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Introduction

OVERVIEW

The *BRIGANCE® Comprehensive Inventory of Basic Skills II,* or *CIBS-II,* is a comprehensive collection of valid, reliable and well-researched reading, English and maths assessments for students with special needs in years P–9.

The *CIBS-II* consists of two content-specific volumes – *CIBS-II Reading/English* and *CIBS-II Mathematics* – that offer a complete range of information on students' academic skill levels, as demonstrated under real-life, everyday conditions.

The *CIBS-II* is designed to meet the requirements of programs serving students with special needs. The curriculum-based assessments and year-level placement tests in the *CIBS-II* allow teachers to accurately pinpoint a student's present level of achievement. Teachers can then identify a sequence of objectives for planning level-appropriate instruction, for writing IEPs and for individualising ongoing assessment and progress monitoring.

CIBS-II Reading/English includes reading and writing assessments for years P–9 as well as Year-Level Placement tests for years 1–9. The assessments in the Readiness section can be used to determine foundation year (prep, reception etc.) or first-year readiness and to measure progress throughout the first critical years. The *Inventory's* key reading and English skill areas, listed below, correlate to commonly tested skills and strategies that reflect common teaching.

- Readiness
- Speech
- Listening
- Oral Reading
- Reading Comprehension – Short and Long Passages
- Word Analysis
- Functional Word Recognition
- Spelling
- Writing
- Responding to Writing Prompts

CIBS-II Mathematics contains year-level placement tests for years P–8 as well as a wealth of maths assessments organised into the following domains.

- Number and Operations
- Algebra
- Geometry
- Measurement
- Data Analysis and Probability

The mathematics skills, which represent typical year-level assignments for common standards, are organised within each section by years P–2, years 3–5 and years 6–8, based on the Brigance research. Appendix C details how these exercises can be correlated to the Australian National Curriculum.

The following key features of the *CIBS-II* facilitate identifying steps for skill mastery and instructional planning.

- The *Record Book* provides a record-keeping and tracking system that is ongoing, specific, graphic and easily interpreted.
- *Supplemental and Related Lists/Skill Sequences* provide additional skills to illustrate progress.
- Assessments provide prewritten IEP objective statements.
- Readiness assessments are correlated to the *BRIGANCE Readiness Activities*.

The *CIBS-II* helps special education teachers and program directors to:
- meet inclusion goals by determining present level of academic achievement and functional performance (PLAAFP), areas of strength and need, and instructional objectives;
- communicate student progress and instructional objectives to parents;
- provide an appropriate assessment system that aligns with their curriculum and provides a means for gathering data on the students' progress;
- track and report individual and group progress;
- support a referral for further evaluation or for special services or to confirm a diagnosis;
- assess school readiness by tapping predictors of school success.

Although primarily used as a criterion-referenced measure, key developmental assessments in the *Comprehensive Inventory of Basic Skills II* have also been newly standardised and validated on children ages five to thirteen. If you wish to derive quotients, percentiles and year level and age-equivalents, see the *CIBS-II Standardised* and the accompanying *Standardised Record Book*. To learn more about the standardisation of the *Comprehensive Inventory of Basic Skills II*, see Chapters 6–8 of the *CIBS-II Standardisation and Validation Manual*.

Program Decisions

The *CIBS-II* can help your special education program effectively support the success of students with special needs in school. Most programs serving students with special needs are required to

- determine present level of performance.
- provide instructional objectives for an ongoing IEP.
- consult regularly with parent or guardian.
- provide for inclusion in the regular instructional program.
- provide nondiscriminatory testing and evaluation.
- support alternate assessment needs.

DETERMINE PRESENT LEVEL OF ACADEMIC ACHIEVEMENT

The *CIBS-II* is a comprehensive inventory of Year-Level Placement tests, and reading/English and maths assessments, ideal for identifying present level of academic achievement based on proven Brigance research.

