



Criterion-Referenced

Inventory of Early Development 4

User Guide

Curriculum Associates

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The BRIGANCE family of products is designed to meet a variety of needs for screening and assessment in early childhood and beyond. Together, the BRIGANCE family serves students of all ages and can help identify each student's strengths and needs, support referrals for services, and inform planning for individualized instruction.

INVENTORY OF EARLY DEVELOPMENT 4

The *Inventory of Early Development 4 (IED 4)* consists of two volumes of criterion-referenced assessments that measure students' developmental and academic skills. The *IED 4* focuses on what a student knows and can do out of comprehensive lists of skills across the domains of physical, language, cognitive, adaptive, and social and emotional development as well as academic skills. Educators can use the results from the evaluation to identify a student's strengths and needs, monitor progress, and plan individualized instruction.

As an expansive and flexible member of the BRIGANCE family, the *IED 4* empowers educators to design each evaluation by selecting content areas and assessments within those areas rather than administering an entire battery. Due to their criterion-referenced nature, the assessments track a student's individual acquisition of skills over time instead of comparing their skills to those of their same-age peers. As a result, the *IED 4* works for students of all ages who are developing the targeted skills.

The *IED 4* also contains a suite of digital resources. These resources provide additional information to help educators choose appropriate assessments and accommodations for each student, apply the *IED 4* assessments in different educational contexts, and use the results from an *IED 4* evaluation to plan IEP goals and other next steps.

EARLY CHILDHOOD SCREENS

The *Early Childhood Screens* are designed to quickly and accurately screen children to identify specific strengths and needs in physical, language, cognitive, adaptive, and social and emotional development as well as early academic skills. The content included in the *Early Childhood Screens* is targeted to evaluate key predictors of school readiness.

The *Early Childhood Screens* are norm-referenced assessments, meaning that they compare a child's responses to those of their peers across a set of domains. The Screens' content is informed by a nationally representative standardization study. The validity of the Screens requires fidelity to the language and procedures used in the study. Despite this requirement, the Screens are quick and easy for both educators and children, with most administrations taking just ten to twenty minutes. This ease of administration makes it practical to screen a group or class of children in succession. Children whose scores fall below the cutoff on a Screen may benefit from further assessment, perhaps using the *IED 4*, to define areas of strength and need in greater detail.

TRANSITION SKILLS INVENTORY 2

The *Transition Skills Inventory 2 (TSI 2)* is a comprehensive collection of criterion-referenced assessments that support formal transition planning for middle and high school students with disabilities as they prepare for life after high school. The wide variety of content spanning key transition domains allows educators to pick and choose assessments, focusing on each student's interests, needs, and goals. The *TSI 2* assesses skills within the domains of postsecondary pathways, employment, independent living, community participation, and academic skills, helping educators develop IEPs and meet IDEA requirements for transition planning.

The *Transition Skills Activities 2 (TSA 2)* is a digital instructional companion to the *TSI 2* assessments. When used together, the *TSI 2* and *TSA 2* provide a comprehensive set of tools to identify and develop skills students will need to thrive as adults in their personal lives, workplaces, and communities.



| BRIGANCE ASSESSMENT TOOL | ASSESSMENT TYPE | PURPOSE | TARGET AGE RANGE | DIGITAL RESOURCES |
|--|---|---|---|--|
| <i>Inventory of Early Development 4 (IED 4)</i> <ul style="list-style-type: none"> • Volume 1: Developmental • Volume 2: Academic | Criterion-referenced inventory of developmental and academic skills | <ul style="list-style-type: none"> • Identify strengths and needs • Monitor skill development • Create individualized learning goals • Determine instructional next steps | <ul style="list-style-type: none"> • Birth to age 8, regardless of disability status • 8 years and older with identified disability | Digital resources suite <ul style="list-style-type: none"> • User Guide • Case Studies • Teacher Tools • Data recording options • Commonly reproduced pages |
| <i>Early Childhood Screens</i> | Norm-referenced developmental and academic screener | <ul style="list-style-type: none"> • Identify strengths and needs • Screen for school entry needs • Inform further instruction and assessment | Early childhood | Online Management System (OMS) <ul style="list-style-type: none"> • Generates screening results, reports, and instructional recommendations |
| <i>Transition Skills Inventory 2 (TSI 2)</i> | Criterion-referenced inventory of transition skills | <ul style="list-style-type: none"> • Monitor skill development • Create and adapt individualized transition plans • Determine instructional next steps | 13* years and older with identified disability | <i>Transition Skills Activities 2 (TSA 2)</i> <ul style="list-style-type: none"> • Provides selected lesson plans for targeted skills |

*The age at which transition services are required to begin varies by state.

Notes

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or other markings on the paper.

Introduction to the *Inventory of Early Development 4*

OVERVIEW

The *BRIGANCE® Inventory of Early Development 4*, or *IED 4*, is a comprehensive collection of research-based, criterion-referenced, developmental and academic assessments housed in two volumes. These assessments support progress monitoring, goal setting, and planning individualized instruction. The skills in *IED 4 Volume 1: Developmental* are typically attained between birth and age eight. The skills in *IED 4 Volume 2: Academic* are generally acquired through exposure to academic content commonly introduced in early childhood programs, pre-kindergarten, kindergarten, first grade, and second grade.

Due to its criterion-referenced nature, the *IED 4* tracks a student's individual acquisition of skills over time instead of comparing their skills to those of their same-age peers. The *IED 4* is an expansive and flexible tool that focuses on what a student knows and can do out of comprehensive lists of skills. Educators design each evaluation by choosing content areas and assessments within those areas rather than administering an entire battery.

The *IED 4* offers a range of information on a student's developmental and academic skills as demonstrated under authentic conditions. Skills within assessments are sequenced in the order in which they typically develop or are obtained. Unlike a screening tool, which provides a snapshot of a student's skills at one moment in time, the developmental continuum of skills in the *IED 4* allows educators to monitor students' progress throughout their development, whether typical, accelerated, or delayed. This versatility makes the *IED 4* work for a variety of programs, including programs serving students with disabilities.

The *IED 4* helps educators

- gather data on student progress from multiple sources—teachers, parents/caregivers, and direct assessment.
- provide ongoing assessment throughout the year.
- determine present levels of performance (PLOP) or present levels of academic achievement and functional performance (PLAAFP).
- focus on domains and assessments most relevant for a particular student.
- determine a student's specific strengths and needs to support individualized instructional planning.
- identify goals for instruction, including goals and objectives for IEPs and IFSPs.
- choose a unique set of assessments from within the inventory to serve as a screener for a particular program.
- evaluate school readiness.
- communicate a student's development to parents/caregivers.
- support referrals for further evaluation or services.

VOLUMES OF THE *IED 4* EXAMINER'S MANUAL

The **Examiner's Manual** is laid out in two volumes. The content is divided into developmental skills and academic skills:

IED 4 Volume 1: Developmental

- A Physical Development: Gross Motor
- B Physical Development: Fine Motor
- C Language Development: Receptive
- D Language Development: Expressive
- E Cognitive Development
- F Adaptive Development: Self-Help
- G Adaptive Development: Daily Living
- H Social and Emotional Development: Interpersonal
- I Social and Emotional Development: Intrapersonal

IED 4 Volume 2: Academic

- J Academic Skills: Literacy
- K Academic Skills: Mathematics
- L Academic Skills: Science

The two volumes of the Examiner's Manual are designed to work together to evaluate a student's developmental and academic skills. The skills in *IED 4 Volume 1: Developmental* are sequenced in the order they are typically attained and are marked with age notations ranging between birth and age eight. The skills in *IED 4 Volume 2: Academic* are obtained through exposure to academic content. These skills are marked with the grade level at which students typically learn them: early childhood, pre-kindergarten, kindergarten, first grade, or second grade. For more information on age and grade-level notations, see page i-17.

