

TEACHER GUIDE

for the

BRIGANCE® Diagnostic

COMPREHENSIVE INVENTORY OF

BASIC SKILLS

STUDENT PROFILE TEST BOOKLET

REVISED

by Albert H. Brigance



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E D U C A T I O N

DIRECTIONS FOR USING THE STUDENT PROFILE TEST BOOKLET AND GRAPHING THE RESULTS

PURPOSE OF THE LEVEL-PLACEMENT

ASSESSMENTS: Seven level-placement assessments are included in the *BRIGANCE® Comprehensive Inventory of Basic Skills—Revised*. These assessments are

- D-1 Word Recognition Level-Placement Test (pages 114–117)
- F-1 Reading Vocabulary Comprehension Level-Placement Test (pages 135–139)
- G-1 Word Analysis Survey (pages 167–180)
- I-1 Spelling Level-Placement Test (pages 251–254)
- J-3 Sentence-Writing Level-Placement Test (pages 273–276)
- M-1 Computational Skills Level-Placement Test (pages 326–329)
- M-2 Problem-Solving Level-Placement Test (pages 330–333)

The primary purpose of these assessments is to develop a general profile for instruction and further assessment. The results derived from the assessments may be used for one or more of the following purposes:

- 1. Screening:** Students scoring below a locally established year level can be referred for additional assessment.
- 2. Determining the Level for Initiating Other Assessments in the Inventory:** It is recommended the assessment of specific skills be initiated one year level lower than the level at which the student scores on the level-placement assessment for a skill area. For example, if the student scores at the grade three level on the Word Recognition Level-Placement Test, the assessment of specific skills in reading should be initiated at the grade two level.
- 3. Grouping or Initial Placement:** Students who score at the same year level or within the same range may be grouped together for initial instruction. However, major decisions or long-term permanent placements should never be made on the basis of these results. Also, the results from these quick level-placement assessments should be evaluated and compared with other available data.

PURPOSE OF THE STUDENT PROFILE TEST

BOOKLET: The student pages for the seven level-placement assessments are included in the *Student Profile Test Booklet*. A graph for profiling the results derived from administering the assessments is on page 5 of the booklet. Thus, instead of reproducing the necessary student pages from the *Inventory*, the *Student Profile Test Booklet* can be used and the results can be recorded on the graph.

Alternate Forms—A and B: Two forms are provided for six of the seven assessments. One form can be used for the pretest and the alternate form can be used for the post test. Form A for each of the six assessments can be found on pages 7–15 in the *Student Profile Test Booklet*. Form B for each of these assessments can be found on pages 17–25. If desired, the remaining assessment, Sentence Writing, can be administered in a Form A/Form B manner by using only the ‘a’ words or only the ‘b’ words for the assessment.

Individual and Group Administration: The Word Recognition Level-Placement Test (D-1) and the Word Analysis Survey (G-1) require a verbal response and must be administered individually. The other assessments can be administered individually or can be adapted for group administration.

Timing: These assessments should not be administered using rigid timing. Allow as much time for each item or assessment as the student can profitably use.

Materials: Each student needs a copy of the *Student Profile Test Booklet* and a pencil. You need a copy of the *BRIGANCE® Comprehensive Inventory of Basic Skills—Revised* to refer to for information such as

- specific **DIRECTIONS**,
- test items for some assessments, and
- answers for some items.

Selecting the Assessments: Using all seven assessments may not be an effective use of time. You should select the assessments that you anticipate will provide the assessment data needed or the assessments that meet program requirements.

Recording the Results in the Student Record

Book: If you plan to track the student’s progress by using the accompanying *Student Record Book* for the *Inventory*, student responses and results should be recorded in the section provided for each respective assessment in the *Student Record Book*.

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Graphing the Results: The results derived from the assessments may be graphed to provide a profile of the student's overall achievement and progress. See page 5 in the *Student Profile Test Booklet*.

Graphing each assessment in a different colour as listed below develops a colour-coded, ongoing, easily interpreted graphic profile of the student's achievement and progress. See pages xiv and xv in the *BRIGANCE® Comprehensive Inventory of Basic Skills—Revised* for a more detailed explanation of the colour-coding procedures.

