Early Childhood Screens III
Inventory of Early Development (IED) III
Online Management System
Readiness Activities and Take-Home Activity Books
The BRIGANCE® Early Childhood family of products has been completely updated with the latest research and content for 2014. These up-to-date resources will help educators more effectively meet the needs of young learners so they are better prepared for school success.
BRIGANCE® Early Childhood Screens III ........................................ 4
(Birth–Year 1)
New for 2014! Quickly and easily screen children with the latest screens to identify potential developmental delays and giftedness. Accurately assess physical development, language, academic/cognitive, self-help and social-emotional skills.

BRIGANCE® Online Management System .................................... 22
(Supports Screens III, IED III and IED III Standardised)
New for 2014! 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 ...................... 12
(Birth–7 years 11 months)
New for 2014! Plan individualised 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 ............................................. 26
(3–7 years)
Use fun, easy-to-plan developmental activities targeting key readiness skills. Take-home activities and family letters are also available to engage parents.
Early Childhood Screens III

New for 2014!

BRIGANCE® Early Childhood Screens III
Get accurate information on each child with the most up-to-date, easy-to-use, screening tools

You can screen children with the Early Childhood Screens III, generate results with the Online Management System, and use the Inventory of Early Development III for more information about children’s skills.

The new Screens III offer:
- New norms and cutoffs, ensuring highly accurate results
- Quick results (just 10–15 minutes per child)
- Strong reliability and validity data
- Updated content, including new self-help and social-emotional scales

Access skills in the following key domains:
- Physical Development
- Language Development
- Academic Skills/Cognitive Development
- Adaptive Behaviour
Early Childhood Screens III (0–35 months)
Table of Contents and Core Assessments Included for Each Age
Early Childhood Screens III (3–5 years)

### TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
</tr>
<tr>
<td>The BRIGANCE® Early Childhood Family of Products</td>
</tr>
<tr>
<td>Introduction to the BRIGANCE® Early Childhood Screen III (3–5 years)</td>
</tr>
<tr>
<td>Standardisation and Validation</td>
</tr>
<tr>
<td>Step-by-Step Screening Procedures</td>
</tr>
<tr>
<td>Step 1: Get Ready to Screen</td>
</tr>
<tr>
<td>Step 2: Screen the Child</td>
</tr>
<tr>
<td>Step 3: Complete the Data Sheet</td>
</tr>
<tr>
<td>Step 4: Analyse Results</td>
</tr>
<tr>
<td>Step 5: Identify Next Steps</td>
</tr>
<tr>
<td>Screening Children with Special Considerations</td>
</tr>
<tr>
<td>Bilingual and Non-English-Speaking Children</td>
</tr>
<tr>
<td>Children with Exceptionalities</td>
</tr>
<tr>
<td>SCREENING INFORMATION FORMS</td>
</tr>
<tr>
<td>Screening Observations Form</td>
</tr>
<tr>
<td>Hearing and Vision Observations</td>
</tr>
<tr>
<td>Teacher Feedback Forms</td>
</tr>
<tr>
<td>SELF-HELP AND SOCIAL-EMOTIONAL SCALES</td>
</tr>
<tr>
<td>How to Administer the Self-help and Social-Emotional Scales</td>
</tr>
<tr>
<td>Parent Report – Self-help and Social-Emotional Scales</td>
</tr>
<tr>
<td>Teacher Report and Scoring Form – Self-help and Social-Emotional Scales</td>
</tr>
<tr>
<td>Self-help Scale</td>
</tr>
<tr>
<td>Social-Emotional Scale</td>
</tr>
<tr>
<td>READING READINESS SCALE</td>
</tr>
<tr>
<td>How to Administer the Reading Readiness Scale</td>
</tr>
<tr>
<td>Parent Report – Reading Readiness Scale</td>
</tr>
<tr>
<td>Teacher Report and Scoring Form – Reading Readiness Scale</td>
</tr>
<tr>
<td>Reading Readiness Scale</td>
</tr>
<tr>
<td>APPENDICES</td>
</tr>
<tr>
<td>Acknowledgements</td>
</tr>
<tr>
<td>C Standardisation Study Sites</td>
</tr>
<tr>
<td>D Station Method for Screening</td>
</tr>
<tr>
<td>E References</td>
</tr>
<tr>
<td>F Correlation with the BRIGANCE® Inventory of Early Development</td>
</tr>
</tbody>
</table>

### CORE ASSESSMENTS – THREE-YEAR-OLD CHILD

| Assessment |
| Knows Personal Information | |
| Identifies Colours | |
| 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 Colours | |
| 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 | |
| Recognises 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, Colour, 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 | |

The Reading Readiness Scale provides a standardised measure of skills related to emergent literacy for five-year-old children and helps guide reading instruction.
Early Childhood Screens III (F & 1)
Table of Contents and Core Assessments Included for Each Age
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 Box of Materials

Scoring Information
- Data Sheet: Infant (birth–11 months)
- Entry: For birth, start with item 1. For 4 months, start with item 2. 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?

5. Smiles, coos or gurgles for attention
   Ask: Does ______ smile, coo or gurgle to get your attention?
   Criteria: Give credit for this skill and also give credit for 3A Receptive Language, skill 3 if the child smiles or vocalises to get attention or is reported to do so most of the time.

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

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.

