

BRIGANCE® Diagnostic

# COMPREHENSIVE INVENTORY OF BASIC SKILLS

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**REVISED**

by Albert H. Brigance

**HAWKER BROWNLOW**  
EDUCATION

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**ASSESSMENTS and SUPPLEMENTAL AND RELATED LISTS/SKILL SEQUENCES**

❖ Validated assessment. Standard score, percentile and year level equivalent can be determined. You must adhere strictly to the DIRECTIONS for the assessments if you want to compare your student to the norms found in the *Standardisation and Validation Manual for the CIBS—R*. In addition, there are standard methods of scoring—meaning when you start and stop administering items. Separate boxes for standardised scoring appear on the appropriate pages.

◆ Assessment used to create a composite score on the Readiness Assessments Standardised Scoring Sheet.

→ Assessment included in CIBS—R Screener and used to obtain Information Processing scores.

**METHODS OF ASSESSMENT**

**Codes:** 2—Two Forms

*o*—Individual Oral Response

*p*—Individual Pointing Response

*w*—Individual or Group Written Response (Student page may be duplicated)

*ob*—Individual or Group Performance (Assessed by observation)

S—Supplemental List/Skill Sequence

R—Related List/Skill Sequence

C—Comprehensive List/Skill Sequence

**A. READINESS**

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**Codes:** 2—Two Forms, *o*—Individual Oral Response, *p*—Individual Pointing Response, *w*—Individual or Group Written Response (Student Page May be Duplicated), *ob*—Individual or Group Performance (assessed by Observation),  
*S*—Supplemental List/Skill Sequence, *R*—Related List/Skill Sequence, *C*—Comprehensive List/Skill Sequence



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## INTRODUCTION

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### PURPOSE

The *BRIGANCE® Comprehensive Inventory of Basic Skills—Revised (CIBS—R)* is designed for use in primary and secondary schools. It can be a valuable resource in school programs emphasising individualised instruction. The *CIBS—R* will be especially helpful in programs serving students with special needs.

The *CIBS—R*, the accompanying *Student Record Book*, and other components may be used:

1. **as an assessment instrument to identify**
  - a. what skills the student has mastered.
  - b. what skills the student has not mastered.
  - c. appropriate instructional objectives.
2. **as a diagnostic instrument to**
  - a. identify strengths and weaknesses.
  - b. obtain assessment data that can be used with other data to support a referral or diagnosis.
3. **as a record-keeping and tracking system** that is efficient, ongoing, specific, and easily interpreted.
4. **as a tool for developing and communicating a student's individualised education program** that best meets the needs of the student.
5. **as a resource for curriculum and staff development.**
6. **as a standardised testing instrument when needed.**

In summary, the *CIBS—R* simplifies and combines the processes of assessing, diagnosing, record-keeping, and instructional planning. Its use will provide continuity to your program and will document student progress.

### PART OF THE BRIGANCE® SYSTEM

This *CIBS—R* is part of the BRIGANCE assessment system—the primary and secondary school component. Other components of the BRIGANCE system and the population for which they were developed are as follows:

1. The *Inventory of Early Development—Revised* was developed for use with infants and children below the developmental level of seven years.
2. The *BRIGANCE Screens* were developed as quick screening assessments (12–15 minutes) for children from two years of age through to the first year of schooling. They include the following:
  - a. *Early Preschool Screen* with assessments for two-year-old and two-and-a-half-year-old children.
  - b. *Preschool Screen* with assessments for three-year-old and four-year-old children.
  - c. *K & 1 Screen—Revised* with assessments for children ending preschool/entering kindergarten, ending kindergarten/entering grade one, and those ending grade one/entering grade two.

Also available for use with the *Screens* are directions printed in Spanish and the *Technical Report for the BRIGANCE Screens*, detailing norming, standardisation, reliability, and validity data, as well as additional guidelines for effective use of the *Screens*.

