Address the needs of each special education student

BRIGANCE® has been trusted by special educators for more than 30 years to help address a broad range of student needs. The newest BRIGANCE Special Education family of products is all you need to serve your students in the best way possible.

Inventory of Early Development III ...................... p. 3–13
Identify specific strengths and needs and monitor progress for students functioning below the developmental age of 8.
- Criterion-Referenced Assessment ...................... 3
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Comprehensive Inventory of Basic Skills II ...................... p. 14–27
Determine each student’s present level of performance and provide ongoing assessment for academic skills at pre-school to year 9 levels.
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Assess progress toward transition goals and deliver instruction in independent living, employment and additional post-secondary skills.
- Assessment .................................................. 28
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Online Management System ... p. 40–42
Instantly generate reports to inform instruction and develop IEP goals and objectives for each student. Track progress for individual students or groups.
BRIGANCE® Inventory of Early Development III (IED III)

The IED III is a comprehensive collection of more than 100 developmental assessments. The IED III has been fully updated to reflect the most current developmental research.

The criterion-referenced IED III makes it easy to assess the educational strengths and needs of students functioning below the developmental age of 8.

- Determine present level of performance
- Develop goals and objectives for IEPs and guide instructional planning
- Monitor student progress
- Support alternate assessment needs

Get started for $385 with the IED III Classroom Kit:
- Inventory of Early Development III
- 20 Record Books
- IED III Box of Materials

See page 43 for more pricing information.
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Major content updates to this new edition include:

1. Expanded literacy coverage – updated phonological awareness assessments and new reading passages
2. New maths assessments such as sorting and word problems
3. All-new science assessments
4. Broadened social and emotional development section
Academic/Cognitive: Mathematics and Science

IED III: Mathematics and Science Assessments

F-14 Solves Word Problems

Overview
This assessment focuses on the student's ability to solve simple addition and subtraction word problems that are accompanied by pictures.

SKILL
Solves simple oral word problems

ASSESSMENT METHOD
Performance

MATERIALS
• Pages S-279 and S-280
• Blank sheet of paper if needed

SCORING INFORMATION
• Record Book: Page 35
• Stop after three consecutive incorrect responses.
• Give credit for each correct response.

BEFORE ASSESSING
Review the Notes at the end of this assessment for additional information.

AFTER ASSESSING
• To write an IEP, use the Objective for Writing IEPs at the end of this assessment.
• Stop after three consecutive incorrect responses.
• Give credit for each correct response.

Directions for Assessment:
Point to each row and ask the student to identify the picture in the row that is either a plant or an animal as indicated.

1. Ask: Is a palm tree a plant or an animal? Pause for the student’s response. (animal)

   Say: This is a picture of a palm tree. Pause for the student’s response. (points to the palm tree)

   Then, point to the picture of the tennis ball and

   Say: This is a picture of a tennis ball. Pause for the student’s response. (points to the tennis ball)

   Continue this procedure with the items on pages S-316 through S-317.

2. Ask: How many dogs will not get a tennis ball? Pause for the student’s response. (1)

3. Ask: Will every child have a cap? Pause for the student’s response. (no)

   Say: Look at these pictures. Suppose each child wants to wear a cap.

   Pause for the student’s response. (1)

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

   Say: Look at these pictures. Suppose each child wants to wear a cap.

   Pause for the student’s response. (1)

5. Ask: How many more tennis balls do we need so each dog can have a tennis ball? Pause for the student’s response. (1)

   Say: Look at these pictures. Dogs like to play with tennis balls.

   Pause for the student’s response. (points to the dog)

   Then, point to the picture of the palm tree and

   Say: This is a picture of a palm tree. Pause for the student’s response. (points to the palm tree)

   Continue this procedure with the items on pages S-316 through S-317.

F-23 Identifies Plants and Animals

Overview
This assessment focuses on the student’s ability to identify and distinguish between pictures of plants and animals.

ASSESSMENT METHOD
Performance

SKILL
Identifies and distinguishes between plants and animals

MATERIALS
• Pages S-315, S-316, and S-317
• Blank sheets of paper if needed

SCORING INFORMATION
• Record Book: Page 39
• Give credit for each correct response.

BEFORE ASSESSING
Review the Notes at the end of this assessment for additional information.

Directions for Assessment:
Point to each row and ask the student to identify the picture in the row that is either a plant or an animal as indicated.

1. Ask: Are there enough tennis balls so each dog can have a tennis ball? Pause for the student’s response. (no)

   Say: This is a picture of a dog. Pause for the student’s response. (points to the dog)

   Then, point to the picture of the tennis ball and

   Say: This is a picture of a tennis ball. Pause for the student’s response. (points to the tennis ball)

   Continue this procedure with the items on pages S-315 through S-317.
### F-11 Writes Numerals in Sequence
(Circle all numerals prior to the first mistake.)

- Numerals to write: 6-3, 20, 30, 40, 50, 60, 70, 80, 90, 100

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### F-12 Writes Following and Preceding Numerals

1. Writes numeral that follows a given numeral
2. Writes numeral that precedes a given numeral

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### F-13 Writes Numerals Dictated

On request, writes numerals as dictated to:

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NOTES:

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### F-14 Solves Word Problems

- **A.** 4 dogs and 3 tennis balls
  - (no)
  - (1)

- **B.** 6 children and 3 caps
  - (no)
  - (3)

- **C.** 3 children and 7 bikes
  - (yes)
  - (3)

- **D.** 20 rabbits and 19 carrots
  - (no)
  - (1)

- **E.** 16 children and 20 cupcakes
  - (yes)
  - (4)

NOTES:

---
D-3 General Speech and Language Development

Overview
This assessment focuses on the student’s vocabulary development, complexity of speech and ability to speak in phrases and sentences.

SKILL
Uses words and combines them into phrases and sentences to communicate

ASSESSMENT METHODS
Observation or Interview

MATERIALS
Although no specific materials are needed, toys, pictures, and puzzles may be helpful in eliciting responses from the student.

SCORING INFORMATION
• Record Book: Page 14
• Give credit for each yes response. See the specific Criteria for some skills.
• Stop after three consecutive no responses.

BEFORE ASSESSING
Review the Notes at the end of this assessment for additional information.

AFTER ASSESSING
To write an IEP, use the Objective for Writing IEPs at the end of this assessment.
To find related instructional activities, see the BRIGANCE Readiness Activities.

Directions for Assessment:
Observation or Interview
Observe the student in a natural social setting or engage the student in a conversation that will elicit relevant responses from him/her. For each item, ask yourself the question that follows the skill, or interview the parent/caregiver to assess the student’s general speech and language development.

Say: Tell me about ______’s speech. What are some words or sentences he/she uses?
To elicit additional information about specific skills, ask the question that follows the skill. Rephrase the questions as needed and make the interview as informal as possible.

1. Says the word mama or dada with meaning

Ask: Does ______ use the word mama or dada or is it simply a sound?
Note: This may be a sensitive item if one or both parents do not live with the student.
This response may also provide information for item 3.

2. Says real words (at least one word other than mama or dada)

Ask: Does ______ say real words (at least one word other than mama or dada)?

Criteria: Give credit if the student says in the Notes section of the assessment.