Specific questions are included for assessments that can be administered by parent interview.
3–5 years

Sample Four-Year-Old Assessment (Mathematics) and Five-Year-Old Assessment (Literacy)

**10B Recognises Quantities**

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

**SKILL**
Recognises and names numerical quantities

**MATERIALS**
Ten small identical objects (e.g. blocks*)

* included in the Screens & Box of Materials

**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.

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. (Name)
   - Once the child has responded, remove the objects.

2. **Five**
   - Place five objects in front of the child, and ask: **How many ____ (name of objects) are there?**
   - Pause for the child's response. (Name)
   - Once the child has responded, remove the objects.

3. **Eight**
   - Place eight objects on the table in front of the child, and ask: **How many ____ (name of objects) are there?**
   - Pause for the child's response. (Name)
   - Once the child has responded, remove the objects.

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

---

**12C Experience with Books and Text**

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

**SKILL**
Academic Skills/Cognitive Development: Literacy

**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 follow 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 you 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 back of this book.
   - Pause for the child's response. Then say: Show me the front of the book.
   - Pause for the child's response.

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 knows both front and back.
7A Sorts Objects (by Size, Colour, Shape)

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

DOMAIN
Academic Skills/Cognitive Development: Mathematics

SKILL
Sorts objects by two attributes

MATERIALS
16 simple objects, varying by size, colour and shape. For example:
• 4 small circles
• 4 small squares
• 4 large circles
• 4 large squares
* included in the Screens III Box of Materials

SCORING INFORMATION
• Data Sheet: Foundation
• 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.

Say: I want you to sort these (name of objects) for me.

1 Sorts by size and colour
Say: 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 shape
Say: This time put all the small circles in a group.
Pause for the child's response.

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

DOMAIN
Language Development

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

SCORING INFORMATION
• Data Sheet: Year One
• 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 take 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.

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: Year One
• Scoring: Give credit for each correct response.
• Discontinue: Administer all items.

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

Clear, specific directions are easy to follow.
## Sample Completed Data Sheet and Self-help and Emotional Scales for Parent Reporting

### Early Childhood Screens III (3-5 years)

The Parent Report – Self-help and Social-Emotional Scales helps parents provide input on their child’s skills.

---

### B. Core Assessments

**Page**: 4

**Domain**: Language/ Cognitive

#### 1. Knows Personal Information

<table>
<thead>
<tr>
<th>Question</th>
<th>Rarely/No</th>
<th>Sometimes</th>
<th>Most of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 2. Names Colours

<table>
<thead>
<tr>
<th>Colour</th>
<th>Rarely/No</th>
<th>Sometimes</th>
<th>Most of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>blue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>green</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>yellow</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>red</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>orange</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 3. Identifies Pictures by Naming

<table>
<thead>
<tr>
<th>Name</th>
<th>Rarely/No</th>
<th>Sometimes</th>
<th>Most of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>walker</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>make</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rider</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>doll</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sail</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 4. Visual Discrimination—Forms and Uppercase Letters

<table>
<thead>
<tr>
<th>Form</th>
<th>Rarely/No</th>
<th>Sometimes</th>
<th>Most of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>circle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>square</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rectangle</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### C. Scoring

**Discontinue**: Stop after 3 incorrect responses.

**Number Correct x Point Value for both**: 3 x 2.5 = 7.5

**Child Score**: 7.5/100

---

### D. Notes/Observations

**Vision and hearing appear normal.**

---

### E. Next Steps:

- **Below cutoff of <49**: Presence of four risk factors.
  - Academic/Cognitive domain score = 17; below at-risk guidelines
  - If <20: Refer for evaluation.
Early Childhood Screens III

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: ANALYSE 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 CUT-OFF SCORES**

Compare the child’s Total Score with the BRIGANCE® cut-off scores below or with your program’s customised cut-off scores.

If you are using the BRIGANCE cut-off scores, compare the child’s Total Score
- to the cut-off scores for detecting children who may be gifted or academically talented,
- to the cut-off scores for detecting children likely to have developmental or academic delays,
- and then to the At-risk Cut-off Scores, if applicable.

**Table 1. Cut-off Scores for Detecting Children Who May Be Gifted or Academically Talented**

<table>
<thead>
<tr>
<th>Age (in years and months)</th>
<th>Cut-off Score</th>
<th>BRIGANCE® Screen III (3-5 years) Core Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-0 to 3-3</td>
<td>&gt;79</td>
<td>Three-Year-Old Child</td>
</tr>
<tr>
<td>3-4 to 3-7</td>
<td>&gt;84</td>
<td></td>
</tr>
<tr>
<td>3-8 to 3-11</td>
<td>&gt;88</td>
<td></td>
</tr>
<tr>
<td>4-0 to 4-3</td>
<td>&gt;83</td>
<td>Four-Year-Old Child</td>
</tr>
<tr>
<td>4-4 to 4-7</td>
<td>&gt;87</td>
<td></td>
</tr>
<tr>
<td>4-8 to 4-11</td>
<td>&gt;92</td>
<td></td>
</tr>
<tr>
<td>5-0 to 5-5</td>
<td>&gt;88</td>
<td>Five-Year-Old Child</td>
</tr>
<tr>
<td>5-6 to 5-11</td>
<td>&gt;91</td>
<td></td>
</tr>
</tbody>
</table>

