Early Childhood System

Screening
Ongoing Assessment
Instructional Activities
Data Management
Brigance® Early Childhood System

Build the foundation for future success

The integrated Early Childhood System helps children develop the skills they need to succeed in school.

1. Efficient & Accurate Screening
   - Quickly and easily screen children to identify potential learning delays and giftedness, as well as strengths and weaknesses in language, motor, self-help, social-emotional, and cognitive skills. (0-36 months, 3-5 years, K & 1)

2. Ongoing Assessment & Instructional Planning
   - Monitor individual progress toward early learning standards and outcomes and plan developmentally appropriate, individualized instruction, including objectives for IEPs/IFSPs. (Birth-7 years)

3. Developmentally Appropriate Instruction
   - Build early learning skills with fun, easy-to-plan instruction targeted to each child's specific needs.
   - Readiness Activities (3–7 years)
   - Letter Buddies® and Zoozoo® (PreK–Grade 2)

4. Data Management & Reporting
   - Instantly generate reports and get specific instructional recommendations for each child. User-friendly reports are easy to understand and share with parents.

School Success
Screening

Screen Manuals

Early Childhood Screen
0 - 35 months

Early Childhood Screen
3 - 5 years

Early Childhood Screen
P & 1
Screening Early Childhood Screens

- Will help you meet your screening requirements
- Are *quick!* – Just 10-15 minutes
- Are easy to use – everything you need is included – and child-friendly
- Are valid, reliable, and accurate
- Are easy to interpret to quickly:
  - identify children who may need referral for additional services
  - identify children’s strengths and weaknesses in key areas
- Help your teachers use screening results to plan appropriate instruction
- Help you measure progress between the beginning and end of your program year
Screening

- Screens subtests aligned to Early Childhood Domains
- Data Sheets provide Early Childhood Domain for each subtest
- Updated examiner pages provide clear directions in an easy-to-use format
- Expanded introductory material provides additional support for teachers and administrators
Screening

Early Childhood Screens

Easy-to-use examiner pages make screening easy

Early Childhood Domains identified

Clear information makes scoring accurate

Overview and Skill ensure that teachers understand what they’re assessing.

Observation notes enhance screening

Easy-to-follow directions for accurate administration
Screening Data Sheets

Page and Assessment numbers for easy reference
Simple marking system makes it easy to see correct vs. incorrect responses
Discontinue point and scoring are easy to see and follow
Early Childhood Domains identified
Quick and simple observations checklist to make notes on hearing and vision

<table>
<thead>
<tr>
<th>Page</th>
<th>Assessment Number</th>
<th>Domain</th>
<th>Skill</th>
<th>Personal Data Response: Oral</th>
<th>Date of Screening</th>
<th>Year</th>
<th>Month</th>
<th>Day</th>
<th>School/Program</th>
<th>Teacher</th>
<th>Examiner</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>28</td>
<td>Language Development</td>
<td>Color Recognition</td>
<td>1. red blue green yellow</td>
<td>2008 6 15</td>
<td></td>
<td></td>
<td></td>
<td>John Smith</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>38</td>
<td>Language Development</td>
<td>Picture Vocabulary</td>
<td>Names pictures of</td>
<td>2008 6 15</td>
<td></td>
<td></td>
<td></td>
<td>Jane Doe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>8</td>
<td>Math</td>
<td>Pictorial Discrimination</td>
<td>Forms and Uppercase Letters</td>
<td>2008 6 15</td>
<td></td>
<td></td>
<td></td>
<td>Mary Johnson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>58</td>
<td>Literacy</td>
<td>Visual Motor Skills</td>
<td>Copies</td>
<td>2008 6 15</td>
<td></td>
<td></td>
<td></td>
<td>Sarah Lee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>68</td>
<td>Physical Health &amp; Development</td>
<td>Gross-Motor Skills</td>
<td>Walks on one foot</td>
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<td></td>
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<td>David White</td>
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<tr>
<td>28</td>
<td>78</td>
<td>Math</td>
<td>Numerical Concepts</td>
<td>Demonstrates by giving</td>
<td>2008 6 15</td>
<td></td>
<td></td>
<td></td>
<td>Emily Davis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>88</td>
<td>8</td>
<td>Science</td>
<td>Identifies Body Parts</td>
<td>Names</td>
<td>2008 6 15</td>
<td></td>
<td></td>
<td></td>
<td>William Turner</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discontinue after (must be in a row): 3 incorrect
Number Correct: 3 x 2 = 6
Number Value for Each: 3
Child's Score: 6/8