3. The *Assessment of Basic Skills—Spanish Edition* was developed for use with Spanish-speaking students from kindergarten through to year eight.
4. The *Inventory of Essential Skills* was developed for use with secondary-level students or adult learners with special needs.
5. The *Life Skills Inventory* was developed for use in vocational, secondary special education, ESL, and adult education programs.
6. The *Employability Skills Inventory* was developed for use in secondary, vocational, adult education, ESL, and job training programs.

## FEATURES

The *BRIGANCE® Comprehensive Inventory of Basic Skills—Revised (CIBS—R)*

1. **Is Comprehensive.** The *CIBS—R* includes 154 assessments in readiness, speech, listening, reading, spelling, writing, research and study skills, and maths. (See the Table of Contents.) Its comprehensiveness provides a wealth of assessments from which to choose those that you anticipate will best meet your needs in each assessment situation.
2. **Is Criterion-Referenced.** The assessments are based on curriculum content and objectives. Thus, the results can be applied directly to planning and individualising instruction.
3. **Is Text-Referenced.** Most of the skill sequences were developed by researching texts of different publishers to determine the sequence and the year levels at which the skills are more frequently taught and when competency should be expected. Year-level notations have been included as superscripts in the skill sequences, in the skill analyses on the examiner pages, and in the *Student Record Book*.
4. **Has Been Validated.** Many of the assessments in the *CIBS—R* were included in a national validation study conducted by Frances Page Glascoe, Ph.D., of Vanderbilt University, Nashville, Tennessee. For assessments that have been validated a ♦ is listed next to the title of the assessment. On these measures, if you plan to compare a student's performance to that of other students around the country, you will need to adhere strictly to the directions listed in the **DIRECTIONS** box for each assessment. For some validated assessments, specific scoring information is included in a box following the **DIRECTIONS**. If administered and scored correctly, you may turn to standardised scoring tables in the *Standardisation and Validation Manual for the CIBS—R*, and look up the grade equivalent, percentile, and standard score according to the age of the child tested. Detailed information about the validation research can be found in the *Manual*.
5. **Has Two Forms for Some Assessments.** Fourteen assessments have two Forms—Form A and Form B. If needed, one Form may be used as a pre-test and the alternate Form as a post-test. Also, if validity of the results obtained from administering one Form is questionable, the alternate Form can be administered to confirm the validity of the results.
6. **Has an Easy-to-Follow Format.** When the assessments are to be administered on an individual basis, the *CIBS—R* can be opened to an assessment and placed on a table between the examiner and the student. The printed material on each page is then in the proper position for use.
7. **Does Not Require Rigid Administration Procedures.** Most of the assessments can be adapted to accommodate different assessment situations. Many of the assessments can be given either to individuals or to groups.
8. **Does Not Require Specialised Training in Testing.** The *CIBS—R* uses a direct approach to assessment. When used as an informal assessment instrument, it does not require the complex statistical procedures for deriving and interpreting results. The assessment procedures are simple; many of them can be administered, with supervision, by a paraprofessional.
9. **Does Not Require Specialised Materials.** The basic materials include the *CIBS—R*, the *Student Record Book*, a pencil for the student, and a pencil or pen of the appropriate colour for recording the responses. Permission is granted to copy the student pages in the *CIBS—R* to facilitate either individual or group administration. If using the *CIBS—R* to derive standard scores including percentiles, a copy of the *Standardisation and Validation Manual for the CIBS—R* will be needed.

(continues)

(continued)

10. **Simplifies and Integrates the Processes of Assessing/Diagnosing, Record-keeping, and Instructional Planning.** See pages xii and xiv.
11. **Offers a Record-keeping System That Is Efficient, Specific, and Easily Interpreted.** See **DIRECTIONS FOR RECORDING RESULTS AND IDENTIFYING OBJECTIVES IN THE STUDENT RECORD BOOK**, on page xiv, and **ILLUSTRATION OF THE RECORD-KEEPING SYSTEM**, on page xv. *A Class Record Book* and IEP software are available as optional items.
12. **Was Designed to Meet Requirements of Programs Serving Students with Special Needs.** Most programs serving students with special needs are required to conduct an assessment that identifies the student's present performance level and the level to be achieved. The *CIBS—R* yields this type of data. See **Appendix B**, page 430.

