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# Features of the *BRIGANCE*<sup>®</sup> P/K/1 Screen

- 1. Screening Can Be Accomplished Quickly:** The essence of screening is its quickness. The basic screening of most students can be completed within ten to twelve minutes. Screening a student who responds slowly rarely takes more than twenty minutes.
- 2. Screening Provides a Sampling of Skills for Key Areas:** The basic assessments provide a sampling of the student's development and skills in key areas, such as language, motor ability, number skills, body awareness, and auditory and visual discrimination. A discussion and demonstration of the domains and factors these skills can be categorised into can be found in the *Technical Report for the BRIGANCE<sup>®</sup> Screens* on pages 6–7 and on pages 29–37.
- 3. The Data Sheet Provides a Quick Review:** The *Data Sheets*, one for each grade level, allow data to be recorded on one page in a triplicate copy. Thus, a glance across the *Data Sheet* provides a quick review, and copies of the data can be shared with others and filed as needed. (See *Data Sheet* examples on pages xviii, xix, and xx.)
- 4. Screening Will Be a Successful Experience for Most Students:** Each screening assessment is at a skill level that will allow a high degree of success for most students. Thus, most students will feel positive about the screening.
- 5. New End-of-First-Grade Basic Assessments Are Included:** The tests previously called Supplemental Assessments have now been validated as appropriate for students ending their first-grade year or entering the second grade. New *Data Sheets* with point values assigned for this level are also available.
- 6. Helpful Notes Are Included:** Notes related to possible observations, interpretations, criteria, supplemental assessments, and techniques for encouraging the student to perform are included with each assessment.
- 7. Related Forms for Optional Use Are Included:** Related screening information forms for examiner's observations, teacher's rating, and parent's rating are included as items for optional use. Permission to reproduce these forms for nonprofit educational use is granted by the author and the publisher. (See pages 47–58.)
- 8. A Score Can Be Calculated for Ranking and Grouping Purposes:** A point value is assigned to each skill in the basic screening assessments to provide a means of calculating a score for each student.
- 9. Assessments Are Criterion-Referenced, Curriculum-Referenced, and Norm-Referenced:** The criterion-referencing and curriculum-referencing of the assessments provide data that can be translated into instructional objectives. Additionally, results of the 1995 restandardisation and validation study allow norm-referenced interpretation.
- 10. No Special Material or Equipment Is Needed:** (See page xiii for lists of essential materials and optional materials.)
- 11. Duplication of Assessments Can Be Avoided:** The skills included in the basic assessments are the same as those included in the *BRIGANCE Diagnostic Comprehensive Inventory of Basic Skills* (Prep/K–9) and the *BRIGANCE Diagnostic Inventory of Early Development* (Birth–7 years). Program personnel using either *Inventory* with its accompanying individual *Record Book* for the purposes of assessing, record keeping, tracking, and instructional planning can frequently avoid duplication of assessment time. Much of the data needed for screening can be taken from the individual *Record Book* if it is current and valid. Likewise, data obtained from the screening assessment can be recorded in the individual *Record Book*. (See pages 65–69 for coordination of the assessments in this *Screen* with each *Inventory*. A complete coordination between all the *Screens* and the *Inventory of Early Development—Revised* and the *Comprehensive Inventory of Basic Skills* is included in the *Technical Report for the BRIGANCE Screens* on pages 58–64.)

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# Rationale and History

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**Rationale for Development:** Initially, the *BRIGANCE® Screens* were developed as criterion-referenced instruments to be a viable alternative to the norm-referenced screens commonly used in many schools. Among the benefits of such screening is the ability to view readiness as a continuous, ever-evolving process, that results from normal development and from instruction and exposure to a continuum of various skills and activities. Additionally, results obtained from criterion-referenced screens facilitate the implementation of individualised instruction.

The findings of the restandardisation and validation study conducted in 1995 show that when the assessments are administered and scored *in strict accordance with the directions accompanying each basic assessment*, valid norms will result. Children with difficulties as well as those who are gifted and academically talented can, in combination with teacher/examiner ratings, be identified using the cutoff scores determined by the study, as discussed on page xvi. (See the *Technical Report for the BRIGANCE Screens*, pages 22–24.) Thus the same basic assessments are now *both* criterion-referenced and norm-referenced and should meet the needs of most school systems. Teachers will have information about individual students, and administrators will be able to monitor student progress throughout a school year.

**History:** The *BRIGANCE Prep/K & 1 Screen* was first published in 1982 in response to many requests received by the author and the publisher from personnel using BRIGANCE assessment instruments.

The 1982 edition quickly gained acceptance in the United States and Canada. Within five years it gained recognition as one of the most widely used screens, with adoptions in several states and major school systems, including New York City.