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

**Table 2. Cut-off Scores for Detecting Children Likely to Have Developmental or Academic Delays**

<table>
<thead>
<tr>
<th>Age (in years and months)</th>
<th>Cut-off Score</th>
<th>BRIGANCE® Screen III (3-5 years) Core Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-0 to 3-3</td>
<td>&lt;42</td>
<td>Three-Year-Old Child</td>
</tr>
<tr>
<td>3-4 to 3-7</td>
<td>&lt;45</td>
<td></td>
</tr>
<tr>
<td>3-8 to 3-11</td>
<td>&lt;49</td>
<td></td>
</tr>
<tr>
<td>4-0 to 4-3</td>
<td>&lt;42</td>
<td>Four-Year-Old Child</td>
</tr>
<tr>
<td>4-4 to 4-7</td>
<td>&lt;69</td>
<td></td>
</tr>
<tr>
<td>4-8 to 4-11</td>
<td>&lt;71</td>
<td></td>
</tr>
<tr>
<td>5-0 to 5-5</td>
<td>&lt;71</td>
<td>Five-Year-Old Child</td>
</tr>
<tr>
<td>5-6 to 5-11</td>
<td>&lt;70</td>
<td></td>
</tr>
</tbody>
</table>

Children who score below the cut-off 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 cut-off 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 Cut-off Score in Table 4 on page xx. Initiate a referral if the child’s score is below the appropriate cut-off.

The Screens III include cutoff scores for detecting:

1. Potential Giftedness or Academic Talent (Advanced Development)
2. Potential Development or Academic Delays
The Screens III have been completely updated to include new content and up-to-date research. New research studies reflect:

- A U.S. nationally representative sample of children across geographic, demographic and socioeconomic characteristics
- A high degree or accuracy: high sensitivity and specificity
- Strong reliability: internal consistency, inter-rater reliability, test-retest reliability
- Strong validity: construct validity (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 under-referrals.

### Accuracy – Specificity
The Screens III correctly identify the children without true developmental delays or disabilities, reducing over-referrals.
Using the Online Management System, you can report results from the Early Childhood Screens III and inform instruction with the Readiness Activities.

New for 2014!

BRIGANCE® Online Management System

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

Manage your program and meet reporting requirements with one easy-to-access and easy-to-use system.

- Step-by-Step guidance ensures consistent and accurate data and reports
- Teachers and administrators can analyse screening data for individual children and groups
- Readiness Activities PDFs are provided by domain to seamlessly drive instruction based on screening results
- Easily accessible via tablet or other mobile device
The Screening Summary Report:
- Clearly shows the child’s results compared to cutoff scores
- Automatically identifies individualised next steps
- Offers recommendations for further assessment and instruction

The Screening Progress Report uses age equivalent scores to plot a child’s progress over time. Easy-to-read graph can be shared with parents.
Online Management System III
Group Reports

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.

The Group Screening Summary Report provides an overview of screening performance and cutoff implications for a group of children. Quickly see how an entire program, school or class performed during a specific time period.
Screening Results for the BRIGANCE® Screen III

Child's Name: Molly Lam
Parent Name(s): Trish and Mike Lam
Date of Screening: 10/09/2013 Date of Conference: 24/09/2013

Teacher Name and Contact Information:
Pauline Mason, pmason@schooldistrict.edu, 03 2514 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 ☑ Above Gifted Cutoff

Domain levels:

<table>
<thead>
<tr>
<th>Domain</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Development</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Language Development</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Academic Skills/Cognitive Development</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Self-help Skills</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Social-Emotional Development</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

Areas of Strength:
Molly performed well on Academic Skills/Cognitive Development and has so far been enjoying academic activities in the classroom. Molly also demonstrated strong fine-motor skills.

Areas 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 Take-Home 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 screening performance and helps bridge the gap between school and home.
Prints Uppercase and Lowercase Letters in Sequence

Visual Discrimination

achievement.

Reads Uppercase and Lowercase Letters

To read uppercase and lowercase letters.

Objective

Literacy: Alphabet Knowledge

5-9

5-9

a b c d e f g h i j k l m n o p q r s t u v w x y z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Recite the alphabet.

Recitability

Readiness Activities

Online Management System III

Readiness Activities

Prints Uppercase and Lowercase Letters

1. Initially, teach at the receptive level

   • recite the alphabet.
   • visually discriminate forms and letters. (See Visual Discrimination.)

2. Next, teach at the expressive level

   • children name the letters when doing an alphabet puzzle.
   • during transitions you hold up a letter card, and say, for example, “If your name
     begins with b and ends with d.” This gives a strong visual memory for the child
   • Attache meaning to letters
     INCLUDE WITH OTHER ALPHABET ACTIVITIES
     • children write their own names and read the letters as they write using name
     cards as models.
     • During circle time you hold up a name card and ask the child whose name it is
     • during transitions you hold up a letter card, and say, for example, “If your name
     begins with b and ends with d.” This gives a strong visual memory for the child
   • Letters have little or no meaning for some children. Children who have had very
     • Letters have little or no meaning for some children. Children who have had very
     • Letters have little or no meaning for some children. Children who have had very
     • Letters have little or no meaning for some children. Children who have had very
   • It is best to teach uppercase letters first. They are easier to distinguish from each

Recommendations for Effective Teaching

• children name the letters when doing an alphabet puzzle.
• During circle time you hold up a name card and ask the child whose name it is
• during transitions you hold up a letter card, and say, for example, “If your name
• Letters have little or no meaning for some children. Children who have had very
• It is best to teach uppercase letters first. They are easier to distinguish from each

Readiness Activities PDFs

Readiness Activities PDFs 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.
Dear Families,

Your child is working on writing numerals in order. There are many things you can do at home to help your child learn this important skill. Use the following numeral formations as a guide when working with your child:

0 1 2 3 4 5 6 7 8
0 1 2 3 4 5 6 7 8 9

Here are some activities to try with your child:

1. Make a numeral tracing card. Use a sheet of heavy-grade paper or cardboard. Write the numerals 0–9 on the card. Clip a piece of tracing paper over the card, and have your child trace each numeral.