D-3 General Speech and Language Development

3. Ask for food when hungry.
4. Ask for food by name.

5. Respond with at least 50% of speech intelligible.

6. Repeat phrases.

7. Have an expressive vocabulary of at least twenty-five words.

8. Use two or three words in combination.

9. Use the word me to indicate possession.

10. Use subject-predicate phrases.†

11. Ask for food when hungry.

12. Refer to self by name.†

13. Use words ending in -ing to indicate more than one.

14. Use words with the suffix -ing.

15. Use personal pronouns I and me.

16. Have at least 75% of speech intelligible.

17. Have a mean length utterance (MLU) of 3 or more.†

18. Vocalise toileting needs.

19. Use the words my and mine to indicate possession.

20. Use past tense.

21. Ask simple questions.

22. Have a mean length utterance (MLU) of 2 or more.†

23. Have at least 50% of speech intelligible.

24. Respond to simple yes or no questions related to visual information.

25. Use possessive nouns.

26. Use pronouns to refer to others.

27. Ask “where” questions.


29. Use simple sentences with pronouns.

30. Answer “who” questions.

31. Use negative phrases.

32. Have at least 90% of speech intelligible.

33. Relate an experience of three events or more with some understanding of sequence and ending/closure.

34. Answer “why” questions.

35. Ask “when” questions.

36. Ask “how” questions.

37. Use prepositions (other than in and on).

38. Answer “where” questions.

39. Use irregular plural nouns.

40. Use some conjunctions.

41. Define simple words.

42. Ask definition of words.

43. Describe differences between objects.

44. Describe similarities in objects.

45. Participate in a conversation by taking turns.

46. Exhibit reciprocity and maintain the topic of a conversation.

47. Use words related to sequence.

48. Use the words tomorrow and yesterday.

49. Answer the telephone, take simple message and deliver it.

50. Verbally share experiences or items with a group of classmates such as during “Show-and-Tell”.

51. Answer “when” questions.

52. Have 100% of speech intelligible.

† This is a disappearing behaviour. Some behaviours are present only at the early stages of development and disappear during later stages.

Objective for Writing IEPs

By ______, when provided with the appropriate stimuli, student uses the following words or phrases:

1. Say the word mama or dada.
2. Say real words (at least one word other than mama or dada).
3. Have expressive vocabulary of at least ten words.
4. Call at least one person by name.
5. Respond with yes or no to questions regarding his/her wants or needs.
6. Repeat phrases.
7. Have expressive vocabulary of at least twenty-five words.
8. Use two or three words in combination.
9. Use the word me to indicate possession.
10. Use subject-predicate phrases.
11. Ask for food when hungry.
12. Refer to self by name.
13. Use words ending in -ing to indicate more than one.
14. Use words with the suffix -ing.
15. Use personal pronouns I and me.
16. Have at least 75% of speech intelligible.
17. Have a mean length utterance (MLU) of 3 or more.
18. Vocalise toileting needs.
19. Use the words my and mine to indicate possession.
20. Use past tense.
21. Ask simple questions.
22. Have a mean length utterance (MLU) of 2 or more.
23. Have at least 50% of speech intelligible.
24. Respond to simple yes or no questions related to visual information.
25. Use possessive nouns.
26. Use pronouns to refer to others.
27. Ask “where” questions.
29. Use simple sentences with pronouns.
30. Answer “who” questions.
31. Use negative phrases.

Multiple assessment methods allow for flexible administration.

User-friendly design guides teachers through assessment step by step.

Assessment results translate directly into instructional plans with clear objectives for writing IEPs.
## Comprehensive Skill Sequences

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### D-1C PRESPEECH RECEPTIVE LANGUAGE

See pages 86–89 for assessment procedures for the milestone or primary skills (those skills in bold print below) that appear in D-1 Prespeech Receptive Language. The numeral in parentheses that follows a milestone skill indicates the item number of the skill in the assessment and in the Record Book. The additional skills listed below are considered intermediate or secondary skills. Using the sequence of combined milestone and intermediate skills can allow you to conduct a more comprehensive assessment and can show a student’s ongoing progress toward mastery of milestone skills.

1. **Starts to loud noise (1)**
2. Quiets motor activity in response to sound (2)
3. Notices faces of others (2)
4. Stops crying when someone enters room (3)
5. Responds with a smile or coo to friendly speech and handling (4)
6. Visually follows and reacts to bright colors, lights, movements, and objects (5)
7. Shows interest in watching people’s faces when spoken to (6)
8. Anticipates feeding at sight of food (breast, bottle, solid food) (6)
9. Turns head to find sound (7)
10. Shows understanding of some words (e.g., bye-bye, mama) (8)

### D-1C GENERAL SPEECH AND LANGUAGE DEVELOPMENT

See pages 96–102 for assessment procedures for the milestone or primary skills (those skills in bold print below) that appear in D-3 General Speech and Language Development. The numeral in parentheses that follows a milestone skill indicates the item number of the skill in the assessment and in the Record Book. The additional skills listed below are considered intermediate or secondary skills. Using the sequence of combined milestone and intermediate skills can allow you to conduct a more comprehensive assessment and can show a student’s ongoing progress toward mastery of milestone skills.

1. Says one word (1)
2. Says the word **mama** or **dada** with meaning (1)
3. Says two words (2)
4. Says real words (at least one word other than mama or dada) (2)
5. Has an expressive vocabulary of at least six words (3)
6. Uses a single word in combination with a gesture to ask for objects (3)
7. Has an expressive vocabulary of at least ten words (3)
8. Calls at least one person by name (4)
9. Responds with yes or no to questions regarding his/her wants or needs (5)
10. Repeats phrases (6)
11. Uses abbreviated or telescopic sentences (6)
12. Responds with yes or no to simple yes or no questions (7)
13. Has an expressive vocabulary of at least twenty-five words (7)
14. Uses two or three words in combination (8)
15. Uses the word **no** to indicate refusal (9)
16. Uses subject-predicate phrases (10)
17. Asks for water when thirsty (11)
18. Uses article before noun (e.g., the dog, a cat) (11)
19. Asks for food when hungry (11)
20. Refers to self by name †(12)
21. Uses words ending in **s** to indicate more than one (13)
22. Uses words with the suffix **-ing** (14)
23. Uses personal pronouns **I** and **me** (15)
24. Produces all vowels clearly (15)
25. Includes all initial consonants (15)
26. Uses all speech sounds (16)
27. Produces diverse and complex syllables (16)
28. More than 50% of speech is intelligible (16)
29. Imitates three-syllable words (17)
30. Asks for food at table (17)
31. Uses the words **no** and **not** in combination with other words (17)
32. Has a mean length utterance (MLU) of 2 or more (e.g., daddy go) †(17)
33. Has an expressive vocabulary of at least 200 words (17)
34. Refers to self by pronoun (e.g., me do) (18)
35. Asks for another (e.g., another cracker) (19)
36. Can sing phrases of songs (often not on pitch) (19)
37. Uses facial expressions, gestures, and body movements for communication (19)
38. Responds appropriately to questions involving choices (e.g., Do you want a cracker or an apple?) (19)
39. Vocals toileting needs (18)
40. Uses the words **my** and **mine** to indicate possession (19)
41. Uses past tense (20)
42. Asks simple questions (21)
43. Uses his or her to indicate possession (21)
44. Has a mean length utterance (MLU) of 3 or more (e.g., Mama go work) †(22)
45. At least 75% of speech is intelligible (22)
46. Can talk briefly about what he/she is doing (23)
47. Imitates adult phrase heard on previous occasion (23)
48. Responds to simple yes or no questions related to visual information (24)
49. Uses possessive nouns (25)
50. Uses pronouns to refer to others (26)
51. Has expressive vocabulary of at least 400 words (26)
52. Uses prepositions in and on (27)
53. Shows frustration if not understood (27)
54. Enjoys use of telephone, but may be unable to sustain long conversation (28)
55. Uses adjectives (e.g., blue, pretty, new) (28)

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**Helpful Comprehensive Skill Sequences break down skills and list developmental age levels to help teachers and parents know which skills to look for and support next.**
BRIGANCE® IED III Standardised

The norm-referenced IED III Standardised streamlines assessment and provides standardised scores across key developmental domains.

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

New standardisation and validation studies reflect:

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

Get started for $385 with the IED III Standardised Kit:

• IED III Standardised Inventory
• Standardisation and Validation Manual
• 20 Standardised Record Books
• IED III Box of Materials

See page 43 for more pricing information.
55 standardised assessments cover five key domains.

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### Major content updates include:

1. **New pre-literacy and early literacy assessments**
2. **Broadered mathematics coverage**
3. **Expanded social and emotional development section**
D-5  Familiarity with Sounds: Phonological Awareness

Overview
This assessment focuses on the development of the child's early phonological awareness skills.