This high degree of acceptance and requests for similar assessment instruments for use with preschool children led to the publication of the *BRIGANCE Preschool Screen* (1985) and the *BRIGANCE Early Preschool Screen* (1990). (See page 60 for additional history and acknowledgments.)

**Criteria for Selection of Screening Assessments:** The following criteria were used to select the skills included in this screening instrument:

1. What skills are of a developmental or difficulty level that will identify students who may not be successful and yet will allow most students to have the degree of success needed to feel positive about the screening?
2. What skills can be assessed expediently with a high degree of validity and objectivity?
3. What skills in the *BRIGANCE Diagnostic Comprehensive Inventory of Basic Skills* and *BRIGANCE Diagnostic Comprehensive Inventory of Early Development* were found to be the most appropriate for screening purposes?
4. What skills can be assessed
  - a. by the use of materials that are usually readily available and inexpensive?
  - b. in facilities or settings in which space may be limited?
  - c. without having the teacher/examiner involved in time-consuming and complicated procedures or in manipulating assessment materials?
5. Which of the skills meeting the above criteria can be validated by
  - a. a review of the literature as having the greatest predictive validity for success in prep/kinder, first grade, and second grade?
  - b. critiquing and field-testing as being appropriate to use for screening purposes?

# 11A Prints Personal Data

**Skill:** Prints personal data—first name.

**Data Sheet:** *Prep/Kindergarten.*

**Assessment Method:** Individual or group written response.

**Materials:** Pencil and paper of the type commonly used in the student's school program.

**Discontinue:** When the student has finished printing his/her name, or when it appears he/she is unable to do so.

**Time:** Your discretion; however, allow as much time for each item as the student can use profitably.

**Accuracy:** See *Criteria*.

**Point Value:** 5 points for first name.

**Criteria:** Give credit for each item that meets the following criteria:

1. The identity of all letters must be unquestionable.
2. Allow credit for reversals if the identity of the letter is unquestionable. Note reversals on the *Data Sheet*.
3. Letters may be lowercase or uppercase.
4. The letter sequence must be correct.

FRED fred FRød FR3D

Acceptable

TRLD FRD fed Ferd

Not Acceptable

**Notes:**

1. **Possible Observations:** As the student prints the data, you may wish to observe and make note of the following:
  - a. *Handedness:* Does the student use the right hand, the left hand, or both?
  - b. *Pencil Grasp:* Is the pencil held correctly in a loose three-finger grasp near the tip of the pencil, or incorrectly in a tight fist?
  - c. *Paper Maintained in the Correct Position:* Is the paper maintained in the correct position for writing?

**Directions**

This assessment is made by having the student print his/her first name by using a pencil and paper of the type commonly used in the school program.

Present the student with pencil and paper, and

Say: **I want you to print your first name.**

Pause, giving the student adequate time to print his/her first name.

If the student writes his/her nickname,

Say: **That is your nickname. Can you write your real name?**

- d. *Reversals, Transversions, or Inversions:* Are any letters backward, sideward, or upside down?
  - e. *Types of Errors:* Are letters out of sequence?
2. **Supplemental Assessments:**
    - a. *Copies Name:* If the student cannot print his/her name, you may wish to print it and have him/her copy it. As the name is copied, observe for reversals, transversions, inversions, and fine-motor coordination problems.
    - b. *Factors That Will Improve Legibility:* You may wish to evaluate the student's printing to determine which of the following might be improved to make the printing more legible: slant, size, spacing, formation, alignment, or neatness.
    - c. *Prints Other Personal Data:* If the student prints his/her first and last name without difficulty, you may wish to ask him/her to write other personal data, such as address, telephone number, and names of siblings.
  3. **Cursive Writing:** If the student writes only in cursive, make note of this on the *Data Sheet*.
  4. **Correlated BRIGANCE® Prescriptive Teaching Material:** Pages 305–309 of the *BRIGANCE Prescriptive Readiness: Strategies and Practice*.

# 12A Syntax and Fluency

**Skill:** Speaks in complete sentences and with speech that can be understood.

**Data Sheet:** Prep/Kindergarten.

**Assessment Method:** Individual performance—confirmed by observations during the screening or reports from a reliable source.

**Materials:** In general, no materials are needed. However, you may wish to use objects or pictures, such as those on pages S-6 and S-40, to engage the student in conversation.

**Discontinue:** Your discretion.

**Time:** Your discretion.

**Accuracy:** In order for the student to receive credit for this assessment, some sentences should be at least four words long and grammatically correct most of the time.