Example of Completed Four-Year-Old Child Data Sheet

BRIGANCE Early Childhood Screen II

Summary Compared to other children included in this screening:
- this child scored
- average
- higher
- lower
- very low
- very high

Recommendations:
- Total score is 34. Below at-risk guidelines of 35. Refer for evaluation.
Screening

Additional Resources

- Supplemental Assessments
- Self-Help/Social-Emotional Scales with Parent Report Form
- Screening Observation Form gathers input on other areas (e.g., self-reliance)
- Teacher and Parent Rating Forms provide additional observations
- Growth Indicator Charts help measure growth between screenings
- Readiness for Reading Scale
# Screening Cutoff Scores

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

<table>
<thead>
<tr>
<th>Age (years and months)</th>
<th>Cutoff Score</th>
<th>BRIGANCE® Screen Basic Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three-Year-Old Child</td>
<td></td>
<td>Picture Vocabulary 3A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knows Use of Objects 4A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifies Body Parts 9A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repeats Sentences 10A</td>
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<tr>
<td></td>
<td></td>
<td>Prepositions and Irregular 10A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plural Nouns 11A</td>
</tr>
<tr>
<td>Four-Year-Old Child</td>
<td></td>
<td>Personal Data Response 1B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Color Recognition 2B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visual Discrimination 4B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rote Counting 7B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number Concepts 10B</td>
</tr>
<tr>
<td>Five-Year-Old Child</td>
<td></td>
<td>Personal Data Response 1C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Color Recognition 4C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rote Counting 8C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Numeral Comprehension 9C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number Readiness 10C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reads Letters 11C</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Age (years and months)</th>
<th>Cutoff Score</th>
<th>BRIGANCE® Screen Basic Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three-Year-Old Child</td>
<td></td>
<td>Picture Vocabulary 3A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knows Use of Objects 4A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifies Body Parts 9A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repeats Sentences 10A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prepositions and Irregular 10A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plural Nouns 11A</td>
</tr>
<tr>
<td>Four-Year-Old Child</td>
<td></td>
<td>Personal Data Response 1B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Color Recognition 2B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visual Discrimination 4B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rote Counting 7B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number Concepts 10B</td>
</tr>
<tr>
<td>Five-Year-Old Child</td>
<td></td>
<td>Personal Data Response 1C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Color Recognition 4C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rote Counting 8C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Numeral Comprehension 9C</td>
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<tr>
<td></td>
<td></td>
<td>Number Readiness 10C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reads Letters 11C</td>
</tr>
</tbody>
</table>

## Table 3. At-risk Cutoffs

<table>
<thead>
<tr>
<th>At-risk Cutoff</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 25</td>
</tr>
<tr>
<td>&lt; 33</td>
</tr>
<tr>
<td>&lt; 35</td>
</tr>
<tr>
<td>&lt; 25</td>
</tr>
<tr>
<td>&lt; 36</td>
</tr>
<tr>
<td>&lt; 39</td>
</tr>
<tr>
<td>&lt; 42</td>
</tr>
<tr>
<td>&lt; 55</td>
</tr>
</tbody>
</table>
Screening Online Tools

**BRIGANCE® Screens Standardized Scoring**

- Child's Name: William Foster
- Examiner: Lauren Armour
- Child's Date of Birth: 12/7/2005
- Date Tested: 7/16/2009
- Chronological Age: 3 yrs - 7 mos

### Three-Year-Old Child Data Sheet

<table>
<thead>
<tr>
<th>Total Score</th>
<th>69 (Below Cutoff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cutoff</td>
<td>&lt;71</td>
</tr>
<tr>
<td>Percentile</td>
<td>36</td>
</tr>
<tr>
<td>Quotient</td>
<td>95</td>
</tr>
<tr>
<td>Motor:Score</td>
<td>22</td>
</tr>
<tr>
<td>Motor: Age Equiv</td>
<td>3-6</td>
</tr>
</tbody>
</table>

**FREE! Available at**

Supplemental assessments are included for children not challenged by the basic assessments.

