

STUDENT RECORD BOOK

Student's Name: _____ Birth Date: _____ Telephone: _____

Parents: _____ School/Program: _____

Home Address: _____ Address: _____

Comments: _____

RECORDING PROCEDURES AND COLOUR CODE

Mark each evaluation in a different colour to develop a graphic profile of progress.

- **Circle** skills for which mastery is demonstrated.
- **Underline** objectives to be mastered by the next evaluation with the next colour as listed below.
- See page xv of the *Comprehensive Inventory of Basic Skills—Revised* for further discussion.

Testing Observations

Write the letters 'S' or 'N' and circle 'Yes' or 'No' in the designated box to describe the student's responses during testing. Use a pencil or pen of the colour indicated on the left.

S—Satisfactory N—Needs to improve

Evaluation	Colour	Date	Examiner	Cooperation	Persistence	Attention Span	Concentration	Confidence	Rapport	Apparently Good Hearing		Apparently Good Vision		
										Yes	No	Yes	No	
1st	Pencil										Yes	No	Yes	No
2nd	Blue										Yes	No	Yes	No
3rd	Red										Yes	No	Yes	No
4th	Black										Yes	No	Yes	No
5th	Green										Yes	No	Yes	No
6th	Purple										Yes	No	Yes	No
Comments: _____														

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The COMPREHENSIVE INVENTORY OF BASIC SKILLS—REVISED by Albert H. Brigance, the correlated Student and Class Record Books, and the inventory process are patented.

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A. READINESS

◆ Used in Readiness Composite Score

◆ Validated assessment

→ Used in CIBS-R Screener

Assessment Page

◆◆A-1	4–5	PERSONAL DATA RESPONSE: Gives personal data verbally.							
		PreK1. first name	4. name(s) of sibling(s)	K.47. birthday (month and day)	10. complete address				
		2. full name	5. name of town or city	K.88. parents' names	11. complete birth date				
		3. age	K.06. street address	9. telephone number	(month, day and year) ^{2.0}				
◆A-2	6–7	RECOGNISES COLOURS: Identifies and names the colour of objects.							
		PreK1. red	4. yellow	7. brown	K.010. grey				
		2. blue	5. orange	8. black	11. white ^{1.0}				
		3. green	6. purple	9. pink					
◆A-3	8–9	SELF-HELP SKILLS: Independently performs self-help skills.							
		PreK1. Puts on clothing.	4. Ties shoes.						
		2. Buttons clothing.	5. Knows which shoe goes on which foot.						
		3. Totally cares for toileting needs, including flushing toilet and washing and drying hands.	K.06. Takes care of personal items.	K.47. Prepares for different activities with minimal supervision. ^{1.0}					
◆A-4	10–11	DRAWS A PERSON: Draws a person with recognisable, distinct body parts. Body parts included in picture:							
		PreK1. head	4. feet	7. trunk	K.810. hair				
		2. legs	5. arms	K.08. eyes	11. neck				
		3. ears	6. shoulders	K.49. nose	12. hands				
					13. mouth ^{2.0}				
◆A-5	12–13	VISUAL MOTOR SKILLS—FORMS: Copies forms.							
		(page 12)	(page 13)						
		PreK1. ○	2. +	3. ×	4. □				
					K.05. □				
					K.46. △				
					7. ◇ ^{1.0}				
◆A-6	14–15	VISUAL DISCRIMINATION—FORMS, LETTERS AND WORDS: Visually discriminates which one of four printed symbols is different.							
		Forms	Uppercase Letters	Lowercase Letters	Words				
		PreK1. ○	4. ○	6. ○	9. V	11. i	14. b	16. on	K.419. pet
		2. □	5. ⊂	7. I	10. X	12. j	15. n	17. be	K.820. was ^{1.5}
		3. ○		8. P		13. c		K.018. can	

B. SPEECH (CONTINUED)

Assessment Page

B-2 62–66 **RESPONDS TO A PICTURE:** Responds to questions and requests relating to a picture.