Both volumes of the Examiner's Manual include the following key components:

- **Assessments:** over 130 assessments of milestone skills across both volumes
- **Milestone Skills by Age/Grade:** a section in which the skills from all milestone assessments across both volumes are organized by age and/or grade level, providing a snapshot of student development across skill areas

The Examiner's Manual also includes the following additional components in *IED 4 Volume 1: Developmental*:

- **Comprehensive Skill Sequences:** lists containing the milestone skills plus intermediate skills, enabling educators to show evidence of incremental progress for every student
- **Supplemental Skill Sequences:** optional lists of supplemental skills that can be used or modified to track student progress and meet student and program needs

***IED 4* RECORD BOOK**

The **Record Book** is used to track individual student progress and includes the following key features:

- A simple record-keeping and tracking system for each student that is ongoing, specific, graphic, and easily interpreted
- Example objectives alongside each assessment to support educators developing objectives for IEPs and instructional planning
- Space for notes and detailed observations about the student's skill development, goals, accommodations, and needs pertaining to each assessment
- The Evaluation Tracker and Evaluation Summary forms to track which content has been administered to a student over a single evaluation or multiple evaluations over time

DIGITAL RESOURCES

Additional resources, including reference materials, fillable forms, and commonly reproduced pages from the Examiner's Manual and the Record Book, are available digitally at www.CurriculumAssociates.com/IED-4.

User Guide

The User Guide contains the Introduction of both volumes of the *IED 4* in a digital format.

- Table of Contents
- The BRIGANCE® Family of Products
- Introduction to the *Inventory of Early Development 4*
- Step-by-Step Assessment Procedures
- Accommodating Students
- Assessments by Method and Age/Grade Chart

Case Studies

The Case Studies provide example educator and student use cases that demonstrate different ways the *IED 4* may be used in different contexts, including how data can be used to develop goals and objectives.

- Case Study 1: Early Intervention (birth–3 years)
Home/Childcare/Clinic Settings
- Case Study 2: Early Childhood Special Education (3 years–2nd grade)
- Case Study 3: Early Childhood General Education (Pre-K–2nd grade)
- Case Study 4: Upper Elementary Special Education
(3rd grade–6th grade)
- Case Study 5: High School Special Education (7th grade–12th grade)
- Case Study 6: Adult Special Education Services/Community-Based
Settings

Data Recording Options

To supplement the Record Book, the digital resources provide reproducible selections from the Examiner's Manual and the Record Book, along with the following optional data recording forms:

- The **Assessment Tracker** can be used to record the date(s) specific assessments were administered as well as any observations about the student's performance.
- The **Class Record Book** lists assessment items that can be administered to a group of students at the same time. This resource allows an educator to easily record data for up to 25 students on a single form. Skill data can then be transferred to an individual student's Record Book as needed.

Teacher Tools

The Teacher Tools are a collection of reference materials and fillable forms created to help translate *IED 4* evaluation results into tangible next steps. These tools provide guidance as you develop PLAAFP statements, write IEP goals, plan and implement group and individual instruction, develop and implement IEP goal teaching plans, plan and collect data for intervention, evaluate the least restrictive environment, and more.



Digital Resources Available at
www.CurriculumAssociates.com/IED-4

IED 4 VOLUME 1: DEVELOPMENTAL

The assessments in the first volume of the *IED 4* measure a student's skills within five key developmental domains.

PHYSICAL DEVELOPMENT

Assessments in this domain focus on the acquisition of motor skills, which develop as a student uses and strengthens muscle groups and body parts. Physical Development encompasses the following sections:

- **Gross Motor** skills depend on coordination of large muscle groups in the torso, neck, arms, and legs that are used to perform activities such as sitting, crawling, and throwing.
- **Fine Motor** skills depend on coordination of small muscle groups in the hands and fingers that are used to perform activities such as grasping, object manipulation, and handwriting.

LANGUAGE DEVELOPMENT

Assessments in this domain focus on the vocabulary and syntax skills people use to receive and transmit ideas. Language Development encompasses the following sections:

- **Receptive** language skills allow one to understand incoming language of increasing complexity.
- **Expressive** language skills allow one to communicate ideas through speech (the formation of sounds that work together to create intelligible utterances) as well as sign language, gestures, or assistive technology.

COGNITIVE DEVELOPMENT

Assessments in this domain focus on perceiving, thinking, and learning skills used to understand the world. The Cognitive Development domain consists of one section that encompasses a variety of skill areas.

Cognitive skill areas include imagination and play, executive functioning, categorization, spatial awareness, and more. Because cognitive skills include many aspects of thinking and learning, the assessments in this section provide insights that can help inform instruction across all content areas.

ADAPTIVE DEVELOPMENT

Assessments in this domain focus on the skills necessary to navigate life with the greatest possible degree of independence. Adaptive Development encompasses the following sections:

- **Self-Help** skills are needed to perform functional activities such as eating, drinking, dressing, toileting, and hygiene.
- **Daily Living** skills are needed to navigate the community independently.

SOCIAL AND EMOTIONAL DEVELOPMENT

Assessments in this domain focus on the skills necessary to interact with others and regulate one's own emotions. Social and Emotional Development encompasses the following sections:

- **Interpersonal** skills include social awareness, developing and maintaining positive interactions and relationships with adults and peers, and cooperative skills.
- **Intrapersonal** skills include awareness of emotion, management of the self, and attitudes that affect learning and facilitate success in a classroom and in other settings.

The assessments in the second volume of the *IED 4* measure a student's skills within three academic skill areas.

ACADEMIC SKILLS

Assessments in this domain focus on academic content commonly introduced in early childhood programs, pre-kindergarten, kindergarten, first grade, and second grade. Academic Skills encompasses the following sections:

- **Literacy** includes the parallel strands of word recognition and language comprehension, which come together to form increasingly automatic and strategic reading.
- **Mathematics** includes foundational mathematical concepts that are essential for academic and intellectual growth.
- **Science** includes scientific inquiry and understanding of common science concepts.

Most academic skills in the *IED 4* are commonly acquired through exposure to academic content rather than through natural development. Data from these sections can help educators identify student strengths and needs regarding academic readiness, track progress in academic skill areas, and guide individualized instruction.

The **Literacy** section of the *IED 4* is informed by the Science of Reading. The term *Science of Reading* refers to the entire body of scientific evidence on how humans read and learn to read. It is an international, interdisciplinary field of study that is constantly evolving as new research is published. Numerous fields, such as cognitive psychology, educational psychology, neuroscience, and linguistics each offer nuanced perspectives to inform our understanding of effective reading development. Decades of research have shown that

- learning to read is not a natural process like learning to speak.
- most students require explicit and systematic reading instruction.
- foundational skills such as phonological awareness and phonics are critical to cracking the code of written language.
- effective reading instruction also involves exposure to conceptually connected text sets and rich vocabulary.

The **Mathematics** section of the *IED 4* covers different areas of early numeracy and mathematic skills. Mathematics is vital for developing critical thinking and reasoning skills. Understanding numbers in relation to the world creates opportunities to make connections across content areas and life experiences. Foundations of numeracy begin in early childhood and support the acquisition of higher-level mathematics skills. The *IED 4* Mathematics section begins with the structural building blocks of early numeracy by blending and layering concepts of counting, quantity, numerals, and number sequence. As the section progresses, the student will combine and apply these foundational concepts to add, subtract, and model expressions and equations in different forms. Early concepts of geometry, fractions, measurement and data, time, and money round out the content in this section.

The **Science** section of the *IED 4* focuses on scientific inquiry skills and knowledge of the natural world. Students often acquire specific knowledge of life science, earth science, physical science, and patterns in nature through exposure to ideas in learning environments. Scientific inquiry skills, on the other hand, begin to develop naturally in the first year of life. Inquiry skills develop and entwine as a student learns to make observations with the five senses, explore cause and effect, practice describing phenomena, synthesize information, ask questions, identify patterns, and plan investigations. The development of more complex analytic thinking and problem-solving skills builds on earlier, more developmental skills. By encouraging and facilitating a range of scientific inquiry skills in a school setting, educators can provide scaffolding for students to acquire these higher-level skills.

DIAGRAM OF AN IED 4 ASSESSMENT



Overview

Offers a brief explanation of the content focus of the assessment

Skill

States the target of measure in the assessment

Assessment Method

Specifies whether the assessment is administered by observation, interview, and/or performance (for more information on assessment methods, see page i-20)

Materials

Lists the materials necessary to complete the assessment (not all materials listed are needed for all items)

Scoring Information

Directions for scoring the assessment, including the Record Book page on which to record the student's responses, how to determine whether to give credit, and whether/when to stop the assessment

Global Criteria

Provides global Criteria that pertains to many or all assessment items

Assessment Number

Assessment Title

Spoken Text in Blue

Provides words to be spoken aloud; in this case, a request to prompt the student to demonstrate their skills

Sidebar

Tells the name of the section with its corresponding color to support navigation

Instructions in Black

Provide directions for actions to take during the assessment

Possible Age of Emergence (PAE)

An age notation appears to the left of the first skill in an assessment. This indicates the age at which the first skill in the sequence may begin to emerge. It is uncommon for this skill to be observed before this age.