Assessment	Colour	Date	Examiner
1st	Pencil	___	___
2nd	Blue	___	___
3rd	Red	___	___
4th	Black	___	___
5th	Green	___	___
6th	Purple	___	___

DIRECTIONS FOR ADMINISTERING THE ASSESSMENTS

Reading, Spelling and Maths

D-1 Word Recognition Level-Placement Test

Inventory: pages 114–117

Form A, pages S-114 and 114–115

Form B, pages S-117 and 117

Student Profile Test Booklet:

Form A, page 7

Form B, page 17

General Directions: This assessment requires a verbal response from the student. Thus, it must be administered individually.

Ask the student to pronounce each word on page S-114 in the *Inventory* for Form A or each word on page S-117 for Form B. When the student correctly pronounces a word, circle the word on page 7 in the student's booklet for Form A or page 17 for Form B.

Note: You may find it more convenient to remove pages S-114 and S-117 from the *Inventory* in order to present the words to the student. Or you may choose to have the student use a second copy of the *Student Profile Test Booklet*.

Specific Directions: See **DIRECTIONS** on page 114 (Form A) and/or page 117 (Form B) in the *Inventory*.

F-1 Reading Vocabulary Comprehension Level-Placement Test

Inventory: pages 135–139

Form A, pages S-135 and 135–136

Form B, pages S-138 and 138–139

Student Profile Test Booklet:

Form A, page 8

Form B, page 18

General Directions: This assessment is made by asking the student to read silently the five words in each list and to identify the word in each list that does not belong by underlining it.

Specific Directions: See **DIRECTIONS, Individual or Group Written Response**, on page 135 (Form A) and/or page 138 (Form B) in the *Inventory*.

Answers:

Form A—See page 135 in the *Inventory*.

Form B—See page 138 in the *Inventory*.

G-1 Word Analysis Survey

Inventory: pages 167–180

Form A, pages 167, S-168, 168–169, S-171, 171–172

Form B, pages 173, S-174, 174–175, S-177, 177–178

Student Profile Test Booklet:

Form A, pages 9–10

Form B, pages 19–20

General Directions: This assessment is made by pronouncing pairs of words, one-syllable words with initial consonants, and stimulus words in pairs of words, and then by asking the student to read groups of words and to divide words into syllables.

Specific Directions: See **DIRECTIONS** on pages 167–172 (Form A) and/or pages 173–178 (Form B) in the *Inventory*.

Answers:

Form A—See pages 167–172 in the *Inventory*.

Form B—See pages 173–178 in the *Inventory*.

I-1 Spelling Level-Placement Test

Inventory: pages 251–254

Form A, pages 251–252

Form B, pages 253–254

Student Profile Test Booklet:

Form A, page 11

Form B, page 21

General Directions: This assessment is made by dictating words from spelling word lists and asking the student to write each word.

Note: Spelling word lists are found on page 251 (Form A) and page 253 (Form B) in the *Inventory*.

Specific Directions: See **DIRECTIONS** on page 252 (Form A) and/or page 254 (Form B) in the *Inventory*.

M-1 Computational Skills Level-Placement Test

Inventory: pages 326–329

Form A, pages S-326 and 326

pages S-327 and 327

Form B, pages S-328 and 328

pages S-329 and 329

Student Profile Test Booklet:

Form A, pages 12–13
Form B, pages 22–23

General Directions: This assessment is made by asking the student to compute the answers for maths problems.

Specific Directions: See **DIRECTIONS** on pages 326 and 327 (Form A) and/or pages 328 and 329 (Form B) in the *Inventory*.

Answers:

Form A—See pages 326 and 327 in the *Inventory*.
Form B—See pages 328 and 329 in the *Inventory*.

M-2 Problem-Solving Level-Placement Test

Inventory: pages 330–333

Form A, pages S-330, 330, S-331, and 331
Form B, pages S-332, 332, S-333, and 333

Student Profile Test Booklet:

Form A, pages 14–15
Form B, pages 24–25

General Directions: This assessment is made by asking the student to read and solve word problems.

Specific Directions: See **DIRECTIONS** on pages 330 and 331 (Form A) and/or pages 332 and 333 (Form B) in the *Inventory*.

Answers:

Form A—See pages 330 and 331 in the *Inventory*.
Form B—See pages 332 and 333 in the *Inventory*.

Writing

J-3 Sentence-Writing Level-Placement Test

Inventory: pages S-273, 273, S-274, 274, S-275, 275, S-276, and 276

Student Profile Test Booklet: pages 27–30

General Directions: This assessment is made by asking the student to use words to compose and write sentences.

Specific Directions: See **DIRECTIONS** on pages 273–276 in the *Inventory*.

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