Tick Form/Scene used: ____ Form A (Urban Scene) ____ Form B (Suburban Scene)

- | | |
|---|-------------------------------------|
| 1. Names different objects, animals and people. | 5. Anticipates events. |
| 2. Understands directional and positional concepts. | 6. Categorises objects. |
| 3. Understands quantitative concepts. | 7. Tells a story about the picture. |
| 4. Tells what is happening. | |

B-3 68–74 **ARTICULATES INITIAL SOUNDS OF WORDS:**

(page 68)

- | | | |
|-------------------|------|------|
| ^k 1. m | 3. h | 5. f |
| 2. n | 4. p | 6. w |

(page 71)

- | | | |
|------|-------|-------|
| 7. b | 9. k | 11. l |
| 8. j | 10. g | 12. d |

(page 72)

- | | | |
|-------|--------|-------|
| 13. t | 15. r | 17. v |
| 14. s | 16. ch | 18. z |

(page 73)

- | | | |
|--------|--------|--------|
| 19. th | 21. y | 23. br |
| 20. sh | 22. wh | 24. dr |

(page 74)

- | | | |
|---------------------|--------|---------------------|
| ¹ 25. tr | 27. st | 29. sw |
| 26. sp | 28. sk | 30. sn ² |

B-4 75–77 **ARTICULATES FINAL SOUNDS OF WORDS:**

(page 75)

- | | | |
|-------------------|------|-------|
| ^k 1. m | 3. p | 5. b |
| 2. n | 4. f | 6. ng |

(page 76)

- | | | |
|------|-------|-------|
| 7. j | 9. g | 11. d |
| 8. k | 10. l | 12. t |

(page 77)

- | | | |
|-------|--------|---------------------|
| 13. s | 15. z | ¹ 17. th |
| 14. r | 16. ch | 18. sh ² |

B-5 78–79 **SPEECH OBSERVATIONS CHECKLIST:** (This checklist has been designed for optional use. Space is not provided for recording the results. A copy of the checklist may be filed in this record book if appropriate.)

C. LISTENING

Assessment Page

C-1 85–86 **AUDITORY DISCRIMINATION — FORM A:** Distinguishes if pairs of words sound alike or different.

- | | | | | | | | | |
|-------------------|------------|------|-------|-------|-------|-------------|-------|--------------------|
| ^k 1. b | 4. c (/k/) | 7. m | 10. t | 13. f | 16. k | 19. qu | 22. a | 25. o |
| 2. h | 5. g | 8. l | 11. y | 14. n | 17. j | 20. c (/s/) | 23. e | 26. u ¹ |
| 3. d | 6. s | 9. r | 12. w | 15. p | 18. v | 21. z | 24. i | |