SKILLS
- Dually blends two words into one word
- Identifies rhymes
- Dually segments words into word parts (syllables)

ASSESSMENT METHOD
Performance

MATERIALS
- Page C-95
- Blank sheets of paper if needed

SCORING INFORMATION
- Standardized Record Book: Page 16
- Entry: 3+ years
- Basal: None
- Ceiling: None

Note
If the child has difficulty focusing on a single row, cover the other rows with blank sheets of paper.

AFTER ASSESSING
To write an IEP, use the Objectives for Writing IEPs at the end of this assessment.

Directions for Assessment
This assessment is made up of three different phonological skills. For each of these skills, use the specific directions given. Administer all items.

Blends Two Words into One Word

Beginning with an example:
Say: I am going to say two words. Then I want you to say them together to make one word. For example, if I say air . . . plane, you would say airplane. Let's begin.

1. base ball – baseball
   Say: The next words are base . . . ball.
   Pause for the child's response. (baseball)

2. sail boat – sailboat
   Say: The next words are sail . . . boat.
   Pause for the child's response. (sailboat)

3. cup cake – cupcake
   Say: The words are cup . . . cake.
   Pause for the child's response. (cupcake)

Step-by-step standardised directions ensure accurate scoring.

E-4  Sorts Objects (by Size, Color, Shape)

Overview
This assessment focuses on the child's ability to sort objects by one, two, and three attributes.

SKILL
Sorts objects by one, two, and three attributes

ASSESSMENT METHOD
Performance

MATERIALS
Sixteen simple objects, varying by size, color, and shape
- 2 small red squares*
- 2 large red squares*
- 2 small blue squares*
- 2 large blue squares*
- 2 small red circles*
- 2 large red circles*
- 2 small blue circles*
- 2 large blue circles*
* included in the IED III Accessories Kit

SCORING INFORMATION
- Standardized Record Book: Page 20
- Entry: For 3 years, start with item 1. For 5+ years, start with item 3.
- Basal: Two in a row correct
  - If the child does not reach a basal, drop back to the earlier Entry and begin with the item indicated
- Ceiling: Two in a row incorrect

Objective for Writing IEPs
By (___) when shown sixteen objects that vary by three attributes, size, color, and shape, (child's name) will (list as appropriate)
1. sort the objects by one attribute.
2. sort the objects by two attributes.
3. sort the objects by three attributes.

Sorts by one attribute

1. Say: I want you to sort these (name of objects) for me.
2. Say: Put all the blue ones in a group.
   Pause for the child's response. Return the objects to the group and arrange the sixteen objects in a random array in front of the child.
3. Say: Now put all the large red circles in a group.
   Pause for the child's response. Return the objects to the group and arrange the sixteen objects in a random array in front of the child.

Sorts by two attributes

3. Say: Now put all the large blue ones in a group.
   Pause for the child's response. Return the objects to the group and arrange the sixteen objects in a random array in front of the child.
4. Say: This time put all the small ones in a group.
   Pause for the child's response. Return the objects to the group and arrange the sixteen objects in a random array in front of the child.
5. Say: This time put all the large red circles in a group.
   Pause for the child's response. Return the objects to the group and arrange the sixteen objects in a random array in front of the child.
6. Say: Now put all the small blue squares in a group.
   Pause for the child's response.
E Academic Skills/Cognitive Development: Mathematics

SCORING INFORMATION

Assessment

E-4 Sorts Objects (by Size, Color, Shape) [page 135]

Entry:
• For 3 years, start with item 1.
• For 5+ years, start with item 3.

Basal: 2 in a row correct

Ceiling: 2 in a row incorrect

Sorts by one attribute
1. Blue
2. small

Sorts by two attributes
3. large blue
4. small circles

Sorts by three attributes
5. large red circles
6. small blue squares

NOTES:

E-5 Matches Quantities with Numerals [page 136]

Entry:
• For 3 years, start with item 1.
• For 5 years, start with item 4.
• For 6+ years, start with item 8.

Basal: 3 in a row correct

Ceiling: 3 in a row incorrect

1. 2
2. 1
3. 4
4. 3
5. 5
6. 10
7. 9
8. 8
9. 7
10. 6

NOTES:

E-6 Reads Numerals [page 137]

Entry: 3+ years

Basal: One entire block of numerals correctly named

Ceiling: Two blocks of numerals in a row for which the child does not receive credit

1. Reads numerals to 5
2. Reads numerals to 10
3. Reads numerals to 20
4. Reads numerals to 50
5. Reads numerals to 100

NOTES:

Simple scoring produces age equivalents, percentiles and standard scores for key skill areas.
The CIBS II includes nearly 400 assessments that make it easy for special educators to identify present level of performance for students and provide ongoing assessment for academic skills at preschool to year 9 levels.

- Determine PLOP/PLAAFP
- Develop goals and objectives for IEPs and target instruction
- Monitor student progress
- Support alternate assessment needs

Get started for $380 with the CIBS II Classroom Kit:
- CIBS II Reading/English Inventory
- CIBS II Mathematics Inventory
- 20 Record Books

See page 43 for more pricing information.
The criterion-referenced CIBS II covers a broad range of academic skill areas to support your special education assessment needs.
Reading Comprehension sub-section contains longer passages to address higher-level reading strategies – one for each year level.
How to Make Applesauce

If you like applesauce from a store, you will probably like home-cooked applesauce better. Home-cooked applesauce is the best you will ever eat.

Applesauce is easy to make, but you'll need an adult to help you. First, peel five sweet apples. Then chop them into one-inch pieces. Put the pieces in a pot. Add a little water, and cook. After about fifteen minutes, the apples will be soft. Smash the apples with a wooden spoon or metal fork.

You're done! That's all there is to it. Add some cinnamon or sugar if you want. Store your sauce in the refrigerator.

DIRECTIONS: Read the article below. Then answer each question about the article by circling the letter of the best answer.

11. Where should you store the applesauce when it is done?
   a. On the stove
   b. In the freezer
   c. In the refrigerator

12. What do you do first after you peel five apples?
   a. Chop them into one-inch pieces.
   b. Put the apples in a pot.
   c. Cook the apples for fifteen minutes.

13. In the first paragraph, which sentence is an opinion?
   a. If you like applesauce from a store, you will probably like home-cooked applesauce better.
   b. Home-cooked applesauce is the best you will ever eat.
   c. Store your applesauce in the refrigerator.

14. What causes the apples to get soft?
   a. Cutting them
   b. Smashing them with a wooden spoon
   c. Cooking them for fifteen minutes

15. What might happen if you used apples that were not sweet?
   a. The applesauce would not be sweet enough.
   b. No one would eat the applesauce.
   c. You would not add sugar to the applesauce.
**Comprehends Passages**  Reads a selection and answers questions with at least 80% comprehension accuracy. (Circle letter for grade levels with at least 80% comprehension accuracy.) If you plan to derive standard scores, circle the numbers of all items answered correctly.

**FORM A:**
- a. First Gr. (page 208)  1.  2.  3.  4.  5.
- b. Second Gr. (page 210)  6.  7.  8.  9.  10.
- e. Fifth Gr. (page 216)  21.  22.  23.  24.  25.
- f. Sixth Gr. (page 218)  26.  27.  28.  29.  30.
- g. Seventh Gr. (page 220)  31.  32.  33.  34.  35.
- h. Eighth Gr. (page 222)  36.  37.  38.  39.  40.
- i. Ninth Gr. (page 224)  41.  42.  43.  44.  45.

**FORM B:**
- a. First Gr. (page 209)  1.  2.  3.  4.  5.
- b. Second Gr. (page 211)  6.  7.  8.  9.  10.
- f. Sixth Gr. (page 219)  26.  27.  28.  29.  30.
- g. Seventh Gr. (page 221)  31.  32.  33.  34.  35.
- h. Eighth Gr. (page 223)  36.  37.  38.  39.  40.
- i. Ninth Gr. (page 225)  41.  42.  43.  44.  45.