2. Use dotted lines to write the numerals 0–9 on a sheet of paper. Tell your child that the lines are a railway track and the pencil is the train. Have your child try to keep the train on the track while tracing each numeral.

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

4. Use different media (paint, textas, chalk, crayons) to make practising writing numerals more fun. You might also let your child finger paint the numerals in paint, shaving cream or even food!

5. Have your child make a numeral chart on a large piece of cardboard or paper. Have your child decorate the chart. Hang it in a prominent place (on the refrigerator door or on your child’s bedroom door).

6. Make a set of numeral flashcards 0–9 out of cards. Show your child a numeral, and have your child write the numeral that comes before and the numeral that comes after that numeral.

7. Read books with your child that show numerals in sequence. Here are a few suggestions that you might find at your local library:
   - Lobel, Anita. One Lighthouse, One Moon.
   - Micklethwait, Lucy. I Spy Two Eyes: Numbers in Art.
New!

BRIGANCE® Inventory of Early Development III (IED III)
The IED III makes it easy to identify specific strengths and needs for children from birth to age seven years, 11 months.

- Plan individualised instruction based on valid and reliable assessment results
- Measure child progress toward school readiness goals
- Ensure strong alignment with common early learning standards and goals

Based on screening results, you can use the Inventory of Early Development III to get more information about children’s skills and then use the Readiness Activities to plan targeted instruction.

For more information on the IED III Standardised, see page 26.
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.

<table>
<thead>
<tr>
<th>Screens III (Four-Year-Old Child)</th>
<th>Inventory of Early Development III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>1B Knows Personal Information</td>
<td>A. Lower-Level or Prerequisite Skill</td>
</tr>
<tr>
<td>2B Names Colours</td>
<td>Knows Personal Information</td>
</tr>
<tr>
<td>3B Identifies Pictures by Naming</td>
<td>B. Same Skill as Screening Skill</td>
</tr>
<tr>
<td>4B Visual Discrimination – Forms and Uppercase Letters</td>
<td>C. Higher-Lever Skill</td>
</tr>
<tr>
<td>5B Visual Motor Skills</td>
<td></td>
</tr>
<tr>
<td>6B Gross Motor Skills</td>
<td></td>
</tr>
<tr>
<td>7B Names Parts of the Body</td>
<td></td>
</tr>
<tr>
<td>8B Follows Verbal Directions</td>
<td></td>
</tr>
<tr>
<td>9B Counts by Rote</td>
<td></td>
</tr>
<tr>
<td>10B Recognises Quantities</td>
<td></td>
</tr>
<tr>
<td>11B Verbal Fluency and Articulation</td>
<td></td>
</tr>
</tbody>
</table>

**A. Lower-Level or Prerequisite Skill**
- General Speech and Language Development
  - Knows Personal Information
    - (D-3, p. 96)
- Identifies Colours (Points) (D-9, p. 118)
- Identifies Pictures (Names) (D-7, p. 111, items 1-16)
- Identifies Shapes (Matches) (F-4, p. 256)
- Early Handwriting Skills
  - Copies Forms (C-3, p. 65, items 1-8)
  - Copies Forms (C-4, p. 68, items 3-7)
- Standing (B-1, p. 23, items 1-9)
- Walking (B-2, p. 26, items 1-13)
- Identifies Parts of the Body (Points) (D-8, p. 115, items 1-21)
- Identifies Parts of the Body (Names) (D-8, p. 115, items 13-14)
- 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)
- Understands Number Concepts (F-1, p. 251, items 3-5)
- Counts by Rote (to 10) (F-2, p. 253)
- Understands Number Concepts (F-1, p. 251, items 1-5)
- Recognises Quantities (F-6, p. 260, items 1, 2, 4)
- Length of Sentences (D-4, p. 103, items 1-2)
- Length of Sentences (D-4, p. 103, item 3)
Inventory of Early Development III
Table of Contents

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

A PHYSICAL DEVELOPMENT: PRE-AMBULATORY MOTOR SKILLS
Assessments
A-1 Supine Position Skills and Behaviours
A-2 Prone Position Skills and Behaviours
A-3 Sitting Position Skills and Behaviours
A-4 Standing Position Skills and Behaviours
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
Comprehensive Skill Sequences
Supplemental Skill Sequences

