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The BRIGANCE® Early Childhood Family of Products

Early Childhood Screens III
Quickly and accurately screen children to identify potential developmental delays and giftedness, as well as specific strengths and needs in physical development, language, academic/cognitive, self-help and social-emotional skills.

Inventory of Early Development III
Easily monitor child progress toward common early learning goals and standards, and plan developmentally appropriate, individualised instruction based on assessment results.

Readiness Activities
Use fun, easy-to-plan developmental activities targeting key readiness skills that meet children’s instructional needs.

Online Management System
Instantly generate results and get specific instructional recommendations for each child. Reports are easy to understand and share with parents.
**Introduction to the IED III**

**OVERVIEW**

The BRIGANCE® Inventory of Early Development III, or IED III, is a comprehensive collection of valid, reliable and well-researched developmental assessments for children from birth to seven years of age.

The IED III produces a complete range of information on a child’s developmental progress through distinct developmental skill sequences performed in authentic, everyday conditions.

The assessments in the IED III allow teachers to pinpoint individual areas of strength and need. Teachers can then identify a sequence of instructional objectives for planning developmentally appropriate instruction, individualising ongoing assessment and monitoring progress.

Assessment items in the IED III cover a broad sampling of a child’s skills and behaviours. Key developmental areas are aligned to common early learning standards. Assessments cover the following domains:
- Physical Development
- Language Development
- Literacy
- Mathematics and Science
- Daily Living
- Social and Emotional Development
- Approaches to Learning

The IED III is a criterion-referenced measure designed to measure a child’s performance compared to specific educational objectives. Criterion-referenced tools provide data on what a child knows in relation to certain specified skills.

Key developmental assessments in the IED III have been standardised and validated for children birth to seven years of age and appear in the IED III Standardised. If you wish to derive standard scores, percentiles and age equivalents, see the norm-referenced IED III Standardised and its accompanying Standardised Record Book.

**Key features of the IED III:**
- Assessments include customisable instructional objective statements for planning instruction, writing IEPs/IFSPs and charting growth.
- Comprehensive Skill Sequences list intermediate skills along with milestone skills, enabling teachers to show incremental progress for every child.
- Supplemental Skill Sequences provide additional skills to illustrate progress.
- The Milestone Skills by Developmental Age Level section organises key skills by age, providing a snapshot of child development across domains.
- The Record Book that accompanies the IED III provides a record-keeping and tracking system for each child that is ongoing, specific, graphic and easily interpreted.
- The Record Book also allows teachers to record observations and make notes about the child’s initiative, curiosity, engagement, persistence, reasoning and problem-solving skills.
- The BRIGANCE® Online Management System provides a means for tracking and reporting individual and group progress. (Subscription rates apply.)

The IED III helps early childhood educators
- address ongoing developmental assessment requirements.
- provide an appropriate child assessment system that aligns with common standards and goals.
- determine a child’s specific strengths and needs to support individualised instructional planning.
- gather valid data on a child’s progress.
- evaluate school readiness by tapping predictors of school success.
- communicate a child’s development to parents/caregivers.
- support referrals for further evaluation or special services.
HOW THE IED III SUPPORTS YOUR PROGRAM

The Inventory of Early Development III is designed to help your early childhood program meet assessment requirements and effectively support children’s school readiness. The IED III can be used to

• identify a child’s specific strengths and needs.
• plan individualised instruction.
• provide ongoing assessment and monitor progress.
• evaluate school readiness.
• communicate results with parents/caregivers.
• offer more in-depth assessment to follow up on screening results.
• provide non-discriminatory testing and evaluation.

Consider the following when implementing the IED III in your program.

IDENTIFY A CHILD’S SPECIFIC STRENGTHS AND NEEDS

The IED III is an inventory of assessments that are ideal for identifying a child’s individual strengths and needs. Because the skills within the assessments are developmentally sequenced from the earliest mastered skills to more difficult ones, a child’s present level of performance can be pinpointed within the skill continuum.

By looking at a child’s overall performance, it is possible to see if the child has strengths and needs in various skill areas (e.g. the child has strengths in gross motor skills but shows some delay in social and emotional skills). It is also possible to see if the child has strengths and needs within a particular skill area (e.g. the child has strong receptive language skills but more limited expressive language skills).

PLAN INDIVIDUALISED INSTRUCTION

Given the skill sequencing within each assessment, as well as the Comprehensive Skill Sequences provided at the end of most sections, the IED III helps educators target individual instruction across multiple domains. Each assessment in the IED III contains instructional objectives that can be tailored to the child. For children with special needs, these instructional objectives are also designed to support the writing of IEPs/IFSPs.

Teachers can use the BRIGANCE® Readiness Activities to implement appropriate individual and group instruction. The Readiness Activities is a collection of lesson plans for activities that correlate to the skills assessed in the IED III. Objectives and teaching recommendations are included for each activity.

PROVIDE ONGOING ASSESSMENT AND MONITOR PROGRESS

Many early childhood programs provide ongoing developmental assessment for children throughout the year to plan activities and to chart progress. The IED III serves as an ongoing assessment tool with developmentally sequenced skills both within and across assessments. Record keeping is set up to support the administration of individual assessments at specified intervals throughout the year, allowing educators to measure a child’s developmental gains across key domains.

The IED III is an appropriate ongoing assessment and progress monitoring tool that

• is criterion-referenced and research-based.
• aligns with many early learning outcomes, standards and foundations.
• tracks progress over multiple evaluation periods.
• includes customisable objectives for planning individualised instruction, as well as writing IEPs/IFSPs.
• allows use of information from multiple sources (teachers, parents/caregivers and direct assessment) including analysis of samples of children’s work and performance.

EVALUATE SCHOOL READINESS

The following indicators are seen as important predictors of school readiness (the National Education Goals Panel, 2007):

• motor development and physical well-being
• social and emotional development
• language development and literacy
• cognition and general knowledge
• approaches to learning
These key indicators align with the domains addressed in the IED III ensuring that assessment with the IED III can help educators evaluate a child’s readiness for school. While children learn different skills at different rates, the IED III can help teachers establish a baseline and monitor progress toward a child’s school readiness.

The instructional objectives and assessments in the IED III have been designed to focus on the child’s current ability and measure school readiness across a range of cognitive, behavioural and social-emotional indicators.

COMMUNICATE RESULTS WITH PARENTS/CAREGIVERS
Using the user-friendly IED III Record Book will facilitate consultation with a parent/caregiver as the record-keeping
- is graphic so that instructional objectives are easily understood by most parents/caregivers.
- is ongoing and colour-coded so that progress can be readily shared with parents/caregivers.
- clearly identifies sequential objectives so that the parents/caregivers, teachers and other school personnel can work together to help the child succeed.

OFFER MORE IN-DEPTH ASSESSMENT TO FOLLOW UP ON SCREENING RESULTS
The IED III is a comprehensive inventory of early developmental assessments that correlate directly with the assessments in the BRIGANCE® Early Childhood Screens III.