**Reading Rate** (Optional) See page 169 for directions for timing the reading passages.
- First-Grade Passage: ___ seconds
- Second-Grade Passage: ___ seconds
- Third-Grade Passage: ___ seconds
- Fourth-Grade Passage: ___ seconds
- Fifth-Grade Passage: ___ seconds
- Sixth-Grade Passage: ___ seconds
- Seventh-Grade Passage: ___ seconds
- Eighth-Grade Passage: ___ seconds
- Ninth-Grade Passage: ___ seconds

Clear record-keeping and easy-to-follow scoring guidelines ensure accurate assessment results.
### I-1Sa CONTRACTIONS:
(See I-1, Basic Sight Vocabulary, on page 278.) Number of 33 contractions read. __ /33 __ /33 __ /33 __ /33 __ /33

1. let’s
2. there’s
3. I’ve
4. isn’t
5. didn’t
6. hasn’t

7. hadn’t

8. hasn’t
9. haven’t
10. he’s
11. she’s
12. shouldn’t
13. wasn’t

14. we’ll
15. weren’t
16. we’re
17. we’ve
18. wouldn’t
19. you’ll
20. aren’t
21. he’d
22. he’ll
23. I’d
24. she’d
25. she’ll
26. that’s
27. they’re
28. they’ll
29. they’ll
30. we’d
31. won’t
32. you’d
33. you’ve

### I-1Sb ABBREVIATIONS:
(See I-1, Basic Sight Vocabulary, on page 278.) Number of 80 abbreviations read. __ /80 __ /80 __ /80 __ /80 __ /80

1. Mr.
2. Mrs.
3. Dr.
4. Ms.
5. Sat.
6. PO.
7. No.
8. qt.
9. pt.
10. gal.

11. Mrs.
15. Feb.
16. wk.
17. mi.
18. ft.
19. ft.
20. A.M.

18. Mon.
20. U.S.A.
21. A.M.
22. P.M.
23. P.M.
24. Mt.
25. St.
26. Rd.
27. np.
28. tsp.
29. tsp.
30. tsp.

31. oz
32. lb
33. doz
34. in.
35. ft
36. yd
37. mi
38. sec
39. min
40. hr

41. wk
42. mo
43. yr
44. tsp
45. tbsp
46. Pres.
47. Jr.
48. Sr.
49. Gen.
50. Capt.

51. Ave.
52. Blvd.
53. Bldg.
54. Dept.
55. Govt.

56. Co.
57. Inc.
58. M.D.
59. Supt.
60. Corp.

57. mi.
58. cu in.
59. wt.
60. ht.
61. p.
62. c/o

63. etc.
64. wt.
65. ht.
66. sq ft
67. cu in.
68. hr

69. °F
70. °C
71. °F
72. °C
73. m
74. cm

75. kg
76. mm
77. cc
78. g
79. L
80. mL

### I-2Sa DIRECTION WORDS FOR WRITING ACTIVITIES:  (See I-2, Direction Words, on page 282.) __ /16 __ /16 __ /16 __ /16 __ /16

1. abbreviate
2. alphabetize
3. draft
4. edit

5. hyphenate
6. indent
7. label
8. note

9. print
10. punctuate
11. record
12. revise

13. sign
14. sketch
15. spell
16. transcribe

---

**Code:** S—Supplemental List/Skill Sequence
The CIBS II Mathematics Inventory is based on the original Brigance research and recent standardisation and validation studies conducted across the U.S. The Australian edition includes a new appendix detailing how specific elements correlate to the new Australian Curriculum.

| M | MATHEMATICS GRADE-PLACEMENT TESTS...
|---|---|
| M-1 | Kindergarten Placement Test
| M-2 | First-Grade Placement Test
| M-3 | Second-Grade Placement Test
| M-4 | Third-Grade Placement Test
| M-5 | Fourth-Grade Placement Test
| M-6 | Fifth-Grade Placement Test
| M-7 | Sixth-Grade Placement Test
| M-8 | Seventh-Grade Placement Test
| M-9 | Eighth-Grade Placement Test

| N | NUMBER AND OPERATIONS...
|---|---|
| N-1 | Counts and Writes Whole Numbers Through 20
| N-2 | Multiple Representations of Whole Numbers Through 999
| N-3 | Place-Value Concepts with Hundreds, Tens, and Ones
| N-4 | Compares Sets of Objects
| N-5 | Compares and Orders Whole Numbers Through 999
| N-6 | Positional and Directional Concepts
| N-7 | Ordinal Numbers
| N-8 | Rounds to the Nearest Ten
| N-9 | Halves
| N-10 | Fraction Models

| Computation K-2 Assessments
|---|---|
| N-11 | Addition and Subtraction with Concrete Models
| N-12 | Addition Facts to 18
| N-13 | Addition with Up to Two-Digit Numbers
| N-14 | Word Problems with Addition of Whole Numbers
| N-15 | Subtraction Facts to 18
| N-16 | Subtraction with Up to Two-Digit Numbers
| N-17 | Word Problems with Subtraction of Whole Numbers
| N-18 | Estimates Quantities
| N-19 | Estimates Sums and Differences of Whole Numbers

| Money K-2 Assessments
|---|---|
| N-20 | Identifies Coins and the Dollar Bill
| N-21 | Describes Relationships Among Coins and the Dollar Bill
| N-22 | Values of Coin Collections

| Number Sense 3-5 Assessments
|---|---|
| N-23 | Reads and Writes Whole Numbers Through 999,999,999
| N-24 | Reads and Writes Fractions
| N-25 | Multiple Representations of Fractions and Mixed Numbers
| N-26 | Multiple Representations of Decimals Through Thousandths
| N-27 | Converts Among Fractions, Mixed Numbers, and Decimals Through Thousandths
| N-28 | Uses Integers
| N-29 | Compares and Orders Whole Numbers Through 999,999,999
| N-30 | Compares and Orders Fractions
| N-31 | Compares and Orders Decimals
| N-32 | Compares and Orders Fractions, Mixed Numbers, and Decimals
| N-33 | Rounds Whole Numbers and Decimals

| Computation 3-5 Assessments
|---|---|
| N-34 | Addition with Up to Five-Digit Whole Numbers
| N-35 | Subtraction with Up to Five-Digit Whole Numbers
| N-36 | Word Problems with Addition and Subtraction of Whole Numbers
| N-37 | Addition of Fractions and Mixed Numbers
| N-38 | Subtraction of Fractions and Mixed Numbers
| N-39 | Word Problems with Addition and Subtraction of Fractions and Mixed Numbers
| N-40 | Addition of Decimals Through Thousandths
| N-41 | Subtraction of Decimals Through Thousandths
| N-42 | Word Problems with Addition and Subtraction of Decimals

| Computation 3-5 Assessments (continued)
|---|---|
| N-43 | The Meaning of Multiplication and Division
| N-44 | Multiplication with Factors Through 12
| N-45 | Multiplication with Up to Three-by-Two-Digit Factors
| N-46 | Division with Divisors Through 12
| N-47 | Division with Up to Five-Digit Dividends by Two-Digit Divisors
| N-48 | Word Problems with Multiplication and Division of Whole Numbers
| N-49 | Multiplication and Division with Fractions and Mixed Numbers
| N-50 | Multiplication with Decimals
| N-51 | Division with Decimals
| N-52 | Word Problems with Multiplication and Division of Decimals
| N-53 | Estimates Sums and Differences of Whole Numbers
| N-54 | Estimates Products and Quotients of Whole Numbers
| N-55 | Estimates Sums and Differences of Decimals
| N-56 | Estimates with Fractions, Mixed Numbers, and Whole Numbers

| Number Theory 3-5 Assessments
|---|---|
| N-57 | Odd, Even, Prime, and Composite Numbers
| N-58 | Factors and Multiples

| Number Sense 6-8 Assessments
|---|---|
| N-59 | Represents Rational Numbers
| N-60 | Percents and Ratios
| N-61 | Equivalent Fractions, Decimals, and Percents
| N-62 | Compares and Orders Rational Numbers

| Computation 6-8 Assessments
|---|---|
| N-63 | Computes Whole Numbers
| N-64 | Computes with Integers
| N-65 | Computes with Fractions
| N-66 | Computes with Decimals
| N-67 | Computes with Percents
| N-68 | Proportional Reasoning
| N-69 | Estimates with Whole Numbers and Decimals
| N-70 | Estimates with Fractions and Percents
| N-71 | Estimation Situations

| Number Theory 6-8 Assessments
|---|---|
| N-72 | Factors and Multiples
| N-73 | Prime Factorization