Item Criteria

Provides guidance about how to give credit for this particular item

Skill Statement in Red

Begins with a verb and describes the specific skill being measured in terms of what the student knows or can do

Typical Age of Attainment (TAA)

These age notations appear to the right of a red skill statement. A TAA notation indicates that, in the process of typical development, all previous skills are likely to have been attained by this age.

B-2 Builds Tower with Blocks

Overview

This assessment focuses on fine motor dexterity when stacking blocks.

SKILL

Stacks 1-inch (2.5 cm) blocks to build a tower

ASSESSMENT METHOD

Performance

MATERIALS

- Twelve 1-inch (2.5 cm) colored blocks*
 - A firm, level building surface
- * Included in the IED 4 Accessories Kit

SCORING INFORMATION

- **Record Book:** Page 15
- Give credit for the tower the student builds with the greatest number of blocks without it toppling. See the specific Criteria given for item 1.
- Stop after the student makes two attempts to build a freely standing, single-column tower.

CRITERIA

For items 2–12, give credit if the student builds a freely standing, single-column tower with the specified number of blocks.

NOTE

If it appears that the student is trying to create a color sequence while stacking blocks, reassure the student that the blocks can be in any color sequence.

COMPREHENSIVE SKILL SEQUENCE

A Comprehensive Skill Sequence that includes the milestone skills in this assessment as well as intermediate skills appears on page 66.

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BRIGANCE® Inventory of Early Development 4

Directions: Performance

Place the twelve blocks on a firm, level building surface.

• Say: **Watch what I do.**

With the student watching, begin stacking the blocks. Stack four blocks to form a tower. Then take down the tower and place all twelve blocks in front of the student.

• Say: **Now you do it. Build one like mine. Make it as high as you can.**

Pause for the response. If the student's tower topples, encourage the student to build a second tower.

1. Attempts to build a tower

Criteria: Give credit if the student attempts to build a tower with voluntary control over handling the blocks but is unable to stack two blocks without the tower toppling.

2. Builds a two-block tower^{18m}

3. Builds a three-block tower

4. Builds a four-block tower

5. Builds a five-block tower^{2y}

6. Builds a six-block tower

7. Builds a seven-block tower^{2y6m}

8. Builds an eight-block tower^{3y6m}

9. Builds a nine-block tower

10. Builds a ten-block tower^{4y6m}

11. Builds an eleven-block tower^{6y}

12. Builds a twelve-block tower^{7y}

Physical Development: Fine Motor

B-2 Builds Tower with Blocks

Note

Provides guidance to keep in mind when administering the assessment

Comprehensive Skill Sequence

Directs the examiner to an even more detailed sequence of skills that includes the milestone skills in the assessment



Item Overview

An item includes all parts of a scorable unit of content associated with a specific assessment number. It may include a red skill statement, text in blue to be spoken to the student or parent/caregiver, additional instructions in black for eliciting a response, criteria specific to the item, and/or a note about the specific item's content.

Skill Statement in Red

Begins with a verb and describes the specific skill being measured in terms of what the student knows or can do

Spoken Text in Blue

Provides words to be spoken aloud, either a question to ask a parent/caregiver or a request to give the student to elicit demonstration of the skill

Additional Instructions

Provide specific actions and/or verbal prompts to elicit demonstration of the skill

Criteria

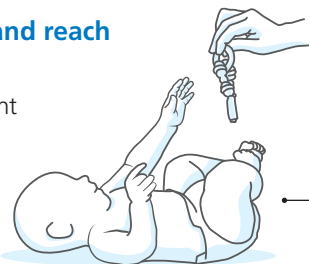
Provides guidance about how to give credit for this particular item

20. Exhibits a one-handed, visually directed reach^{6m}

Ask: Does _____ look at an object and reach for it with one hand?

Or have the parent/caregiver hold the student facing you. Move a brightly colored toy in front of the student's face and observe the response. If the student does not respond to the toy, move a different toy in front of the student's face and observe the response.

Criteria: Give credit if the student looks at an object, reaches with one hand, and exhibits a definite, prolonged reach. Do not give credit for a swiping or batting action.

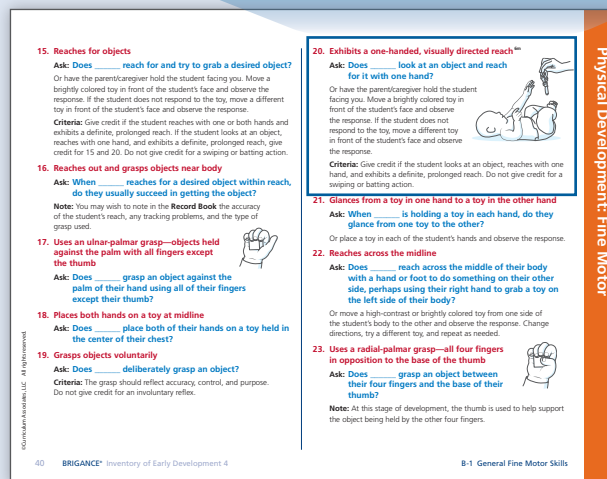


Typical Age of Attainment (TAA)

An age notation appears to the right of a red skill statement. A TAA notation indicates that, in the process of typical development, all previous skills are likely to have been attained by this age.

Illustration

Appears on the parent/caregiver-facing page as well as the examiner page in order to visually demonstrate the skill



Step-by-Step Assessment Procedures

STEP 1: BEFORE EVALUATION

PLAN AHEAD

Record Student Information

Write the student's name on the front of the Record Book, and fill out the Student Information form on page 1 of the Record Book. Ensure the information is current by consulting school records and/or asking the parent/caregiver for information as needed.

Become Familiar with Assessment Procedures

Read through and become familiar with the assessment procedures so that you can conduct the assessment in a natural manner and can focus your attention on the student. If helpful, use tabs or markers to quickly locate the information you will need.

Review the Digital Resources

Review the digital resources at www.CurriculumAssociates.com/IED-4. The digital resources include Case Studies that describe how the *IED 4* may be used in different contexts and for different student needs. Reading through the Case Studies most similar to your use case can help inform your evaluation plan for the student. The digital resources also include a Class Record Book for recording multiple students' responses in one place.

SELECT CONTENT TO ADMINISTER

In the same way that every student is an individual, no two evaluations will be exactly alike. The *IED 4* is a comprehensive collection of assessments and is much too extensive to administer in its entirety. Instead, create a unique evaluation plan for each student by selecting only the content that is most relevant to that student's needs and goals.

Once you have identified the content you will administer, mark the specific assessments and the item with which to begin each assessment in the Examiner's Manual (e.g., flag the pages with sticky notes).

Select Domains and Sections

Identify which sections within the domains of the *IED 4* contain the content that is most relevant to the student and/or program. Consider student data from prior screening or other assessments, your own knowledge of the student's development, and any documentation regarding the student's needs and goals (including IEP goals) when determining which content areas to focus on.

Select Assessments to Administer

Most *IED 4* assessments are arranged in developmental sequence. Narrow down assessments within your chosen sections by considering the student's age, prior development, and goals. Use your professional judgment to consider which assessments

- are most relevant to the student's individual needs and goals (including IEP goals).
- will yield the most valuable information.
- meet program needs and requirements.
- can be conducted in the setting(s) you have access to.

Select the Most Appropriate Skills Within Each Assessment

The skills within an assessment are arranged in developmental sequence. Once you have identified each assessment you plan to administer, choose where in the skill sequence to begin. Consider the student's chronological age and grade level, their performance from previous assessments, any available school records, reports from parents/caregivers or teachers, and your own knowledge of the student's prior development and goals to determine the most appropriate starting point within an assessment.

Then plan to begin administration of an assessment slightly earlier than the student's anticipated performance in order to give the student a feeling of success.

Consider Age and Grade-Level Notations

The *IED 4* includes two types of age notations to help you choose the most appropriate items for each student.

A **possible age of emergence (PAE)** notation appears to the left of a skill statement or item number. A PAE notation indicates that some students may begin to develop the skill at or around this age, but most students of this age are not yet demonstrating the skill.

A **typical age of attainment (TAA)** notation appears to the right of a red skill statement. A TAA notation indicates that, in the process of typical development, all previous skills are likely to have been attained by this age.

