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

**Brigance Online Management System III**

<table>
<thead>
<tr>
<th>30-Day Trial*</th>
<th>Yearly Subscription*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free</td>
<td>$200</td>
</tr>
</tbody>
</table>

http://oms.brigance.com.au

*Each licence is valid for one site (i.e. one school or maternal health centre) for a maximum of 200 individual student profiles per year.
**Screening Summary Report**
Quickly identifies a student’s overall score compared to cutoffs and provides domain-level performance.

**Screened/Not Screened Report**
Provides class/program-level information on which children have not yet been screened.

**Parent Report**
Informs parents of their child’s performance and help bridge the gap between school and home.

**Group Screening Summary Report**
Provides an overview of screening performance and cutoff implications for a group of children.

**At-Risk Report**
Provides detailed information to guide decisions about at-risk children.

**Readiness Activities**
Offer quick and easy access to a wealth of instructional activities across key domains.

**Family Connections**
Strengthen school-home connections with hundreds of take-home materials.

**Additional Assessments**
Provide supplemental assessment resources.
Screening Summary Report

Clearly view the child's results compared to cutoff scores.

Automatically identify individualised next steps.

Receive recommendations for further assessment and instruction.

View scores from the Self-help and Social-Emotional Scales along with the domain scoring.
Developmental screening is an important part of early childhood education. The purpose of a developmental screen is to determine a child’s strengths and needs and to make appropriate instructional decisions for the child. Together, we can use the results of the screening to make sure your child is getting the support he or she needs to be as successful as possible.

**Results of the BRIGANCE® Screen:**

- **Score Compared to Cutoffs:**
  - ✔ Below Cutoff
  - ✔ Above Cutoff
  - ✔ Above Gifted Cutoff

**Domain levels:**

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

**Areas(s) of Strength:**

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

**Areas(s) of Need:**

Molly had difficulty with some tasks in the Language Development domain, including identifying pictures by naming and identifying parts of the body.

**Parent Concerns/Comments:**

- Facilitate communication with parents regarding student screening results
- Customise reports with comments to parents

**Recommendations:**

- Work with Molly at home on the Take-Home Activities we’ve attached, which will help her develop those critical language skills.

**Resources (attach additional resources if appropriate):**
Screening Progress Report

Screening Information
Student Name: Molly Lam

Examine a child’s progress across multiple administrations of the screen with an easy-to-interpret graphic.

View progress by Total Score or by domain.

Track a child’s progress in terms of age equivalent scores.

<table>
<thead>
<tr>
<th>Date of Screening</th>
<th>Child’s Chronological Age</th>
<th>Age Equivalent Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/10/13</td>
<td>4 years 0 months</td>
<td>4 years 4 months</td>
</tr>
<tr>
<td>05/01/14</td>
<td>4 years 8 months</td>
<td>4 years 11 months</td>
</tr>
</tbody>
</table>
## Children Screened/Not Screened Report