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|---|---|
| O-1 | Addition and Subtraction Sentences for Number Stories
| O-2 | Addition Sentences for Word Problems
| O-3 | Subtraction Sentences for Word Problems
| O-4 | Addition and Subtraction Fact Families
| O-5 | Open Number Sentences for Addition and Subtraction
| O-6 | Repeating Patterns
| O-7 | Number Patterns
| O-8 | Input-Output Tables
| O-9 | Addition Properties

| Algebra 3-5 Assessments
|---|---|
| O-10 | Addition and Multiplication Properties
| O-11 | Repeating Patterns
| O-12 | Addition and Subtraction Patterns
| O-13 | Multiplication and Division Patterns
| O-14 | Translates and Simplifies Numerical Expressions
| O-15 | Translates and Evaluates Algebraic Expressions
| O-16 | Open Number Sentences with All Operations
| O-17 | Equations for Real-World Situations
| O-18 | Inequalities
| O-19 | Inequalities for Real-World Situations and Graphs of Inequalities

| Algebra 6-8 Assessments
|---|---|
| O-20 | Translates Between Verbal and Algebraic Expressions
| O-21 | Evaluates Algebraic Expressions
| O-22 | Solves Equations
| O-23 | Writes and Solves Equations for Real-World Situations
| O-24 | Writes and Solves Inequalities
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| O-26 | Extends and Analyzes Patterns
| O-27 | Identifies Functions
| O-28 | Represents Linear Functions
| O-29 | Analyzes Linear Equations
| O-30 | Represents Linear Equations
| O-31 | Linear Relationships and Slope
| O-32 | Graphs Linear Equations
| O-33 | Intercepts of Graphs of Linear Relationships
| O-34 | Solves Systems of Equations
| O-35 | Graphs and Analyzes Linear Inequalities
| O-36 | Solves Systems of Inequalities

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- P-2 Identifies and Describes Plane Figures
- P-3 Compares Plane Figures
- P-4 Combines Figures
- P-5 Subdivides Composite Figures
- P-6 Identifies Congruent Figures
- P-7 Draws Congruent Figures
- P-8 Line Symmetry
- P-9 Slides, Flips, and Turns
- P-10 Identifies Solid Figures
- P-11 Solid Figures with the Same Shape
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**Geometry 3-5 Assessments**
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- Q-3 Nonstandard Units of Length
- Q-4 Estimates and Measures Length in Customary Units
- Q-5 Estimates and Measures Length in Metric Units
- Q-6 Compares and Orders Capacities
- Q-7 Measures Capacities in Nonstandard Units
- Q-8 Estimates and Compares Capacities in Customary Units
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- Q-10 MeasuresWeights in Nonstandard Units
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- R-47 Possible Outcomes and the Probability of Specific Events

**REPRODUCIBLES**
- 1 Number Lines and Line Plots
- 2 Place-Value Charts
- 3 Decimal Models
- 4 Fraction Strips
- 5 Coordinate Graph
- 6 Pattern Blocks
- 7 Half-Inch Grid Paper
- 8 Centimeter Grid Paper
- 9 Chart/Table
- 10 Venn Diagram
- 11 Stem-and-Leaf Plot
- 12 Circle Graph
- 13 Line Graph
DIRECTIONS: Write an expression for each situation.

1. a. The amount of time that Michael spent on homework was 20 minutes longer than the time, \( t \), that Kim spent on homework. Express the amount of time that Michael spent on homework.

b. The number of students who attended the second football game of the season was twice as many as the number of students, \( n \), who attended the first game. Express the number of students at the second game.

c. Before dinner, Marcus read 15 pages of the \( p \) pages assigned by his social-studies teacher. Express how many more pages Marcus must read.

d. Ms. Thornton’s class of \( s \) students formed 3 groups of the same size. Express the number of students in each group.

e. Each day of the school week, Marvin buys the same items and spends the same amount for lunch, \( L \), each day. Express the amount of money that Marvin spends on lunch each week.

DIRECTIONS: Evaluate each expression for the values of the variables given.

2. a. \( x^2; x = 3 \)

b. \( y - 4; y = 5 \)

c. \( x + 3; x = 6 \)

d. \( y \times 2; y = 6 \)

e. \( 14 - y; y = 8 \)

f. \( 8 + x; x = 7 \)

g. \( y \times 11; y = 4 \)

h. \( 15 - 3 + x; x = 6 \)

i. \( 15 + 10 - x; x = 6 \)

j. \( 20 - 7 \times y; y = 2 \)
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B-28 Oral Expression Grade-Placement Test
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B-29 Reading Comprehension Grade-Placement Test
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B-30 Mathematical Concepts Grade-Placement Test
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B-33 Mathematical Concepts Grade-Placement Test
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B-34 Oral Expression Grade-Placement Test
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B-35 Reading Comprehension Grade-Placement Test
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B-36 Mathematical Concepts Grade-Placement Test
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B-44 Reading Comprehension Grade-Placement Test
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B-45 Mathematical Concepts Grade-Placement Test
Form A ...........................................
Form B ...........................................
**Overview**
This assessment measures the student's ability to compute basic mathematics problems, using computational skills that are commonly introduced in first-grade through eighth-grade mathematics texts. Counting the number of problems the student is able to compute correctly in sixty seconds will yield a Math Information Processing score.

**SKILL**
- Adds, subtracts, multiplies, and divides

**ASSESSMENT METHOD**
- Individual or Group Written Response

**MATERIALS**
- A copy of pages S-177 and S-178 for each student
- A pencil for each student
- Scratch paper
- A stopwatch or watch with a second hand

**SCORING INFORMATION**
- Standardized Record Book: Page 21
- Entry: All students start with item 1.
- Time: To determine the student's Math Information Processing score, count the number of problems the student completes on pages S-177 and S-178 in sixty seconds.
- Basal: 3 consecutive correct responses
- Ceiling: 3 consecutive incorrect responses

**OBJECTIVE FOR WRITING IEPs**
Use the Objective for Writing IEPs at the end of this assessment.

---

**Directions for Assessment:**
**Written Response**
Give the student a pencil and a copy of pages S-177 and S-178, covered with a sheet of paper. Ask the student not to look at the pages until after you have given directions.

Say: I want you to do as many of the math problems as you can. Be sure to work carefully and do as the signs tell you. Work as quickly as possible but try not to make mistakes. When I say STOP, you must put down your pencil and look up at me. Let’s practice this. Pick up your pencil and look down at your desk. OK. STOP. Good, you looked up at me. OK, when I say GO, start working. Ready? GO. Start timing for 60 seconds. When the time is up, Say: STOP. Put down your pencil. Look up at me. Good. I am going to mark where you stopped. Circle the last completed item on the student’s paper. Say: OK, now you may keep working on these problems until you can’t do any more.

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**Grade Levels and Answers for Page S-177—Form A**

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NAME: ___________________________ DATE: __________ EXAMINER: __________________________

**DIRECTIONS:** Do as many problems as you can. Be sure to work carefully and do as the signs tell you. You may use the scratch paper.