TABLE OF CONTENTS

Table of Contents – Assessments ........................................ i
INTRODUCTION
The BRIGANCE® Family of Products .................................. vi
Introduction to the IED III ............................................... viii
Overview
How the IED III Supports Your Program ......................... ix
Step-by-Step Assessment Procedures
Step 1: Get Ready for Assessment
Step 2: Administer the Assessments
Step 3: Record Results in the Record Book
Step 4: Analyse Results
Step 5: Identify Next Steps
Evaluating Children with Special Considerations .............. xxxi
Bilingual and Non-English-Speaking Children
Children with Exceptionalities

A PHYSICAL DEVELOPMENT: PRE-AMBULATORY MOTOR SKILLS 1
B PHYSICAL DEVELOPMENT: GROSS MOTOR SKILLS 21
C PHYSICAL DEVELOPMENT: FINE MOTOR SKILLS 57
D LANGUAGE DEVELOPMENT 82
E ACADEMIC/COGNITIVE: LITERACY 156
F ACADEMIC/COGNITIVE: MATHEMATICS AND SCIENCE 248
G DAILY LIVING 319
H SOCIAL AND EMOTIONAL DEVELOPMENT 355

MILESTONE SKILLS BY DEVELOPMENTAL AGE LEVEL

<table>
<thead>
<tr>
<th>Milestone Skills</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Age Level</td>
<td>383</td>
</tr>
<tr>
<td>Developmental Age Level</td>
<td>384</td>
</tr>
<tr>
<td>Developmental Age Level</td>
<td>385</td>
</tr>
<tr>
<td>Developmental Age Level</td>
<td>386</td>
</tr>
<tr>
<td>Developmental Age Level</td>
<td>388</td>
</tr>
<tr>
<td>Developmental Age Level</td>
<td>390</td>
</tr>
<tr>
<td>Developmental Age Level</td>
<td>391</td>
</tr>
<tr>
<td>Developmental Age Level</td>
<td>392</td>
</tr>
<tr>
<td>Developmental Age Level</td>
<td>394</td>
</tr>
<tr>
<td>Developmental Age Level</td>
<td>396</td>
</tr>
<tr>
<td>Developmental Age Level</td>
<td>398</td>
</tr>
<tr>
<td>Developmental Age Level</td>
<td>402</td>
</tr>
<tr>
<td>Developmental Age Level</td>
<td>405</td>
</tr>
</tbody>
</table>

APPENDICES

Appendix A – Teacher’s Observer’s Rating Form for Academic Readiness 408
Appendix B – History and Acknowledgements 409
Appendix C – References 412

D LANGUAGE DEVELOPMENT

Assessments
D-1 Pre-speech Receptive Language
D-2 Pre-speech Expressive Language
D-3 General Speech and Language Development
D-4 Length of Sentences
D-5 Knows Personal Information
D-6 Follows Verbal Directions
D-7 Identifies Pictures
D-8 Identifies Parts of the Body
D-9 Identifies Colours
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
Inventory of Early Development III

Table of Contents

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 Colour Words
E-24 Reads Words from Common Signs
E-25a Reads Passages at Pre-primer Level – Forms A and B
E-25b Reads Passages at Primer Level – Forms A and B
E-25c Reads Passages at Year-One Level – Forms A and B
E-25d Reads Passages at Year-Two Level – Forms A and B
E-26 Writes Simple Sentences
E-27 Quality of Printing
E-28 Word Recognition Year-Level Placement Test – Forms A and B

F ACADEMIC/COGNITIVE: MATHEMATICS AND SCIENCE

Assessments
F-1 Understands Number Concepts
F-2 Counts by Rote
F-3 Compares Different Amounts
F-4 Identifies Shapes
F-5 Sorts Objects (by Size, Colour, Shape)
F-6 Recognises 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
F-16b Adds Numbers
F-17a Knows Subtraction Facts
F-17b Subtracts Numbers
F-18a Knows Money (Australia)
F-18b Knows Money (New Zealand)
F-19 Understands Time and Reads a Clock
F-20 Understands Weather Concepts
F-21 Understands the Five Senses
F-22 Distinguishes Between Living and Non-Living Things
F-23 Identifies Plants and Animals

G DAILY LIVING

Assessments
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

F-21 Understands the Five Senses

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 Pro-social Skills and Behaviours

Major content updates to the 2014 edition 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
**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**
Performance

**MATERIALS**
- Record Book: Page 35
- Pages S-279 and S-280

**SCORING INFORMATION**
- Give credit for each correct response.
- Stop after two consecutive incorrect responses for two items (two complete word problems).

**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

**Ask:** Is a dog a plant or an animal?
**Pause for the student’s response. (points to the dog)**

Then, point to the picture of the palm tree and

**Ask:** Is a palm tree a plant or an animal?
**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-14 Solves Word Problems**

**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-278 and S-280
- Blank sheet of paper if needed

**SCORING INFORMATION**
- Give credit for each correct response. If the student answers correctly, ask the second question.
- Stop after three consecutive incorrect responses for three items.

**DIRECTIONS FOR ASSESSMENT**

**Performance**

4. **Ask:** How many more caps do we need so each child can have a cap?
**Pause for the student’s response. (3)**

B. **6 people and 3 caps (6 - 3 = 3)**

3. **Say:** Look at these pictures. Suppose each child wants to wear a cap.
**Pause for the student’s response. (3)**

---

**Academic/Cognitive: Mathematics and Science**

**Assessments from Mathematics and Science Domains**

Overviews point out each assessment’s purpose, skill area and key administration information.

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

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

Skills
• 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?

