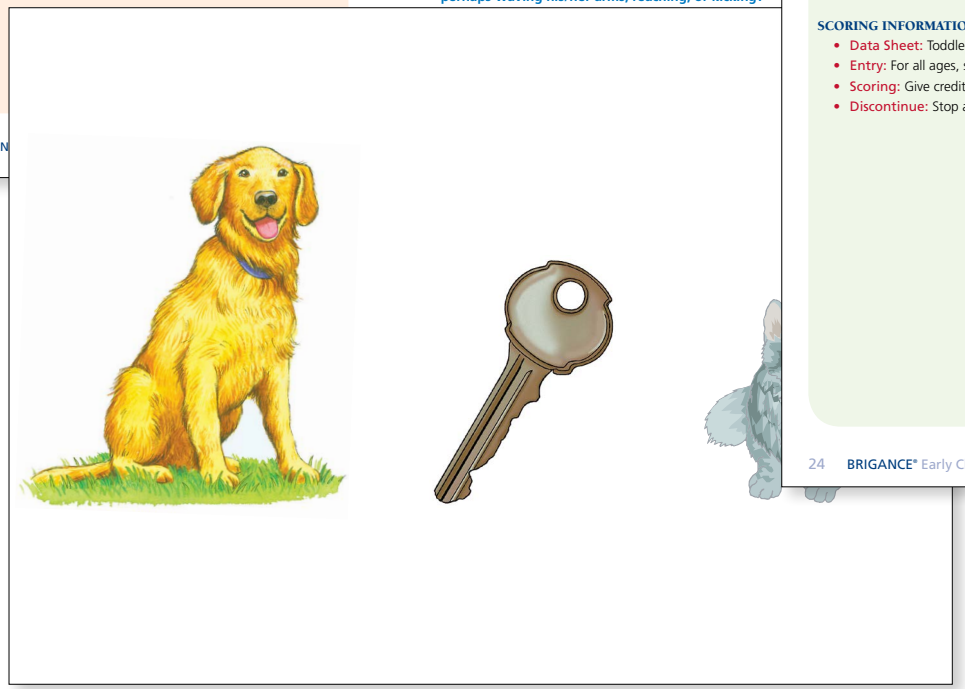
SKILL
Exhibits social and emotional skills and behaviors that will enhance interactions with others and promote positive social adjustment and mental health

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?



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.

Core Assessments—Toddler (12–23 months)

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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.

1. **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
2. **Five**
   Place five objects in front c
   Ask: How many (name of
   Pause for the child's respor
   Once the child has respond
3. **Eight**
   Place eight objects in front
   Ask: How many (name of
   Pause for the child's respor

32 BRIGANCE® Early Childhood Screen III (3–5 years)

Child

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.

1. **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*.
2. **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.

54 BRIGANCE® Early Childhood Screen III (3–5 years) 12C Experience with Books and Text

Core Assessments—Five-Year-Old Child

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

1. **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.

2. **Sorts by size and sh**

   Say: **This time put a**

   Pause for the child's r

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

1. **job—job**
2. **go—so**
3. **pig—big**

Discriminates ending sounds

4. **red—red**
5. **bus—buzz**

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

Parent Report—Self-help and Social-Emotio

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. Motiva			
21. Do ac			
22. Do pe			
23. Do at			
24. Do ev ou			
G. Prosoci			
25. If 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 Soc

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			C. Scoring		
Page	Domain	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. /1.	Discontinue	Number Correct X Point Value for Each	Child's Score
18	Academic/ Cognitive Development	1B Knows Personal Information (1.) First name (2.) Last name (3.) Age /4. Street address	Stop after 3 incorrect responses in a row.	3 X 2.5	7.5 /10
20	Language Development	2B Names Colors Names: (1.) blue (2.) green (3.) yellow (4.) red (5.) orange (6.) pink /7. black /8. purple /9. white 10. brown	Stop after 3 incorrect responses in a row.	6 X 1	6 /10
22	Language Development	3B Identifies Pictures by Naming Names: (1.) scissors (2.) duck (3.) snake /4. wagon (5.) ladder /6. leaf /7. owl /8. nail	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. > /6. O (7.) I /8. P /9. V /10. X	Stop after 5 incorrect responses in a row.	4 X 1	4 /10
24	Physical Development	5B Visual Motor Skills (1.) Draws a circle (2.) Draws a plus sign (3.) Draws an X (4.) Draws a square /5. Draws a rectangle	Stop after 3 skills not demonstrated in a row.	4 X 2	8 /10
26	Physical Development	6B Gross Motor Skills (1.) Walks forward heel-to-toe five steps (2.) Hops five hops on preferred foot (3.) Hops five hops on other foot /4. Stands on one foot for ten seconds /5. Stands on other foot for ten seconds	Administer all items.	3 X 1	3 / 5
28	Language Development	7B Names Parts of the Body (1.) stomach (2.) neck (3.) back (4.) knees /5. thumbs /6. fingernails	Stop after 3 incorrect responses in a row.	4 X 2	8 /12
29	Language Development	8B Follows Verbal Directions (1.) Follows two-step directions /2. Follows three-step directions	Stop after 2 incorrect responses for 1 item.	1 3 4	4 / 8
31	Academic/ Cognitive: Mathematics	9B Counts by Rote (1.) (2.) (3.) (4.) (5.) (6.) /7 8 9 10	Stop after the first error.	6 X .5	3 / 5
32	Academic/ Cognitive: Mathematics	10B Recognizes Quantities (1.) three (2.) five /3. eight	Stop after 2 incorrect responses.	2 X 4	8 /12
33	Language Development	11B Verbal Fluency and Articulation (1.) Uses sentences of at least three words /2. At 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.

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.

1

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.

2

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.

The Screens III include cutoff scores for detecting:

1. Potential giftedness or academic talent (i.e., advanced development)
2. Potential development or academic delays

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

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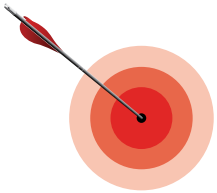
The Screens III are accurate, reliable, and rooted in research.

A nationally representative sample of children across geographic, demographic, and socioeconomic characteristics



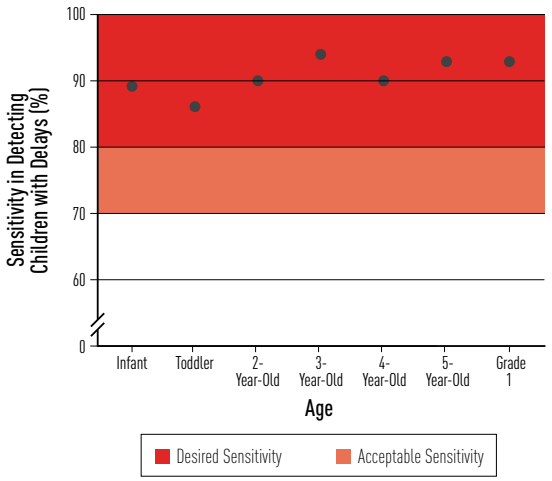
A high degree of accuracy: high sensitivity and specificity

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

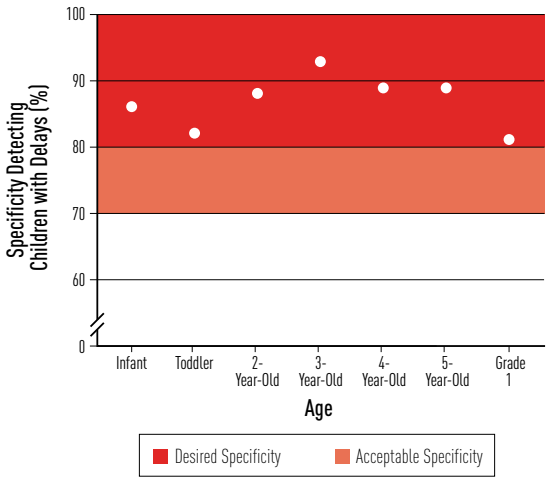
Accuracy—Sensitivity

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

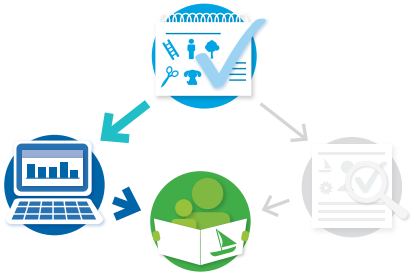


Accuracy—Specificity

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



For more information on the research behind the Early Childhood Screens III, visit BRIGANCE.com/ECResearch.