^{2y}Repeats two syllables

1. Say: **We can.**
2. Say: **I do.**

Repeats three syllables

3. Say: **I like milk.**
4. Say: **I fell down.**

Repeats four syllables^{3y}

5. Say: **I like to dance.**
6. Say: **Emma ran home.**

Repeats five syllables^{4y}

7. Say: **I lost my button.**
8. Say: **The dog can run fast.**

In this skill sequence, a PAE notation of 2y appears before the first skill statement, meaning that this skill may begin to emerge around age two.

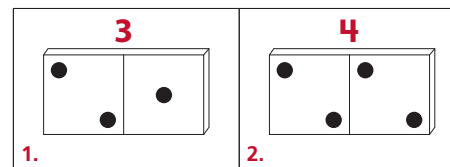
A TAA notation of 3y appears after items 1–6, meaning that in typical development the corresponding skills are likely to have been attained by age three.

Items 7 and 8 have a TAA of 4y, meaning that in typical development the corresponding skill is likely to have been attained by age four.

In addition to PAE and TAA notations, items in *IED 4 Volume 2: Academic* are labeled with **grade-level (GL) notations**. GL notations appear as headers above groups of items and indicate the grade level during which students are typically exposed to the content needed to learn those skills.

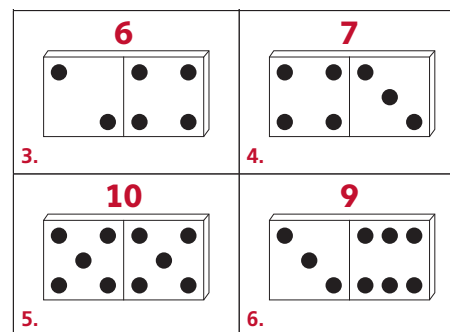
Pre-Kindergarten

Determines the total of two sets within 5



Kindergarten

Determines the total of two sets within 10



In this skill sequence, items 1 and 2 assess a skill that is typically learned in pre-kindergarten programs.

Items 3–6 assess a skill that is typically learned in kindergarten programs.

Child development is extremely variable, but some population-wide trends become apparent when child development is considered across large groups. These trends inform the sequences of milestone skills within each assessment in the *IED 4*.

Since child development varies greatly based on individual, environmental, and cultural factors, it is important to keep in mind that not all students develop skills in the same sequence or at the same age. The age and grade-level notations should be used only as guidelines for which items to administer and should be considered in combination with your knowledge of the student's current skills. The skill sequences and age and grade-level notations are based on research detailed in Appendices B and C beginning on page a-39 of both volumes of the Examiner's Manual.

PREPARE FOR THE EVALUATION

Set the Scene for a Successful Evaluation

Once you have chosen the content you wish to administer, consider the following suggestions:

- **Communicate with the student's parent/caregiver, teacher, or aide.** Ask about the student's strengths, needs, and preferences, and use this information to make the assessment process comfortable for the student.
- **Spend some time getting to know the student** before the evaluation to help the two of you feel more comfortable working together. If you are unable to spend time with the student before the evaluation, enlist someone familiar to the student to administer the evaluation.
- **Set up a comfortable environment** using what you know about the student's needs and preferences. Choose a space where the student can move around during the evaluation and offer choices, such as going outside or sitting on the floor. Ensure that the environment is free of visual and auditory distractions by adjusting lighting, background noise, and other environmental features.
- **Choose the sequence of assessments** that will ensure the student remains comfortable and engaged. Plan to begin with an activity the student enjoys or feels confident about to start the evaluation on a positive note.
- **Consider the best time of day.** A student may be most alert and enthusiastic in the morning, in the afternoon, after a snack, or before recess. Consider these fluctuations in energy along with the student's schedule of other activities when you plan the evaluation.

Use these guidelines for each evaluation to give the student the best possible opportunity to demonstrate what they know and can do. For information on accommodating specific student circumstances, see *Accommodating Students* on page i-26. A more detailed list of accommodations organized by type, domain, and activity can be found in the Making Accommodations chart in the digital resources at www.CurriculumAssociates.com/IED-4.

Anticipate Administration Time

Remember, a complete evaluation using the *IED 4* will never consist of administering all of the assessments. Consider the following when estimating the amount of time needed to complete an evaluation:

- The number of domains, assessments, and items you plan to administer
- The number of skills that can be administered by group administration or by observation and interview
- The information you already have about the student's skills
- Necessary accommodations

Divide the Evaluation into Multiple Sessions

A single evaluation may be conducted over several days to ensure the student is rested, willing, and attentive. Depending on the total number of assessments you will administer, consider planning for several sessions, with each session no longer than the student's attention span. Feel free to personalize each evaluation by adapting the sequence of content to best suit you and the student. Here are some examples of how you could divide the content into sessions:

- **Focus on one content area** per session. For example, administer Literacy assessments during one session and Fine Motor assessments during another session.
- **Include variety in each session** by scheduling sessions that each require multiple response types from the student. For example, begin each session with the student sitting and completing written tasks, then switch to tasks that ask the student to get up and move around, and then return to a seat for tasks the student will respond to verbally.
- **Focus on one response type** per session. For example, administer items requiring a written response to a group of students during one session. Then schedule separate sessions with each student to administer items requiring a physical or verbal response.

Organize Materials

The following materials will be needed for every evaluation:

- The Examiner's Manual for the *Inventory of Early Development 4* (you may use one or both volumes)
 - Volume 1: Developmental
 - Volume 2: Academic
- A Record Book for each student, or a copy of the Class Record Book
- Colored pencils or pens for recording assessment data

See the Materials list in the Overview box of each assessment for assessment-specific materials. Materials listed with an asterisk (*) are included in the *IED 4 Accessories Kit*, but you can substitute similar objects you have on hand if needed. Materials not listed with an asterisk are commonly found in a classroom setting (e.g., a lined sheet of paper).

The *IED 4 Accessories Kit* includes the following items:

- 12 one-inch (2.5 cm) colored blocks
- 16 shapes (circles and squares) for sorting
- 1 pack of crayons
- 12 teddy bear counters
- 1 squeaky duck
- 1 maraca

Additional materials you may need include the following:

- A copy of each student page you will use in the evaluation
- Any digital resources you will be using during administration (e.g., printed Class Record Book pages, Assessment Tracker). These can be found at www.CurriculumAssociates.com/IED-4.

The publisher grants permission to reproduce the student pages and digital resources for nonprofit educational purposes in quantities as needed.

STEP 2: DURING EVALUATION

There are several ways to assess a student's developmental and academic skills. The Overview box at the beginning of each assessment indicates one or more of the following assessment methods appropriate for administering that assessment:

- **Observation:** Directly observe the student using skills in a natural setting.
- **Interview:** Interview the parent/caregiver or someone who knows the student well (e.g., the student's teacher or aide).
- **Performance:** Elicit demonstrated or written responses from the student using the directions given in the assessment.

ADMINISTER ASSESSMENTS BY OBSERVATION AND INTERVIEW

Administering assessments by observation and interview involves using your observations and information from others who know the student well to determine what the student knows and can do. This is achieved by setting aside time to observe the student in a natural setting and interviewing the student's parent/caregiver or someone who knows the student well.

Use What You Know

Read through each assessment you plan to administer to familiarize yourself with the items. Consider what you already know about the student's skills and give credit for those you have observed the student demonstrating in a natural environment.

Observe the Student

Spend time with the student in an environment that is familiar and comfortable for them, perhaps in the classroom, on the playground, or during a home visit. Use the additional instructions included to encourage demonstration of some skills as needed. You may wish to keep a list of skills you are unable to observe so you can ask the parent/caregiver about them during the interview.

Ask Interview Questions

Choose someone to interview who knows the student very well. This person is referred to throughout the *IED 4* as the *parent/caregiver* because they will often be the student's parent or primary caregiver, but you can also interview the student's aide, teacher, or another close adult. Use your judgment when determining the best person to interview.

Ask the parent/caregiver the question that follows each skill you have not observed. Illustrations for some skills are provided to help define the skills. Ask follow-up questions if needed. Give credit for a skill if the parent/caregiver responds with *yes* or *most of the time*. Do not give credit if the student is only beginning to demonstrate a skill or if the parent/caregiver gives a response that indicates the skill is emerging, such as *sometimes*, *if I let him*, or *a little*.

ADMINISTER ASSESSMENTS BY PERFORMANCE

Administering assessments by performance involves prompting the student to demonstrate a skill. This is achieved by asking the student a question or making a request. The student may give a demonstrated (verbal or physical) response or a written response. You can administer assessments with written responses to a group of students at the same time.