11. **Says the word mama or dada with meaning (1)**
   - Ask: Does family name
   - Note: This may be a sensitive item if one or both parents do not live together.
   - You may want student to say any words he/she knows?
   - This response may also provide information for item 3.

12. **Says real words or dada**
    - Ask: Does ________ (Mother/Father/Sister/Brother) (2)
    - To say to the parent/caregiver: Does your child say the words and sentence you just heard?
    - Or say to the parent/caregiver: Which words does he/she say?
    - This may be a sensitive item if one or both parents do not live together.

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 (11)**
18. **Uses article before noun (e.g. the dog, a cat) (12)**
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)**

23. **Uses personal pronouns I and me (15)**
24. **Produces all vowels clearly (16)**
25. **Includes all initial consonants (17)**
26. **Uses all speech sounds (18)**
27. **Produces diverse and complex syllables (19)**
28. **Uses words with the suffix -ed (20)**
29. **Imitates three-syllable words (21)**
30. **Asks for food at table (21)**
31. **Uses words and not in combination with other words (22)**
32. **Has a mean length utterance (MLU) of 2 or more (e.g. Mom go work) (23)**
33. **Has expressive vocabulary of at least 200 words (24)**
34. **Refers to self by pronoun (e.g. me, do) (25)**
35. **Asks for another (e.g. another cracker) (26)**

36. **Can sing phrases of songs (often not on pitch) (27)**
37. **Uses facial expressions, gestures and body movements for communication (28)**
38. **Responds appropriately to questions involving choices (e.g. Do you want a cracker or an apple?) (29)**
39. **Vocalises toileting needs (30)**
40. **Uses the words my and mine to indicate possession (31)**
41. **Uses past tense (32)**
42. **Asks simple questions (33)**
43. **Uses his or her to indicate possession (34)**
44. **Has a mean length utterance (MLU) of 3 or more (e.g. I am going to play) (35)**
45. **At least 75% of speech is intelligible (36)**
46. **Can talk briefly about what he/she is doing (37)**
47. **Imitates adult phrase heard on previous occasion (38)**
48. **Responds to simple yes or no questions related to visual information (39)**
49. **Uses possessive nouns (40)**
50. **Uses pronouns to refer to others (41)**
51. **Has expressive vocabulary of at least 400 words (42)**
52. **Uses prepositions in and on (43)**
53. **Shows frustration if not understood (44)**
54. **Enjoys use of telephone, but may be unable to sustain long conversation (45)**
55. **Uses adjectives (e.g. blue, pretty, new) (46)**

**This is a “disappearing” behaviour.**

Multiple assessment methods allow for flexible administration.

Helpful Comprehensive Skill Sequences break down skills for monitoring incremental progress and provide developmental age levels to help teachers and parents know which skills to look for and support next.

Inventory of Early Development III
Language Assessment and Comprehensive Skill Sequences
The new IED III Standardised streamlines assessment and provides Standardised scores for children from birth to age seven.

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

New standardisation and validation studies reflect:

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

For more information on the criterion-referenced IED III, see page 20.
The IED III Standardised contains 55 Standardised assessments that cover skills in five key domains.

Major content updates include:
1. New pre-literacy 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
- Orally segments words into word parts (syllables)
- Orally identifies rhymes
- Orally combines word parts (syllables) to make a word
- Identifies rhymes
- Orally combines word parts (syllables) to make a word
- Identifies rhymes
- Orally segments words into word parts (syllables)
- Orally blends two words into one word
- Orally identifies rhymes

ASSESSMENT METHOD
Performance

MATERIALS
- Standardised Record Book
- Page C-95
- Blank sheets of paper if needed

SCORES INFORMATION
- Standardised Record Book: Page 16

NOTE
If the child has difficulty focusing on a single row, cover the other items 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

Say: I am going to say two words. Then I want you to say them together to make one word. For example, if I say baseball, I would say "base ball" together. For example, if I say plane, I would say "aeroplane" together. A child who does this correctly would repeat the words together.

- 1. base ball – baseball
- 2. sail boat – sailboat
- 3. cup cake – cupcake

Ceiling: None
Basal: None
Entry: Two in a row correct

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. This assessment is made up of three different ways of comparing amounts. For each of these skills, use the specific directions given. Administer all items.

Compares Different Amounts

Say: Look at these two groups of hearts. Which group has more hearts? Point to item 1, the two groups of hearts, on page C-111 and pause for the child's response. Repeat with the next items.

- 1. 1 vs. 3
- 2. 2 vs. 2
- 3. 9 vs. 4

Ceiling: Two in a row correct
Basal: None
Entry: For 2 years, start with item 1. For 4 years, start with item 3.

MATERIALS
- Standardised Record Book: Page 19
- Blank sheets of paper if needed

SCORES INFORMATION
- Standardised 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
- 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 Objectives for Writing IEPs at the end of this assessment.
### D Academic Skills/Cognitive Development: Literacy (continued)

**Assessment**

**D-4 Identifies Uppercase Letters** [page 92]

Names Uppercase Letters
- Total = ____/26

For each correct response, also give credit for the item for Points to Uppercase Letters.