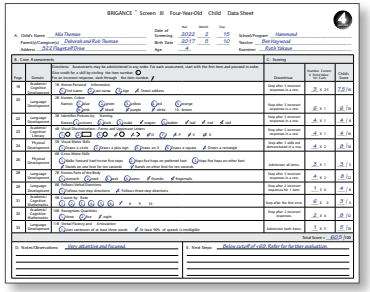


*Using the **Screens III OMS**, you can report results from the Early Childhood Screens III and inform instruction with the Readiness Activities.*

BRIGANCE Screens III Online Management System (OMS)

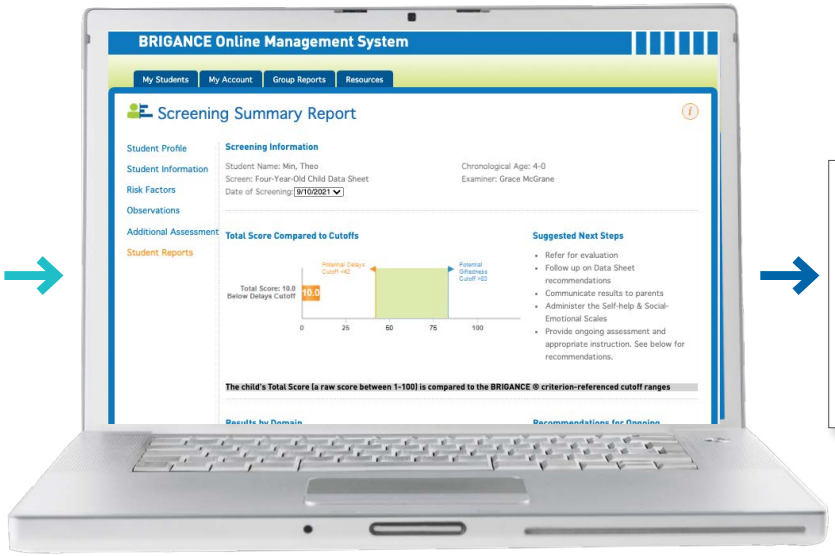
Generate user-friendly reports and simplify your data management for the Early Childhood Screens III.

Screen

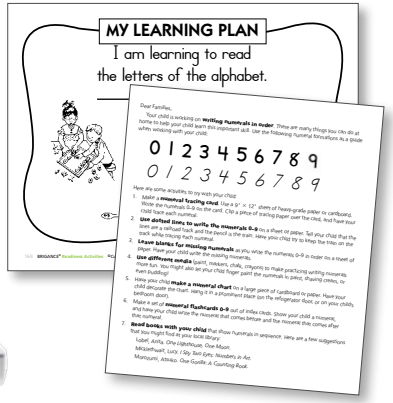


Easily enter your screening data from the Screens III.

Report



Instruct



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

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.

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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: 9/10/2021

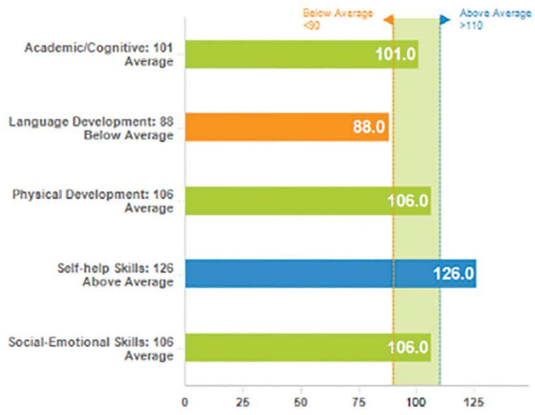
Chronological Age: 4-0
Examiner: System Admin

Total Score Compared to Cutoffs

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



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: 9/10/2021 **Date of Conference:** 9/24/2021

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.

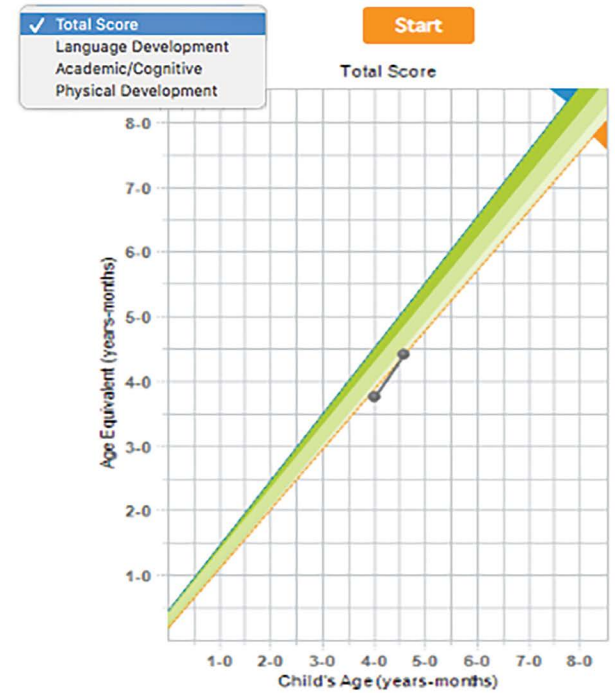
Resources (attach additional resources if appropriate):

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



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

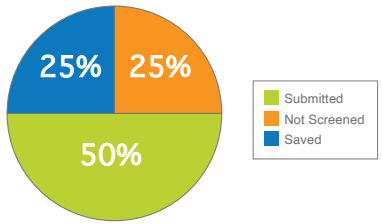
Filter by Date: Filter by Date

Start Date: Screened After

End Date: Screened Before

Start

"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	08/20/2021
Keshawn Brant	978313	Submitted	09/12/2021
Ashley Cheng	455413	Not Screened	04/30/2021
Sophia Ruiz	565782	Submitted	09/03/2021
Valerie Duncan	125872	Saved	09/01/2021
Elijah Ferguson	294811	Saved	09/24/2021
Dominic Cho	876530	Submitted	08/20/2021
Kayla Harvey	458826	Not Screened	03/20/2021
Molly Lam	787754	Submitted	09/10/2021
Isabella Martinez	158888	Not Screened	03/20/2021
Dylan McCabe	125469	Submitted	09/10/2021
Luis Vasquez	475125	Saved	08/01/2021

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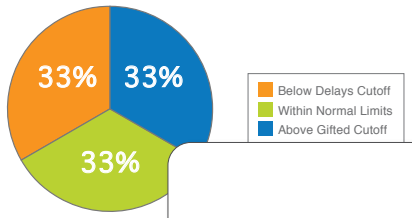
Group Screening Summary Report

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.

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.