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**GRADE LEVELS AND ANSWERS FOR PAGE S-177—FORM A**

1. 6 + 2 = 8
2. 8 − 3 = 5
3. 15 + 4 = 19
4. 16 − 9 = 7
5. 33 + 58 = 91
6. 56 − 39 = 17
7. 336 − 128 = 208
8. 537 + 394 = 931
9. 72 + 35 = 107
10. 404 − 286 = 118
11. 8 × 7 = 56
12. 36 + 9 = 45
13. 381 × 6 = 2286
14. 67786 + 1 = 67787
15. 1/8 + 1/4 = 3/8
**Computational Skills Grade-Placement Test**

Forms A and B

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**Notes:**

- Student's Name: 
- Teacher's Name: 
- Date Tested: 
- Examiner's Name: 
- Date of Birth: 

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**CIBS II Standardised Scoring Sheet—First Grade Through Sixth Grade**

**Record of CIBS II Scores: First-Grade Through Sixth-Grade Assessments**

**ASSESSMENTS AND COMPOSITES**

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**Notes:**

- The age and/or grade equivalent range is the highest and lowest score for each assessment comprising a composite.
- Simple record-keeping facilitates standardised scoring—generating standard scores, percentiles, and year-level and age equivalents.
Transition Skills Inventory

BRIGANCE® Transition Skills Inventory (TSI)

Accurately identify students’ transition service needs and monitor their progress over time.

The TSI makes it easy for educators to assess the specific strengths and needs of middle-years and secondary school students preparing to transition to post-secondary activities.

- Identify present level of performance in key transition skill areas
- Develop transition goals and objectives for IEPs
- Assess a wide range of student abilities
- Monitor and report progress toward transition goals

Get started for $279 with the TSI Kit:

- Transition Skills Inventory
- 20 Record Books

See page 43 for more pricing information.
The Transition Skills Inventory includes in-depth assessments covering four important transition skill areas:

- Academic Skills
- Post-Secondary Opportunities
- Independent Living
- Community Participation

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- Academic Skills
- Post-Secondary Opportunities
- Independent Living
- Community Participation
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Assess fundamental academic skills to determine a student’s present level of performance.

The Post-Secondary Opportunities section focuses on both education- and employment-related skills and interests.
Independent Living assessments cover a range of vital skills and knowledge that students need to successfully live on their own.

The Community Participation section focuses on important community resources and aspects of active citizenship.

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Overview
This assessment focuses on the student’s ability to identify recreational facilities, define those facilities, and demonstrate how to utilise and behave at recreational facilities.

SKILLS
1. Identifies recreational facilities
2. Defines recreational facilities
3. Demonstrates how to utilise and behave at recreational facilities

ASSESSMENT METHOD
Individual Oral Response and Physical Response

MATERIALS
Page S-424

SCORING INFORMATION
Review the Notes at the end of this assessment for additional information.

Directions for Assessment: Oral/Physical Response
Point to page S-424, and say:

1. Say: Look at this picture. I’m going to ask you questions about the different recreational facilities you see in this picture.

MUSEUM
1. Say: Show me the museum.
2. Say: What is a museum? (a building where objects of interest are stored and exhibited)
3. Say: You want to go to the museum, how do you gain admission? (purchase a ticket at the ticket counter)
4. Say: When you get to the ticket counter, instead of a clerk selling tickets, there is a box that says, “suggested donation, $5.00.” What do you do? (put $5.00 in the donation box)
5. Say: Can you touch the exhibits at the museum? (no)
6. Say: Can you leave your mobile phone on at the museum? (no)
7. Say: Can you eat food or drink a beverage while looking at the exhibits at the museum? (no)

SPORTING/CONCERT ARENA
8. Say: Show me the sporting/concert arena.
9. Say: What is a sporting/concert arena? (a level area surrounded by seats where sporting or entertainment events are held)
10. Say: How do you buy a ticket to attend an event at this building? (go to the ticket office/booth and buy a ticket, on the computer, online)


Assessment results translate directly into transition plans with clear objectives for writing IEPs.

Objectives for Writing IEPs
IDENTIFIES RECREATIONAL FACILITIES
By __ (date) __ __ student’s name __ will correctly identify the following recreational facilities (list as appropriate)
1. museum
2. sporting/concert arena
3. movie theatre
4. park
5. recreation centre/gym
6. zoo

DEFINES RECREATIONAL FACILITIES
By __ (date) __ __ student’s name __ will correctly define the following recreational facilities (list as appropriate)
1. museum
2. sporting/concert arena
3. movie theatre
4. park
5. recreation centre/gym
6. zoo

DEMONSTRATES HOW TO USE AND BEHAVE AT RECREATIONAL FACILITIES
By __ (date) __ __ student’s name __ will correctly demonstrate how to use and behave at the following recreational facilities (list as appropriate)
1. museum
2. sporting/concert arena
3. movie theatre
4. park
5. recreation centre/gym
6. zoo

Additional skill lists and sequences to help meet individual student or program needs can be found at the end of this section.
Q-1 Election Ballot

Overview
This assessment focuses on the student's ability to correctly read, understand and complete an election ballot for both the House of Representatives and the Senate.

SKILLS
1. Reads a ballot for the House of Representatives and a ballot for the Senate
2. Understands basic vocabulary associated with a ballot, and how voting for the House of Representatives is done differently than for the Senate
3. Completes a ballot for the House of Representatives and a ballot for the Senate

ASSESSMENT METHODS
- Individual Oral Response
- Individual or Group Written Response

MATERIALS
- Pages S-466 and S-467 or a copy of pages S-466 and S-467
- A pencil

SCOREING INFORMATION
Record results in the student’s Record Book. Give credit for each correct response.

BEFORE ASSESSING
Review the Notes at the end of this assessment for additional information.

AFTER ASSESSING
To support transition planning, use the Objectives for Writing IEPs at the end of this assessment.

Directions for Assessment:
Oral Response
Point to pages S-466 and S-467 and
Say: When you vote, you have to fill out a ballot. This is a mock ballot for the House of Representatives/Senate. That means this ballot is not real. Read aloud the text on the ballot and then answer my questions.

Say: What does the word ______ mean?
1. Vote (to choose the person you want to win the political office)
2. Ballot (paper, or other medium, used to record your vote)
3. Candidate (person who runs for office)
4. Party (political group the person belongs to)
5. House of Representatives (lower house of Parliament)
6. Order of your choice (from the person you most want to the least)

To assess whether the student can complete a ballot, see the directions for written response.

Directions for Assessment:
Written Response
Provide the student with a copy of pages S-466 and S-467 and
Say: When you vote, you have to fill out a ballot. This is a mock ballot for the House of Representatives/Senate. That means this ballot is not real. Fill out this ballot as if you were actually voting.

To assess whether the student understands the basic vocabulary on the ballot, see the directions for oral response.
**H-4 Computer Skills**

**Overview**
This assessment focuses on the student's ability to complete basic activities with a computer.

**SKILL**
Knows how to use a computer and related devices.

**ASSESSMENT METHODS**
- Individual Physical Response
- Observation
- Interview
- Individual Oral Response

**MATERIALS**
A computer

**SCORING INFORMATION**
Record results in the student's Record Book. Give credit for each correct response. Allow time typically needed to perform the skill in an actual situation.

**BEFORE ASSESSING**
Review the Notes at the end of this assessment for additional information.

**OBJECTIVE FOR WRITING IEPs**
Before assessing, students should be able to:

1. Knows how to turn the computer on/off.
   - Say: I want you to turn the computer on (or off).
   - Note: Make sure there is an on/off switch on the computer.
2. Knows how to turn the monitor on/off.
   - Say: I want you to turn the monitor on (or off).
   - Note: Try to use a computer with a clearly visible on/off button.
3. Knows how to use the mouse to open or close a program/document.
   - Say: Show me how you would use the mouse to open (or close) a program/document.
   - Note: Make sure there is a program or document visible on screen for the student to open or close.
4. Knows how to use the keyboard.
   - Say: Show me how you would type on the keyboard.
5. Knows how to use a CD/DVD drive.
   - Say: Pick up the CD (or DVD) and put it in the CD/DVD drive.
6. Knows how to identify and use a CD/DVD drive.
   - Say: Show me how you would use the CD/DVD drive.
   - Note: Make sure there is a CD/DVD drive for the student to use.
7. Use speakers and adjust their volume.
8. Use a computer to print a document.
9. Insert a CD/DVD into the CD/DVD drive.
10. Use the keyboard to enter information into the computer.
11. Use the mouse to open or close a program/document.
12. Put the computer into sleep mode.

**Directions for Assessment: Physical Response**
Say: I'm going to ask you to show me how to do different things with the computer. When I ask you to do something, I want you to do what I ask and explain how you do it.