Follow the steps below to use the results from the Screens with the IED III.
1. Use the assessments in the Screens to identify a child’s broad areas of strength and need.
2. Using the child’s screening results, locate the correlating assessments in the IED III and identify, within those assessments, specific skills in need of further evaluation.
3. If starting from a skill identified as a weakness, administer prerequisite skills within the correlating assessments in the IED III.
4. If starting from a skill identified as a strength, administer higher-level skills within the correlating assessments in the IED III.
5. Use the more in-depth assessment results to plan developmentally appropriate instruction and monitor progress.

PROVIDE NON-DISCRIMINATORY TESTING AND EVALUATION
When used as a criterion-referenced tool, the IED III yields assessment data referenced to a specific skill. The goal of assessment with the IED III is to identify those skills the child has mastered and those skills not yet mastered. The goal is not to derive a quantitative score that can be used to compare the child’s performance with a specific population, as in the case with norm-referenced testing.

If you wish to derive standard scores, age equivalents or percentiles, refer to the IED III Standardised. See Evaluating Students with Special Considerations on page xxvi for more information about assessing bilingual or non-English speaking students and assessing students with exceptionalities.

The IED III is broadly consistent with the Belonging, Being & Becoming: The Early Years Learning Framework for Australia, which stipulates that assessing children’s learning refers to the process of gathering and analysing information as evidence about what children know, can do and understand, as part of an ongoing cycle of planning, documenting and evaluating their learning.
Step-by-Step Assessment Procedures

STEP 1: GET READY FOR ASSESSMENT

PLAN AHEAD
To administer the Inventory of Early Development III effectively and efficiently, it is critical that examiners spend time becoming familiar with the assessment directions and procedures before administering the assessments to a child.

The following guidelines can help you plan ahead for successful assessment.

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

Schedule assessment early in the day, reducing the chance that the child will be hungry or tired.

Schedule multiple assessment times, if possible, when a comprehensive assessment is needed. Conduct the assessment in several short sessions. Each session should be no longer than the student’s attention span.

Eliminate distractions. For those assessments that cannot be conducted in a natural setting, administer the assessments in an environment free of background noises or disturbances. Remove any materials that may be distracting to the child.

Postpone or reschedule testing if the child is not well or when testing requires the child to miss a special event, such as an excursion or a performance.

Choose the proper environment. The assessments in the IED III can be safely administered in different settings. When planning where to administer assessments, consider the child’s comfort level and attention span. Although most children do not mind working individually with a teacher within a classroom, others may be self-conscious or easily distracted. Use discretion in deciding if the child can be tested in a classroom setting or if a more private setting would be preferable. Test in the classroom only when other children are not engaged in highly exciting or noisy activities.

SELECT ASSESSMENTS
The IED III is a comprehensive collection of assessments and is much too extensive to administer in its entirety. Instead, choose the assessments that are most relevant to the child’s current development or areas of particular concern.

Each assessment contains a series of developmentally sequenced items. Each item represents a primary, or milestone, skill. Milestone skills are developmental skills that research has shown to be appropriate for children at specific stages of their development. The milestone skills

• can be assessed objectively.
• can be assessed expediently.
• can be assessed using items from the IED III Box of Materials or materials found in the classroom.
• are most readily accepted by parents/caregivers as relevant for their child.

For most children, assessing and tracking mastery of the milestone skills will be adequate for

• probing areas of strength and need identified by screening results.
• identifying developmentally appropriate instructional objectives.
• documenting developmental progress.

Follow the guidelines below to decide which assessments to administer, to select the most appropriate skill level within each assessment and to select the best assessment method.

The Milestone Skills by Developmental Age Level section on page 382 lists all the milestone skills organised by developmental age. These lists are useful for providing a snapshot of a child’s development across domains.
Decide Which Assessments to Administer

Assessments within a skill area are sequenced developmentally. For example, in skill areas that have assessments appropriate for infants and toddlers, those assessments come first. Many assessment items include age notations to indicate the range of developmental levels for which the items being assessed are appropriate.

When deciding which assessments to administer, use your professional judgment and keep the following questions in mind:

- Which assessments are most relevant to the immediate concern of the teacher or parent/caregiver?
- Which assessments are more likely to yield the most valuable information within the time allowed?
- Which assessments can best be conducted in a particular setting?
- Which assessments meet program needs and requirements?

Select the Most Appropriate Skill Level Within Each Assessment

The items within assessments are sequenced developmentally. First, evaluate data you have about the child (age, behaviour, statements from parents/caregivers) to determine the approximate developmental age level. It is important to initiate an assessment at a level in the skill sequence that will promote a feeling of success for the child.

- Do not spend time assessing skills that are far below the child’s developmental level or skill level.
- Do not initiate or continue assessment at a level that frustrates the child.

Use the following chart to plan the initial assessment level:

<table>
<thead>
<tr>
<th>If the developmental age is approximately ...</th>
<th>begin assessing skills at the ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 months</td>
<td>3-month level</td>
</tr>
<tr>
<td>9 months</td>
<td>6-month level</td>
</tr>
<tr>
<td>12 months</td>
<td>9-month level</td>
</tr>
<tr>
<td>18 months</td>
<td>12-month level</td>
</tr>
<tr>
<td>2 years</td>
<td>18-month level</td>
</tr>
<tr>
<td>2 1/2 years</td>
<td>2-year level</td>
</tr>
<tr>
<td>3 years</td>
<td>2-year or 2 1/2 -year level</td>
</tr>
<tr>
<td>4 years</td>
<td>3-year or 3 1/2 -year level</td>
</tr>
<tr>
<td>5 years</td>
<td>4-year or 4 1/2 -year level</td>
</tr>
<tr>
<td>6 years</td>
<td>5-year level</td>
</tr>
<tr>
<td>7 years</td>
<td>6-year level</td>
</tr>
</tbody>
</table>

The majority of individual assessments include developmental age notations, useful as a guide in selecting age-appropriate items. Developmental age notations help:

- provide guidance in selecting the appropriate skill level for beginning the assessment.
- interpret the results in relation to developmental skill levels.
- determine developmentally appropriate instructional activities and objectives.

It is important to keep in mind that not all children develop skills in the same sequence or at the same age. The developmental age notations should be used only as guidelines since the development of children varies due to:

- the unique development of each child.
- differences in maturation.
- environmental and cultural differences.
- physical, social/emotional or cognitive delays or medical conditions.

The skill sequences and developmental age notations are based on a consensus of data found in the references listed in Appendix C.
Select the Most Appropriate Assessment Method

There are three assessment methods for administering assessments in the IED III – Observation, Interview and Performance. If two or more methods are listed for administering an assessment, choose the method or methods that will make the child most comfortable and that most efficiently produce valid results in your particular situation. In many cases, results obtained by observation or group administration are similar to results obtained by eliciting skills from the individual child (i.e. by performance).