**Administer only those letters the child could not name.**

**D-5 Familiarity with Sounds: Phonological Awareness** [page 94]

Blends Two Words into One
- baseball, sailboat, cupcake
- Total = ____/9

Identifies Rhymes
- bat, bee, sock

Segments Words
- back ... pack, bath ... tub
- Total = ____/9

**NOTES:**

**Entry:** 3+ years  
**Basal:** None  
**Ceiling:** None

---

**SCORING INFORMATION**

**Entry:** 3+ years  
**Basal:** None  
**Ceiling:** None

---

### IED III Standardised Scoring Sheet (continued)

**E ACADEMIC SKILLS/COGNITIVE DEVELOPMENT: MATHEMATICS**

<table>
<thead>
<tr>
<th>ASSESSMENTS</th>
<th>MATHEMATICS</th>
<th>RAW SCORE</th>
<th>SCALED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-1</td>
<td>Understands Numbers Concepts</td>
<td>/7</td>
<td></td>
</tr>
<tr>
<td>E-2</td>
<td>Counts by Rote</td>
<td>/30</td>
<td></td>
</tr>
<tr>
<td>E-3</td>
<td>Compares Different Amounts</td>
<td>/6</td>
<td></td>
</tr>
<tr>
<td>E-4</td>
<td>Sorts Objects (by Size, Colour, Shape)</td>
<td>/6</td>
<td></td>
</tr>
<tr>
<td>E-5</td>
<td>Matches Quantities with Numerals</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td>E-6</td>
<td>Reads Numerals</td>
<td>/5</td>
<td></td>
</tr>
<tr>
<td>E-7</td>
<td>Solves Word Problems</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td>E-8</td>
<td>Knows Missing Numerals in Sequences</td>
<td>/12</td>
<td></td>
</tr>
<tr>
<td>E-9</td>
<td>Adds Numbers</td>
<td>/9</td>
<td></td>
</tr>
<tr>
<td>E-10</td>
<td>Subtracts Numbers</td>
<td>/6</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL RAW SCORE / 101**

**TOTAL SCALED SCORE**

**TOTAL DOMAIN: ACADEMIC SKILLS/COGNITIVE DEVELOPMENT**

<table>
<thead>
<tr>
<th>SUB-DOMAIN</th>
<th>TOTAL RAW SCORE</th>
<th>COMPOSITE SCORE</th>
<th>PERCENTILE INTERVAL</th>
<th>AGE EQUIVALENT</th>
<th>SEM CONFIDENCE INTERVAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUB-DOMAIN</td>
<td>Lit</td>
<td>/170</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUB-DOMAIN</td>
<td>Mat</td>
<td>/101</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUM OF</td>
<td>/271</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTES:**

**Academic Skills/Cognitive Development**

---

**RECORD BOOK AND SCORING SHEET**

---

**D Academic Skills/Cognitive Development: Literacy (continued)**

---

**SCORING INFORMATION**

**Entry:** 3+ years  
**Basal:** None  
**Ceiling:** None

---

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

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

Over 300 developmentally appropriate activities cover a broad range of skills.

The Readiness Activities provides learning objectives, sequence of skills and teaching strategies to support teachers of all levels.
### Readiness Activities Domains and Skills Areas Included

<table>
<thead>
<tr>
<th><strong>LANGUAGE DEVELOPMENT</strong></th>
<th><strong>SOCIAL AND EMOTIONAL DEVELOPMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Body Parts</td>
<td>General Social and Emotional Development</td>
</tr>
<tr>
<td>Colours</td>
<td>Play Skills and Behaviours</td>
</tr>
<tr>
<td></td>
<td>Initiative and Engagement Skills and Behaviours</td>
</tr>
<tr>
<td></td>
<td>Self-Regulation Skills and Behaviours</td>
</tr>
<tr>
<td></td>
<td>Personal Data Response</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LITERACY</strong></th>
<th><strong>PHYSICAL DEVELOPMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Response to and Experience with Books</td>
<td>-Standing</td>
</tr>
<tr>
<td>Prehandwriting</td>
<td>-Walking</td>
</tr>
<tr>
<td>Copies Forms</td>
<td>-Jumping and Hopping</td>
</tr>
<tr>
<td>Visual Discrimination</td>
<td>-Running (Skipping and Galloping)</td>
</tr>
<tr>
<td>Print Awareness and Concepts</td>
<td>-Ball Skills (Kicking, Catching, Rolling and Throwing)</td>
</tr>
<tr>
<td>Prints Uppercase and Lowercase Letters in Sequence</td>
<td></td>
</tr>
<tr>
<td>Prints Personal Data</td>
<td></td>
</tr>
<tr>
<td>Phonological Awareness Skills</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MATHEMATICS</strong></th>
<th><strong>FINE MOTOR SKILLS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Concepts</td>
<td>- Holding and Manipulating Objects</td>
</tr>
<tr>
<td>Counting</td>
<td>- Cuts with Scissors</td>
</tr>
<tr>
<td>Reads Numerals</td>
<td></td>
</tr>
<tr>
<td>Numerical Comprehension</td>
<td></td>
</tr>
<tr>
<td>Numerals in Sequence</td>
<td></td>
</tr>
<tr>
<td>Quantitative Concepts</td>
<td></td>
</tr>
<tr>
<td>Shape Concepts</td>
<td></td>
</tr>
<tr>
<td>Joins Sets</td>
<td></td>
</tr>
<tr>
<td>Directional/Positional Concepts</td>
<td></td>
</tr>
<tr>
<td>Concepts of Time and Reading a Clock</td>
<td></td>
</tr>
</tbody>
</table>

---

**Readiness Activities Domains, Skills and Features**

Every **domain section** includes valuable resources:
- References
- Read-to-Me Books
- Letters to Families
- My Learning Plans

Each **skill section** includes more than a dozen fun and easy-to-plan activities, as well as helpful instructional guidance and resources for that skill, such as:
- Objective
- Domain
- Rationale
- Sequence
- Recommendations for Effective Teaching
- Factors That Impact Development
- Reproducible pages for Teaching Activities
Each activity lists the materials needed and clearly explains the procedure. Child pages are included for activities where needed.
Children can share Learning Plans with their families to show the readiness skills that they are working on at school.