## GENERAL DIRECTIONS FOR CONDUCTING AN ASSESSMENT

- 1. Identify Skill Areas to Be Assessed:** The *Comprehensive Inventory of Basic Skills—Revised (CIBS—R)* is much too extensive to administer in its entirety. Thus, personnel using the instrument should keep the following questions in mind when selecting the assessments to be administered.
  - a. Which assessments are the most relevant to the immediate concern or the reason for referral?
  - b. Which assessments will be more likely to yield the most valuable data within the time allowed for conducting the assessment?
  - c. Which assessments can best be administered in a particular setting?
  - d. Which assessments meet program needs and requirements?
- 2. Identify the Most Appropriate Skill Level Within the Sequence for Initiating the Assessment:** Some of the skill sequences have a range of several year levels. Thus, in order to save time, you should review and evaluate any available student data to determine the most appropriate year level for initiating an assessment. This data might include school placement, school history, performance data from previous assessments, reports from the teacher, or your observations. Plan to initiate the assessments at a skill level one year below the anticipated performance level.
- 3. Select the Best Assessment Method:** Different assessment methods may be used to accommodate different situations. In addition to eliciting individual oral or written response, the *CIBS—R* offers a variety of possibilities: parent interview, teacher observation, group administration, and informal appraisal of the student's performance in daily schoolwork. For the best use of assessment time and the most valuable results, select the assessment method you believe will be the best for each particular situation. See pages xviii–xix for **RECOMMENDATIONS FOR MORE EFFECTIVE USE OF THE COMPREHENSIVE INVENTORY OF BASIC SKILLS—REVISED (CIBS—R).**

- 4. Organise Materials:** Have available the *CIBS—R*, the *Student Record Book* (or reproduced Supplemental and Related Lists/Skill Sequences) and a pencil or pen of the colour to be used for recording. Check the examiner's page of each assessment to determine what additional **MATERIALS** will be needed, such as:
  - a. pencil for the student
  - b. paper
  - c. timepiece
  - d. reproduced copies of the student pages

- 5. Follow the Assessment Procedures (but adapt if appropriate):** The directions and procedures for each assessment should be followed unless there is reason to believe an adaptation will yield more valid results and provide helpful diagnostic information.

Adaptations should be considered when there is reason to believe the student has not performed a skill because of factors such as a lack of confidence, difficulty in understanding directions, speech or language problems, vision problems, or reading difficulties. However, when adaptations are made, they should not include coaching. You may wish to record what adaptations were made in the *Student Record Book*.

- 6. Test Down or Test Up in a Skill Sequence According to the Student's Response:** If the student does not respond to an item or the response is incorrect, test down by going to lower-level items. Conversely, if it becomes obvious the items are much too easy, test up by skipping to higher-level items.
- 7. Record the Assessment Data:** As you obtain information regarding the skill the student has mastered, record it in the *Student Record Book*. See pages xiv and xv for illustrations and explanations of recommended recording procedures. Record your observations and make diagnostic notes as appropriate—Quick/Slow to respond to these items; Lacked confidence when performing this skill; Needs more practice for mastery.

# FORMAT FOR AN ASSESSMENT PROCEDURE WITH A STUDENT PAGE

## STUDENT PAGE (Oriented for the student facing the examiner)

**STUDENT PAGE:** When the assessment is oral, the student works directly from this page. When the assessment is written by an individual or by a group, this page is reproduced in sufficient quantity so that each student works on a copy of the page.

13. **DIRECTIONS:** The recommended directions for assessing the particular skill. Suggested phrasing of instructions or questions is clearly labelled.

14. **PROCEDURE FOR EXAMINER PLANNING TO DERIVE STANDARD SCORES:** Special directions (when needed) and recommended Entry, Basal, and Ceiling are included.