**Observation** – Observing the child in a natural setting or during group-organised activities can be appropriate for assessing many of the skills in the IED III. For example, involving the child in a game can help assess the child’s ability to follow directions. Engaging the child in conversation can be useful for determining the child’s speech and language skills. Observing, over time, how the child functions in social relationships with peers and adults is often the best method for assessing social and emotional development.

**Interview** – Interviewing the parent, caregiver or person who is familiar with the child is appropriate for many skills. For example, this method can be used to assess bathing or grooming skills. The interview method is also appropriate for assessing the development of the pre-speech skills and early motor skills. Interview questions are provided with many assessments to help you conduct the interview.

**Performance** – Many assessments can be administered by asking the child to demonstrate certain skills. For example, this is the recommended method for assessing skills such as repeating numbers, sentence memory and picture vocabulary.

Recommended assessment methods are included with each assessment. For the best use of time and the most valuable results, select the assessment method or methods you believe will be the most effective in each situation.

Anticipate Administration Time

The IED III is a resource to provide ongoing assessment throughout the program year. If necessary, a single assessment may be conducted in short sessions, over consecutive days to ensure that the child is rested and cooperative. Shorter sessions are recommended for very young children.

In general, the amount of time needed to complete an assessment is determined by

- the number of skills that need to be assessed.
- the number of skills that can be assessed by group administration or observation.
- the skill range of the child.
- the knowledge or information the examiner may already have regarding the skill or developmental level of the child.
- necessary adaptations in assessment procedures.

For each section, mark the assessments you plan to administer in the IED III. This should allow you to locate the assessments more efficiently when you are working with a child. You may want to consider adding tabs to the assessment pages you will use during the assessment session to aid in quickly locating the material.

**RECORD CHILD DATA IN THE RECORD BOOK**

Write the child’s name on the front of the Record Book and complete the child’s data on the first page of the Record Book **before** conducting the assessment.

The information should be current and should clearly identify the child. Use official records and parents/caregivers to confirm the accuracy of the information.
IDENTIFY NECESSARY ADAPTATIONS TO ASSESSMENT PROCEDURES
Adaptations should be considered when you think the child will not perform well due to
- difficulty in understanding directions.
- speech problems.
- language differences or difficulties.
- vision problems.

The IED III is a criterion-referenced assessment that is designed to be flexible in use, allowing for individual differences while still obtaining the most valid results. When adaptations are necessary, consider the following:
- **Change the sequence of the assessments if needed.** Administer the assessments in the sequence that will yield the most valid results.
- **Because very few of the IED III assessments are timed, permit the child sufficient time to initiate or complete activities.**
- **Be aware of the child’s strengths** that will support reliable responses or those behaviours that may hinder reliable responses.
- **Use information from parents/caregivers** to identify what may act as a motivator to facilitate the child's optimal performance.
- **Be aware of the test items** and the way in which certain accommodations may impact performance and scoring.
- **Keep a record** of the accommodations implemented.

See Evaluating Students with Special Considerations on page xxvi for suggestions and information about assessing bilingual or non-English-speaking children and assessing children with exceptionalities.

ORGANISE MATERIALS
Gather and organise all materials required for the assessments you are administering. This will allow you to focus your attention on the child and on administering the assessments.

To administer the assessments, you will need:
- The IED III
- The child’s Record Book

Each assessment in the IED III includes a Materials list of needed items required for that specific assessment.

The following materials, which are included in the IED III Box of Materials, are needed for administering some assessments in the IED III:
- A squeaking toy
- A rattle
- 12 2.5-cm coloured blocks
- 2 regular pencils
- 2 primary pencils
- A box of crayons
- 12 small discs (counters)
- 16 shapes (circles and squares) for sorting
- 5 pencils of different colours
- Nesting containers
- Child-sized scissors
- Blank sheets of paper for covering distracting items on a child page

Additional materials you may need include:
- A few sheets of paper (the type commonly used in your program)
- A timer or watch with a second hand
- A copy of age-appropriate child pages

Some assessments include student pages for the child’s written responses. For these assessments, provide the child with a copy of the student page.
STEP 2: ADMINISTER THE ASSESSMENTS

PURPOSE OF ASSESSMENT
When conducting an assessment, it is important to remember the purpose of criterion-referenced assessment. The goal is to determine a child’s individual strengths and needs by allowing the child to demonstrate his/her knowledge and abilities. Prompting, giving unnecessary encouragement, or providing unscripted demonstrations can do the child a disservice by masking his/her actual strengths and needs and invalidating assessment results.

POSITIONING THE IED III CORRECTLY
The format of the IED III allows both the examiner and the child to follow the assessment procedures easily. For those assessments that have an accompanying student page, the IED III can be opened to the assessment and placed on a table between the examiner and the child, as shown below.

ASSESSMENT PROCEDURES
Before beginning an assessment, read any Notes provided and then follow the directions given for the assessment.

To guide your determination of skill mastery, many assessments provide information on accuracy and some assessments provide criteria for determining whether a child should receive credit for a skill or item. Each assessment also includes information about when to discontinue the assessment to avoid frustrating the child.

If performance or mastery of a skill is marginal or emerging, do not give credit. Instead, identify the skill as an objective.

When possible, observe the child in the classroom and/or natural situations to ensure that a child who is able to perform certain skills during the assessment is also able to apply those skills in real-life situations.

Use the developmental age notations as guidelines. Developmental age notations direct you to begin the assessment with an item that will ideally ensure success for the child.

2-0 40. Turns reachable doorknob to open door

See page xii, Select the Most Appropriate Skill Level Within Each Assessment to determine the best point of entry for each assessment.

ADAPTING ASSESSMENT PROCEDURES, IF NECESSARY
Criterion-referenced assessments are designed to be used with flexibility, allowing for individual differences while still obtaining the most efficient and valid results. Use your discretion to adapt the assessment procedures in order to obtain the most valid results.

To ensure an effective evaluation in which a child with exceptionalities is able to demonstrate the skills he/she has mastered, see Evaluating Students with Special Considerations on page xxvi.
ASSESSMENT METHODS

There are three assessment methods for administering assessments in the IED III – Observation, Interview and Performance. Recommended assessment methods are indicated on the first page of each assessment.

• Observation

Some assessments can be conducted by observing the child in a natural setting. Familiarise yourself with the items you will be administering by reading through them several times. Spend some time interacting with the child and then flip through the child's Record Book to record the child's performance on those items you observed. For example, you may observe the child's ability to grasp an object; you may observe the child's vocalisations and movements.

For some children, daily observations in a natural setting provide the teacher with the unique opportunity of observing the child performing a skill on a regular basis and at the appropriate times.

If there is any doubt of skill mastery when using the observation assessment method, it is recommended that the skills continue to be identified as instructional objectives until observations (or another assessment method) rule out all doubt of mastery.