The *IED 4* uses the term *verbal* to mean "using language," not necessarily "spoken" or "oral." This encompasses any form of language, including speaking, signing, and using assistive technology.

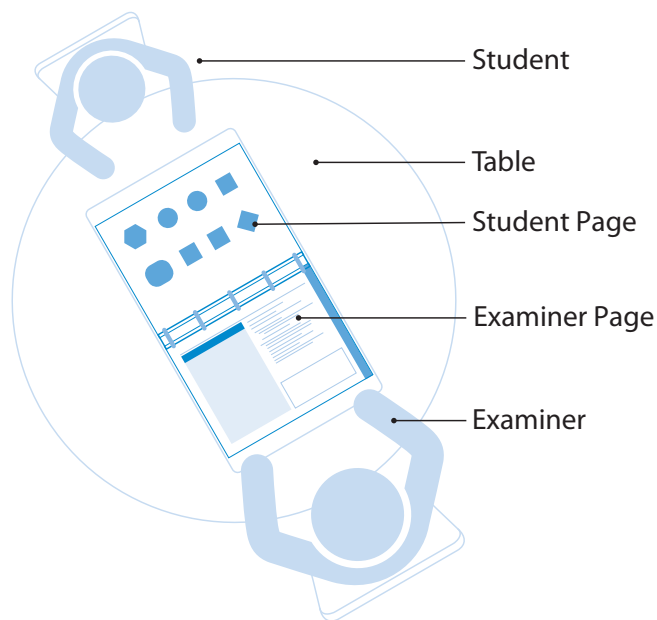
Give credit for each of the student's responses that clearly demonstrates a skill. However, if the student does not perform a skill when prompted, it does not necessarily mean that they do not have the skill. The student may not understand the prompt, or they may be unwilling to demonstrate the skill in the evaluation setting. Consider these factors and adjust the prompt as needed.

Introduce the Evaluation

Begin each evaluation session by thanking the student and explaining the activities you plan to do and how long you expect them to take. You may also wish to provide the student written directions, a visual schedule, or auditory or written reminders to encourage a smooth transition to the evaluation session.

Position the Materials Correctly

The format of the *IED 4* allows the examiner and the student to follow the assessment procedures easily. Some assessments have accompanying student pages. The *IED 4* can be opened to the assessment and placed on a table between the examiner and the student, as shown below:



To maintain the integrity of the evaluation,

- Avoid gazing at the correct answer choice.
- Keep all materials that are not student-facing, including the answers on the examiner page, out of the student's sight.
- Keep the Record Book out of sight by resting it on your lap, on a chair next to you, or otherwise out of the student's line of vision.

Maintain Positivity, Flexibility, and Comfort

Keeping a positive and inviting evaluation environment can help the evaluation go more smoothly. In addition to any accommodations and incentives that are a usual part of a student's behavior plan or class routine, the following suggestions can help make the evaluation more comfortable and engaging for both you and the student:

- **Introduce each assessment** to the student by saying something like, "Now we will do some _____. Try your best and let me know when you want to take a break."
- **Establish early success** by beginning each assessment with an item the student can easily complete.
- **Stop before the student reaches a point of frustration** if they are not having success with an assessment.
- **Reschedule** if the student seems to be having a bad day.
- **Model calm confidence.** Use a steady voice and a friendly demeanor.
- **Incorporate "wiggle breaks"** such as jumping jacks, hand clapping, a brief walk down the hallway, or a shift in seating.
- **Switch to another task** if the student does not engage in a particular assessment.
- **Offer the student choices**, such as when to take a break or which activity will be next.
- **Do not require eye contact.** It is not necessary for the student to meet your gaze during evaluation.
- **Give positive feedback freely.** A response of *thank you* or *nice work* is helpful whether the student's response is correct or incorrect. You may also wish to give the student a reward, such as a sticker, between tasks.
- **Seek support for interpreting responses.** If you have difficulty understanding the student's responses, ask the student's parent/caregiver, teacher, or aide to help you interpret the responses.

RECORD DATA IN THE STUDENT'S RECORD BOOK

Use the Record Book to track the items you administer to the student and the student's responses. Using a different color for each evaluation, you will mark the items that you have administered and record observations.

Select a Color for the Evaluation

The *IED 4* utilizes a color-coding system to help educators easily track and communicate the student's progress over time in one place. Each assessment in the student's Record Book will show the essential information from every evaluation to date. See the example Record Book marks on page i-23.

Begin each evaluation by selecting a color. Check with your program administrator to see if there is an order of colors that should be followed.

Fill Out the Evaluation Tracker in the Record Book

Use the selected color to record the evaluation number, the color selected, the date or date range of the evaluation, your name, and any overall observations during the evaluation in the Evaluation Tracker on page 2 of the Record Book.

See the example Evaluation Tracker on page i-23.

Record Data for Each Assessment Administered

Using the selected color for the current evaluation,

- **Circle** the number of an item to give credit.
- **Underline** the number of each item that you administer during the evaluation for which you do not give credit. Underlined items are appropriate objectives for upcoming instruction.
- **Record** specific observations or other notes in the Notes section.

See the example Record Book marks on page i-23.

Some assessments include additional instructions for marking that assessment in the Record Book.

Review the Examples

The examples on page i-23 show how a student's data was recorded during two evaluations.

In September of 2026, assessment D-3 Names Parts of the Body was administered.

- The student received credit for items 1, 2, 3, 4, 6, 7, 10, and 12 (item numbers **circled in red**).
- Items 5, 8, 9, 11, 13, 14, 15, 16, and 17 were administered but the student did not receive credit for these (item numbers **underlined in red**). These items were adapted into objectives for upcoming instruction.

In January of 2027, assessment D-3 Names Parts of the Body was administered again.

- The student received credit for items 5, 9, 11, and 17 (item numbers **circled in blue**).
- Items 8, 13, 14, 15, 16, 18, 19, and 20 were administered but the student did not receive credit for these (item numbers **underlined in blue**).

Use the Digital Resources for Additional Recording Options

Review the digital resources at www.CurriculumAssociates.com/IED-4. Some additional recording options found in the digital resources include the following:

- The **Evaluation Summary** form can be found on page 3 of the Record Book as well as in the digital resources. A copy of this form can be completed after each evaluation to record an overall narrative summary and highlights regarding the student's preferences, interests, performance, and progress.
- The **Assessment Tracker** can be used to record the dates specific assessments were administered as well as any observations about the student's performance.
- The **Class Record Book** lists assessment items that can be administered to a group of students at the same time. This resource allows an educator to easily record data for up to 25 students on a single form. Skill data can then be transferred to an individual student's Record Book as needed.

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.

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.

STEP 3: AFTER EVALUATION

ANALYZE RESULTS

When interpreting the student's *IED 4* evaluation results, it is important to consider

- the student's strengths and needs across and within different skill areas.
- observations that were recorded at the time of assessment.
- health, environmental, or cultural factors that can impact performance.

Identify Strengths and Needs

The broad range of assessments in the *IED 4* can provide significant information about a student's developmental and academic skills. The results can be used to

- identify strengths and needs across and within different skill areas (e.g., the student is attaining academic skills as expected but may need support in achieving gross motor milestones).
- identify present levels of performance (PLOP) or present levels of academic achievement and functional performance (PLAAFP). For more information about creating PLAAFP statements, see the Teacher Tools available at www.CurriculumAssociates.com/IED-4.

Review Recorded Observations

It is important to analyze observations that were noted in the student's Record Book at the time of assessment. Sometimes observations about how a student performs reveal much about the presence or absence of learning strengths and needs.

Consider External Factors That Can Impact Performance

If the student's performance on any assessment is lower than expected, consider external factors such as health, environment, and culture that may have affected the student's performance. Keep these factors in mind when identifying skill areas to focus on and when making follow-up decisions.

IDENTIFY NEXT STEPS

After an evaluation has been completed, the information gathered about the student's skills can serve many purposes. Once you have analyzed the evaluation results, you may wish to

- provide additional in-depth assessment.
- support appropriate referral decisions.
- identify instructional objectives and supports.
- share student performance with fellow educators or parents/caregivers.
- provide ongoing assessment and monitor progress.

Provide Additional Assessment If Needed

There may be a need to provide more in-depth information about a student's developmental skills after analyzing results from the *IED 4* milestone assessments. If this is the case, *IED 4 Volume 1: Developmental* includes additional skill sequences at the end of some assessments. These sequences are also available digitally at www.CurriculumAssociates.com/IED-4.