C. LISTENING (CONTINUED)

Assessment	Page																																	
C-2	88–89	<p>SENTENCE MEMORY: Repeats sentences of different lengths (based on number of syllables).</p> <p>^K1. 2 2. 4 3. 6 4. 8 ¹⁵5. 10 6. 12 ²⁷7. 14 ³⁸8. 16 ⁵⁹9. 18 ⁷¹⁰10. 20⁹</p>																																
C-3	90–91	<p>FOLLOWS ORAL DIRECTIONS: Listens to and follows oral directions of one or more steps in the correct sequence given for at least two of three directions.</p> <p>1. one-step directions 2. two-step directions 3. three-step directions 4. four-step directions</p>																																
❖C-4	92–95	<p>LISTENING VOCABULARY COMPREHENSION LEVEL-PLACEMENT TEST: Listens as three lists of four words at year level are read aloud and tells which word in each list does not belong.</p> <p>FORM A:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Grade 1</td> <td style="width: 25%;">Grade 3</td> <td style="width: 25%;">Grade 5</td> <td style="width: 25%;">Year 7</td> </tr> <tr> <td>1. 2. 3.</td> <td>7. 8. 9.</td> <td>13. 14. 15.</td> <td>19. 20. 21.</td> </tr> <tr> <td>Grade 2</td> <td>Grade 4</td> <td>Grade 6</td> <td>Year 8</td> </tr> <tr> <td>4. 5. 6.</td> <td>10. 11. 12.</td> <td>16. 17. 18.</td> <td>22. 23. 24.</td> </tr> </table> <p>FORM B:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Grade 1</td> <td style="width: 25%;">Grade 3</td> <td style="width: 25%;">Grade 5</td> <td style="width: 25%;">Year 7</td> </tr> <tr> <td>1. 2. 3.</td> <td>7. 8. 9.</td> <td>13. 14. 15.</td> <td>19. 20. 21.</td> </tr> <tr> <td>Grade 2</td> <td>Grade 4</td> <td>Grade 6</td> <td>Year 8</td> </tr> <tr> <td>4. 5. 6.</td> <td>10. 11. 12.</td> <td>16. 17. 18.</td> <td>22. 23. 24.</td> </tr> </table>	Grade 1	Grade 3	Grade 5	Year 7	1. 2. 3.	7. 8. 9.	13. 14. 15.	19. 20. 21.	Grade 2	Grade 4	Grade 6	Year 8	4. 5. 6.	10. 11. 12.	16. 17. 18.	22. 23. 24.	Grade 1	Grade 3	Grade 5	Year 7	1. 2. 3.	7. 8. 9.	13. 14. 15.	19. 20. 21.	Grade 2	Grade 4	Grade 6	Year 8	4. 5. 6.	10. 11. 12.	16. 17. 18.	22. 23. 24.
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C-5a to C-5l	96–109	<p>LISTENING COMPREHENSION LEVEL-PLACEMENT TEST: Listens to a selection with a designated readability level and responds orally to five comprehension questions with at least 80% comprehension accuracy.</p> <p>FORM A:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">a. Lower Grade One (page 98)</td> <td style="width: 33%;">e. Lower Grade Three (page 102)</td> <td style="width: 33%;">i. Grade Six (page 106)</td> </tr> <tr> <td>1. 2. 3. 4. 5.</td> <td>21. 22. 23. 24. 25.</td> <td>41. 42. 43. 44. 45.</td> </tr> <tr> <td>b. Upper Grade One (page 99)</td> <td>f. Upper Grade Three (page 103)</td> <td>j. Year Seven (page 107)</td> </tr> <tr> <td>6. 7. 8. 9. 10.</td> <td>26. 27. 28. 29. 30.</td> <td>46. 47. 48. 49. 50.</td> </tr> <tr> <td>c. Lower Grade Two (page 100)</td> <td>g. Grade Four (page 104)</td> <td>k. Year Eight (page 108)</td> </tr> <tr> <td>11. 12. 13. 14. 15.</td> <td>31. 32. 33. 34. 35.</td> <td>51. 52. 53. 54. 55.</td> </tr> <tr> <td>d. Upper Grade Two (page 101)</td> <td>h. Grade Five (page 105)</td> <td>l. Year Nine (page 109)</td> </tr> <tr> <td>16. 17. 18. 19. 20.</td> <td>36. 37. 38. 39. 40.</td> <td>56. 57. 58. 59. 60.</td> </tr> </table>	a. Lower Grade One (page 98)	e. Lower Grade Three (page 102)	i. Grade Six (page 106)	1. 2. 3. 4. 5.	21. 22. 23. 24. 25.	41. 42. 43. 44. 45.	b. Upper Grade One (page 99)	f. Upper Grade Three (page 103)	j. Year Seven (page 107)	6. 7. 8. 9. 10.	26. 27. 28. 29. 30.	46. 47. 48. 49. 50.	c. Lower Grade Two (page 100)	g. Grade Four (page 104)	k. Year Eight (page 108)	11. 12. 13. 14. 15.	31. 32. 33. 34. 35.	51. 52. 53. 54. 55.	d. Upper Grade Two (page 101)	h. Grade Five (page 105)	l. Year Nine (page 109)	16. 17. 18. 19. 20.	36. 37. 38. 39. 40.	56. 57. 58. 59. 60.								
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G. WORD ANALYSIS

Assessment Page

❖G-1 167–172 **WORD ANALYSIS SURVEY—FORM A: Distinguishes if pairs of words sound alike or different; identifies initial consonants; substitutes sounds; reads word parts; and divides words into syllables.**

Auditory Discrimination

(page 167)

- PreK
1. t
2. b
3. o
4. v
5. d
6. e

Initial Consonant Identification

(page 167)

7. h
K.08. d
9. k

Substitutes Initial-Consonant Sounds

(page 168)

10. m, b
11. c /k/
12. g
13. j
14. qu
15. z

Substitutes Short-Vowel Sounds

(page 168)

- L.016. ä
17. ï
18. ü

Substitutes Long-Vowel Sounds

(page 168)

19. ā
20. ū

Substitutes Final-Consonant Sounds

(page 168)

21. d
L.522. sh
23. m

Substitutes Initial-Blend and Initial-Digraph Sounds (page 168)

24. tr
25. cl
26. pr
27. spl

Reads Words with Common Endings (page 171)

28. at
29. eep
30. ite
2.031. ang

Reads Words with Vowel Digraphs and Diphthongs (page 171)

32. oo (ōō)
33. oy (oi)
34. ue (ōō)

Reads Words with Phonetic Irregularities (page 171)

- 2.535. g (j)
36. wr (/r/)
37. silent l
38. mb (/m/)
3.039. tion (/shun/)

Reads Suffixes (page 171)

40. s
41. ly
42. ness
4.043. ment
44. able (drop final e)

Reads Prefixes (page 171)

45. un
46. non
47. de
5.048. ir

Divides Words into Syllables (page 171)

49. one vowel sound
6.050. like consonants between vowels
51. one consonant between two vowels
52. three vowel sounds
53. ending le^{6,8}