• Interview

Some assessments can be administered by interviewing the parent/caregiver or someone who knows the child well (e.g. the child’s teacher). For these assessments, specific questions are included. When using this assessment method, be aware that parents/caregivers often report on a child’s emerging but not yet mastered skills giving answers such as “sometimes”, “if I let him”, “a little”. Before giving credit, probe the parent/caregiver or teacher to ensure that the child is performing the skill most of the time. Give credit only for those skills the child has clearly mastered.

• Performance

Performance (administering items directly to the child to elicit the child's response) is the recommended assessment method that is used for a number of skills. For example, this assessment method is the primary method used to assess a child’s mathematics skills.

When working with the child, read directions and questions in a natural manner. If it appears the child does not understand the directions, rephrase the directions or give an example or demonstrate the type of response expected. Remember to remain objective. Any subtle clues (e.g. smiling or frowning) or extra assistance given to a child during assessment may influence the child’s performance.

Pace the items in the assessments so that the child has enough time to perform the skill but not so much time that he/she becomes bored waiting for the next direction.

If performance or mastery of a skill is marginal or emerging, do not give credit. Instead, identify the skill as an objective. When possible, observe the child in the classroom and/or natural situations to ensure that a child who is able to perform certain skills during the assessment is also able to apply those skills in real-life situations.

Give credit for skills you know the child can perform because you have observed the child effectively performing them in a natural environment.

If the student page is too visually stimulating, cover part of the page or cut a copy of the student page so the items can be presented one at a time.
ESTABLISHING RAPPORT

Children are generally slow to warm up to and cooperate with unfamiliar people. They may refuse to answer questions, attempt to leave the testing area, become fearful or tearful, or alternately grab for test materials or play with toys they have brought with them. To establish rapport with the child during the assessment session, consider the suggestions in this section.

Guiding Desirable Behaviour

The following suggestions may help make the assessment process more comfortable, enjoyable and even fun for both you and the child and/or parent/caregiver.

• If a parent/caregiver is present, engage the parent/caregiver first.
  Talking with the parent (or caregiver) makes both the parent and the child comfortable. This may be an opportune time to find out which skills parents think may be strengths for their child and which skills may be weaknesses. This is also a good time to discuss with parents what works in terms of managing challenging behaviour. To establish and maintain rapport and cooperation, it is important to begin testing with the child’s strengths and to have strategies for handling challenging behaviours.

• Create a friendly, non-threatening assessment environment. Make sure there is ample seating and workspace for the child and that the space is quiet and well lit. Smile and be welcoming. Thank the child beforehand for his/her participation. Explain to the child that there are different kinds of games and tasks; ask the child to do the best that he/she can. Explain that it is not expected for the child to give all correct responses. Assure the child, “If there is a question you don’t know the answer to, you can tell me that you don’t know or you can make a guess.”

• Use clear but pleasant requests such as, “Come with me. We are going to look at a book and play with some blocks.” Do not ask the child whether he/she would like to participate since any subsequent refusals can be challenging.

• Incorporate “wiggle breaks”. Since it is unlikely that young children can remain seated throughout the assessment, “wiggle breaks” should be included (jumping jacks, hand clapping, even a brief walk to the water fountain or down the corridor). Take cues from the child’s behaviour to determine appropriate breaks or stretching times. It is acceptable to move to the floor, move back to the chairs or even sit under the table!

• Introduce tasks as “games” rather than as tests. Present assessment items rapidly, but not so rapidly that the child feels rushed.

• Use verbal reinforcement and show interest and enthusiasm in the child’s effort. Call attention to the child’s specific efforts. For example, “I like how you did that.” or “You are doing a good job listening.” Do not use phrases that indicate whether the child’s response was correct or incorrect (“That was right!”). If the child asks, “Did I get it right?” or something similar, reply with specific praise related to the child’s effort. Be careful not to show feelings of disappointment when the child gives an incorrect response.

• Use stickers to reinforce the child’s effort. You may wish to give a sticker between assessments (after the child finishes an assessment and before he/she begins the next). Be sure to give stickers throughout the assessment process, not only when the child has success with items within the assessment.

• Set time expectations for the child. To help the child understand how long the assessment session will be, you may wish to have the child turn the dial of a timer to a predetermined point that represents a specific amount of time. Base the amount of time on the number of assessments you plan to administer and how long you feel the child can stay engaged. Explain to the child that when the timer goes off, you will stop the assessment and he/she will have a chance to play or take a break.

Handling Undesirable Behaviour

The following suggestions may help if the child becomes upset or refuses to participate.

• Take a break or stop the assessment and reschedule if the child becomes upset or cries and cannot be soothed.

• Offer choices if the child refuses to participate in the assessment process. For example, say, “Would you like to play with blocks first or use the crayon?”

• Switch to another task if the child refuses to engage in a particular assessment. After the child feels more secure, return to the earlier assessment.

• Drop back to an earlier age notation (if there is one) and begin assessment with the item indicated if the child is initially reluctant to respond to items in an assessment.

Because children generally enjoy demonstrating skills they have mastered, inconsolable behaviour or a great number of refusals may be an indication of developmental or behaviour problems. Of course, refusals can also indicate the child’s reaction to assessment items that are difficult for him/her.
POSSIBLE OBSERVATIONS

A NOTES section follows the record-keeping section for each assessment in the IED III Record Book. Record in the child’s Record Book any of the following observations that you believe suggest a problem and warrant referral for additional treatment.

Vision
- showed symptoms of eye fatigue or stress, such as ___ blinking ___ squinting ___ itching ___ tearing
- appeared to have eye infection indicated by ___ redness ___ discharge
- held reading material very close
- held reading material far away
- tended to close or squint one eye in order to see better

Auditory
- needed to watch speaker’s face closely in order to understand
- appeared to have difficulty hearing over background noise
- turned head to one side in order to favour one ear
- consistently misunderstood instructions
- asked that instructions be repeated frequently

Speech
- was difficult to understand
- had difficulty with articulation as indicated by ___ omission ___ substitution ___ distortion
- had unusual voice quality: ___ raspy ___ breathy ___ nasal ___ high-pitched ___ low-pitched
- had atypical volume: ___ too loud ___ too weak
- had limited or inhibited oral expression, possibly due to shyness, fear or lack of confidence (be sensitive to the child’s personality or cultural background that might be reasons for shyness, especially around a new or unfamiliar adult)

Behavioural
- unable to concentrate for short periods of time
- was excessively restless
- frequent and inappropriate talking
- repeatedly unable to stop handling materials
- had limited or inhibited eye contact (as with the above, be sensitive to the child’s personality or cultural background that might be reasons for shyness, especially around a new or unfamiliar adult)
THE APPROACHES TO LEARNING TRACKING CHART

A child’s approaches to learning such as those listed below have been recognised as important predictors of school readiness (The Child Mental Health Foundations and Agencies Network, 2000):

- Initiative and curiosity
- Engagement and persistence
- Reasoning and problem solving

The Approaches to Learning Tracking Chart allows educators to track these important indicators with in-depth personal observations that will help tailor instructional objectives to reinforce the skills needed for school readiness. For a detailed example of how to capture relevant observations, see the sample Approaches to Learning Tracking Chart on page xx.