**Report Options**
- **School/Class**: Pauline Mason’s Class
- **Filter by Date**: Screened After, Screened Before

### Filter by school/class and by date to see who has and has not been screened

### Allows for easy importing of data into other programs

### Sort data to make sure every child has been screened by your deadline

### Click on a name to navigate directly to the child’s record and view assessment results or enter new screening data

### Export as CSV

#### 25% Screened, 75% Not Screened

<table>
<thead>
<tr>
<th>Name</th>
<th>Student ID</th>
<th>Screened/Not Screened</th>
<th>Date Last Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cristina Alvarez</td>
<td>156813</td>
<td>Screened</td>
<td>26/08/2013</td>
</tr>
<tr>
<td>Keshawn Brant</td>
<td>978313</td>
<td>Screened</td>
<td>12/09/2013</td>
</tr>
<tr>
<td><strong>Ashley Cheng</strong></td>
<td><strong>455413</strong></td>
<td>Not Screened</td>
<td>30/04/2012</td>
</tr>
<tr>
<td>Sophia Ruiz</td>
<td>565782</td>
<td>Screened</td>
<td>09/03/2013</td>
</tr>
<tr>
<td>Valerie Duncan</td>
<td>125872</td>
<td>Screened</td>
<td>14/10/2013</td>
</tr>
<tr>
<td>Elijah Ferguson</td>
<td>294811</td>
<td>Screened</td>
<td>28/09/2013</td>
</tr>
<tr>
<td>Dominic Cho</td>
<td>876530</td>
<td>Screened</td>
<td>20/08/2013</td>
</tr>
<tr>
<td><strong>Kayla Harvey</strong></td>
<td><strong>458826</strong></td>
<td>Not Screened</td>
<td>20/03/2012</td>
</tr>
<tr>
<td>Molly Lam</td>
<td>787754</td>
<td>Screened</td>
<td>10/09/2013</td>
</tr>
<tr>
<td><strong>Isabella Martinez</strong></td>
<td><strong>158888</strong></td>
<td>Not Screened</td>
<td>20/03/2012</td>
</tr>
<tr>
<td>Dylan McCabe</td>
<td>125469</td>
<td>Screened</td>
<td>12/09/2013</td>
</tr>
<tr>
<td>Luis Vasquez</td>
<td>475125</td>
<td>Screened</td>
<td>14/10/2013</td>
</tr>
</tbody>
</table>
### Group Screening Summary Report

**Report Options**

- **School/Class**: Pauline Mason's Class
- **Filter by Date**: 
  - **Start Date**: Screened After
  - **End Date**: Screened Before
- **Gender**: Gender
- **Ethnicity/Race**: Ethnicity/Race
- **Language**: Language
- **Breakfast Club**: Breakfast Club

**Include only the most recent**

- **Start**

**Quickly see how an entire program, school or class performed during a specific time period**

#### Performance

<table>
<thead>
<tr>
<th>Name</th>
<th>Date Screened</th>
<th>Core Assessment</th>
<th>Total Raw Score</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cristina Alvarez</td>
<td>20/08/2013</td>
<td>5-Year-Old/ F Data Sheet</td>
<td>84.0</td>
<td>Within Normal limits</td>
</tr>
<tr>
<td>Keshawn Brant</td>
<td>12/09/2013</td>
<td>5-Year-Old/ F Data Sheet</td>
<td>64.0</td>
<td>Below Delays Cutoff</td>
</tr>
<tr>
<td>Sophia Ruiz</td>
<td>03/09/2013</td>
<td>4-Year-Old Data Sheet</td>
<td>67.0</td>
<td>Below Delays Cutoff</td>
</tr>
<tr>
<td>Valerie Duncan</td>
<td>01/09/2013</td>
<td>5-Year-Old/ F Data Sheet</td>
<td>85.0</td>
<td>Within Normal Limits</td>
</tr>
<tr>
<td>Elijah Ferguson</td>
<td>21/09/2013</td>
<td>4-Year-Old Data Sheet</td>
<td>93.0</td>
<td>Above Gifted Cutoff</td>
</tr>
<tr>
<td>Dominic Cho</td>
<td>20/08/2013</td>
<td>4-Year-Old Data Sheet</td>
<td>62.0</td>
<td>Below Delays Cutoff</td>
</tr>
<tr>
<td>Molly Lam</td>
<td>10/09/2013</td>
<td>4-Year-Old Data Sheet</td>
<td>80.0</td>
<td>Within Normal Limits</td>
</tr>
<tr>
<td>Dylan McCabe</td>
<td>10/09/2013</td>
<td>4-Year-Old Data Sheet</td>
<td>91.0</td>
<td>Above Gifted Cutoff</td>
</tr>
<tr>
<td>Luis Vasquez</td>
<td>01/09/2013</td>
<td>4-Year-Old Data Sheet</td>
<td>63.0</td>
<td>Above Gifted Cutoff</td>
</tr>
</tbody>
</table>

**Gain insight into each child's performance at the domain level when you export the report**

**Export as CSV**

**Sort by score or performance to facilitate data analysis and support planning**
Easily identify children who scored below the potential developmental delays cutoff in each school or class.