Report Options

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



Name	Date Screened	Core Assessment	Total Raw Sc	
Cristina Alvarez	08/20/2018	5-Year-Old/K Data Sheet		
Keshawn Brant	09/12/2018	5-Year-Old/K Data Sheet		
Sophia Ruiz	09/03/2018	4-Year-Old Data Sheet		
Valerie Duncan	09/01/2018	5-Year-Old/K Data Sheet		
Elijah Ferguson	09/24/2018	4-Year-Old Data Sheet		
Dominic Cho	08/20/2018	4-Year-Old Data Sheet		
Molly Lam	09/10/2018	4-Year-Old Data Sheet	63.0	Within Normal Limits
Dylan McCabe	09/10/2018	5-Year-Old/K Data Sheet	91.0	Above Gifted Cutoff
Luis Vasquez	08/01/2018	4-Year-Old Data Sheet	92.0	Above Gifted Cutoff

Export as CSV

Name	Date Screened	Physical Development		Language Development	
		Score	Performance	Score	Performance
Cristina Alvarez	08/20/2018	125	Above Average	95	Average
Keshawn Brant	09/12/2018	<65	Below Average	69	Below Average
Sophia Ruiz	09/03/2018	99	Average	62	Below Average
Valerie Duncan	09/01/2018	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.

At-Risk Report

Report Options

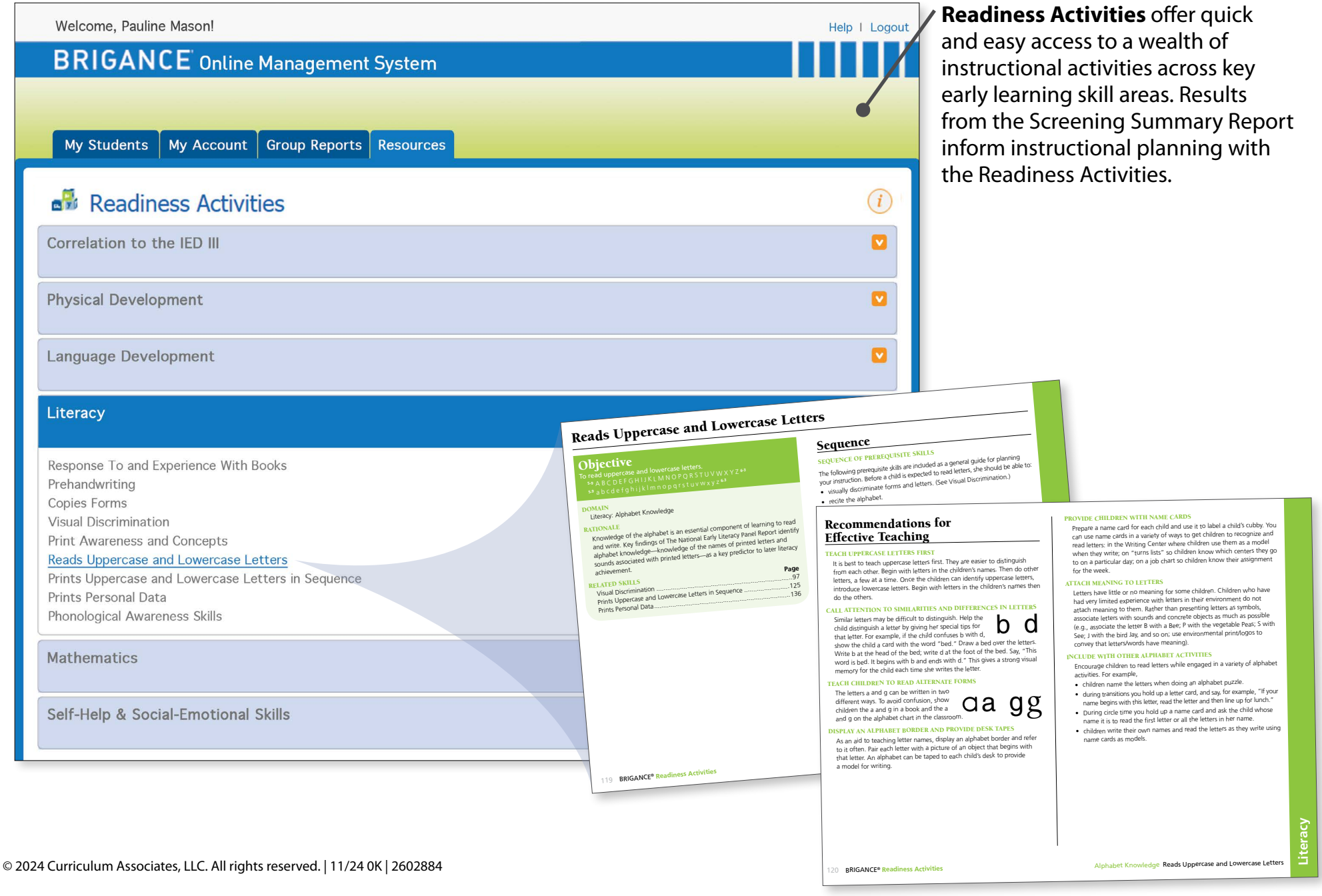
School/Class: Pauline Mason's Class
Filter by Date
Start Date: Screened After
End Date: Screened Before
Gender
Ethnicity/Race
Language
Free/Reduced Lunch
Include only the most recent
Start

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	08/06/2018	1	Male	African-American	English	No
Sophia Ruiz	01/03/2019	3	Female	Hispanic	Spanish	Yes
Dominic Cho	11/17/2018	9	Male	Asian	English	Yes



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.

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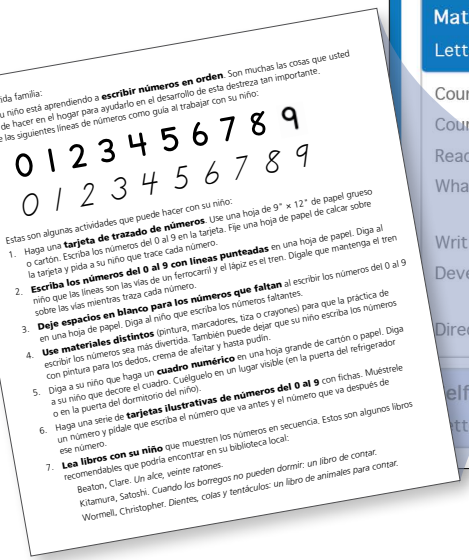
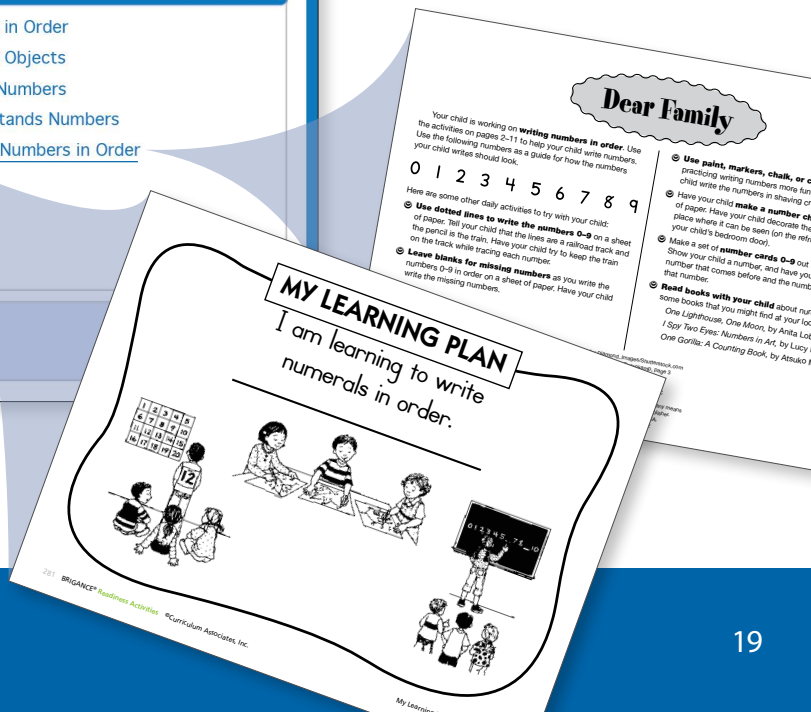