In addition to the Approaches to Learning Tracking Chart, a number of skills assessed in the Social and Emotional Development section address elements of approaches to learning (e.g. initiative, engagement, etc.). Assessment of a child’s social and emotional development will also inform an understanding of his/her approaches to learning.

FOSTERING A CHILD’S APPROACHES TO LEARNING

The strategies listed below offer ideas for classroom activities that can help develop the skills addressed in the Approaches to Learning Tracking Chart.

Initiative and Curiosity

- Encourage the child to ask questions. This can be done during all activities, especially mathematics and science.
- Give the child meaningful, realistic choices. If the child has difficulty making a choice, limit the number of choices.
- Start to read or write a story and have the child invent the ending.

Engagement and Persistence

- Assign a multi-step task to the child, such as, “Go to your bag, get your snack and take it back to your desk.”
- Gradually increase the time the child is engaged in an activity.
- Encourage a child who appears to give up easily.
- Offer meaningful praise when a child accomplishes a task.

Reasoning and Problem Solving

- Ask the child to classify or sort objects or to play games that involve those types of activities.
- Encourage the child to be creative and think of more than one solution to a problem.
- Encourage the child to find answers to questions while doing science experiments in the classroom.
**Approaches to Learning Tracking Chart**

<table>
<thead>
<tr>
<th>Child's Name</th>
<th>Agnes Roberts</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Observations and Notes</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong> 11/1/13 (age 3-11)</td>
<td><strong>Date:</strong> 27/4/13 (age 4-2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Initiative and Curiosity</strong></th>
<th><strong>Engagement and Persistence</strong></th>
<th><strong>Reasoning and Problem Solving</strong></th>
</tr>
</thead>
</table>
| - Chooses to participate in an increasing variety of tasks and activities.  
- Develops increased ability to make independent choices.  
- Approaches tasks and activities with increased flexibility, imagination and inventiveness.  
- Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks. | | |
| **Observations** | **Observations** | **Observations** |
| **B-1, E-14, E-15** Agnes doesn’t spend very much time in the library corner. She prefers the block centre and the sand and water table. She loves to build tall towers and experiment with materials. | **E-14, skill 45** Agnes returned to the shapes table every day this week to sort real objects – blocks, buttons and bears. She had a big smile on her face and asked me to come over to look at what she did. I’ve noticed recently that she’s working at sorting by colour since the objects are in two colours – red and blue. | **C-8** Agnes didn’t seem to know the concepts of full and empty when I engaged her in the assessment. I watched her throughout the week at the sand and water table exploring these concepts. She filled a container with water, said “full” and then poured it in the sand. Then she held up the container and said “empty”. |
| **B-1** Agnes now enjoys the activities in all the centres. She’s been spending more time reading books in the library corner. Just this week, Agnes chose a picture book about farm animals. She excitedly flipped the pages, showing me her favourite illustrations. Agnes asked me to “read the page about the sheep”. | **E-14, skill 45; C-9** Agnes is able to sort objects into two colours – red and blue – with confidence. When I gave her three shape blocks (circle, square and triangle), she named the shape and colour of each block. | **C-8** Agnes continues to develop other concepts of quantity – heavy/light, fast/slow, all/none – experimenting with various materials in her play and telling us what she learned. |

<table>
<thead>
<tr>
<th><strong>Date:</strong></th>
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<td>11/1/13 (age 3-11)</td>
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STEP 3: RECORD RESULTS IN THE RECORD BOOK

Use the IED III Record Book to record results from the assessments in the IED III. By using pens or pencils of different colours to record assessment data, a colour-coded record is developed that is ongoing, graphic and easily interpreted. The record-keeping system can be used to

- track the progress of an individual child.
- communicate information to the parent/caregiver.
- communicate data about the child’s development to other personnel.

See page xxii for an example of the colour-coded record-keeping system.

**Note:** The colour-coding system can also be used with the Comprehensive Skill Sequences and Supplemental Skill Sequences by simply photocopying the skill sequences and marking them according to the same record-keeping method described below.

Recording Assessment Data

1. Record the first evaluation by using a PENCIL to circle the skills the child has mastered.
   - Give credit for a skill that you know the child can perform well, perhaps because you have observed the child performing the skill.
   - Note, in the Notes section following each skill in the Record Book, anything that you think would be helpful, such as observations or specific information about the child’s responses.
   - Record observations and notes regarding the child’s approaches to learning on the Approaches to Learning Tracking Chart, found on pages 50–54 of the Record Book.

2. Next, use a BLUE pencil or pen to underline the skills you wish to set as instructional objectives to be mastered during the next instructional period. Instructional objectives are the focus for instruction in addition to future evaluation.

3. To record the second evaluation, use a BLUE pencil or pen to circle the skills the child has mastered.

4. After the second evaluation is complete, use a RED pencil or pen to underline the skills you wish to set as instructional objectives to be achieved during the next instructional period.

5. To record the third evaluation, use a RED pen or pencil to circle all skills the child has mastered.

**Interpreting the Recorded Data**

After developing the colour-coded record, you can use it to determine

1. the child’s performance level when first evaluated (circled in pencil).
2. the instructional objectives set for the child to achieve between the first and second evaluations (underlined in blue).
3. the child’s progress, shown by skills mastered between the first and second evaluations (circled in blue).
4. the instructional objectives set for the child to achieve between the second and third evaluations (underlined in red).

The example on page xxii should be interpreted as follows:

1. When F-19 Understands Time and Reads a Clock was given to the child in September, the child demonstrated mastery of skills 1 and 2. Skills 3, 4 and 5 were set as instructional objectives for the next evaluation.
2. The child mastered skills 3, 4 and 5 between September and January. You can tell this because those skills were circled in blue at the January evaluation.
3. Skills 6, 7 and 8, underlined in red, have been identified as instructional objectives to be mastered by 6 April 2013.
Example of the Record-Keeping System

Sample of page 1 of the Inventory of Early Development III Record Book

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Colour</th>
<th>Date</th>
<th>Examiner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Pencil</td>
<td>15/9/12</td>
<td>Lopez</td>
</tr>
<tr>
<td>2nd</td>
<td>Blue</td>
<td>20/1/13</td>
<td>Lopez</td>
</tr>
<tr>
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<td>6/4/13</td>
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</tr>
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</tr>
<tr>
<td>6th</td>
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Explanation of Colour-Coded Recording Procedures

- Assessment data for 15 September 2012, is recorded in pencil (see skills 1 and 2 below).
- Objectives set for 20 January 2013, are underlined in blue (see skills 3, 4 and 5 below).
- Skills mastered between September and January (by 20 January 2013) are circled in blue (see skills 3, 4 and 5 below).
- Objectives to be achieved by 6 April 2013, are underlined in red (see skills 6, 7 and 8 below).