The **Comprehensive Skill Sequences** are detailed lists of developmentally sequenced skills that include the milestone skills from the corresponding assessments as well as additional intermediate skills. Augmenting an evaluation with 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. Although specific assessment procedures for the intermediate skills are not included in the *IED 4*, these skills can be assessed using the same assessment method used for the milestone assessment.

The **Supplemental Skill Sequences** provide optional lists of supplemental skills that can be used or modified to track student progress in specific skill areas not covered by *IED 4* milestone assessments. Assessing the skills in these lists can further help educators meet student and program needs. Although specific assessment procedures for these skills are not included in the *IED 4*, many of the skills can be assessed using observation and interview.

Though neither the Comprehensive Skill Sequences nor the Supplemental Skill Sequences appear in the Record Book, the same color-coding system can be used to record data by reproducing the skill sequences and marking them according to the method described on page i-22.

The publisher grants permission to reproduce the Comprehensive Skill Sequences and Supplemental Skill Sequences for nonprofit educational use.

Support Appropriate Referral Decisions

Referrals for further evaluation or support may be made together with parents/caregivers and other team members after analyzing a student's strengths and needs across developmental and academic skill areas. For example, consider whether it would be helpful to refer a student to an occupational therapist, physical therapist, speech and language pathologist, school psychologist, school nurse, school social worker, reading specialist, or another resource.

Identify Instructional Objectives and Supports

Review the results from the student's *IED 4* evaluation to set goals and identify gaps where the student might benefit from additional support. For example, skills immediately following or appearing between skills the student has demonstrated would make logical instructional objectives.

To help develop learning objectives and IEP goals, the Record Book includes an example objective for each assessment. You can use these example objectives as models to help create individualized goals for each student. These objectives can be adapted to meet the needs of your program.

As you are developing individualized learning objectives, consider whether there are any services or accommodations that would support the student in their daily learning environment.

For more support using *IED 4* evaluation results to develop and apply learning objectives, IEP goals, intervention plans, accommodations, and more, consult the Teacher Tools at www.CurriculumAssociates.com/IED-4.

Share Student Performance

Sharing the student's Record Book with their parents/caregivers and school team can help facilitate conversations about the student's performance as the record-keeping

- clearly identifies skills the student has and has not demonstrated so the parents/caregivers and school personnel can work together to help the student achieve their goals.
- is graphic, ongoing, and color-coded so the student's strengths and needs over time can be readily shared and understood by parents/caregivers and school personnel.

Provide Ongoing Assessment and Progress Monitoring

Once an initial evaluation has been conducted with the *IED 4* and instructional objectives have been set, continue to use the *IED 4* to monitor the student's progress. Evaluations may be conducted as needed or as required by your program at appropriate intervals throughout the year. The student's Record Book will provide an ongoing resource for monitoring progress within and across skill areas.

Accommodating Students

USING ACCOMMODATIONS WITH THE IED 4

Accommodations are changes to the administration of an assessment that enable a student to gain access to the content or to complete a task so they can demonstrate their skills. Accommodations can include preparing alternate assessment settings, giving prompts or stimuli in an alternate format, and considering different response types.

Remember that the purpose of an assessment is to determine what the student knows and can do. Adapting an assessment in a way that allows a student to demonstrate their skills is helpful and recommended; modifying the construct (the skill the assessment or item is measuring) is not. Consider any potential adaptation alongside the construct of the assessment. For example, if the purpose of an assessment is to determine the student's picture vocabulary, giving clues about which picture to choose would impact performance, making it challenging to determine whether the student has attained the skill being measured.

When evaluating a student using accommodations, use the following general strategies:

- Keep a record of the accommodations implemented.
- Consider how certain accommodations may impact performance and results on specific assessments.
- Use information from parents/caregivers and school personnel to identify accommodations that may benefit the student.
- Adjust accommodations throughout the evaluation based on the student's feedback and preferences.

In this section, common student circumstances and potential accommodations are listed. Use these guidelines alongside the Step-by-Step Assessment Procedures beginning on page i-16 to tailor the evaluation to an individual student. For more information about accommodations, see the digital resources available at www.CurriculumAssociates.com/IED-4.

For some students, you may wish to use a combination of accommodations. You may also use accommodations for a student who does not have one of the listed circumstances if that student would benefit from accommodations. Above all, it is important to meet the needs of the student.

ACCOMMODATING MULTILINGUAL STUDENTS AND ENGLISH LEARNERS

Many students speak languages other than English at home, which means administering assessments to them exclusively in English can inhibit their ability to demonstrate what they know and can do. The following accommodations may help multilingual students and English learners demonstrate their skills:

- Administer assessments to a multilingual student or English learner in their preferred language. Ask the student which language is preferred before beginning an evaluation.
- A multilingual student should be evaluated by an examiner who is fluent in all of the student's languages. The student may alternate languages in their responses. Give credit for a correct response given in any language.
- Use the preferred language of the student's parent/caregiver when gathering information from them. This will help the parent/caregiver fully understand the questions and fully describe the student's abilities, strengths, and needs.
- Use an interpreter as needed.

ACCOMMODATING STUDENTS WITH PHYSICAL DISABILITIES

STUDENTS WITH CHRONIC ILLNESSES/MOBILITY DISABILITIES

- Choose comfortable seating and provide access to any assistive equipment the student uses, even if they use it only occasionally.
- Facilitate alternative response types to demonstrate the targeted skill. For example, reproduce pages and cut apart items so that the student can respond by directing their gaze instead of pointing.
- Provide access to any assistive communication device the student uses. Ask the student's teacher, aide, or parent/caregiver to help interpret responses if needed.
- Consult with a physical or occupational therapist as needed.

STUDENTS WHO ARE DEAF/HARD OF HEARING

- Determine how the student is most comfortable and confident communicating. If the student uses sign language or Total Communication (TC), the examiner should either be fluent or use an interpreter.
- Choose an evaluation setting free from background noise such as loud fans or nearby activity. Consider a space with carpet that will absorb ambient sound that could compete with the examiner's voice.
- Ensure the student can access any prescribed amplification devices.
- Make sure to have the student's attention before delivering directions.
- Simplify language for assessment prompts if it does not change the test construct or the intent of the item.
- Give credit for any response that clearly demonstrates the targeted skill, such as drawing, writing, using sign language, or gesturing.

STUDENTS WHO ARE BLIND/LOW VISION

- Provide access to any visual device the student uses, even if they use it only occasionally.
- Consult a vision specialist about appropriate lighting, magnification, positioning, size, and color of objects or pictures that may help the student see.
- Substitute real objects or tactile graphics/models for pictures when possible.
- Photocopy individual items in larger sizes or present evaluation materials against a plain/contrasting background when possible.

ACCOMMODATING NEURODIVERGENCE

The concept of neurodivergence describes the incredible variation among people's brains and how they work. Some variations tend to show up in clusters, forming patterns that have been identified as neurological profiles or conditions. People who share these neurological profiles may benefit from certain accommodations in school, work, and life. However, because neurodivergence is such a broad term and many neurodivergent conditions overlap, it can be more valuable to choose accommodations based on a student's unique neurological profile rather than following prescribed lists of accommodations based on specific conditions.

The following are some groups of students who might be described as neurodivergent:

- Autistic students
- Students with ADHD
- Students with intellectual/developmental disabilities
- Students with emotional/behavioral disabilities
- Students with mental health conditions

Many important considerations for evaluating all students are particularly helpful for neurodivergent students. In addition to creating a comfortable and flexible environment for evaluation, the following guidelines can help neurodivergent students demonstrate their skills:

- Prepare the student for the upcoming assessment session when it will change their regular routine. Use visual schedules and written reminders to encourage a smooth transition to the assessment session.
- Ensure the environment is free of sensory distractions by adjusting lighting, background noise, and other environmental features.
- Invite the student to fidget, stim, or move around during the evaluation and offer flexible seating options.
- Give the student plenty of time to process the information and formulate a response.
- Gently tap on materials to direct the student's gaze to the appropriate place.
- Do not require the student to make eye contact.
- Be mindful of the difference between unwillingness to perform and lack of skills.