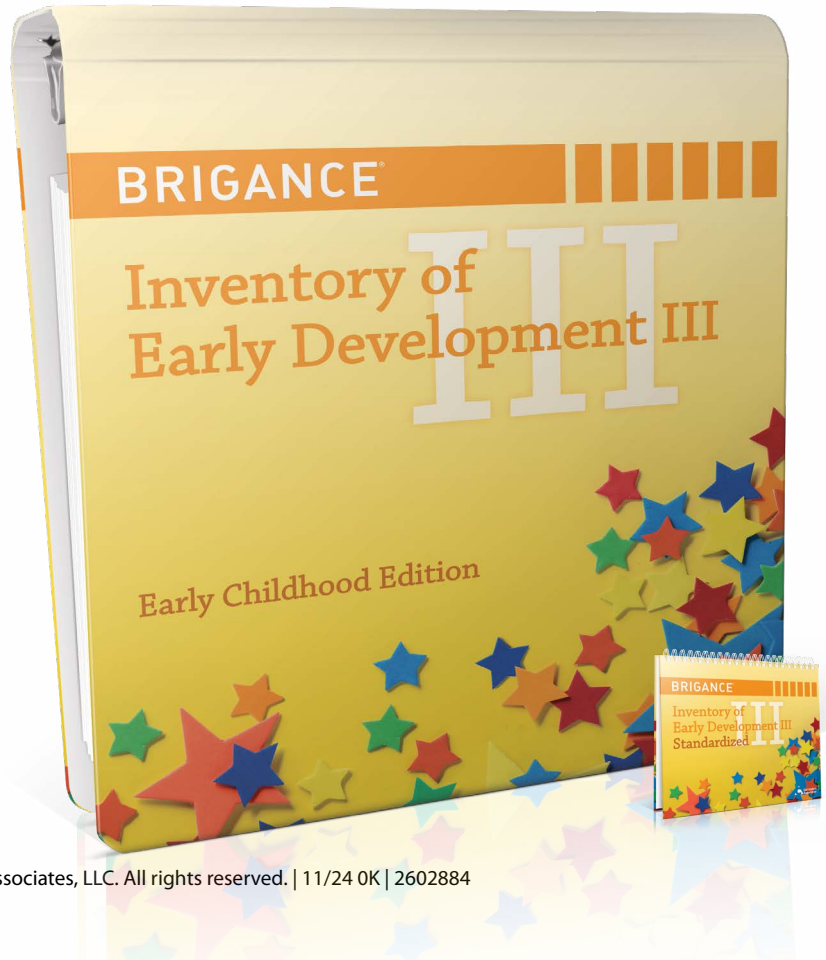


The **Family Connections** section provides resources (e.g., letters, Parent Report and feedback forms, learning plans, and Take-Home Activities) to help strengthen home–school connections.

*Based on screening results, you can use the **IED III** to get more information about children's skills and then use the Readiness Activities to plan targeted instruction.*

BRIGANCE Inventory of Early Development III (IED III)

The IED III makes it easy to identify specific strengths and needs for children from birth through age 7.



- Plan individualized instruction based on valid and reliable assessment results.
- Measure progress toward school readiness goals.
- Ensure strong alignment with the **College and Career Readiness Standards** as well as state early learning standards.

For information on the IED III Standardized, see page 26.

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Assessments in the Early Childhood Screens III link to assessments in the IED III.

After screening, use correlated assessments in the IED III to get a deeper understanding of each child's specific strengths and needs and to measure progress toward school-readiness goals.

Screens III (4-Year-Old Child)	IED III		
Core Assessment	**A. Lower-Level or Prerequisite Skill**	**B. Same Skill as Screening Skill**	**C. Higher-Level Skill**
1B Knows Personal Information	**General Speech and Language Development** (D-3, p. 96)	**Knows Personal Information** (D-5, p. 105, items 1, 2, 4, 10)	**Knows Personal Information** (D-5, p. 105, items 5–9, 11, 12) **Prints Personal Information** (E-14, p. 198)
2B Names Colors	**Identifies Colors** (Points) (D-9, p. 118)	**Identifies Colors** (Names) (D-9, p. 118, items 1–5)	**Identifies Colors** (Names) (D-9, p. 118, items 6–11)
3B Identifies Pictures by Naming	**Identifies Pictures** (Names) (D-7, p. 111, items 1–16)	**Identifies Pictures** (Names) (D-7, p. 111, items 17–26)	**Classifies Objects into Categories** (D-12, p. 128, items 5–12) **Knows Uses of Objects** (D-13, p. 133, items 12–15)
4B Visual Discrimination—Forms and Uppercase Letters	**Identifies Shapes** (Matches) (F-4, p. 256)	**Visual Discrimination—Forms and Uppercase Letters** (E-6, p. 179)	**Visual Discrimination—Lowercase Letters and Words** (E-6, p. 180) **Matches Uppercase Letters** (E-8a, p. 183) **Matches Lowercase Letters** (E-9a, p. 188)
5B Visual Motor Skills	**Early Handwriting Skills** (C-3, p. 65, items 1–8) **Copies Forms** (C-4, p. 68, items 1, 2)	**Copies Forms** (C-4, p. 68, items 3–7)	**Copies Forms** (C-4, p. 68, items 8, 9) **Early Handwriting Skills** (C-3, p. 65, items 9–14) **Prints Uppercase Letters in Sequence** (E-10, p. 192)
6B Gross Motor Skills	**Standing** (B-1, p. 23, items 1–9) **Walking** (B-2, p. 26, items 1–13)	**Standing** (B-1, p. 23, items 10, 11) **Walking** (B-2, p. 26, item 14) **Hopping** (B-6 p. 36, items 5, 9)	**Standing** (B-1, p. 23, items 12, 13) **Walking** (B-2, p. 26, items 15–17) **Running, Skipping, and Galloping** (B-4, p. 31, items 6–10) **Jumping** (B-5, p. 33, items 10–15) **Hopping** (B-6, p. 36, items 10–12)
7B Names Parts of the Body	**Identifies Parts of the Body** (Points) (D-8, p. 115, items 1–21) **Identifies Parts of the Body** (Names) (D-8, p. 115, items 1–13)	**Identifies Parts of the Body** (Names) (D-8, p. 115, items 14–19)	**Identifies Parts of the Body** (Names) (D-8, p. 115 , items 20–29)
8B Follows Verbal Directions	**Follows Verbal Directions** (Follows one-step directions) (D-6, p.108)	**Follows Verbal Directions** (Follows two-step and three-step directions) (D-6, p.108)	
9B Counts by Rote	**Understands Number Concepts** (F-1, p. 251, items 3–5)	**Counts by Rote** (to 10) (F-2, p. 253)	**Counts by Rote** (to 100) (F-2, p. 253) **Reads Numerals** (F-9, p. 269)
10B Recognizes Quantities	**Understands Number Concepts** (F-1, p. 251, items 1–5)	**Recognizes Quantities** (F-6, p. 260, items 1, 2, 4)	**Matches Quantities with Numerals** (F-7, p. 263, items 1–10) **Determines Total of Two Sets** (F-15, p. 281)
11B Verbal Fluency and Articulation	**Length of Sentences** (D-4, pg. 103, items 1–2) **General Speech and Language Development** (D-3, p. 96, items 16, 23)	**Length of Sentences** (D-4, pg. 103, item 3) **General Speech and Language Development** (D-3, p. 96, item 32)	**Length of Sentences** (D-4, pg. 103, items 4–8) **General Speech and Language Development** (D-3, p. 96, item 52)

The IED III contains **more than 100** developmental assessments that cover school-readiness skills in key early learning skills areas.