Example of recording procedures

F Academic/Cognitive: Mathematics and Science (continued)

<table>
<thead>
<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td>301 F-19 Understands Time and Reads a Clock</td>
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<tr>
<td>3. Knows the part of the day for specific daily activities</td>
</tr>
<tr>
<td>4. Sequences five daily activities and tells time of day for each</td>
</tr>
<tr>
<td>5. Differentiates between the little and big hands on a clock</td>
</tr>
<tr>
<td>6. Knows the position of the hands on the clock for daily activities</td>
</tr>
<tr>
<td>7. Knows the direction in which the clock hands turn</td>
</tr>
<tr>
<td>6-26. Identifies numerals on the clock face</td>
</tr>
<tr>
<td>7. Differentiates between the hour hand and the minute hand</td>
</tr>
<tr>
<td>8. Tells the time to the hour</td>
</tr>
<tr>
<td>9. Tells the time to the half-hour</td>
</tr>
<tr>
<td>10. Tells the time to the quarter-hour</td>
</tr>
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</table>

NOTES:
STEP 4: ANALYSE RESULTS

When interpreting IED III assessment results, it is important to consider:
• health, environmental or cultural factors that can impact performance.
• observations that were recorded at the time of assessment.
• if more in-depth assessment is needed.

CONSIDER FACTORS THAT MAY IMPACT PERFORMANCE

If the child’s assessment results are lower than expected, it is important to consider factors that may have influenced the child’s performance. Consider factors such as health, environment and culture when deciding the most likely reason for the child’s performance, when identifying skill areas of apparent need and when making appropriate follow-up decisions.

• Physical Limitations

Physical limitations, such as poor vision or hearing, can cause a delay in the development of some skills, which can impact performance. A child administered assessments just prior to the onset of an illness or just after an illness may perform at a lower level than usual. Poor nutrition or an imbalance in body chemistry can cause a child to be lethargic or hyperactive, resulting in poor performance.

• Undiagnosed Disabilities or Psychosocial Risk

Common reasons for poor performance are undiagnosed disabilities or substantial psychosocial risk factors. Record and report relevant observations regarding these concerns and make appropriate referrals for services or additional testing.

• Poor Testing Conditions

Uncomfortable room temperature, noise, visual distractions or poor lighting may prevent a child from performing well. In addition, if a child finds the assessment atmosphere uncomfortable, feels discouraged or unmotivated, or is tired, the child’s performance may suffer. If you feel that the assessment conditions influenced the child’s performance, consider conducting the assessment again at a later date.

• Language or Cultural Barriers

A child from a home in which English is not the primary language may not understand what responses are expected. Whenever possible, assessment should be conducted by personnel fluent in the primary language of the child and knowledgeable of the child’s cultural background. The linguistic and cultural background of the child’s parents/caregivers should be considered when deciding if assessment results truly represent the developmental ability of the child. A parent/caregiver may be limited in his/her understanding and use of English and therefore during an interview may have difficulty fully describing the child’s abilities and behaviours. Professional judgment should be used in determining to what degree a child’s performance was affected by language or cultural differences.

ANALYSE OBSERVATIONS

It is important to analyse observations that were noted in the child’s Record Book at the time of assessment. Sometimes observations about how children perform reveal much about the presence or absence of learning strengths and needs. Consider the following questions when analysing a child’s performance:
• Does the child demonstrate the strategy of talking to himself/herself while working?
• Is the child well organised – can the child find his/her place and work systematically from left to right and from top to bottom?
• Is the child sufficiently reflective or does acting on impulse lead the child to make frequent errors?
• Is the child attentive to detail?
• Is the child willing to guess or try again or does he/she give up quickly?
• Do cues, prompts or encouragement help?
• What kind of cues or prompts are needed (visual, auditory, tactile)?
• What kind of encouragement helps (verbal, picture, stickers)?

These and other observations, such as those captured in the Approaches to Learning Tracking Chart, can help pinpoint aspects of learning style that are important for planning instruction.

DETERMINE IF MORE IN-DEPTH ASSESSMENT IS NEEDED

If a more in-depth assessment is needed than what is provided in the IED III assessments, use the Comprehensive Skill Sequences at the end of each section. The Comprehensive Skill Sequences provide a more detailed sequencing of developmental skills and are useful for identifying prerequisite skills, intermediate skills and skills subsequent to the milestone skills. For more detail on using the Comprehensive Skill Sequences, see page xxiv.
STEP 5: IDENTIFY NEXT STEPS

After assessment has been completed, the information gathered about a child’s skill mastery can serve many purposes. Assessment results can be used to

• supplement the information obtained from administering the Early Childhood Screens III.
• probe further with additional in-depth assessment.
• inform individualised instructional planning.
• monitor child progress.
• share child performance with fellow educators or parents/caregivers.

SUPPLEMENT INFORMATION OBTAINED FROM THE EARLY CHILDHOOD SCREENS III

If probing areas of strength and weakness based on assessment with the Early Childhood Screens III, you can use the more comprehensive IED III assessment results

• to identify present level of performance.
• to serve as an additional source of support for any referral decisions being considered. See the Early Childhood Screens III for detailed information on making referral decisions.
• to identify children who may be developmentally delayed and might require further assessment.

Use the prerequisite or higher-level skill sequences identified in the IED III to plan developmentally appropriate instruction and to chart progress.

PROBE FURTHER WITH ADDITIONAL IN-DEPTH ASSESSMENT

There may be a need to provide more in-depth evaluation after analysing results from the IED III assessments. The IED III also includes

• Comprehensive Skill Sequences, which provide a more detailed sequencing of developmental skills.
• Supplemental Skill Sequences, which provide suggestions for informal observational assessment.

Comprehensive Skill Sequences

The Comprehensive Skill Sequences are a detailed list of developmentally sequenced skills that children normally develop through age seven. The Comprehensive Skill Sequences include both milestone skills (primary skills, as seen in each assessment) and intermediate (secondary) skills.

Note: Due to their developmental nature, the Comprehensive Skill Sequences are not included with academic skills.

As shown in the following example, milestone skills appear in bold print followed by the corresponding assessment item number.

Example of a Comprehensive Skill Sequence:

71. Turns knobs (e.g. those on radio, toys) (38)
72. Places round and square shapes in formboard
73. Imitates scribble (39)
74. Twists 7.5-cm lid off jar and replaces it
75. Strings 2.5-cm cube beads on shoelace

The numbers in parentheses, (38) and (39) above, indicate these are skills 38 and 39 in both the corresponding IED III assessment and in the IED III Record Book.

The Comprehensive Skill Sequences give the teacher added contextual skills and may be used as a helpful guide or reference for planning age-appropriate curriculum and instruction. The intermediate (secondary) skills can also be used for intermediate instructional objectives (i.e. for weekly instructional planning).