1. Knows how to turn the computer on/off.
   - Say: I want you to turn the computer on (or off).
   - Note: Try to use a computer with a clearly visible on/off button.
2. Knows how to turn the monitor on/off.
   - Say: I want you to turn the monitor on (or off).
3. Knows how to use the mouse to open or close a program/document.
   - Say: Show me how you would use the mouse to open (or close) a program/document.
   - Note: Make sure there is a program or document visible on screen for the student to open or close.

**H-4S Advanced Computer Skills**
The student knows how to perform the following skills:
1. Login to a computer using a username and password
2. Create a folder
3. Copy or move a file to another folder or disk drive
4. Save files to a disk or external (USB) drive
5. Delete a file or folder
6. Find a file or folder by name or location
7. Identify types of icons (program, folder, file)
8. Switch between open windows
9. Switch between open applications
10. Open and use a spreadsheet
11. Restart the computer if it becomes locked
12. Put the computer into sleep mode

**H-4Rc Know How to Use Web Navigation Tools**
The student knows how to perform the following skills:
1. Open a web browser
2. Identify a URL
3. Type a URL into a field or text box
4. Use back and forward buttons
5. Use the home button
6. Navigate from one web page to another by clicking on a link
7. Use a search engine to search for information
8. Print a web page
9. Bookmark a web page
10. Identify and use the search engine
11. Create and save a new document
12. Enter, edit and modify text
13. Change text alignment and font type, size, color and style (underline, bold, italic)
14. Check spelling and use the thesaurus
15. Find and replace words
16. Select, cut, copy and paste text
17. Create numbered or bulleted lists
18. Print documents
19. Use the Help function

**H-4Ra Identify and Know How to Use Email**
The student knows how to perform the following skills:
1. Identify an email address
2. Set up an email account
3. Log in to an email account
4. Identify if hustler has received a new email
5. Open email received
6. Compose and send a new email (participant, subject, and email filled out correctly)
7. Send an attachment and downloading an attachment
8. Send email using cc and bcc
9. Send email to multiple people (use an address list)
10. Identify SPAM and understand that it should not be opened
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<td>2. Computer on/off button</td>
<td>7. Mouse</td>
</tr>
<tr>
<td>3. CD/DVD drive</td>
<td>8. Keyboard</td>
</tr>
<tr>
<td>4. Monitor</td>
<td>9. CD/DVD</td>
</tr>
<tr>
<td>5. Speakers</td>
<td></td>
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<tr>
<td><strong>Notes:</strong></td>
<td></td>
</tr>
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</table>

| **H-4** 229 | **Computer Skills** Knows how to use a computer and related devices |
| 1. Turn the computer on and off. | 5. Insert a CD/DVD into the computer's CD/DVD drive. |
| 2. Turn the monitor on and off. | 6. Use a computer to print a document. |
| 3. Use the mouse to open and close a program/document. | 7. Use speakers and adjust their volume. |
| 4. Use the keyboard to enter information into the computer. | |
| **Notes:** | |

| **H-5** 232 | **Everyday Technology Skills** Identifies and knows purpose of electronic device(s) |
| 1. MP3 player | 5. Television |
| 2. Mobile phone | 6. CD/DVD player |
| 3. Digital camera | |
| 4. Stereo | |
| **Notes:** | |

Simple scoring ensures accurate assessment results and tracking over time.
Transition Skills Activities

Build transition skills with instructional activities aligned to the Transition Skills Inventory (TSI).

The Transition Skills Activities provides lessons in key transition skill areas, including employment, independent living, community participation and additional post-secondary skills.

- Each lesson encompasses several activities and modifications to support a range of student interests and abilities
- Activities address real-life experiences and support both classroom-based and community-based instruction
- The Student Book provides opportunities for students to apply what they have learned

Get started for $390 with the Transition Skills Activities Kit:
- Transition Skills Activities
- 20 Student Books

See page 43 for more pricing information.

Images from herein represent the American version and may not reflect the final Australian edition of the TSA. Content may be subject to change.
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The Transition Skills Activities includes activities tied to key skills assessed within the TSI.
Overview

Students need to have computer skills for school and many jobs. Students can also find a computer to be motivating and fun. In these activities, students will practice skills they need to use a computer at school, at home, or at a job.

LESSON OBJECTIVE

In this lesson, students will learn and practice basic computer skills.

SKILLS

- Identifying the different parts of a computer
- Using a mouse and keyboard
- Creating, saving, and printing a document
- Navigating a computer
- Reading and sending email
- Email etiquette and safety
- Searching the Internet

ALIGNMENT WITH TRANSITION SKILLS INVENTORY

Secondary: C-2, page 57 in the Transition Skills Inventory.

CONNECTIONS TO OTHER LESSONS

- “Sending and Receiving Email” see Job Interview Skills.
- “Searching the Internet” see Using a Library.
- “Navigating a Computer” see Computer on/off button.

Class Discussion Questions

- Why would you need to use a computer?
- How often do you use a computer?
- How did you learn to use a computer?
- What do you normally do on the computer?
- How often do you use a computer?
- Why would you need to use a computer?

Activity 8: Navigating a Website

Objective

- Learn how to navigate a website

Materials

- Classroom computer with Internet access

1. Have the students open an Internet browser and go to the National Park Service website: www.nps.gov (or other familiar website; if an alternative website is used, adapt the following steps accordingly).
2. Discuss the website’s homepage with the students, pointing out how the information on the page is organized.
3. Have the students click on the link to the “Kids” section of the website and explore what’s there. Encourage the students to try some of the activities. Point out how the back arrow sends the user to previous pages.
4. Have the students return to the homepage and locate lists of news items and events. Tell them to click on a news item or an event that seems interesting. Check that the students understand by asking a question about the information.
5. Ask the students to return to the homepage and click on “Find a Park” in the menu bar. Have them use the Advanced Search options and the map to find:
   - a park in Iowa
   - a park where you can go horseback riding
   - a park where there are caves
   - the location of Ice Age National Scenic Trail
   - the number of National Parks in Nevada
   - a park where there are coral reefs
6. Help the students to locate a trustworthy website on a topic of interest. Have them apply navigation skills to explore the website.

Activity 9: Searching the Internet

Objective

- Use a search engine to answer questions and locate information

Materials

- Student Book, pages 35 and 36, and a pencil
- Classroom computer with Internet access

1. Have the students open the browser to an Internet search engine. If the student has a visual impairment: Demonstrate to the student how the size of the type can be enlarged on a website by using the browser’s “zoom” feature. Enlarge the type so that the website text is visually clear for the student. Also, see the note on assistive technology at the end of the lesson.
2. Explain that every website has a unique address—its URL—which usually starts with www (World Wide Web). Tell the students that if an alternative website is used, adapt the following steps accordingly.
3. Have the students find the name of the home page and click on it. Have them use the Advanced Search options and the map to find:
   - Make the cursor is in the right place.
   - Type the name of your city or town. Press Return.
   - Click on the link to your town’s official website.
   - Explore what is there.
2. Explain that every website has a unique address—its URL—which usually starts with www (World Wide Web). Tell the students that the URL is located at the top of the web page. Have them read the letters of the URL for the site about your community.
Activities may be completed as independent work in the classroom or at home and can be placed in a portfolio.

DIRECTIONS: Find these computer parts in the picture. Write the number of the word in the circle next to the computer part.

1. Monitor
2. Monitor on/off button
3. Keyboard
4. Tower
5. Computer on/off button
6. CD/DVD drive
7. CD/DVD
8. Speakers
9. Mouse
10. Printer

DIRECTIONS: Read each question below. In the space provided, write the word or words that will lead to an answer on the Internet.

1. What does a dog called a beagle look like?
2. What is Satchel Paige known for?
3. How many pro football teams are there in the United States?
4. What movies are playing at a nearby movie theater/cineplex?
5. Is it going to rain tomorrow in your town?
6. What is the difference between a frog and a toad?
7. What does a rash from poison ivy look like, and how should it be treated?
8. What is the name of an electronics store in town where you could buy an MP3 player?