**Reproducible data sheet included in the Screen manual**
The Screening Observations Form captures additional information on additional areas such as vision, auditory, speech, and self-reliance.

### Parent’s Rating Form—Four-Year-Old Child

**Directions:** We recognize that parents can provide valuable information that can be helpful in planning a better program for their child. You can supply this information by responding to the items listed below.

#### Personal/Speech

Does your child tell others his/her name?

1. first name: __________
2. full name: __________
3. app: __________
4. address (street or mailing): ______________________
5. telephone number (if applicable): ______________________

#### Beginning Academic Skills

Does your child:

- Have difficulty remembering things?
- Have difficulty in school?
- Have difficulty in organizing?
- Have difficulty in writing?
- Have difficulty in communication?
- Have difficulty in following directions?
- Have difficulty in making decisions?
- Have difficulty in completing tasks?
- Have difficulty in focusing?

#### Emotional/Self-Reliance

Does your child:

- Get along well with other children?
- Play well with other children?
- Have difficulty in making friends?
- Have difficulty in sharing?
- Have difficulty in solving problems?
- Have difficulty in getting along with adults?
- Have difficulty in getting along with parents?

**Purpose:**

We recognize that parents can provide valuable information that can be helpful in planning a better program for their child. You can supply this information by responding to the items listed below.

**Directions:**

- Read each item and check the column (“No,” “Uncertain,” or “Yes”) on the right that best applies to your child.

**Parent’s Name:**

**Date:**

**Examining’s Name:**

---

### Parent and Teacher Rating Forms gather additional data to consider
Readiness for Reading Scale

SKILLS
The items in the scale assess the child's readiness for learning to read and more formal reading instruction.

METHOD OF ASSESSMENT
Observations of the child by the parent, teacher, or both in a situation where the child has the need, opportunity, and encouragement to perform the skills included in the scale. See How to Administer the Readiness for Reading Scale on page 106.

FORMS
- Copy of the Parent’s Report Form (page 108) if the parent is to provide information on the child by responding to the items on the form.
- Copy of the Teacher’s Report and Scoring Form (page 110) if the teacher is to compute a score based on information provided by the parent, or jointly by the parent and teacher.

CRITERIA
See Scoring shown for each skill in the Directions.

SCORING
One point of credit is given for each "Yes" response for a total raw score of 10. Then, if needed, the raw score can be converted to a standardized rating by using Table I. Interpreting Results below.

Table I. Interpreting Results

<table>
<thead>
<tr>
<th>Point within Kindergarten Year</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>4 points &amp; below</td>
<td>6 points</td>
<td>8 points</td>
</tr>
<tr>
<td>Middle</td>
<td>5 points</td>
<td>7 points</td>
<td>9 points</td>
</tr>
<tr>
<td>End</td>
<td>6 points</td>
<td>8 points</td>
<td>10 points</td>
</tr>
</tbody>
</table>

Directions
This assessment is made by using one or more of the methods explained on page 106—How to Administer the Readiness for Reading Scale.

1. Parent completes the Parent’s Report Form.
2. Teacher completes the Teacher’s Report and Scoring Form.
3. Teacher interviews the parent and records responses on the Teacher’s Report and Scoring Form.

The ten skills, interview questions, and scoring criteria for administering the scale follow.

READINESS FOR READING SKILLS (basal/ceiling: three in a row correct/incorrect if possible)

1. Distinguishes fact from fantasy in a story
   Ask: After you have read a story to ___ , can he/she tell if what happened in the story was real or make-believe?
   Scoring: “Yes” (1 pt.) if child identifies content correctly, real or make-believe.