For children with developmental delays, the Comprehensive Skill Sequences can show a child’s present level of performance more specifically and can track ongoing progress even in small incremental steps.

For some children or programs, using a combination of the assessments and the Comprehensive Skill Sequences will be beneficial. For example, using the assessments may be adequate for a child’s stronger skill areas, but the Comprehensive Skill Sequences may be needed for a child’s weaker skill areas where progress is slow or development is delayed.
**Supplemental Skill Sequences**

The *Supplemental Skill Sequences* provide sequencing of additional skills that can be assessed and tracked by informal observation in a natural setting, generally while the child is involved in a particular activity. Thus, assessment procedures for these skills are not included in the *IED III* and these skills do not appear in the *IED III Record Book*. However, these skills can be a vital part of any early childhood program.

Used in conjunction with the *IED III* assessments and *Comprehensive Skill Sequences*, the *Supplemental Skill Sequences* are useful as a reference for curricular and instructional planning or for tracking the child’s development in specific skill areas.

**INFORM INDIVIDUALISED INSTRUCTIONAL PLANNING**

The objective(s) included with each assessment can be used to plan developmentally appropriate instruction. In addition, the skill sequencing in the assessments or the *Comprehensive Skill Sequences* can be used to target individual instruction.

It is important to identify as objectives those skills that are developmentally appropriate for the child and that will meet the child’s instructional needs. In an assessment’s skill sequence, skills immediately following those circled as mastered in a skill sequence are, in most cases, logical skills to be identified as objectives for the next instructional period. In determining the number and priority of instructional objectives for the next instructional period, teachers should consider the following factors:

- Length of the next instructional period
- Discrepancy between the child’s present level of performance and the anticipated level of performance
- Types and degrees of physical impairments or emotional disorders
- Presence of advanced development or academic talent
- Environmental factors in the home and in the classroom
- Mental and physical health of the child
- Parental concerns and expectations
- Type or degrees of physical impairments or developmental, cognitive or emotional delays

Using this information, teachers can then use the *BRIGANCE® Readiness Activities* to plan appropriate individual and small group instruction for many of the skills assessed in this *IED III*. The *Readiness Activities* is a collection of organised activities correlated to the skills in the *IED III*. Helpful objectives, effective teaching strategies, suggested reading lists and reproducible “letters to families” are also included.

**MONITOR CHILD PROGRESS**

The assessments in the *IED III* can be used as an ongoing assessment tool to continually monitor child progress throughout the year. Once initial assessment has been conducted with the *IED III* and developmentally appropriate instruction has been provided, further assessment may be conducted as needed or as required by your program at appropriate intervals throughout the year.

The *Record Book* will provide an ongoing resource for monitoring progress. Online tracking of a child’s progress is available in the *BRIGANCE® Online Management System* (subscription rates apply).

**SHARE A CHILD’S PERFORMANCE WITH FELLOW EDUCATORS OR PARENTS/CAREGIVERS**

Assessments are administered to provide insight into the child’s development and instructional needs. Communicating assessment results may require careful handling. A well conducted conference can help teachers and parents/caregivers understand the child’s developmental and academic strengths and needs and can promote a positive attitude toward exploring possible delays in development or learning.

Using results from the *IED III* will facilitate consultation with parents/caregivers as the record-keeping

- is graphic, so that instructional objectives are easily understood by most parents/caregivers.
- is ongoing and colour-coded, so that progress can be readily shared with the parents/caregivers.
- clearly identifies sequential objectives, so that parents/caregivers and teachers can work together to help the child achieve his/her goals.
Evaluating Students with Special Considerations

It is often necessary to evaluate children who are bilingual, or children who have known exceptionalities to determine their skill levels, especially in areas of development that may not be affected by any of these conditions. For example, a child with vision impairment needs assessment to determine whether other impairments or delays exist (e.g., language impairment, fine motor skill delay).

When evaluating students with special considerations, use the following general strategies in addition to the specific strategies provided.

• Keep a record of the accommodations implemented.
• Be aware of the test items and the way in which certain accommodations may impact performance and results.
• Be aware of the child's strengths that will support reliable responses or those behaviours that may hinder reliable responses.
• Use information from families to identify what may act as a motivator to facilitate the child's optimal performance.

BILINGUAL AND NON-ENGLISH-SPEAKING CHILDREN

The following accommodations are designed to help bilingual children demonstrate skills they have mastered.

• Administer assessments to children who are bilingual or non-English-speaking in their primary language – the language spoken most at home. Even children who speak some English perform best when assessments are administered in the child’s native tongue.
• If the examiner is not fluent in the child's language, an interpreter will be needed during the assessment and for gathering parent information and interpreting results.
• A professional interpreter should evaluate a child's articulation and syntax skills in the child's native language.
• Consider the native language of the child's parents/caregivers. A parent/caregiver who is asked interview questions in English may be limited in his/her understanding and use of English and, therefore, may have difficulty fully describing the child's abilities and behaviours.

CHILDREN WITH EXCEPTIONALITIES

PROVIDE INSTRUCTIONAL OBJECTIVES FOR AN ONGOING IEP

IEPs are individualised education programs designed to meet the unique needs of children who have been identified as having a disability and needing special education and related services. Each child’s IEP is different. The document is prepared for that child only. It describes the individualised education program designed to meet that child’s needs.

A major component of most IEPs is the identification of both short-term and annual instructional objectives that meet the needs of the child. Assessments in the IED III provide instructional objectives that help teachers and parents/caregivers identify appropriate next steps for instruction.

If instructional objectives are required on locally developed forms, the customisable objectives provided in the IED III, as well as in the BRIGANCE® Online Management System, can be used.

PROVIDE ACCOMMODATIONS FOR SPECIFIC EXCEPTIONALITIES

It is often necessary to evaluate children with known or suspected disabilities. Thus, the suggested accommodations beginning on page xxvii are provided as guidelines to consider when assessing mastery of skills for children with certain disabilities.

Please be mindful that the purpose of accommodations is to not significantly alter the skill being measured. Orally presenting material, for example, designed to measure reading comprehension would significantly alter the skill being measured.
CHILDREN WITH MOTOR IMPAIRMENT

- Ensure that seating is appropriate. Use of corner sitters or other adaptive equipment may be needed. Some children perform best when lying on one side of the body. Parents/Caregivers are usually the best source of information on the best method of seating. It may be helpful to consult a physical therapist.
- Some children with motor impairments have difficulty with articulation. A parent/caregiver who accompanies the child can help interpret the child’s verbal responses. Use augmentation communication systems if the child has them. Problematic verbal responses, however, should be viewed as an indication that an assessment by a specialist in alternative communication methods is needed.
- For children who cannot point or express themselves verbally, the direction of the child’s eye gaze can be considered the child’s response to an item. Examiners can make photocopies of child pages, cut apart the pictures (or items) on the child page, and place the pictures (or items) on separate cards. The cards can then be placed 15 cm apart on the table in front of the child. Instead of asking the child to point, ask the child to “look at the ____ (e.g. a specific picture, letter, form)”.
- Be patient. Children with motor impairment usually need extra time to respond.
- Interviewing the parent/caregiver first about the child’s skills will help give the examiner confidence in deciding when to probe for responses.