For children with four or more psychosocial risk factors, view performance compared to at-risk cutoffs.

Export the report and view student information to understand scores and recommendations in context.

### Filter Results

<table>
<thead>
<tr>
<th>Name</th>
<th>Core Assessment</th>
<th>Raw Score</th>
<th>Total of Risk Factors</th>
<th>Number At-Risk Domain</th>
<th>At-Risk Score</th>
<th>Performance Compared to At-Risk Cutoff</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keshawn Brant</td>
<td>5-Year-Old/ F Data Sheet</td>
<td>64.0</td>
<td>3</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Refer for further evaluation</td>
</tr>
<tr>
<td>Sofia Ruiz</td>
<td>4-Year-Old Data Sheet</td>
<td>62.0</td>
<td>5</td>
<td>Academic Skills/ Cognitive Development</td>
<td>15</td>
<td>Below At-Risk Cutoff</td>
<td>Refer for further evaluation</td>
</tr>
<tr>
<td>Dominic Cho</td>
<td>4-Year-Old Data Sheet</td>
<td>67.0</td>
<td>6</td>
<td>Academic Skills/ Cognitive Development</td>
<td>30</td>
<td>Above At-Risk Cutoff</td>
<td>Rescreen after 4+ weeks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Birth</th>
<th>Weeks Premature</th>
<th>Gender</th>
<th>Ethnicity/Race</th>
<th>Language</th>
<th>Breakfast Club</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keshawn Brant</td>
<td>20/10/2007</td>
<td>1</td>
<td>Male</td>
<td>Caucasian</td>
<td>English</td>
<td>No</td>
</tr>
<tr>
<td>Sofia Ruiz</td>
<td>03/01/2009</td>
<td>3</td>
<td>Female</td>
<td>Asian</td>
<td>English</td>
<td>Yes</td>
</tr>
<tr>
<td>Dominic Cho</td>
<td>17/11/2008</td>
<td>9</td>
<td>Male</td>
<td>Asian</td>
<td>English</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### Readiness Activities

<table>
<thead>
<tr>
<th>Correlation to the IED III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Development</td>
</tr>
<tr>
<td>Language Development</td>
</tr>
<tr>
<td><strong>Literacy</strong></td>
</tr>
<tr>
<td>Response To and Experience With Books</td>
</tr>
<tr>
<td>Prehandwriting</td>
</tr>
<tr>
<td>Copies Forms</td>
</tr>
<tr>
<td>Visual Discrimination</td>
</tr>
<tr>
<td>Print Awareness and Concepts</td>
</tr>
<tr>
<td><strong>Reads Uppercase and Lowercase Letters</strong></td>
</tr>
<tr>
<td>Prints Uppercase and Lowercase Letters in Sequence</td>
</tr>
<tr>
<td>Prints Personal Data</td>
</tr>
<tr>
<td>Phonological Awareness Skills</td>
</tr>
</tbody>
</table>

### Recommendations for Effective Teaching

- **Objective:**
  - Read upper- and lowercase letters.

- **Sequence:**
  - Letters are taught by groups (2-4)
  - Letters are taught in early morning (aesthetic)
  - Letters are taught in the order of their appearance in the alphabet
  - Letters are taught in alphabetical order

- **Detailed Description:**
  - Letters are taught in early morning (aesthetic)
  - Letters are taught in the order of their appearance in the alphabet
  - Letters are taught in alphabetical order

### Resources

- **Printable Resources:**
  - Alphabet charts
  - Name cards

- **Visual Aids:**
  - Visual discrimination activities
  - Print awareness and concepts

- **Curricular Integration:**
  - Literacy: Alphabet Knowledge
  - Mathematics: Visual discrimination
  - Language Development: Print awareness and concepts

- **Teacher Training:**
  - Visual discrimination
  - Print awareness and concepts