2. Interest in books
   Ask: Does ___ have enough interest in reading that he/she pays attention the entire time a short book or story is read?
   Scoring: “Yes” (1 pt.) if child usually maintains interest in a story with age-appropriate content until you have finished reading the story.
Growth indicators allow you to measure growth and progress over the program year.

### Growth Indicators for Comparing Performance Between Screens

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>If score on Two-and-a-Half-Year-Old, Three-Year-Old, or Four-Year-Old Child Assessments is: (pretest)</td>
<td>Score on the Three-Year-Old, Four-Year-Old, and Five-Year-Old Child Assessments would have been:</td>
<td>Enter below actual score from recent testing with the Three-Year-Old, Four-Year-Old, or Five-Year-Old Child Assessments: (post test)</td>
<td>Growth Indicator: Subtract Column 2 from Column 3</td>
</tr>
<tr>
<td>50</td>
<td>0</td>
<td>76</td>
<td>26</td>
</tr>
<tr>
<td>51</td>
<td>1</td>
<td>77</td>
<td>27</td>
</tr>
<tr>
<td>52</td>
<td>2</td>
<td>78</td>
<td>28</td>
</tr>
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<td>53</td>
<td>3</td>
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<td>54</td>
<td>4</td>
<td>80</td>
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<td>50</td>
</tr>
<tr>
<td>75</td>
<td>25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** If the growth indicator (derived in Column 4) is 26 or fewer points, the child may be learning more slowly than most, while a growth indicator of 74 or greater suggests that a child may be learning more rapidly than most. (sd = 24)
### Self-help Scale (Items 1-23)

#### Parent's Report Form—Self-help and Social-Emotional Scales

<table>
<thead>
<tr>
<th>Child's Name</th>
<th>Date of Birth</th>
<th>Date</th>
<th>D. Toileting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent's Name</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Purpose and Directions:**
- Read each item and circle the response or description (No, Sometimes, Yes) that best applies to or describes your child.

#### Teacher's Report and Scoring Form

**Child's Name:** Miguel Ramos  
**Date of Birth:** 4-30-2004  
**Parent's Name:** Rosa Santiago  
**Teacher:** Ms. Chase

**Directions:**
- Read each item and circle the response or description (No, Sometimes, Yes) that best applies to or describes your child.

### Self-help Scale (Maximum score = 35)

<table>
<thead>
<tr>
<th>Child's Age</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-0 to 2-2</td>
<td>&gt;20</td>
<td>14</td>
<td>&lt;8</td>
</tr>
<tr>
<td>2-3 to 2-5</td>
<td>&gt;21</td>
<td>15</td>
<td>&lt;9</td>
</tr>
<tr>
<td>2-6 to 2-8</td>
<td>&gt;22</td>
<td>16</td>
<td>&lt;10</td>
</tr>
<tr>
<td>2-9 to 2-11</td>
<td>&gt;23</td>
<td>18</td>
<td>&lt;10</td>
</tr>
<tr>
<td>3-0 to 3-3</td>
<td>&gt;26</td>
<td>20</td>
<td>&lt;14</td>
</tr>
<tr>
<td>3-4 to 3-7</td>
<td>&gt;27</td>
<td>22</td>
<td>&lt;15</td>
</tr>
<tr>
<td>3-8 to 4-1</td>
<td>&gt;29</td>
<td>22</td>
<td>&lt;15</td>
</tr>
<tr>
<td>4-0 to 4-5</td>
<td>&gt;32</td>
<td>24</td>
<td>&lt;16</td>
</tr>
<tr>
<td>4-6 to 4-11</td>
<td>&gt;33</td>
<td>25</td>
<td>&lt;17</td>
</tr>
<tr>
<td>5-1 to 5-5</td>
<td>&gt;34</td>
<td>27</td>
<td>&lt;19</td>
</tr>
<tr>
<td>5-6 to 5-11</td>
<td>&gt;35</td>
<td>30</td>
<td>&lt;22</td>
</tr>
</tbody>
</table>