Many assessment items include year-level notations to pinpoint the general level at which an assessment should begin, and Appendix C details how these year levels – derived from the original Brigance research – can correlate to the Australian National Curriculum for Mathematics.

PROVIDE INSTRUCTIONAL OBJECTIVES FOR AN ONGOING IEP

The major component of most IEPs is the identification of instructional objectives that meet the needs of the student. The four requirements of the typical objective are the date of the next assessment, the methods of assessment, the present level of achievement and the objectives to be achieved.

The *CIBS-II* and the accompanying *Record Book* meet the requirements of compliance as shown below.

Requirement	How the Requirement Is Met
1. Date of next assessment	The date of the next assessment is recorded in the Date column in the *Record Book (RB)*.
2. Methods of assessment	*Comprehensive Inventory of Basic Skills II* is used for assessing.
3. Present level of achievement	Skills of the highest level achieved in the skill sequence are circled in the *RB* during the assessment.
4. Objectives to be achieved	Objectives are identified by underlining in the *RB* the skills to be achieved, using a pen of the designated colour.

Each assessment in the *CIBS-II* provides a prewritten IEP objective statement. If instructional objectives are required on locally developed forms, the objectives provided in the *CIBS-II* can be used or objectives can be generated from the results recorded in the student's *Record Book*.

Readiness assessments in the *CIBS-II* are correlated to the *BRIGANCE Readiness Activities*. The *Readiness Activities* is a collection of lesson plans for activities correlated to the Readiness skills in the *CIBS-II*. Teachers can use the *Readiness Activities* to plan appropriate individual and group instruction.

CONSULT REGULARLY WITH PARENT/GUARDIAN

Using the *CIBS-II* will facilitate parent or guardian consultation as the record-keeping

- is graphic so that instructional objectives are easily understood by most parents.
- is ongoing and colour-coded so that progress can be readily shared with the parent or guardian.
- clearly identifies sequential objectives so that the parent/guardian, teachers and other school personnel can work together to help the student achieve.

PROVIDE FOR INCLUSION IN THE REGULAR PROGRAM

When the special-needs student is to be included in the regular instructional program, good communication between the special-education instructor and regular personnel is crucial. The *Record Book* can serve as a useful tool in communicating the student's

- present level of achievement.
- areas of strength and need.
- instructional objectives.

PROVIDE NONDISCRIMINATORY TESTING AND EVALUATION

When used as a criterion-referenced tool, each assessment in the *CIBS-II* yields assessment data referenced to a specific skills. The goal of each assessment is to identify those skills the student has mastered and those skills not yet mastered. The goal is not to derive a quantitative score that can be used to compare the student's performance with a specific population, as is the case with norm-referenced testing.

SUPPORT ALTERNATE ASSESSMENT NEEDS

Ongoing assessments conducted with the *CIBS-II* can fulfil mandated requirements for alternate assessment.

A-1   Personal Data Response

Overview

This assessment focuses on the student's ability to communicate personal information verbally.

SKILL

Gives personal data verbally

PreK 1. First name
2. Full name
3. Age
4. Name(s) of sibling(s)
5. Name of town or city
K.0 6. Street address

K.4 7. Birthday (day and month)
K.8 8. Parents' names
9. Telephone number
10. Complete address
11. Complete birth date
(day, month and year)[2.0]

ASSESSMENT METHOD

Individual Oral Response

SCORING INFORMATION

Record results on page 2 of the student's *Record Book*.

Responses should be automatic and confident. Check the accuracy of the data given by the student with a reliable source – parent/caregiver, teacher, school records. See **Criteria** given for specific skills. Discontinue after two consecutive incorrect responses.

BEFORE ASSESSING

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

OBJECTIVE FOR WRITING IEPs

Use the Objective for Writing IEPs at the end of this assessment.

Directions for Assessment: Oral Response

Ask the student the questions below, one at a time, pausing after each question for the student's response. Give encouragement, if necessary.

PreK **1. First name.**

Ask: What is your name?

If the student gives a nickname,

Say: Good, but that is your nickname. Can you tell me your real name?