A PHYSICAL DEVELOPMENT: PREAMBULATORY MOTOR SKILLS

Assessments
- A-1 Supine Position Skills and Behaviors
- A-2 Prone Position Skills and Behaviors
- A-3 Sitting Position Skills and Behaviors
- A-4 Standing Position Skills and Behaviors

Comprehensive Skill Sequences

B PHYSICAL DEVELOPMENT: GROSS MOTOR SKILLS

Assessments
- B-1 Standing
- B-2 Walking
- B-3 Stair Climbing
- B-4 Running, Skipping, and Galloping
- B-5 Jumping
- B-6 Hopping
- B-7 Kicking
- B-8 Balancing on a Beam
- B-9 Catching
- B-10 Rolling and Throwing

Comprehensive Skill Sequences

Supplemental Skill Sequences

C PHYSICAL DEVELOPMENT: FINE MOTOR SKILLS

Assessments
- C-1 General Eye/Finger/Hand Manipulative Skills
- C-2 Builds Tower with Blocks
- C-3 Early Handwriting Skills
- C-4 Copies Forms
- C-5 Draws a Person
- C-6 Cuts with Scissors

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- D-4 Length of Sentences
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- D-6 Follows Verbal Directions
- D-7 Identifies Pictures
- D-8 Identifies Parts of the Body
- D-9 Identifies Colors
- D-10 Understands Directional/Positional Concepts
- D-11 Understands Qualitative Concepts
- D-12 Classifies Objects into Categories
- D-13 Knows Uses of Objects
- D-14 Repeats Numbers
- D-15a Repeats Sentences (with Picture Stimuli)
- D-15b Repeats Sentences (without Picture Stimuli)
- D-16 Uses Plural Nouns, *-ing*, and Prepositions
- D-17 Uses Meaningful Language in Context

Comprehensive Skill Sequences

Supplemental Skill Sequences

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E ACADEMIC/COGNITIVE: LITERACY

Assessments

E-1 Response to and Experience with Books
E-2 Identifies Common Signs
E-3 Blends Word Parts into One Word
E-4 Identifies Blended Word Parts as Words
E-5 Auditory Discrimination
E-6 Visual Discrimination
E-7 Recites Alphabet
E-8a Matches Uppercase Letters
E-8b Identifies Uppercase Letters
E-9a Matches Lowercase Letters
E-9b Identifies Lowercase Letters
E-10 Prints Uppercase Letters in Sequence
E-11 Prints Lowercase Letters in Sequence
E-12 Prints Uppercase Letters Dictated
E-13 Prints Lowercase Letters Dictated
E-14 Prints Personal Information
E-15 Identifies Rhymes
E-16 Segments Words into Word Parts
E-17 Identifies Beginning Sounds
E-18 Matches Beginning Sounds and Letters with Pictures
E-19 Identifies Blended Phonemes as Words
E-20 Deletes Word Parts and Phonemes in Words
E-21 Reads Basic Vocabulary Words
E-22 Reads Number Words
E-23 Reads Color Words
E-24 Reads Words from Common Signs
E-25a Reads Passages at Preprimer Level—Forms A and B
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Assessments

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F-2 Counts by Rote
F-3 Compares Different Amounts
F-4 Identifies Shapes
F-5 Sorts Objects (by Size, Color, Shape)
F-6 Recognizes Quantities
F-7 Matches Quantities with Numerals
F-8 Understands Ordinal Position
F-9 Reads Numerals
F-10 Knows Missing Numerals in Sequences
F-11 Writes Numerals in Sequence
F-12 Writes Following and Preceding Numerals
F-13 Writes Numerals Dictated
F-14 Solves Word Problems
F-15 Determines Total of Two Sets
F-16a Knows Addition Facts
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F-17a Knows Subtraction Facts
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F-20 Understands Weather Concepts
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F-22 Distinguishes Between Living and Non-Living Things
F-23 Identifies Plants and Animals

G DAILY LIVING

Assessments

Self-help Skills

G-1 Feeding/Eating
G-2 Undressing
G-3 Dressing
G-4 Unfastening
G-5 Fastening
G-6 Toileting
G-7 Bathing
G-8 Grooming

Independent Living Skills

G-9 Knows What to Do in Different Situations
G-10 Knows What Community Helpers Do
G-11 Knows Where to Go for Services

Comprehensive Skill Sequences

Supplemental Skill Sequences

H SOCIAL AND EMOTIONAL DEVELOPMENT

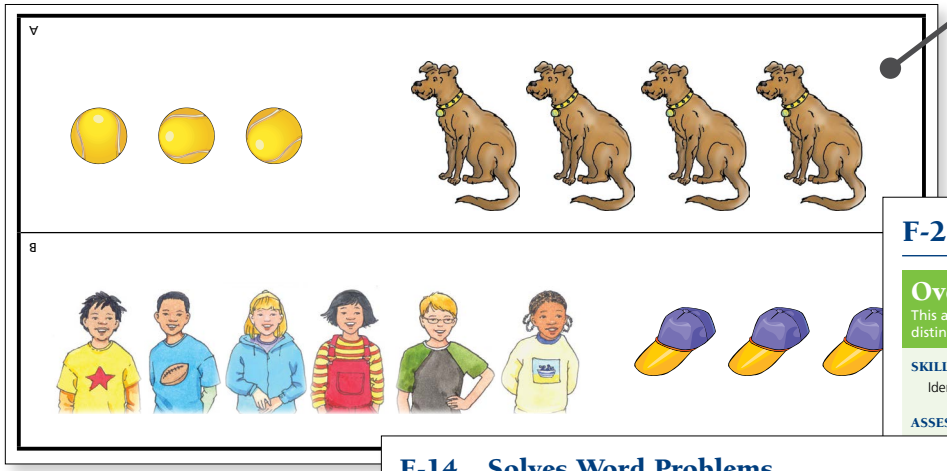
Assessments

H-1 Relationships with Adults
H-2 Play and Relationships with Peers
H-3 Motivation and Self-Confidence
H-4 Prosocial Skills and Behaviors

Comprehensive Skill Sequences

Major content updates include:

1. New and revised phonological awareness assessments and reading passages
2. New mathematics assessments, including sorting and word problems
3. New science assessments
4. Broadened Social and Emotional Development section



Colorful child pages are designed to face the child for easy administration.

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

F-23 Identifies Plants and Animals

Overview

This assessment focuses on the student's ability to identify and distinguish between pictures of plants and animals.

SKILL

Identifies and distinguishes between plants and animals

ASSESSMENT METHOD

Directions for Assessment: Performance

Point to each row and ask the student to identify the picture in the row that is either a plant or an animal as indicated.

Start with the example on page S-315. Point to the picture of the dog and

Say: **This is a picture of a dog.**

Ask: **Is a dog a plant or an animal?**

Pause for the student's response. (*animal*)

Say: **Point to the picture in this row that is a picture of an animal.**

Pause for the student's response. (points to the dog)

Then, point to the picture of the palm tree and

Say: **This is a picture of a palm tree.**

Ask: **Is a palm tree a plant or an animal?**

Pause for the student's response. (*plant*)

Say: **Point to the picture in this row that is a picture of a plant.**

Pause for the student's response. (points to the palm tree)

Continue this procedure with the items on pages S-316 through S-317.

F-23 Identifies Plants and Animals

Academic/Cognitive: Mathematics and Science

F-14 Solves Word Problems

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

Overview

This assessment focuses on the student's ability to solve simple addition and subtraction word problems that are accompanied by pictures.

SKILL

Solves simple oral word problems

ASSESSMENT METHOD

Performance

MATERIALS

- Pages S-279 and S-280
- Blank sheet of paper if needed

SCORING INFORMATION

- Record Book: Page 35
- Give credit for an item only if *both* responses are correct.
- Stop after two consecutive incorrect responses for two items (two complete word problems).

BEFORE ASSESSING

Review the Notes at the end of this assessment for additional information.

AFTER ASSESSING

- To write an IEP, use the Objective for Writing IEPs at the end of this assessment.
- To find related instructional activities, see the *BRIGANCE Readiness Activities*.

Directions for Assessment: Performance

Point to the row of pictures for each item on page S-279 and ask the corresponding questions. Ask the first question and pause for the student's response. If the student answers correctly, ask the second question.