15. **OBJECTIVE:** The objective for the skill being assessed is stated and is an available resource for developing an Individualised Education Plan (IEP).

16. **LETTER, NUMBER, AND TITLE:** The letter of the section, the number of the assessment in that section, and the title of the assessment.

- Used in a composite score for Readiness.
  - Validated assessment. Standard scores may be derived.
- SKILL:** A general statement of the skill being assessed.
- STUDENT RECORD BOOK:** The page on which the skill is listed in the *Student Record Book*.
- CLASS RECORD BOOK:** The page on which the skill is listed in the *Class Record Book*.
- ASSESSMENT METHODS:** The means recommended for assessing.
- MATERIALS:** The materials needed for the assessment.
- DISCONTINUE:** The time frame, or criteria and suggestions for discontinuing the assessment.
- TIME:** The recommended length of time an assessment should take.
- ACCURACY:** The explanation of scoring criteria.
- NOTES:** Notations regarding observations, adaptations, supplemental and related skill sequences, diagnosing difficulties, alternative assessment methods, and references.
- STUDENT-PAGE FORMAT, SKILL ANALYSIS, AND ANSWERS:** The facsimile of the student page, the analysis of specific skills assessed, the answers for the student page, and year-level notations.
- EXAMINER'S PAGE NUMBER:** The page number on which the skill, assessment method, directions, notes, and objectives are listed.

A-19 READS NUMERALS

②— **SKILL:** Reads numerals to  
Task: 1. 5<sup>100</sup>, 2. 10<sup>10</sup>, 3. 20<sup>10</sup>, 4. 40<sup>10</sup>, 5. 60<sup>10</sup>, 6. 80<sup>10</sup>, 7. 100<sup>10</sup>

③— **STUDENT RECORD BOOK:** Page 4.

④— **CLASS RECORD BOOK:** Page 10.

⑤— **ASSESSMENT METHOD:** Individual oral response.

⑥— **MATERIALS:** S-35.

⑦— **DISCONTINUE:** Your discretion, or after the first failure.

⑧— **TIME:** Your discretion.

⑨— **ACCURACY:** 4/4 (100%) for each skill.

⑩— **NOTES:**

- Alternate Assessment of Receptive Skill:** If the student cannot read the numerals (expressive skill), you may wish to ask the student to point to each numeral as you read it (receptive skill).
- Screen If Necessary:** If it appears that the student is having difficulty focusing on one group of numerals at a time because of visual stimuli from other groups on the page, you may wish to cut a "window" in a sheet of paper and cover the other groups.
- Number or Numeral:** Math programs are inconsistent in terminology used to refer to the printed symbol for a quantity—*number* or *numeral*. If you are aware the student is in a math program that uses *number* instead of *numeral*, make this change in the **DIRECTIONS**. If the student appears to be confused by one term, try using the alternate term.

⑪— **STUDENT-PAGE FORMAT AND SKILL ANALYSIS FOR S-35**

Reads numbers to:				
1. 100 <sup>10</sup> (5)	2	4	3	5
2. 50 <sup>10</sup> (10)	8	7	6	10
3. 20 <sup>10</sup> (20)	19	11	17	18
4. 10 <sup>10</sup> (40)	23	28	37	40
5. 60 <sup>10</sup> (60)	42	44	50	59
6. 80 <sup>10</sup> (80)	71	63	66	80
7. 100 <sup>10</sup> (100)	88	91	100	86

⑫— 35

**DIRECTIONS**

This assessment is made by asking the student to read the numerals listed on S-35.  
 Point to S-35, and  
 Say: **Look at each numeral (number) and say its name. Begin here.**  
 Point to the numeral 2.  
 Point to each numeral and pause for the student's response.  
 If necessary, give encouragement.