### Social-Emotional Scale (Maximum score = 21)

<table>
<thead>
<tr>
<th>Child's Age</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-0 to 2-2</td>
<td>&gt;13</td>
<td>9</td>
<td>&lt;5</td>
</tr>
<tr>
<td>2-3 to 2-5</td>
<td>&gt;13</td>
<td>10</td>
<td>&lt;7</td>
</tr>
<tr>
<td>2-6 to 2-8</td>
<td>&gt;14</td>
<td>11</td>
<td>&lt;7</td>
</tr>
<tr>
<td>2-9 to 2-11</td>
<td>&gt;15</td>
<td>11</td>
<td>&lt;9</td>
</tr>
<tr>
<td>3-0 to 3-3</td>
<td>&gt;15</td>
<td>13</td>
<td>&lt;9</td>
</tr>
<tr>
<td>3-4 to 3-7</td>
<td>&gt;16</td>
<td>15</td>
<td>&lt;9</td>
</tr>
<tr>
<td>3-8 to 4-1</td>
<td>&gt;17</td>
<td>16</td>
<td>&lt;10</td>
</tr>
<tr>
<td>4-0 to 4-5</td>
<td>&gt;18</td>
<td>17</td>
<td>&lt;10</td>
</tr>
<tr>
<td>4-6 to 4-11</td>
<td>&gt;18</td>
<td>19</td>
<td>&lt;10</td>
</tr>
<tr>
<td>5-1 to 5-5</td>
<td>&gt;21</td>
<td>21</td>
<td>&lt;13</td>
</tr>
<tr>
<td>5-6 to 5-11</td>
<td>&gt;21</td>
<td>21</td>
<td>&lt;13</td>
</tr>
</tbody>
</table>

**Total for Social and Emotional (E., E., and Teacher Evaluation above):**

---

**Example of Completed Teacher's Report and Scoring Form—Self-help and Social-Emotional Scales**

---

**Screening**

Self-help & Social Emotional Scales
Parent Rating Forms help you gather information on strengths and concerns.


Early Childhood Screens provide information on sharing results with families.
Screening

Linking to Ongoing Assessment and Instruction

Teachers can follow-up on screening results with ongoing assessment to pinpoint specific skill levels.
Comprehensive, ongoing assessment to:

- measure progress
- set instructional goals
- write IFSPs/IEPs
Ongoing Assessment

B-2 Prehandwriting

Overview
This assessment focuses on the Prehandwriting Writing skills when writing on paper.

DOMAIN
Literacy: Early Writing

SKILL
Demonstrates prehandwriting

ASSESSMENT METHODS
Observation or Child Performance

MATERIALS
A primary (large) pencil
A red primary (large) crayon
An unlined sheet of paper
A copy of page 9-1

SCORING INFORMATION
Record results and assessment per page 158.

BEFORE ASSESSING
Review the Notes at the end of this section.

AFTER ASSESSING
Record your findings in the Record Book.

Notes
- Approaches to Learning: See page 13 for a reproducible Approaches to Learning Tracking Chart.
- Difficulty in Handwriting: Children can experience difficulty in learning to write if one or more of the following are lacking:
  - smooth motor coordination of eyes and hands
  - control of arm, finger, and hand muscles
  - accurate perception of the symbol pattern (letter formation)
  - visual retention
  - controlled temperament
- Dysgraphia: This is a term meaning "the inability to write."
- Terminology—Trace, Mark on, Copy, Write, and Print: If the child appears to be confused and is having difficulty comprehending the directions, rephrase or demonstrate the skill. For example, if the child does not respond when asked to "Copy it here," say, "Write or print it here."
- Comprehensive Skill Sequence: The Comprehensive Skill Sequence on page 158 includes primary (milestone) skills found in the Early Childhood Developmental Inventory. As well as secondary (intermediate) skills to help assess and track progress.