A. 4 dogs and 3 tennis balls (4 − 3 = 1)

Point to item A and

Say: **Look at these pictures. Dogs like to play with tennis balls.**

4-0 **1. Ask:** **Are there enough tennis balls so each dog can have a tennis ball?**

Pause for the student's response. (*no*)
If the student responds correctly,

2. Ask: **How many dogs will not get a tennis ball?**

Pause for the student's response. (*1*)

B. 6 people and 3 caps (6 = 3 + 3)

Point to item B and

Say: **Look at these pictures. Suppose each child wants to wear a cap.**

3. Ask: **Will every child have a cap?**

Pause for the student's response. (*no*)
If the student responds correctly,

4. Ask: **How many more caps do we need so each child can have a cap?**

Pause for the student's response. (*3*)

279 BRIGANCE® Inventory of Early Development III

F-14 Solves Word Problems

Academic/Cognitive: Mathematics and Science

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D-3 General Speech and Language Development

Overview

This assessment focuses on the student's vocabulary development, complexity of speech, and ability to speak in phrases and sentences.

SKILL

Uses words and combines them into phrases and sentences to communicate

ASSESSMENT METHODS

Observation or Interview

MATERIALS

Although no specific materials are needed, toys, pictures, and puzzles may be helpful in eliciting responses from the student.

SCORING INFORMATION

- Record Book: Page 14
- Give credit for each *yes* response. See the specific Criteria for some skills.
- Stop after three consecutive *no* responses.

BEFORE ASSESSING

Review the Notes at the end of this assessment for additional information.

AFTER ASSESSING

- To write an IEP, use the Objective for Writing IEPs at the end of this assessment.
- To find related instructional activities, see the *BRIGANCE Readiness Activities*.

Directions for Assessment: Observation or Interview

Observe the student in a natural social setting or engage the student in a conversation that will elicit relevant responses from him/her. For each item, ask yourself the question that follows the skill, or interview the parent/caregiver to assess the student's general speech and language development.

Say: Tell me about _____'s speech. What are some words or sentences he/she uses?

To elicit additional information about specific skills, ask the question that follows the skill. Rephrase the questions as needed and make the interview as info

1-0 **1. Says the w**

Ask: Does _ family

Note: This ma with the stude

2. Says real w or *dada*)

Ask: Does _ Which

Or say to the to say any to prompting

Criteria: Give than *mama* o

Notes:

- You may w the student
- This respon

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

D-3C GENERAL SPEECH AND LANGUAGE DEVELOPMENT

See pages 96–102 for assessment procedures for the milestone or primary skills (those skills in **bold** print below) that appear in D-3 General Speech and Language Development. 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 additional skills listed below are considered intermediate or secondary skills. Using the sequence of combined milestone and intermediate skills can allow you to conduct a more comprehensive assessment and can show a student's ongoing progress toward mastery of milestone skills.

1-0 1. Says one word
2. **Says the word *mama* or *dada* with meaning (1)**
3. Says two words
4. **Says real words (at least one word other than *mama* or *dada*) (2)**
5. Has an expressive vocabulary of at least six words
6. Uses a single word in combination with a gesture to ask for objects
7. **Has an expressive vocabulary of at least ten words (3)**
8. **Calls at least one person by name (4)**
9. **Responds with *yes* or *no* to questions regarding his/her wants or needs (5)**
10. **Repeats phrases (6)**
1-6 11. Uses abbreviated or telescopic sentences
12. Responds with *yes* or *no* to simple *yes* or *no* questions
13. **Has an expressive vocabulary of at least twenty-five words (7)**
14. **Uses two or three words in combination (8)**
15. **Uses the word *no* to indicate refusal (9)**
16. **Uses subject-predicate phrases †(10)**
17. Asks for water when thirsty
18. Uses article before noun (e.g., *the dog, a cat*)
19. **Asks for food when hungry (11)**
20. **Refers to self by name †(12)**
21. **Uses words ending in *s* to indicate more than one (13)**
22. **Uses words with the suffix *-ing* (14)**
2-0 23. **Uses personal pronouns *I* and *me* (15)**
24. Produces all vowels clearly
25. Includes all initial consonants
26. Uses all speech sounds
27. Produces diverse and complex syllables
28. **More than 50% of speech is intelligible (16)**
29. Imitates three-syllable words
30. Asks for food at table
31. Uses the words *no* and *not* in combination with other words
32. **Has a mean length utterance (MLU) of 2 or more (e.g., *daddy go*) † (17)**
33. Has an expressive vocabulary of at least 200 words
34. Refers to self by pronoun (e.g., *me do*)
35. Asks for another (e.g., *another cracker*)
36. Can sing phrases of songs (often not on pitch)
37. Uses facial expressions, gestures, and body movements for communication
38. Responds appropriately to questions involving choices (e.g., *Do you want a cracker or an apple?*)
39. **Vocalizes toileting needs (18)**
40. **Uses the words *my* and *mine* to indicate possession (19)**
41. **Uses past tense (20)**
42. **Asks simple questions (21)**
43. Uses *his* or *her* to indicate possession
2-6 44. **Has a mean length utterance (MLU) of 3 or more (e.g., *Mama go work*)†(22)**
45. **At least 75% of speech is intelligible (23)**
46. Can talk briefly about what he/she is doing
47. Imitates adult phrase heard on previous occasion
48. **Responds to simple *yes* or *no* questions related to visual information (24)**
49. **Uses possessive nouns (25)**
50. **Uses pronouns to refer to others (26)**
51. Has expressive vocabulary of at least 400 words
52. Uses prepositions *in* and *on*
53. Shows frustration if not understood
54. Enjoys use of telephone, but may be unable to sustain long conversation
55. Uses adjectives (e.g., *blue, pretty, new*)

†This is a "disappearing" behavior.

Language Development

Multiple assessment methods allow for flexible administration.

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.

BRIGANCE IED III Standardized

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

For information on the criterion-referenced IED III, see page 20.

The IED III Standardized has been completely updated to include **new content and up-to-date research**, ensuring highly accurate data to support referrals.

New standardization and validation studies reflect:

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

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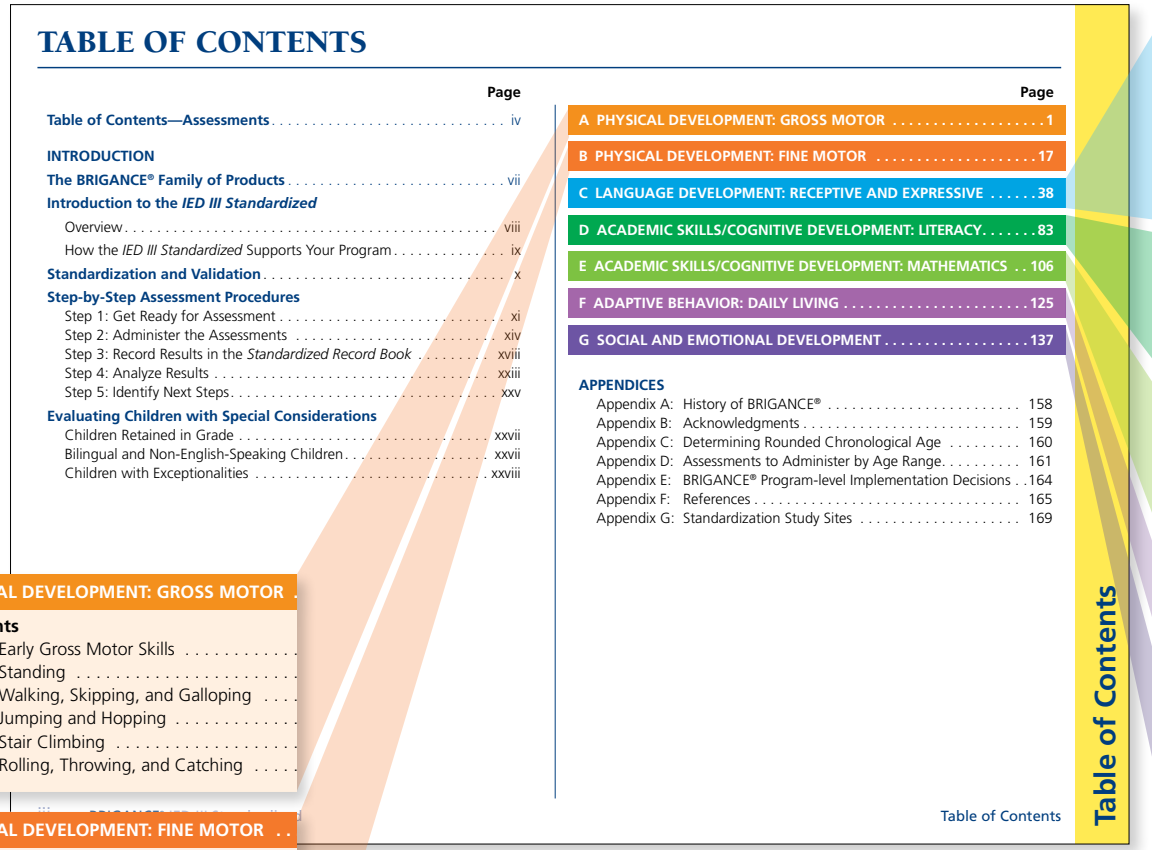
The IED III Standardized contains **55 standardized assessments** that cover skills in five key domains.