⑬—

**NOTES:** (continued)

- Supplemental Assessment:** See Section N, Numbers, on page 335, if you wish to assess more advanced math skills.
- Correlated BRIGANCE® Prescriptive Teaching Material:** Pages 233–59 of the *BRIGANCE Prescriptive Readiness: Strategies and Practice*.
- References:** (See Bibliography, pages 446–49.)  
 Brigance (1991): 237 Linder: 107 McAfee: 246

**OBJECTIVE**

⑭—

By \_\_\_\_\_ (date) \_\_\_\_\_, when shown four numerals in random order of a value of \_\_\_\_\_ (numeral) \_\_\_\_\_ or less, \_\_\_\_\_ (student's name) will read them with 100% accuracy.

**OBJECTIVE**  
(STATED FOR PRETEST/POST-TEST COMPARISON):

⑮—

By \_\_\_\_\_ (date) \_\_\_\_\_, \_\_\_\_\_ (student's name) will increase the numerals he/she can read with an accuracy of 4/4 (100%) from \_\_\_\_\_ (highest numeral read to in pretest) to \_\_\_\_\_ (highest numeral to be read to in post test) \_\_\_\_\_.

A-19 Reads Numerals — 16

## EXAMINER'S PAGE (Assessment Procedure)

## **DIRECTIONS FOR RECORDING RESULTS AND IDENTIFYING OBJECTIVES IN THE STUDENT RECORD BOOK**

The *Student Record Book*, which accompanies and correlates with the *Comprehensive Inventory of Basic Skills—Revised (CIBS—R)*, serves as a means of:

1. tracking the progress of an individual student.
2. communicating information in the parent conference.
3. communicating student data to other school personnel.

**Colour-Coding:** An ongoing, graphic, specific, and easily interpreted record of the student's performance level and progress can be developed by colour-coding data recorded in the *Student Record Book*. This colour-coding procedure consists of using a pencil and pens of different colours to circle the skills for which the student demonstrates mastery and underlining the skills set as objectives. See **ILLUSTRATION OF THE RECORD-KEEPING SYSTEM**, on page xv.

### **Suggested Steps for Recording Assessment Data and Identifying Instructional Objectives:**

1. Record the first assessment by using a pencil to circle the numeral for all skills for which the student demonstrates mastery.
2. Use a blue pen to underline the numeral for all skills you wish to identify as objectives for the next instructional period.
3. To record the second assessment, use the blue pen to circle the numeral for all skills for which the student demonstrates mastery.
4. After completing the second assessment, use a red pen to underline the numeral for all skills you wish to identify as objectives to be mastered during the next instructional period.
5. To record the third assessment, use the red pen to circle the numeral for all skills for which the student demonstrates mastery. Make any notations you think would be appropriate or helpful such as observations or incorrect responses.

For various reasons, some skills will be skipped or omitted. This can be shown with a notation such as 'DNA' to indicate 'Did Not Administer'.

**Alternate Recording Method:** If a student does not complete all items in a skill sequence, you may wish to record the performance as a fraction of the number of correct responses out of the number of items **attempted**, rather than recording the total number of items in the skill sequence. For example, if the assessment has a total of 70 items, such as those on O-1, page 344, 'Addition Facts', and the student gives 55 correct responses out of 60 attempted, his/her performance may be recorded as 55/60 rather than 55/70.

**Identifying Instructional Objectives for the Next Instructional Period:** The student data obtained from an assessment can be used as baseline data for developing an Individualised Education Program (IEP). The 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.

These skills can be identified as instructional objectives by underlining them, or their numbers, with a pen of the designated colour for recording the next assessment.

**Interpreting Information from the Student Record Book:** After following the above recommended recording procedures, you can interpret each skill record to determine:

1. the student's performance level when first assessed (circled in pencil).
2. the student's progress shown by skills mastered between the first and second assessments (circled in blue).
3. the objectives identified for the student to master between the second and third assessments (underlined in red).

For example, the record on page xv is interpreted as follows:

1. The student demonstrated mastery of skills 1, 2 and 3 when the first assessment was made in September.
2. Skills 4 and 5 were identified as objectives, and mastery was obtained between Sept. 18 and January 23.
3. Skill 6 was identified as an objective to be attained between January 23 and April 10.