Objective for Writing IEPs/IFSPs
By ____________ (date), when presented with the appropriate materials, asked to and shown how if necessary, ____________ (child's name) will (list as appropriate):
1. attempt to scribble but strokes are not controlled and must go off the paper.
2. scribble with crayon, sometimes lose contact with the paper.
3. scribble with crayon, seldom lose contact with the paper.
4. hold pencil/crayon with fingers, perhaps incorrectly, with hand not fisted.
5. use one hand consistently.
6. draw somewhat recognizable picture that is meaningful to the child, but perhaps not to adult.
7. draw, name, and describe a recognizable picture.
8. trace easier uppercase letters such as H A T.
9. copy easier uppercase letters such as H A T.
10. copy first name.
11. print first name.
12. color within lines.
13. grasp pencil correctly (adult grasp between thumb and fingers).
14. trace more difficult lowercase letters.
15. copy more difficult lowercase letters.
Developmental Age Level—Four Years to Five Years

A. LANGUAGE DEVELOPMENT

A-4: Colors. (page 38)

1. Names when pointed to:
   3. green
   4. yellow
   5. orange
   6. purple
   7. brown
   8. black
   9. pink
  10. gray
  11. white 5-6
   2. Points to when requested:
   4-0 7. brown
   8. black
   9. pink
  10. gray
  11. white 5-0

A-5: General Speech and Language Development. (page 41)

4-0 48. Uses some conjunctions.
49. Defines simple words.
50. Asks definition of words.
51. Can describe differences in objects.
52. Can describe similarities in objects. 5-0

A-6: Length of Sentences. (page 48)

3-0  Average number of words used in sentences: 4 words 5-0

A-7: Verbal Directions. (page 49)

4-0 20. Walk around the chair.
21. Stand beside the chair. 5-0

A-8: Picture Vocabulary

1. Points to when examiner names:
   3-9 22. nail
   23. duck
   24. fish
   4-9 25. tractor
   26. snake
   27. owl 6-0
  2. Names when examiner points to:
   4-0 22. nail
   23. duck
   24. fish 5-0

A-9: Knows What to Do in Different Situations. (page 57)

   "What do you do when you _______?"
   4-0 9. see your shoe is untied
   10. are thirsty
   11. want to go outside and it is raining 5-0

A-10: Knows Use of Objects. (page 59)

   "Why do we have ______?"
   4-0 12. keys
   13. refrigerators
   14. airplanes 5-0

A-13: Repeats Numbers. (page 65)

   Repeats numbers presented orally:
   3-0 3 digits (3, 8, 5) 7, 2, 4) 5-0

A-14b: Sentence Memory. (page 68)

   Repeats sentence of how many syllables:
   4-0 6 syllables
   7 syllables
   8 syllables 5-0

B. LITERACY

B-1: Response to and Experience with Books. (page 82)

4-0 44. Knows parts of books
45. Knows parts of pages
46. Gains information from books about real things
47. Tries to read books from memory
48. Follows along in a book being read
49. Asks to have specific words read
50. Can tell the context of a story but may confuse facts
51. Recognizes name written on paper
52. Points to a picture that has been described
53. Tells the main idea
54. Describes settings
55. Retells the story from a picture book, recalling at least two parts of the story (the beginning, middle, and/or end)
4-6 56. Trails words with finger
57. Turns a non-picture book, right-side up
58. Points to words when they are read

B-2: Prehandwriting. (page 90)

4-0 7. Draws, names, and describes recognizable picture
   8. Traces easier uppercase letters such as HAT. 5-0

B-3: Copies Forms. (page 94)

   Copies:
   4-0 4. + cross or plus
   5. X square 5-0

B-4: Identifies Common Signs. (page 98)

   3-0 Identifies common signs 4-6

B-5: Identifies Rhymes. (page 103)

   3-0 Identifies pictures of words that rhyme with pictures of other words 4-6

B-13: Identifies Blended Words. (page 125)

   3-0 Identifies blended words or blended word parts as words 4-6

B-14: Identifies Beginning Sounds. (page 131)

   4-6 Identifies beginning sounds of words 6-0

B-15: Identifies Blended Phonemes. (page 139)