Criteria: Do not give credit for a nickname. If the student gives his/her full name, give credit for skill 2.

2. Full name.

Ask: What is your full name?

Ask: What is your middle name?

3. Age.

Ask: How old are you?

4. Names of sibling(s).

Ask: Do you have any brothers or sisters?

If the student says *yes*,

Ask: What are their names?

Readiness

NAME: _____ DATE: _____ EXAMINER: _____

DIRECTIONS: Read the writing prompt. Plan your response on the back of this page. You may write notes or create a chart or web. Your planning work will not be scored.

When you have finished planning, write your story on another piece of paper. As you write, think about the items on the checklist below. When you have finished writing, check your paper again. Make any changes that will improve your story.

> Imagine that you have won a trip to a place you have wanted to visit for a long time. However, when you get there, not everything is what you expected. Write a story about your trip that shows what happens.

Remember to

- Write a story about what happens when you take a trip to a place that is not what you expected.
- Make sure that all of your writing tells a story about your trip.
- Use a variety of sentence types and specific words to make your writing interesting.
- Include a clear beginning, middle and end.
- Check for complete sentences and correct spelling, capitalisation, punctuation and grammar.

L-3b Responds to Writing Prompts – Years 6–8 – Fictional Narrative

Overview

This assessment focuses on the student's ability to write a fictional narrative in response to a prompt.

SKILLS

1. Plans and writes a fictional narrative in response to a prompt
2. Revises and edits the fictional narrative

ASSESSMENT METHOD

Individual Written Response

MATERIALS

- Copy of page S-364
- A pencil
- Lined paper

SCORING INFORMATION

Record results on page 36 of the student's *Record Book*.

Responses may be scored using the 4-point rubric on page 369 or the 6-point rubric on page 370. Discontinue if the student cannot perform the skill.

BEFORE ASSESSING

You may wish to remind students to use details to make their stories more interesting.

OBJECTIVE FOR WRITING IEPs

By _____(date)_____, when given a writing prompt, _(student's name)_ will compose a fictional narrative that scores at least 3 on a 4-point rubric or 4 on a 6-point rubric.

Directions for Assessment: Written Response

Give the student a copy of page S-364, a pencil and 2 pieces of lined paper. Point out the DIRECTIONS to the student. If necessary, give help understanding the DIRECTIONS.

Say: **When I tell you to begin, start planning your response to the writing prompt. When you have planned your response, write it on the lined paper. Then make any changes you think will improve it.**

Give students approximately 45 minutes to complete the task.

Responding to Writing Prompts

Introduction

The purpose of the year level-placement tests is to provide a means of making a quick year level-placement estimate of a student's skills in mathematics based on the year levels as defined by the Brigance research rather than a specific curricula. The results of the year level-placement tests can be used for one or more of the following purposes:

1. Screening: Students scoring below a locally established year level may be referred for additional assessment. For example, a fourth-year student who completes the third-year level-placement test with less than 80% accuracy might be referred for more comprehensive assessment.

2. Grouping: Students who score at the same level or within the same range may be grouped for instruction of maths skills. Similarly, students who demonstrated difficulties with the same concepts may be grouped for instruction of those skills.

3. Determining the Level for Initiating the Assessment of Specific Maths Skills: The assessment of specific maths skills in sections N to R may be initiated at the highest year level at which the student completes the year level-placement test with at least 80% accuracy. This will make the most efficient use of time. For example, if the highest year level-placement test at which a student scores at least 80% is third year, each assessment of specific maths skills should be initiated at the skill level usually taught in third year. The skill analysis box included with each assessment provides a typical year level or range for the featured skill. The skills may also be compared to the relevant curriculum to determine more specific year levels.

ASSESSMENT METHODS

The best method of assessment will vary according to the skill being assessed, the type of school program, the developmental age of the student and the expertise of the examiner. Use your professional judgement in determining which of the following methods is most convenient, efficient and valid for each assessment.