- **Student Engagement:**
  - Recite the alphabet
  - Visually discriminate forms and letters (See Visual Discrimination)
Dear Families,

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

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

Here are some activities to try with your child:
1. Make a **numeral tracing card**. Use a sheet of heavy-grade paper or cardboard. Write the numerals 0–9 on the card. Clip a piece of tracing paper over the card, and have your child trace each numeral.
2. Use dotted lines to write the numerals 0–9 on a sheet of paper. Tell your child that the lines are a railway track and the pencil is the train. Have your child try to keep the train on the track while tracing each numeral.
3. Leave blanks for missing numerals as you write the numerals 0–9 in order on a sheet of paper. Have your child write the missing numerals.
4. Use different media (paint, textas, chalk, crayons) to make practising writing numerals more fun. You might also let your child finger paint the numerals in paint, shaving cream or even food!
5. Have your child make a numeral chart on a large piece of cardboard or paper. Have your child decorate the chart. Hang it in a prominent place (on the refrigerator door or on your child's bedroom door).
6. Make a set of **numeral flashcards 0–9** out of cards. Show your child a numeral, and have your child write the numeral that comes before and the numeral that comes after that numeral.
7. Read books with your child that show numerals in sequence. Here are a few suggestions that you might find at your local library:
   - Lobel, Anita. *One Lighthouse, One Moon.*
   - Micklethwait, Lucy. *I Spy Two Eyes: Numbers in Art.*

My Learning Plan: Mathematics 5

**BRIGANCE Readiness Activities • © 2011 Hawker Brownlow Education • CA11854**
After administering the Core Assessments, you may wish to assess a child’s mastery of additional skills using the Supplemental Assessments. Download and print a copy of the age-appropriate Supplemental Assessments Data Sheet, and follow the directions for administration provided in the Supplemental Assessments section of your Screens III manual.

Two-Year-Old
Three-Year-Old
Four-Year-Old
Five-Year-Old
Foundation Year (Prep, Reception, Kindergarten etc)
Year One

Reading Readiness Scale

The Reading Readiness Scale allows educators to measure skills related to a child’s emergent literacy. This standardised measure can be used to gain a broader understanding of the child’s developmental level and to guide reading instruction. To interpret a child’s results, see Scoring Information within the Reading Readiness Scale section of your Screen III manual; note: normative scoring information is available for 5-year-old children only.

Reading Readiness Scale
Reports and Scoring Form

Do you have any concerns about how well this child will do learning to read?
Yes
No

If yes, please list.

Have you observed responses or reactions from this child that cause you to suspect he/she may have a vision or hearing problem?
Yes
No

If yes, please indicate the nature of the suspected problem.

Reading Readiness Level:
Below Average __
Average __
Above Average __

1. Does this child listen attentively to stories when he/she is being read to individually?
Yes
No

2. When this child is read a book, does he/she ask questions?
(e.g. Why is she crying?; Where is the kitten?)
Yes
No

3. If you ask this child “Who is this book about?”, can he/she name the characters?
(e.g. puppy, fire fighter, ballerina or the character’s name)
Yes
No

4. If you ask this child “What happens in the story?”, can he/she recount the main events of the story?
Yes
No

5. Can this child point to the front and back of the book?
Yes
No

6. If, when you are reading a book to this child, you point to a word (any word except the last word) in a line of text and ask “Which word do I read after this word?”, would he/she point to the next word to the right?
Yes
No

7. If, when you are reading a book to this child, you point to the last word in a line of text and ask “Which word do I read after this word?”, would he/she point to the first word in the next line?
Yes
No

8. Can this child identify rhymes? (e.g. hat-bat; tree-bee)
Yes
No

9. Does this child read at least five informational words he/she is likely to see in the environment? (e.g. STOP, GO, IN, OUT, ENTER, WALK, CAUTION)
Yes
No

10. Does this child read at least ten sight/high-frequency words? (e.g. a, go, is, my, run, do, can, down, come, yes)
Yes
No

Raw Score – Number of “Yes” responses: __/10