   4-6 Identifies blended sounds as words 6-6

C. MATHEMATICS AND SCIENCE

C-1: Number Concepts. (page 165)

   Demonstrates number concepts to ten:
   4-0 3 4 5 5-0
   3. Counts objects:
   4-0 4. heavy/light
   5. tall/short
   6. fat/thin
   7. fast/slow
   8. all/even
   9. long/short
   10. large/small 5-6

C-9: Shape Concepts. (page 184)

   4-0 1. triangle
   4. rectangle
   5. diamond 5-6
   2. Points to when examiner names:
   3-6 1. circle
   2. square
   4-6 3. triangle
   4. rectangle
   5. diamond 6-0
   3. Names when pointed to:
   4-0 1. circle
   2. square 5-0
Activities correlated to Early Childhood Screens and Inventory

Recommendations for teachers

Home activities for parents

Read-to-Me book lists

Reproducible Student Learning Plans
Recommendations for Effective Teaching

TEACH UPPERCASE LETTERS FIRST

It is best to teach uppercase letters first from each other. Begin with letter, a few at a time. Once the child introduces lowercase letters, begin do the others.

CALL ATTENTION TO SIMILARITIES

Similar letters may be difficult for a child to distinguish a letter by given that letter. For example, if the child shows the card a with the word word is bed. It begins with b and memory for the child each time.

TEACH CHILDREN TO READ A LETTER

The letters a and g can be written in different ways. To avoid confusion, the children a and g in a book and g on the alphabet chart.

DISPLAY AN ALPHABET BORDER

As an aid to teaching letter names, use a border of the alphabet. Pair each letter with that letter. An alphabet can be a model for writing.

Teaching Activities

1. Magnetic Match
   - **Materials:**
     - Two sets of uppercase or lowercase magnetic letters.
     - A magnetic board
   - **Group Size:** Individual or small group.
   - **Procedure:** Line up four or five letters vertically on the left-hand side of the magnetic board. On the right-hand side of the board, randomly place the same four or five letters. Then do the following:
     - Point to one of the letters in the left-hand column, and say the name of the letter.
     - Ask a child to find the same letter on the side of the board. For example, point to a B and say, “This is a B.” Follow this procedure for all the letters that you wish to teach.
   - **Extension:** If children are ready, have them match lowercase letters to their uppercase counterparts. For example, point to an uppercase A and say, “This is an uppercase A. Can you find a lowercase a on the board?” To reinforce letter shapes, encourage children to handle the letters.

2. Hungry Mice
   - **Materials:**
     - Twenty-six tag board wedges of cheese.
     - Twenty-six tag board mice.
     - A market
   - **Group Size:** Individual or small group.
   - **Preparation:** Make a set of lowercase letter cards by printing a different lowercase letter on each wedge of cheese. Make a set of uppercase letter cards by printing a different uppercase letter on each mouse.
   - **Procedure:** Place both sets of letter cards in front of the child. Have her match each mouse with its corresponding wedge of cheese.

3. Match and Snap
   - **Materials:**
     - A shoebox.
     - Twenty-six wooden clothespins.
     - A market
   - **Group Size:** Individual.
   - **Preparation:** Do the following:
     - Print the uppercase alphabet along the top of an open box. The alphabet should be printed about an inch below the rim. You may split the alphabet so that half the letters are on one side of the box and the other half are on the other side.
     - Use a marker, print the lowercase letter on the clothespins.
   - **Procedure:** Do the following:
     - Show the child how to attach the clothespins to the edge of the box. Position three clothespins on the box above the letter that makes a match.
     - Invite the child to match the remaining clothespins to their corresponding letters.
   - **Extensions:**
     - Repeat this activity with lowercase letters.
     - Once the child can match uppercase or lowercase letters, adapt the materials so that the activity will require the child to match uppercase letters to lowercase letters. For example, print the lowercase alphabet on the box and print uppercase letters on the clothespins.
MY LEARNING PLAN