- **Individual Oral Response:** Ask the student to respond aloud.
- **Individual or Group Written Response:** Have the student complete the assessment in writing.

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COMPOSITION OF YEAR LEVEL-PLACEMENT TESTS

The concepts included in each level are tied to the NCTM Curriculum Focal Points, which are the most important mathematical topics for each year level. As with the assessments in all sections, the year level-placement tests may be adapted to fit individual needs and curricula.

REPRODUCIBLES

Some assessments suggest the use of reproducibles to create manipulatives, such as fraction and decimal models. These reproducibles can be found on pages 712–725.

Overview

This assessment focuses on the student's ability to solve foundation year mathematics problems, as defined by the original Brigance research.

SKILL

Solves foundation year mathematics problems

ASSESSMENT METHOD

Individual Oral and Written Response

MATERIALS

- Copy of pages S-381 and S-382
- A pencil

SCORING INFORMATION

Record results on page 37 of the student's *Record Book*. Give credit for each correct response. For each skill, accuracy of 100% indicates mastery. Accuracy of at least 80% of skills (8/10) constitutes mastery of the foundation year mathematics problems.

OBJECTIVE FOR WRITING IEPs

By _____(date)_____, when given foundation year mathematics problems, __(student's name)__ will solve the problems with at least 80% accuracy.

Directions for Assessment: Oral and Written Response

Give the student a copy of page S-381 and a pencil.

Point to section 1, and

1. **Say: Count the shapes in this box. How many are there? Write the numeral.** *(9)*
2. **Say: This triangle is the first shape in the row.** (Point.) **Show me the second/third/fourth/fifth shape.**
3. **Say: How many circles are there?** *(2)*
   How many squares are there? *(2)*
   How many circles and squares are there together? *(4)*
4. **Say: How many triangles are there?** *(3)*
   How many squares are there? *(2)*
   How many more triangles than squares are there? *(1)*
5. **Say: Name each shape as I point to it.** (The student should name triangle, square, circle and rectangle as you point to each shape.)
6. **Say: The shapes follow a pattern.**
   What is the pattern? *(triangle, square, circle, rectangle)*
   What is the last shape? *(triangle)*
   What shape comes next? *(square)*

Note: To accommodate individual needs, you may wish to adapt the questions.

SKILL ANALYSIS FOR PAGE S-381

1. Represents quantities
2. Uses ordinal numbers to describe position in a sequence
3. Adds whole numbers by modelling joining situations
4. Subtracts whole numbers by modelling separating situations
5. Identifies plane figures
6. Describes and extends repeating patterns

Mathematics Year-Level Placement

Number and Operations

N-20   Identifies Coins

Overview

This assessment focuses on the student's ability to give the names and values of coins.

SKILLS

1. Identifies coin names
2. Gives the values of coins

ASSESSMENT METHOD

Individual Oral Response

MATERIALS

- Page S-418
- Real money (optional)

SCORING INFORMATION

Record results on page 42 of the student's *Record Book*. Give credit for each correct response. For each skill, accuracy of 100% (5/5) indicates mastery.

BEFORE ASSESSING

Use real money for this assessment, if possible.

OBJECTIVES FOR WRITING IEPs

1. By _____(date)_____, when shown five Australian coins, ___(student's name)___ will give the name of each.

2. By _____(date)_____, when shown five Australian coins, ___(student's name)___ will give the value of each.

Directions for Assessment: Oral Response

Skill 1

Present each coin (or point to each picture on page S-418), and

Say: Tell me the name of this coin.

Skill 2

Present each coin (or point to each picture on page S-418), and

Say: How much is this coin worth?

SKILL ANALYSIS AND ANSWERS FOR PAGE S-418

1.   Gives names of currency
K a. five-cent piece   b. ten-cent piece
   c. twenty-cent piece   d. fifty-cent piece   e. dollar coin

2.   Gives values of currency
   a. five cents   b. ten cents   c. twenty cents
   d. fifty cents   e. one dollar or 100 cents [1]