## ILLUSTRATION OF THE RECORD-KEEPING SYSTEM

### Sample from page 1 of the Student Record Book

<i>Evaluation</i>	<i>Colour</i>	<i>Date</i>	<i>Examiner</i>
1st	Pencil	9/18/98	Murphy
2nd	Blue	1/22/99	Murphy
3rd	Red	4/8/99	Murphy
4th	Black		
5th	Green		
6th	Purple		
Comments:			

### Explanation of Recording Procedure

1. The date of the first assessment and all assessment data are recorded in pencil. Skills for which mastery is demonstrated are circled, using the pencil.
2. The date for the second assessment is recorded in blue. Objectives set for mastery by the date of the second assessment date are underlined in blue.
3. Assessment data for the second assessment are recorded by circling the skills for which mastery is demonstrated, using the blue pen.
4. The date of the third assessment is recorded in red. Objectives set for mastery by the date of the third assessment are underlined in red.
5. This procedure is repeated, using pens of the different colours in the order listed.

### Skills for which mastery was demonstrated after the second evaluation

P-2	354	<b>ADDITION OF WHOLE NUMBERS: Adds whole numbers with</b>		
		<sup>1</sup> ①. 2 digits without regrouping <sup>2</sup> ②. 2 digits with 1 regrouping	<sup>3</sup> ③. 3 digits without regrouping <sup>4</sup> ④. 3 digits with 1 regrouping	<sup>5</sup> ⑤. 3 digits with 2 regroupings <sup>6</sup> ⑥. 4 digits with 3 regroupings <sup>5</sup>
Assessment procedure letter and number	Page in <i>Inventory</i> to use for assessing this skill sequence	This numeral indicates that the following skills are normally introduced in grade three. Skills listed prior to this numeral are normally introduced prior to the student entering grade three.		This numeral indicates that all the skills have normally been achieved before grade five.

In some programs or situations, the teacher may find the *Class Record Book*, which accompanies and correlates with the *Comprehensive Inventory of Basic Skills—Revised (CIBS—R)*, to be a helpful resource. The *Class Record Book* makes it possible to compile the data for an entire class.

As illustrated in the right column, the skills assessed by the *CIBS—R* are listed across the top of the pages. Students' names can be listed on the cover flap. The flap can be folded over to show the names on each page as it is used. Space for the students' names is also provided on the left side of each double page.

By using recording symbols such as those shown in the illustration, the *Class Record Book* can be used to identify those students who have the same instructional objectives and those who might be grouped for instructional purposes.

**Procedure for Recording**

1. For each student, place an X in any box for which mastery of the skill was demonstrated during the assessment.
2. Then, place a dot in any box to identify a skill that has been assessed and set as an objective.

An analysis of the entry of dots in a specific skill column enables any personnel working with the students to determine quickly those students who might be grouped for instructional purposes.

3. When instruction for the skill has begin initiated, draw a diagonal slash mark across the skill box to indicate that the skill has been introduced.
4. When a student has mastered the skill set as an objective, draw a second diagonal slash mark to form an X in the skill box.

Using these recording procedures in the *Class Record Book* makes it possible, by examining the recording symbols, to quickly determine the progress of any and all students in the program.

Obviously, maintaining a dual record-keeping or tracking system will require more time. Thus, the *Class Record Book* is considered an optional item to be used in programs in which it might be helpful or in which class records are required.

		G WORD ANALYSIS										G C												
		G-3 Identifies Initial Consonants in Spoken Words (pp. 181–182)																						
Recording Symbols		11. b	2. h	3. d	4. c (/k/)	5. g	6. s	7. m	8. l	9. r	10. t	11. y	12. w	13. f	14. n	15. p	16. k	17. j	18. v	19. qu	20. c (/s/)	21. z <sup>2</sup>	2. h	3. s
Names of Students																								
1	Keith Watts																							
2	Francine Ricupero																							
3	Roger Lockwood																							
4	Aaron Katz																							

25	Rory Boze																							
26	Jose Chaves																							
27	Larry Miller																							
28	Nancy Porto																							
29	Maureen Moriarty																							
30	Ingrid Merusek																							



## **USING PARTS OF THE *COMPREHENSIVE INVENTORY OF BASIC SKILLS—REVISED (CIBS—R)* TO MEET STANDARDISED TESTING REQUIREMENTS**

When a school program or system requires formal standardised testing, the newly validated portions of the *CIBS—R* are well suited to meet such needs. Some of the questions that may arise are addressed below.