I am learning to read the letters of the alphabet.
Management

Online Management System tracks information and generates reports in an easy-to-use tool.
# Data Sheet: Four-Year-Old Child

<table>
<thead>
<tr>
<th>Assessment Number</th>
<th>Domain</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>1B</td>
<td>Language Development</td>
<td><strong>Personal Data Response:</strong> 1. first name 2. full name 3. age 4. address (street or mailing)</td>
</tr>
<tr>
<td>2B</td>
<td>Language Development</td>
<td><strong>Color Recognition:</strong> 1. red 2. blue 3. green 4. yellow 5. orange 6. purple 7. brown 8. black 9. pink 10. gray</td>
</tr>
<tr>
<td>3B</td>
<td>Language Development</td>
<td><strong>Picture Vocabulary:</strong> 1. ladder 2. scissors 3. leaf 4. nail 5. duck 6. fish 7. tractor 8. snake</td>
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<tr>
<td>5B</td>
<td>Literacy</td>
<td><strong>Visual Motor Skills:</strong> 1. O 2. + 3. X 4. O 5. O</td>
</tr>
<tr>
<td>6B</td>
<td>Physical Health &amp; Development</td>
<td><strong>Gross-Motor Skills:</strong> 1. Walks forward heel-toe five steps. 2. Hops on one foot five hops. 3. Hops on other foot five hops. 4. Stands on one foot for ten seconds. 5. Stands on other foot for ten seconds.</td>
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<tr>
<td>7B</td>
<td>Mathematics</td>
<td><strong>Rate Counting:</strong> 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>8B</td>
<td>Science</td>
<td><strong>Identifies Body Parts:</strong> 1. chest 2. back 3. knees 4. chin 5. fingernails 6. heels 7. ankles 8. jaw</td>
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<tr>
<td>9B</td>
<td>Language Development</td>
<td><strong>Follows Verbal Directions:</strong> 1. two-step directions 2. three-step directions</td>
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<tr>
<td>10B</td>
<td>Mathematics</td>
<td><strong>Number Concepts:</strong> 1 2 3 4 5 6 7 8 9 10</td>
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</table>
Screening Summary

Screen: Three-Year-Old Child
Date of Screening: 9/12/2009
Chronological Age: 3 yrs 2 months

Scores Compared to Cutoffs

Total Score

<table>
<thead>
<tr>
<th>Score</th>
<th>Cutoff</th>
<th>Total Score</th>
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<tbody>
<tr>
<td>0-25</td>
<td>&lt;52</td>
<td></td>
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<tr>
<td>26-50</td>
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<td></td>
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<tr>
<td>51-75</td>
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<td>72</td>
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<tr>
<td>76-100</td>
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</table>

Total Score: 72.0
Potential Delay Cutoff: This child’s score is above Cutoff (<52).

Language Development

< Below Average | Above Average

0 26 52 78 104 130

Motor Development

< Below Average | Above Average

0 26 52 78 104 130

Academic Development

< Below Average | Above Average

0 26 52 78 104 130
# Group Screening History and Growth

Choose a Department: CATest  
Choose a Timeframe: Aug 2008 to Aug 2009

<table>
<thead>
<tr>
<th>Name</th>
<th>Basic Assessment</th>
<th>Class</th>
<th>Date Tested</th>
<th>Academic Development</th>
<th>Language Development</th>
<th>Motor Development</th>
<th>Non-Verbal Development</th>
<th>Communication Development</th>
<th>Growth Indicator</th>
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<td>Nicolla Sandar</td>
<td>Four-Year-Old Child 4-4 TO 4-7</td>
<td>CATest</td>
<td>8/17/2009</td>
<td>Average Range</td>
<td>Average Range</td>
<td>Above Average</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
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**Report Description**

"Average," "Above Average," and "Below Average" are determined by a child's quotient score in a skill area. See the child's Screening Summary Report for more detail. A Growth Indicator score appears if a child has taken the next-higher Screen. If the Growth Indicator score is 26 or fewer points, the child may be learning more slowly than most. A Growth Indicator of 74 or greater suggests more rapid learning.