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E-4 Sorts Objects (by Size, Color, Shape)
E-5 Matches Quantities with Numerals
E-6 Reads Numerals
E-7 Solves Word Problems
2
E-8 Knows Missing Numerals in Sequences
E-9 Adds Numbers
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G-7 Motivation and Self-Confidence (3 years through 7 years)
G-8 Prosocial Skills and Behaviors (3 years through 7 years)

Major content updates include:

1. New 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 *airplan***

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.

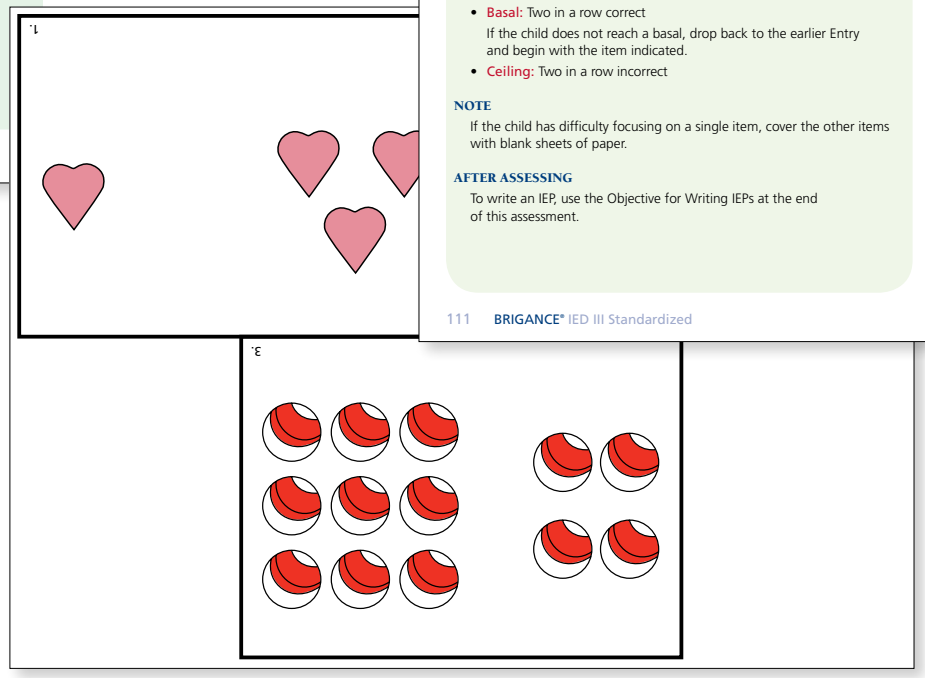
3. **9 vs. 4**

   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



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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: _____

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 ▶		
	E-9 Adds Numbers	/9 ▶		
	E-10 Subtracts Numbers	/6 ▶		Ⓑ COMPOSITE SCORE: MATHEMATICS Appendix B
	Ⓑ	▼ (sum) TOTAL RAW SCORE /101	▼ (sum) TOTAL SCALED SCORE	▶

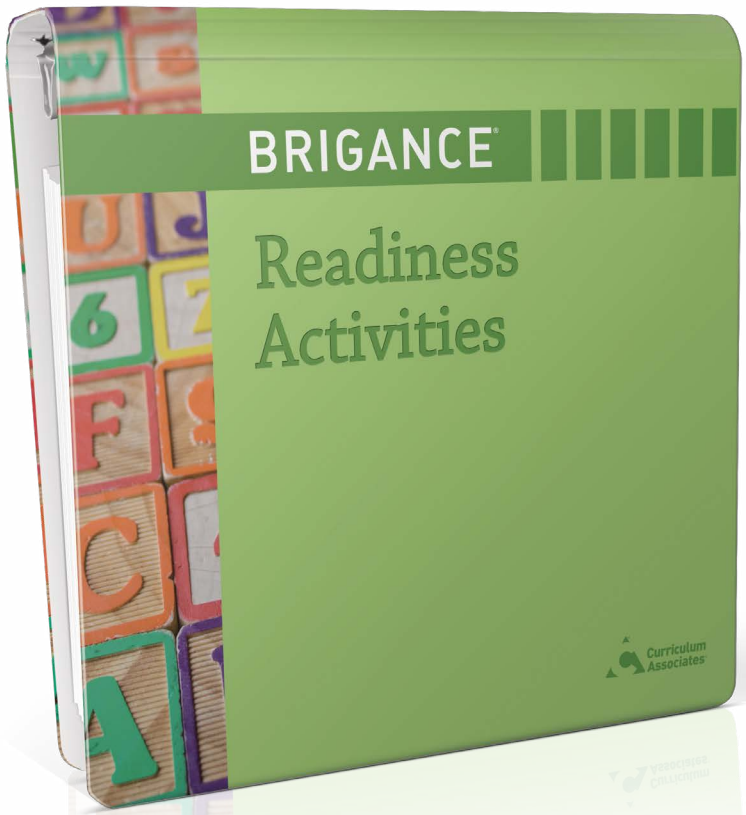
TOTAL DOMAIN: ACADEMIC SKILLS/COGNITIVE DEVELOPMENT

		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 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.

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

- Comprehensive Skill Sequences
- References
- Read-to-Me Books
- Letters to Families *(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

Domains and Skills Covered in the BRIGANCE Readiness 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.

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.

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

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

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.

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.)