**Point Value:** 5 points each.

**Note:**

**Possible Observations:** As you engage the student in conversation, you may wish to observe and make note of the following:

- a. *Voice or Rhythm Problems:*
  - Pitch: Is the pitch too high or too low?
  - Loudness: Is the voice too loud or too soft?
  - General Voice Quality: Are there any unusual qualities about the voice, such as breathiness, harshness, hoarseness, or nasality?
  - Monotone: Is there a lack of variation in tone or pitch in the student's speech?
  - Stammering: Are there uncontrollable pauses or breaks in the student's speech?
  - Stuttering: Are sounds or syllables repeated or exaggerated?

If the answer to any of the above questions is yes, a referral to the speech therapist is advised.

## Directions

This assessment is made by one, or any combination, of the following methods:

1. Interviewing the parent or teacher.
  2. Observing the student involved in a conversation.
  3. Noting the student's oral responses or conversation during the screening assessment.
  4. Encouraging the student to talk about pictures such as those on pages S-6 or S-40.
- b. *Non-English-Speaking Students:* Is there reason to believe that the student is from a home where English is not the major language and the student might be more fluent in a language other than English?
  - c. *Vocabulary Level:* Does the student use words that are one syllable and basic, or more than one syllable, abstract, and descriptive?
  - d. *Articulation Problems:* Are any speech sounds omitted, substituted, or distorted? (See "Articulation of Sounds" on pages S-45 and 45.)
  - e. *Correct Grammar:* Does the student make correct use of plurals, pronouns, and verbs most of the time?

# BASIC ASSESSMENTS—FIRST-GRADE CHILD

## Introduction

**Purpose:** The assessments in this section allow screening personnel to assess the basic skills of first-grade students. The assessments coordinate with the skill listed on the *First-Grade Data Sheet*.

**General Directions:** See pages vi–xi for general directions and recommendations for conducting the screening.

**Recording the Results:** As each skill is assessed, circle on the student's *Data Sheet* the skill for which he/she demonstrates mastery. See pages xv–xvii for directions for recording and scoring on the *Data Sheet* and page xix for an example of the *First-Grade Data Sheet*.

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# 1B Personal Data Response

**Skill:** Gives personal data.

1. first name
2. full name
3. age
4. address (street or mailing)
5. birth date (day and month)

**Data Sheet:** *First-Grade*.

**Assessment Method:** Individual oral response.

**Materials:** None.

**Discontinue:** After two consecutive errors.

**Time:** Your discretion; however, the student's responses should be automatic and suggest confidence.

**Accuracy:** Give credit for each correct response. See **Criteria**.

**Criteria:** In addition to your own professional judgment, the comments accompanying each skill in the **Directions** will guide you in evaluating. Verify the correctness of the student's responses by comparing them with the information recorded on his/her *Data Sheet*.

**Point Value:** 1 point for each skill.

**Notes:**

1. **Possible Observations:** As the student responds to the questions, you may wish to observe and make note of the following:
  - a. *Comprehension:* Do the student's responses suggest that he/she understands the meaning and significance of the data, or do they reflect rote memory only?
  - b. *Articulation Problems:* Do the student's articulation skills appear typical for his/her age, or are there indications of articulation problems such as omitting, substituting, adding, or distorting sounds? (See "Articulation of Sounds" on pages S-45 and 45.)
  - c. *Interest Level:* Does the student volunteer additional personal data such as phone number, state, post code, and names of family members?
  - d. *Confidence Level:* Does the student appear relaxed, or is he/she anxious about responding? Does he/she respond with confidence and assurance?
  - e. *Assurance of Response:* Does the student respond automatically or hesitantly?
2. **Supplemental Assessment:** You may wish to ask for additional personal data, such as phone number, state, year of birth, name of parents or guardian, and school.

**Directions**

This assessment is made by asking the student the questions below. Pause after each question for the student's response. Give encouragement if necessary.

**Skill 1:** First name.

Ask: **What is your name?**

If the student gives his/her nickname,

Say: **That is your nickname. Can you tell me your real name?**

It is recommended that you do not give credit for a nickname.

If the student gives his/her full name, give credit for Skill 1 and Skill 2 and go to Skill 3.

**Skill 2:** Full name.

Ask: **What is your full name?**

If the student does not give his/her middle name,

Ask: **Do you have a middle name?**

If the student's answer is yes,

Say: **Tell me your middle name.**

**Skill 3:** Age.

Ask: **How old are you?**

A child usually learns to tell his/her age at three years of age. However, he/she may experience some confusion after a birthday.

**Skill 4:** Address.

Ask: **What is your address? or Where do you live?**

Some students live on a street or road with no name or house number.

In this case, a rural route, box number, or description of location is acceptable.

**Skill 5:** Birth date.

Ask: **When is your birthday?**

Give credit for month and day. The year of birth is usually not known or taught at this age level.

3. **Correlated BRIGANCE® Prescriptive Teaching Material:** Pages 17–23 of the *BRIGANCE Prescriptive Readiness: Strategies and Practice*.