Although it is tempting to want to give credit for gross motor skills to a child who is compensating effectively for motor impairment (e.g. uses a wheel chair), it is important to remember that the gross motor skill section is designed to measure actual motor skills. Since such children may still be involved in physical therapy, examiners should use the unadapted administration of the IED III Standardised in order to monitor progress.

CHILDREN WITH HEARING IMPAIRMENT OR DEAFNESS

- Find out from the parent/caregiver how the child communicates. If sign language or Total Communication (TC) is used, the examiner should either be fluent or use an interpreter.
- The child should be wearing prescribed amplification devices.
- The room should be quiet and free from visual distractions.
- Make sure to have the child’s attention before delivering directions.
- Simplify language for assessment prompts if it does not change the test construct or the intent of the item.
- Allow the child to vary response styles, such as drawing pictures, using sign language or gesturing.

CHILDREN WITH VISION IMPAIRMENT OR BLINDNESS

- Ask the school’s vision specialist about appropriate lighting, magnification, positioning, size and colour of objects or pictures that may enable the child to see.
- If a child’s vision is too impaired to view pictures, substitute real objects for pictures when possible.
- Allow time for tactile exploration of assessment items.
- Physically guiding a child’s hand is appropriate and can prepare the child for touching assessment materials.

CHILDREN WITH SEVERE SPEECH IMPAIRMENT

- Spend time listening to and interacting with the child prior to beginning the evaluation to get a feel for the child’s speech patterns.
- A parent/caregiver, classroom teacher or speech teacher who accompanies the child may be able to interpret the child’s verbal responses.
- If necessary, switch to a receptive language alternative (e.g. pointing instead of naming) for assessments that have that option.
- Give credit for gestures that clearly convey a correct response.
CHILDREN WITH AUTISM SPECTRUM DISORDERS (ASD) AND DEVELOPMENTAL DISORDERS

- Prepare the child for the upcoming assessment session. Changes in routine are particularly difficult for individuals with ASD. Using visual schedules and written reminders will encourage a smoother transition to the assessment session.
- If the child’s parent/caregiver is present, interview the parent/caregiver first. Parents can usually give helpful information about how best to work with their child, especially information about effective motivators and reinforcers.
- Remove potential distractions from the assessment area.
- Begin an assessment with items that provide immediate success.
- Gently tap on materials to direct the child’s gaze to the appropriate place.
- Use a soft voice to praise and redirect the child. If the child is destructive to materials, use a louder voice.
- Signing can be used when administering assessments to children with ASD.
- Do not require the child to make eye contact with you during the assessment.
- Use tangible reinforcers rather than social ones.
- Because it is difficult for children with ASD to make transitions, trade one item for another when changing manipulatives.
- Arrange seating that will discourage the child from leaving the area.
- Avoid making assumptions about the child’s performance in one skill area based on performance in another. Children with developmental disorders often have unexpected areas of strength and weakness.
- Avoid repeating instructions if the child’s response is delayed. Children with ASD find it difficult to interpret auditory information. Give the child time to process the information.
- Use positive reinforcement freely and do not limit it to correct responses.
- Allow alternate responses (e.g. pointing, drawing) when acceptable.
- Be aware of the difference between unwillingness or refusal to perform and lack of knowledge.

CHILDREN WITH EMOTIONAL DISTURBANCE AND BEHAVIOUR PROBLEMS

- Start with imitation tasks (clapping or eye blinking) so the child has some initial success. If the child’s parent/caregiver is present, ask about the child’s preferred activities and begin with those types of assessments.
- Parents/caregivers can often give advice on behavioural control. (“Do you have any ideas on how to get him to cooperate?”)
- Use puppets, allowing the examiner’s puppet and the child’s puppet to communicate. This introduction can relieve stress and anxiety and may facilitate a child’s willingness to respond.
- Note changes in the child’s behaviour across assessment items. A child with emotional problems often reacts poorly to tasks that are too difficult for him/her. Thus observation of a child’s responses can help identify areas of particular need. If such problems are noticed, switch to more appealing tasks and return periodically to challenging ones – weaving these in and out of other assessments so as to maintain good behaviour and focus.
- Allow the child some control in the testing situations (e.g. take turns, allow the child to set a timer to set expectations for how long the assessment session will be).
- Present items quickly and as appealingly as possible to avoid challenging behaviour.
- Use stickers or stars to reinforce the child’s effort.
- Let the child know immediately when his or her behaviour is unacceptable by saying, “No.” Be sure to give clear guidance for appropriate behaviour.
- Avoid making promises that can’t be delivered.

CHILDREN WITH SIGNIFICANT HEALTH PROBLEMS

- Schedule assessment when the child is refreshed.
- If the child is overly tired, reschedule or take frequent breaks.
- Omit gross motor and dressing items that may be too physically challenging for the child.
CHILDREN WITH POSSIBLE GIFTEDNESS AND ACADEMIC TALENT

- You may want to begin assessments at an older age than the one indicated for the child's age to reduce the chance of administering unnecessary items.
- Cover the examiner's directions (even though upside down) to prevent the child from reading answers. Children with academic talent often have well-developed reading skills.
- Consider asking additional questions (e.g. “What else do we call this?”) if the child gives a creative, but pertinent, response to an item. (The high degree of creativity exhibited by some gifted children may lead them to produce a range of alternative responses to items.)

CHILDREN WITH TRAUMATIC BRAIN INJURY

- A child who has traumatic brain injuries often exhibits a limited attention span, distractibility and difficulties with memory.
- Repeat directions if necessary.
- Use visual cues to help the child remember.
- Be patient. Give the child extra time to respond.
- Begin an assessment with items that provide immediate success.
- Avoid making assumptions about the child's performance in one skill area based on performance in another.
- Allow alternate responses (e.g. pointing, drawing) when acceptable.
- Be aware of the difference between unwillingness or refusal to perform and lack of knowledge.

CHILDREN WITH MULTIPLE DISABILITIES

- Spend time interacting with the child prior to beginning the evaluation to help the two of you feel comfortable working together.
- Be patient. Give the child plenty of time to respond.
- The parent/caregiver or the child's teacher or aide may be able to help you interpret the child's responses.
- Give credit for gestures that clearly convey a correct response.
- The combined use of specific strategies for the disabilities listed above can be used when working with a child who has multiple disabilities.

Brigance IED III Price List

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<th>Description</th>
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<td>Brigance IED III: Inventory Special Education Edition</td>
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<td>CA14283</td>
<td>Brigance IED III: Record Book (Set of 10)</td>
<td>$42.00</td>
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