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

| Assessment Method(s) | | | | Assessment Title | Page | Earliest Notation | Age Notation Range | | | | | | | | Latest Notation |
|---|-------------|---------------------------|----------------------|---------------------------------------|------|-------------------|-----------------------|----------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|-----------------|
| Observation and Interview | Observation | Performance: Demonstrated | Performance: Written | | | | 0 months to 12 months | 12 months to 2 years | 2 years to 3 years | 3 years to 4 years | 4 years to 5 years | 5 years to 6 years | 6 years to 7 years | 7 years to 8 years | |
| A PHYSICAL DEVELOPMENT: GROSS MOTOR | | | | | | | | | | | | | | | |
| ✓ | | | | A-1 Supine Position Skills* | 3 | 0m | <div></div> | <div></div> | | | | | | | 9m |
| ✓ | | | | A-2 Prone Position Skills* | 5 | 0m | <div></div> | <div></div> | | | | | | | 12m |
| ✓ | | | | A-3 Sitting Position Skills* | 7 | 0m | <div></div> | <div></div> | | | | | | | 15m |
| ✓ | | | | A-4 Upright Position Skills* | 9 | 4m | <div></div> | <div></div> | | | | | | | 2y |
| | ✓ | ✓ | | A-5 Walking and Standing* | 12 | 9m | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | 7y6m |
| ✓ | | | | A-6 Stair Climbing* | 15 | 12m | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | 4y6m |
| | ✓ | ✓ | | A-7 Running, Galloping, and Skipping* | 16 | 12m | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | 7y |
| | ✓ | ✓ | | A-8 Jumping* | 18 | 12m | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | 7y |
| | ✓ | ✓ | | A-9 Hopping | 20 | 2y | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | 7y11m |
| | ✓ | ✓ | | A-10 Kicking | 22 | 18m | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | 7y |
| | | ✓ | | A-11 Balancing on a Beam* | 24 | 18m | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | 7y |
| | ✓ | ✓ | | A-12 Throwing* | 26 | 18m | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | 7y |
| | ✓ | ✓ | | A-13 Catching | 28 | 2y | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | 7y |
| ✓ | | | | Comprehensive Skill Sequences | 29 | 0m | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | 7y6m |
| ✓ | | | | Supplemental Skill Sequences | 35 | 12m | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | <div></div> | 7y |
| * This milestone assessment has a corresponding Comprehensive Skill Sequence. | | | | | | 0m | 12m | 2y | 3y | 4y | 5y | 6y | 7y | 8y | |

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

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

| Assessment Method(s) | | | | Assessment Title | Page | Earliest Notation | Age Notation Range | | | | | | | | Latest Notation |
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| Observation and Interview | Observation | Performance: Demonstrated | Performance: Written | | | | 0 months to 12 months | 12 months to 2 years | 2 years to 3 years | 3 years to 4 years | 4 years to 5 years | 5 years to 6 years | 6 years to 7 years | 7 years to 8 years | |
| B PHYSICAL DEVELOPMENT: FINE MOTOR | | | | | | | | | | | | | | | |
| ✓ | | | | B-1 General Fine Motor Skills* | 38 | 0m | | | | | | | | | 4y |
| | | ✓ | | B-2 Builds Tower with Blocks* | 44 | 12m | | | | | | | | | 7y |
| | ✓ | | ✓ | B-3 Early Handwriting Skills* | 45 | 12m | | | | | | | | | 5y |
| | | | ✓ | B-4 Draws a Person | 47 | 3y | | | | | | | | | 7y11m |
| | | | ✓ | B-5 Copies Forms* | 48 | 3y | | | | | | | | | 6y6m |
| | | | ✓ | B-6 Copies Numerals | 52 | 4y6m | | | | | | | | | 6y |
| | | | ✓ | B-7 Copies Letters | 55 | 4y | | | | | | | | | 6y |
| | ✓ | | ✓ | B-8 Quality of Printing | 58 | 5y | | | | | | | | | 7y |
| | ✓ | ✓ | | B-9 Cuts with Scissors* | 60 | 2y6m | | | | | | | | | 7y |
| ✓ | | | | Comprehensive Skill Sequences | 64 | 0m | | | | | | | | | 7y |
| ✓ | | | | Supplemental Skill Sequences | 68 | 4m | | | | | | | | | 7y |
| C LANGUAGE DEVELOPMENT: RECEPTIVE | | | | | | | | | | | | | | | |
| ✓ | | | | C-1 General Receptive Language Skills* | 72 | 0m | | | | | | | | | 7y |
| | | ✓ | | C-2 Follows Simple Directions* | 78 | 12m | | | | | | | | | 4y |
| | | ✓ | | C-3 Identifies Pictures | 79 | 18m | | | | | | | | | 4y6m |
| | | ✓ | | C-4 Identifies Parts of the Body* | 86 | 18m | | | | | | | | | 6y6m |
| | | ✓ | | C-5 Identifies Colors | 87 | 2y | | | | | | | | | 5y |
| | | ✓ | | C-6 Identifies Actions | 89 | 18m | | | | | | | | | 3y6m |
| | | ✓ | | C-7 Listening Comprehension Skills | 93 | 3y | | | | | | | | | 5y |
| ✓ | | | | Comprehensive Skill Sequences | 100 | 0m | | | | | | | | | 7y6m |
| * This milestone assessment has a corresponding Comprehensive Skill Sequence. | | | | | | 0m | 12m | 2y | 3y | 4y | 5y | 6y | 7y | 8y | |

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

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

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

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

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

| Assessment Method(s) | | | | Assessment Title | Page | Earliest Notation | Age Notation Range | | | | | | | | Latest Notation |
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| E COGNITIVE DEVELOPMENT cont'd | | | | | | | | | | | | | | | |
| | | ✓ | | E-9 Classifies into Categories | 169 | 2y | | | | | | | | | 5y |
| | | ✓ | | E-10 Visual Discrimination | 172 | 2y | | | | | | | | | 7y |
| | | ✓ | | E-11 Identifies the One That Does Not Belong | 177 | 4y | | | | | | | | | 6y |
| | | ✓ | | E-12 Identifies the Word That Does Not Belong | 180 | 4y6m | | | | | | | | | 6y |
| | | ✓ | | E-13 Repeats Sentences | 182 | 2y | | | | | | | | | 6y6m |
| | | ✓ | | E-14 Repeats Numbers | 184 | 2y | | | | | | | | | 7y11m |
| | | ✓ | | E-15 Picture Memory | 186 | 3y | | | | | | | | | 6y |
| | | ✓ | | E-16 Visual Closure | 194 | 3y | | | | | | | | | 6y |
| | | ✓ | | E-17 Completes Patterns | 198 | 5y | | | | | | | | | 7y6m |
| | | ✓ | | E-18 Matrix Reasoning | 202 | 4y | | | | | | | | | 7y11m |
| ✓ | | | | Comprehensive Skill Sequence | 209 | 0m | | | | | | | | | 7y11m |
| ✓ | | | | Supplemental Skill Sequences | 211 | 2y | | | | | | | | | 7y |
| F ADAPTIVE DEVELOPMENT: SELF-HELP | | | | | | | | | | | | | | | |
| ✓ | | | | F-1 Eating and Drinking* | 214 | 0m | | | | | | | | | 6y |
| ✓ | | | | F-2 Undressing* | 218 | 12m | | | | | | | | | 5y |
| ✓ | | | | F-3 Dressing* | 220 | 12m | | | | | | | | | 6y6m |
| ✓ | | | | F-4 Shoe Skills* | 222 | 18m | | | | | | | | | 6y6m |
| ✓ | | | | F-5 Toileting* | 224 | 12m | | | | | | | | | 4y6m |
| ✓ | | | | F-6 Personal Hygiene | 226 | 15m | | | | | | | | | 6y |
| ✓ | | | | F-7 Self-Care Skills | 228 | 2y | | | | | | | | | 6y |
| ✓ | | | | Comprehensive Skill Sequences | 231 | 0m | | | | | | | | | 7y |
| * This milestone assessment has a corresponding Comprehensive Skill Sequence. | | | | | | 0m | 12m | 2y | 3y | 4y | 5y | 6y | 7y | 8y | |