DIRECTIONS: Search the Internet to find the answers to these questions. Write the answer in the space provided.

1. What is the capital city of Idaho?
2. Where is Mount McKinley located?
3. What is the Stanley Cup Tournament?
4. What does the flag of Japan look like?
5. Which states border Michigan?
6. Who was the twenty-third president of the United States?
7. What day and year was Martin Luther King, Jr., born?
8. What is number one on the pop music chart this week?
BRIGANCE® Online Management System

Easily manage your special education assessment data. Track student progress and generate reports for all BRIGANCE inventories:

- Early Childhood Screens III
- Inventory of Early Development III
- Comprehensive Inventory of Basic Skills II
- Transition Skills Inventory

The easy-to-access Online Management System tracks student progress and analyses data while making it easy to share reports with administrators, teachers and caregivers.

- Simplifies and centralises data management
- Identifies present level of performance
- Generates lists of customisable instructional goals and objectives for IEPs
- Provides progress reporting for individuals and groups
- Helps you manage your program and meet reporting requirements
This report shows the percentage of skill objectives set that were mastered during each Evaluation Period. The table includes the total number of skill objectives that were set (cumulative across all assessment periods) and the total number of those objectives that were mastered. See Getting the Most from This Report below for more information.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>8/15/13–10/31/13</th>
<th>11/01/13–1/15/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>H-2 Substitutes Initial-Consonant Sounds</td>
<td>75% (18 mastered out of 24 set)</td>
<td>78% (25 mastered out of 32 set)</td>
</tr>
<tr>
<td>H-3 Substitutes Short-Vowel Sounds</td>
<td>80% (12 mastered out of 15 set)</td>
<td>74% (14 mastered out of 19 set)</td>
</tr>
<tr>
<td>H-4 Substitutes Long-Vowel Sounds</td>
<td>77% (24 mastered out of 31 set)</td>
<td>73% (25 mastered out of 33 set)</td>
</tr>
<tr>
<td>H-5 Substitutes Final-Consonant Sounds</td>
<td>92% (11 mastered out of 12 set)</td>
<td>93% (14 mastered out of 15 set)</td>
</tr>
<tr>
<td>H-6 Substitutes Initial-Blend and Initial-Digraph Sounds</td>
<td>81% (22 mastered out of 27 set)</td>
<td>82% (27 mastered out of 33 set)</td>
</tr>
<tr>
<td>H-7 Reads Words with Common Endings</td>
<td>61% (11 mastered out of 18 set)</td>
<td>73% (19 mastered out of 26 set)</td>
</tr>
<tr>
<td>H-8 Reads Words with Vowel Digraphs and Diphthongs</td>
<td>50% (3 mastered out of 6 set)</td>
<td>44% (4 mastered out of 9 set)</td>
</tr>
</tbody>
</table>

All assessments in this skill area: 76% (101 mastered out of 133 set) 74% (128 mastered out of 174 set)

Getting the Most from This Report:

This report can help you see the overall impact of your instructional efforts across the skill areas that were assessed. You may notice some assessment areas in which most all of the skill objectives set were mastered, but other assessment areas in which most skill objectives were not met. This might indicate that you are focusing instruction more heavily in some areas than in other areas. You may want to adjust your instruction so that your students are mastering about the same proportion of skills in all areas.

It is important to remember that not every student will have objectives set in each assessment area during each assessment period. Also, the individual skill objectives set in each assessment period differ from one period to the next. Thus, a decrease in the percentage does not mean that students are performing poorly or have lost skills.
Online Management System

Progress reports with user-friendly charts make it easy to communicate a student’s present level of performance and progress over time.

Brigance® IED III Kits
Refer table below for prices

- Early Childhood Inventory
- Record Book (set of 20)
- IED III Box of Materials

Brigance IED III Special Education Classroom Kit includes:
- Special Education Inventory
- Record Book (set of 20)
- IED III Box of Materials

Brigance IED III Standardised Kit includes:
- Standardised Inventory
- Record Book (set of 20)
- IED III Box of Materials
- Standardisation and Validation Manual

Brigance® CIBS-II Kits
Refer table below for prices

- Comprehensive Inventory of Basic Skills II
- 20 CIBS-II Record Books

Brigance® TSI Kits
Refer table below for prices

- Transition Skills Inventory
- Transition Skills Inventory Record Book (2 sets of 10)

Brigance® TSI Activities
Kit includes:
- Transition Skills Activities (TSI)
- 2 x TSA Student Books (set of 10)

Brigance TSI Complete
Kit includes:
- Transition Skills Inventory (TSI)
- TSA Record Book (2 sets of 10)
- Transition Skills Activities (TSI)
- TSA Student Books (2 sets of 10)

Brigance® IED III 
Management System

Welcome Pauline Mason
My Students | Group Reports | IEP Resources | My Account | Help | Log in

Calvin Baldwin
0000XX
Birthdate: 09/10/19
Class: Math

Student Status | Record Book | Observations | Reports | Family Connection | Change Inventory

Student Progress  CIBS II Reports
Student Status  I  Record Book  I  Observations  I  Reports  I  Family Connection  I  Change Inventory

Report Description: This report shows skills that are currently set as instructional objectives for this student. These skills should be assessed in the next Evaluation Period. You may edit the text of each Goal.

By 5/30/13, the student will exhibit number and operations skills (with a mastery level of 100%), as appropriate for the student’s grade, including: counting, reading, and writing whole numbers; adding and subtracting; comparing sets of objects; estimating quantities, and describing the value of coins.

By 1/16/14, student will correctly compute the answers with an accuracy of 3/4 (75%).

By 1/16/14, when given nine incomplete statements about the equivalent value of coins and a dollar bill, the student will complete statements to indicate knowledge.

Instructional Objectives set for this skill:

- N-21 Describes Relationships Among Coins and the Dollar Bill

Objectives for Goal:

- Solve word problems with addition
- Solve word problems with subtraction

Total Instructional Objectives set for this skill:

- 2

IEP Writing
Download goals and objectives for this student
## Brigance® Pricing

### Inventory of Early Development (IED) III Pages 12–21

<table>
<thead>
<tr>
<th>Description</th>
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<td>Brigance: IED III 2014: Special Education Classroom Kit* (see above table)</td>
<td>$385</td>
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<td>Brigance: IED III 2014: Inventory Early Childhood Edition</td>
<td>$250</td>
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<td>Brigance: IED III 2014: Inventory Special Education Edition</td>
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<tr>
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### Comprehensive Inventory of Basic Skills (CIBS) II

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### Transition Skills Inventory and Activities

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The BRIGANCE® Early Childhood family of products has been completely updated to help early childhood educators more effectively meet the needs of young learners—so each child is better prepared for school.

**Early Childhood Screens III** (Birth – 6 years)
The Screens provide quick, easy, and accurate screening of skills that are critical predictors of school success, including physical development, language, academic/cognitive, self-help, and social-emotional skills—all in just 10–15 minutes per child.
- Cut-off scores help determine which children may need a referral for special services
- Easy to score - either by hand or with the Brigance® Online Management System
- Results help identify developmentally appropriate assessment and instruction
- Observation Forms help teachers record and organise important observations
- Normed and standardised on a U.S. nationally representative sample
- Highly sensitive and accurate

**Inventory of Early Development (IED) III** (Birth – 7 years 11 months)
- Easily identify a student’s present level of performance and monitor progress for students functioning below the developmental age of 7
- Develop goals and objectives tied to assessment results and deliver targeted instruction

**Readiness Activities** (3 – 7 years)
- Deliver developmentally appropriate instruction
- Link assessment with instruction
- Cover a broad range of skill with over 300 activities
- Build home-school connections through take-home activities

**Online Management System (OMS)**
- Track student progress and create reports that are easy to understand
- Instantly generate goals and objectives to inform IEPs and target instruction for each student
- Meet special education goals and requirements

Contact us at marketing@hbe.com.au or visit our website www.hbe.com.au/series-BRIGANCE/special-ed.html to see a catalogue