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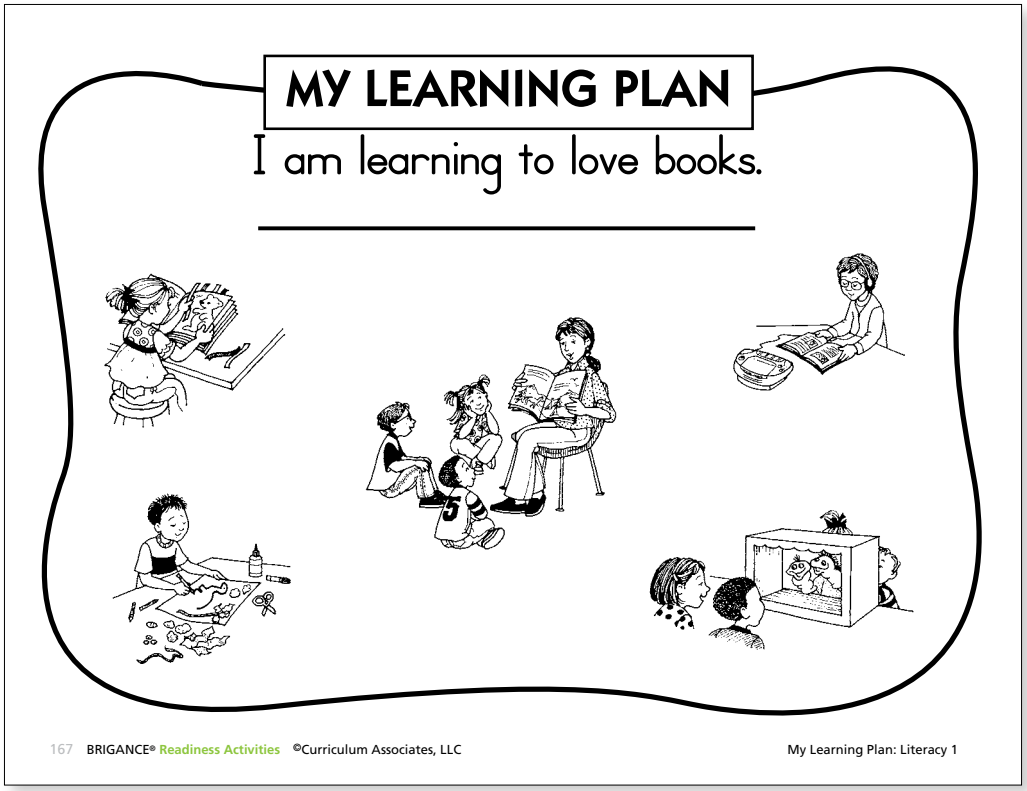
Children can share Learning Plans with their families to show the readiness skills they are working on at school.



MY LEARNING PLAN

I am learning to love books.

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

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 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.

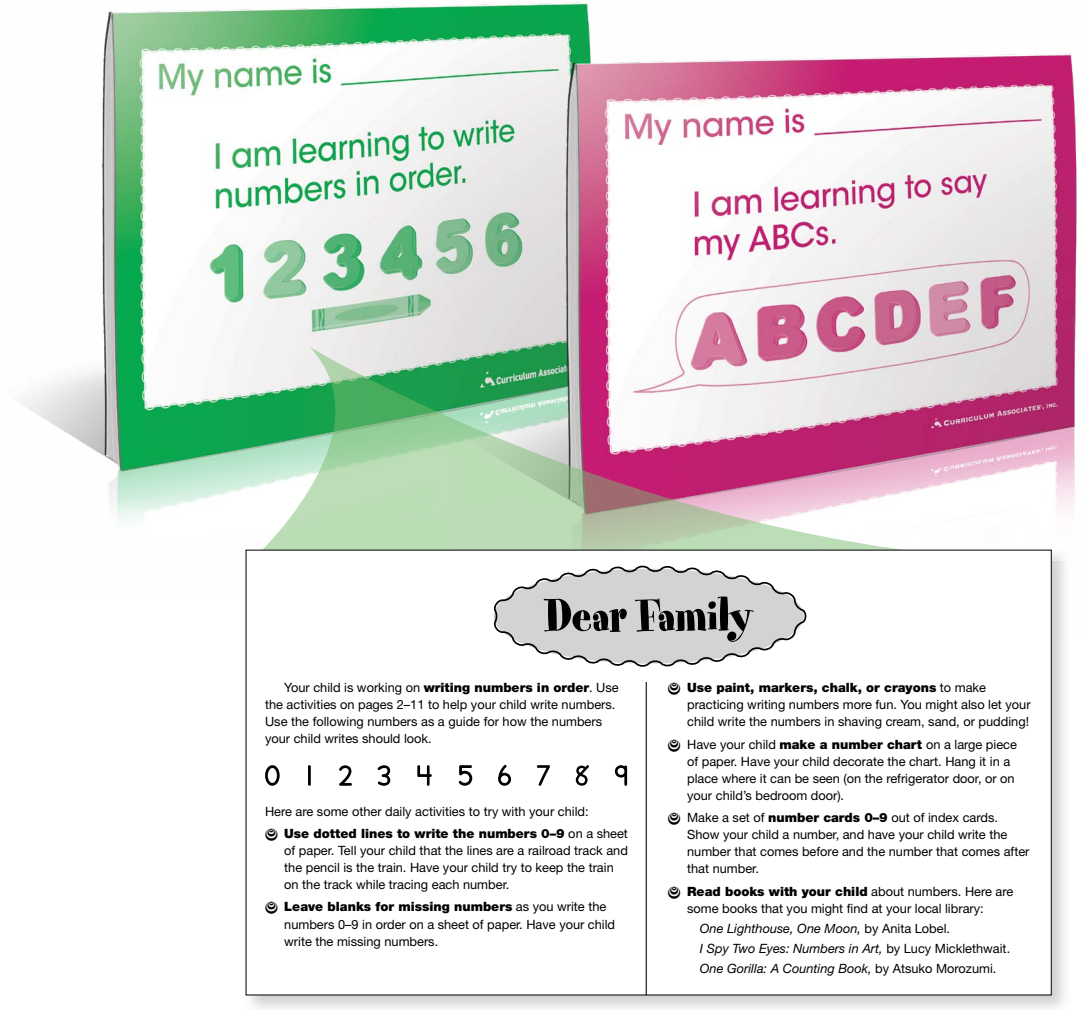
   McCloskey, Robert. *Blueberries for Sal.*

   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.



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

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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
	60-Pack $65	Infants 14302 Toddlers 14304 2-Year-Olds 14306	60-Pack $65	3-Year-Olds 14310 4-Year-Olds 14312 5-Year-Olds 14314	60-Pack $65	Grade K 14316 Grade 1 14318
Screens III Spanish Directions	$29	14423	$29	14424	$29	14425
Screens III Technical Manual (Includes research and scoring information for all age levels)	$35 14300 *(applies to all age levels)*					
Screens III Accessories (Only for 0–35 Months)	$65	8652	—	—	—	—

Online Management System (OMS) Pages 14–19 *(Supports Screens III)*	Price per Child*	Order #
One-Year License	$3.50	14349

Inventory of Early Development III (IED III) Pages 20–29	Price	Order #
IED III Classroom Kit (Criterion-referenced IED III Inventory, 20 Record Books, IED III Accessories, Durable Canvas Tote)	$349	14286
IED III Inventory (Criterion-referenced)	$229	14278
IED III Record Books (Criterion-referenced)	10-Pack $39 100-Pack $359	14283 14284
IED III Standardized Kit (IED III Standardized Inventory, Standardization & Validation Manual, 20 Standardized Record Books, IED III Accessories, Durable Canvas Tote)	$349	14291
IED III Standardized Inventory	$189	14288
IED III Standardized Record Books	10-Pack $39 100-Pack $359	14289 14290
IED III Standardization & Validation Manual (Includes research and scoring information)	$59	14292
IED III Accessories	$69	9567

Readiness Activities Pages 30–34	Price	Order #
Readiness Activities	$219	11854
Take-Home Activity Book Collection** (10 skill-specific Take-Home Activity Books—20 copies of each)	$269	11380

*Additional volume discounts available. 10-license minimum per account. **10-packs of specific Take-Home Activity Book titles are also available for $14.95.

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To Order: Call (800) 225-0248 Monday–Thursday 8:30 a.m.–6 p.m. and Friday 8:30 a.m.–5 p.m. ET.

Request a meeting with your local representative at BRIGANCE.com/MeetRep to see the entire family of BRIGANCE Early Childhood products:

- Early Childhood Screens III
- Screens III Online Management System
- Inventory of Early Development III (IED III) and IED III Standardized
- Readiness Activities and Take-Home Activity Books