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

| Assessment Method(s) | | | | Assessment Title | Page | Earliest Notation | Age Notation Range | | | | | | | | Latest Notation |
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| Observation and Interview | Observation | Performance: Demonstrated | Performance: Written | | | | 0 months to 12 months | 12 months to 2 years | 2 years to 3 years | 3 years to 4 years | 4 years to 5 years | 5 years to 6 years | 6 years to 7 years | 7 years to 8 years | |
| G ADAPTIVE DEVELOPMENT: DAILY LIVING | | | | | | | | | | | | | | | |
| | | ✓ | | G-1 Knows Uses of Objects | 238 | 2y | | | | | | | | | 4y6m |
| | | ✓ | | G-2 Knows Personal Information* | 241 | 2y | | | | | | | | | 7y11m |
| | | | ✓ | G-3 Writes Personal Information | 243 | 4y | | | | | | | | | 7y11m |
| | | ✓ | | G-4 Knows What to Do in Different Situations | 245 | 3y | | | | | | | | | 7y |
| | | ✓ | | G-5 Knows Common Signs | 247 | 3y | | | | | | | | | 7y |
| | | ✓ | | G-6 Reads Words from Common Signs | 249 | 6y | | | | | | | | | 7y11m |
| ✓ | | | | Comprehensive Skill Sequence | 250 | 2y | | | | | | | | | 7y11m |
| ✓ | | | | Supplemental Skill Sequences | 251 | 12m | | | | | | | | | 7y |
| H SOCIAL AND EMOTIONAL DEVELOPMENT: INTERPERSONAL | | | | | | | | | | | | | | | |
| ✓ | | | | H-1 Social Awareness* | 255 | 2m | | | | | | | | | 5y |
| ✓ | | | | H-2 Relationships with Adults* | 257 | 0m | | | | | | | | | 6y |
| ✓ | | | | H-3 Play and Relationships with Peers* | 260 | 2m | | | | | | | | | 7y |
| ✓ | | | | H-4 Cooperation and Living in Community * | 263 | 18m | | | | | | | | | 6y6m |
| ✓ | | | | Comprehensive Skill Sequences | 267 | 0m | | | | | | | | | 7y |
| I SOCIAL AND EMOTIONAL DEVELOPMENT: INTRAPERSONAL | | | | | | | | | | | | | | | |
| ✓ | | | | I-1 Self-Awareness and Self-Efficacy* | 273 | 4m | | | | | | | | | 6y6m |
| ✓ | | | | I-2 Self-Management* | 276 | 2y6m | | | | | | | | | 6y6m |
| ✓ | | | | I-3 Approaches to Learning | 278 | 4m | | | | | | | | | 7y |
| ✓ | | | | Comprehensive Skill Sequences | 280 | 2m | | | | | | | | | 6y6m |
| * This milestone assessment has a corresponding Comprehensive Skill Sequence. | | | | | | 0m | 12m | 2y | 3y | 4y | 5y | 6y | 7y | 8y | |

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

0m 12m 2y 3y 4y 5y 6y 7y 8y

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

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

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

| Assessment Method(s) | | | | Assessment Title | Page | Earliest Notation | Age/Grade Notation Range | | | | | | | | Latest Notation |
|------------------------------------|-------------|---------------------------|----------------------|---|------|-------------------|--------------------------|----------------------|--------------------|--------------------|-------|---|-----------|-----------|-----------------|
| Observation and Interview | Observation | Performance: Demonstrated | Performance: Written | | | | Early Childhood | | | | Pre-K | K | 1st Grade | 2nd Grade | |
| | | | | | | | 0 months to 12 months | 12 months to 2 years | 2 years to 3 years | 3 years to 4 years | | | | | |
| | | | | | | | | | | | | | | | |
| J ACADEMIC SKILLS: LITERACY cont'd | | | | | | | | | | | | | | | |
| | | ✓ | | J-20 Reads Common Words | 331 | K | | | | | | | | | 2nd |
| | | ✓ | | J-21 Decodes Pseudowords | 337 | K | | | | | | | | | 2nd |
| | | ✓ | | J-22 Reads and Comprehends Literary Passages | 341 | K | | | | | | | | | 2nd |
| | | ✓ | | J-23 Reads and Comprehends Informational Passages | 349 | K | | | | | | | | | 2nd |
| | | | ✓ | J-24 Spells Basic Words | 356 | 1st | | | | | | | | | 2nd |
| | | | ✓ | J-25 Writes Simple Sentences | 358 | K | | | | | | | | | 2nd |
| K ACADEMIC SKILLS: MATHEMATICS | | | | | | | | | | | | | | | |
| | | ✓ | | K-1 Counts Objects (One-to-One Correspondence) | 361 | 2y | | | | | | | | | K |
| | | ✓ | | K-2 Connects Numbers and Quantities | 363 | 2y | | | | | | | | | K |
| | | ✓ | | K-3 Counts Verbally | 365 | 3y | | | | | | | | | 1st |
| | | ✓ | | K-4 Identifies the Group with More | 368 | Pre-K | | | | | | | | | K |
| | | ✓ | | K-5 Identifies the Group with Fewer | 370 | Pre-K | | | | | | | | | K |
| | | ✓ | | K-6 Reads Numerals | 372 | Pre-K | | | | | | | | | 1st |
| | | ✓ | | K-7 Matches Quantities with Numerals | 373 | Pre-K | | | | | | | | | 1st |
| | | ✓ | | K-8 Names Missing Numbers in Sequences | 375 | K | | | | | | | | | 1st |
| | | | ✓ | K-9 Writes Numerals in Sequences | 377 | 1st | | | | | | | | | 2nd |
| | | | ✓ | K-10 Writes Following and Preceding Numerals | 378 | 1st | | | | | | | | | 1st |
| | | ✓ | | K-11 Understands Ordinal Numbers | 379 | Pre-K | | | | | | | | | K |
| | | ✓ | | K-12 Understands Place Value | 380 | 1st | | | | | | | | | 1st |
| | | | | | | | 0m | 12m | 2y | 3y | 4y | | | | |

0m 12m 2y 3y 4y

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

| Assessment Method(s) | | | | Assessment Title | Page | Earliest Notation | Age/Grade Notation Range | | | | | | | | Latest Notation |
|---------------------------------------|-------------|---------------------------|----------------------|--|------|-------------------|--------------------------|----------------------|--------------------|--------------------|-------|---|-----------|-----------|-----------------|
| Observation and Interview | Observation | Performance: Demonstrated | Performance: Written | | | | Early Childhood | | | | Pre-K | K | 1st Grade | 2nd Grade | |
| | | | | | | | 0 months to 12 months | 12 months to 2 years | 2 years to 3 years | 3 years to 4 years | | | | | |
| | | | | | | | | | | | | | | | |
| K ACADEMIC SKILLS: MATHEMATICS cont'd | | | | | | | | | | | | | | | |
| | | ✓ | | K-13 Determines the Total of Two Sets | 383 | Pre-K | | | | | | | | K | |
| | | ✓ | | K-14 Adds and Subtracts Using Visual Models | 384 | K | | | | | | | | K | |
| | | | ✓ | K-15 Adds Numbers | 386 | K | | | | | | | | 2nd | |
| | | | ✓ | K-16 Subtracts Numbers | 389 | K | | | | | | | | 2nd | |
| | | ✓ | | K-17 Models and Solves Word Problems | 392 | K | | | | | | | | K | |
| | | | ✓ | K-18 Writes Equations to Solve Word Problems | 394 | K | | | | | | | | 1st | |
| | | ✓ | | K-19 Identifies Flat and Solid Shapes | 397 | Pre-K | | | | | | | | K | |
| | | ✓ | | K-20 Recognizes Equal Parts | 399 | K | | | | | | | | K | |
| | | ✓ | | K-21 Compares Measurable Attributes | 402 | K | | | | | | | | 1st | |
| | | ✓ | | K-22 Interprets Graphs | 404 | 1st | | | | | | | | 1st | |
| ✓ | | | | K-23 Recognizes Concepts of Time | 405 | Pre-K | | | | | | | | 1st | |
| | | ✓ | | K-24 Reads Digital and Analog Clocks | 407 | 1st | | | | | | | | 1st | |
| | | ✓ | | K-25 Knows Money | 410 | 2nd | | | | | | | | 2nd | |
| L ACADEMIC SKILLS: SCIENCE | | | | | | | | | | | | | | | |
| ✓ | | | | L-1 Scientific Inquiry | 414 | 6m | | | | | | | | 2nd | |
| | | ✓ | | L-2 Life Science Knowledge | 419 | K | | | | | | | | K | |
| | | ✓ | | L-3 Earth Science Knowledge | 421 | K | | | | | | | | K | |
| | | ✓ | | L-4 The Five Senses | 423 | Pre-K | | | | | | | | K | |
| | | ✓ | | L-5 Makes Predictions | 425 | Pre-K | | | | | | | | Pre-K | |
| | | ✓ | | L-6 Identifies Problems and Solutions | 428 | K | | | | | | | | 1st | |
| | | | | | | 0m | 12m | 2y | 3y | 4y | | | | | |