- 1. Why have some assessments in this revised edition been validated for use as standardised testing?** Certain assessments were selected for validation and standardisation. The entire readiness test was selected because it is widely used to decide if at-risk students and those with special needs are ready for kindergarten. Other assessments were chosen because they measure some of the most critical school or survival skills (e.g., the ability to sound out words, comprehend what is read, understand what is said, communicate clearly, understand number relationships, construct a meaningful and legible sentence, and so forth).
- 2. When should I use the *CIBS—R* as an informal assessment instrument and when should I use it for formal standardised testing?** Most teachers will use the *CIBS—R* in an informal manner—as a way to identify skills for which a student needs particular assistance to select curricular materials, and to monitor progress. The formal administration of the *CIBS—R* is needed when a student is having significant academic difficulty or tremendous academic success and is receiving an evaluation or reevaluation for special services. In these cases, the validated portions of the *CIBS—R* may be used to partially fulfill eligibility and annual reevaluation criteria. The validated version may also be used when it is necessary to know the specific year level or percentile at which a student is performing.
- 3. Can't I use the *CIBS—R* as an informal assessment instrument and still derive valid standard scores? Why is it important to follow standardised administration procedures rigidly in order to obtain valid normed scores?** When the *CIBS—R* was validated, it was administered to hundreds of children around the United States. Each student was given the *CIBS—R* in exactly the same way so that the scores could be combined and it was possible to determine what was average and what was not. Thus, if you want to know whether your student is performing like most other students, it is only fair to give the same test that other students were given. If you alter the directions or scoring and then use the norms established for the *CIBS—R*, you are likely to end up with excessively high or excessively low scores. This can lead to

serious mistakes about year placement, classroom modifications, mainstreaming, selection of curricular materials, and so forth.

- 4. What parts have been validated to use for standardised testing?** All twenty-seven assessments in the Readiness section and ten assessments in the areas of basic reading, reading comprehension, maths, written expression, and listening were selected for use when standard scores are required. The validated portions of the *CIBS—R* are indicated by a ♦ next to the title of the assessment and also in the table of contents.
- 5. Where do I find the information needed to use parts of the *CIBS—R* for standardised testing?** Directions for administration are listed in a box on the appropriate pages. When there are specific scoring instructions, these are listed in a separate box.
- 6. Where do I find the information needed to convert raw scores to standardised scores and where do I record them?** Reproducible standardised scoring sheets for this edition of the *CIBS—R* can be found in the *Standardisation and Validation Manual for the CIBS—R*. The same scoring sheets are also available in 30-packs of triplicate-copy forms—one for converting raw scores on the readiness assessments and another for scores on the validated portions of the *CIBS—R* for grade one through to grade six students. Write the raw score in the appropriate column. Then find the correct table in the *Manual* for the child's chronological age to convert the raw scores to quotients. In the column below the name of each assessment you will see quotients. Locate your student's raw score in either the far left or far right column and then follow the row in which the raw score appears to find the quotient for that assessment. Other tables in the *Manual* are used to convert quotients to percentiles, and to determine grade-equivalent and age-equivalent scores. Composite scores in the areas of general knowledge and language, gross-motor skills, graphomotor and writing skills, reading, and maths can also be derived and recorded for the readiness assessments. Similarly, standard scores for the grade one to grade six assessments can be derived and recorded to produce composite scores for basic reading, reading comprehension, maths, written expression, and listening. More detailed directions are listed in the *Manual*.