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 couch, 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 favourite 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 behaviours 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 behaviours:

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 hole punch and wool. 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 wool.
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 favourite 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.
   - McCluskey, Robert. Blueberries for Sal.
Take-Home Activity Books

Engage parents in their child’s learning with easy-to-read and easy-to-use English and mathematics activity booklets

The BRIGANCE Take-Home Activity Books give families the opportunity to partner in their child’s learning. Each booklet contains a “Dear Family” section explaining the skill the child is working on and what the parent can do to help the child learn this skill. The rest of the booklet contains activities for the child to work on along with tips to help the parent assist the child with the activities.

There are books for the following skills:

- I am learning to say my ABCs
- I am learning to read my ABCs
- I am learning to print information about me
- I am learning to print my ABCs
- I am learning to print my ABCs when someone says them
- I am learning to say numbers in order
- I am learning to count things
- I am learning to read numbers
- I am learning what numbers stand for
- I am learning to write numbers in order
<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BRIGANCE®: Early Childhood Screens III</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Screens III Manual (0-35 months)</td>
<td>CA14294</td>
<td>$210</td>
</tr>
<tr>
<td>Toddlers (0-35 months)</td>
<td>CA14301</td>
<td>$55</td>
</tr>
<tr>
<td>2-Year Old (0-35 months)</td>
<td>CA14305</td>
<td>$55</td>
</tr>
<tr>
<td>Screens III 2014 Bundle (Screens only)</td>
<td>CA14293</td>
<td>$350</td>
</tr>
<tr>
<td>Screens III 2014 Complete Assessment Kit (Screens + IED)</td>
<td>CA14348</td>
<td>$600</td>
</tr>
<tr>
<td>Screens III Manual (3-5 years)</td>
<td>CA14296</td>
<td>$210</td>
</tr>
<tr>
<td>3-Year Old (3-5 years)</td>
<td>CA14309</td>
<td>$55</td>
</tr>
<tr>
<td>4-Year Old (3-5 years)</td>
<td>CA14311</td>
<td>$55</td>
</tr>
<tr>
<td>5-Year Old (3-5 years)</td>
<td>CA14313</td>
<td>$55</td>
</tr>
<tr>
<td>Screens III 2014 Bundle (Screens only)</td>
<td>CA14295</td>
<td>$350</td>
</tr>
<tr>
<td>Screens III 2014 Complete Assessment Kit ( Screens + IED)</td>
<td>CA14347</td>
<td>$600</td>
</tr>
<tr>
<td>Screens III Manual (F &amp; 1)</td>
<td>CA14299</td>
<td>$210</td>
</tr>
<tr>
<td>Foundation (F &amp; 1)</td>
<td>CA14315</td>
<td>$55</td>
</tr>
<tr>
<td>Year 1 (F &amp; 1)</td>
<td>CA14317</td>
<td>$55</td>
</tr>
<tr>
<td>Screens III 2014 Bundle (Screens only)</td>
<td>CA14298</td>
<td>$450</td>
</tr>
<tr>
<td>Screens III 2014 – Technical Manual</td>
<td>CA14300</td>
<td>$70</td>
</tr>
<tr>
<td>Screens III 2014 – Box of Materials</td>
<td>CA8651</td>
<td>$65</td>
</tr>
<tr>
<td>Screens III – Complete Kit: Screen, Data Sheet and Manual Bundle (0 - 5 years 11 months)</td>
<td>CA14200</td>
<td>$950</td>
</tr>
</tbody>
</table>

**Online Management System** pages 14-19

- 30-Day Trial: SUB8856 $0
- Yearly Subscription: SUB8857 $200

**Inventory of Early Development (IED) III** Pages 20-29

- IED III 2014: Early Childhood Edition
  - Inventory: CA14278 $250
  - Classroom Kit: CA14286 $385

- IED III 2014: Special Education Edition
  - Inventory: CA14274 $250
  - Classroom Kit: CA14285 $385

- IED III 2014: Record Book
  - Set of 10: CA14283 $42
  - Set of 100: CA14284 $390

- IED III 2014: Standardised Inventory
  - Set of 10: CA14288 $200
  - Set of 100: CA14290 $390

- IED III 2014: Standardised Record Book
  - Set of 10: CA14289 $42
  - Set of 100: CA14290 $390

- IED III 2014: Standardised Kit
  - CA14291 $385

- IED III 2014: Standardisation and Validation Manual
  - CA14292 $65

- IED III 2014: Box of Materials
  - CA9562 $69

- Screens III and IED III Complete Assessment Kit (0-6 years 11 months)
  - CA14349 $1200

---
