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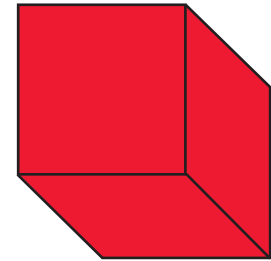
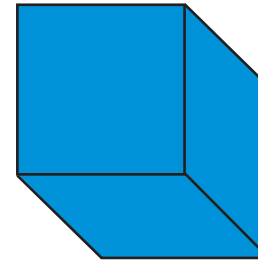
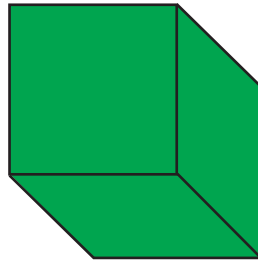
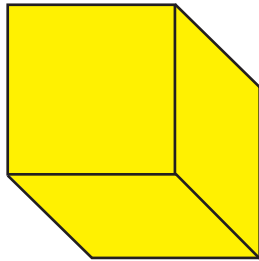
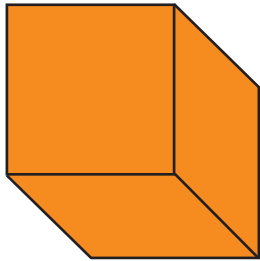
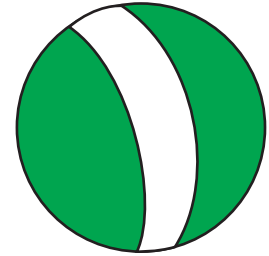
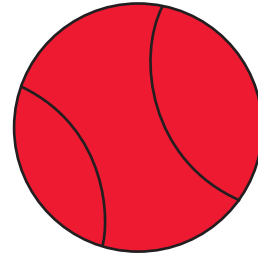
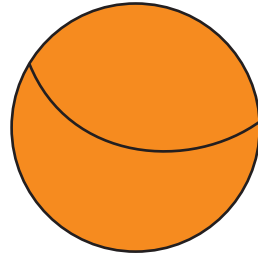
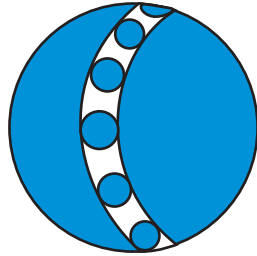
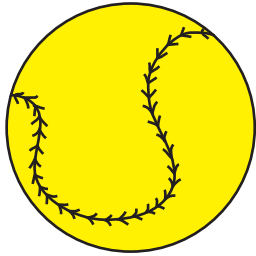
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A-4 Colours

Overview

This assessment focuses on the child's knowledge of colours.

DOMAIN

Language Development: Listening and Understanding

SKILLS

1. Matches colours

- | | | | |
|-------------------------|-----------|-------------------------|--------------------------|
| ²⁻⁰ 1. red | 4. yellow | ³⁻⁰ 7. brown | 10. grey |
| 2. blue | 5. orange | 8. black | 11. white ⁴⁻⁰ |
| ²⁻⁶ 3. green | 6. purple | 9. pink | |

2. Points to colours

- | | | | |
|-------------------------|-----------|-------------------------|--------------------------|
| ³⁻⁰ 1. red | 4. yellow | ⁴⁻⁰ 7. brown | 10. grey |
| 2. blue | 5. orange | 8. black | 11. white ⁵⁻⁰ |
| ³⁻⁶ 3. green | 6. purple | 9. pink | |

3. Names colours

- | | | | |
|-------------------------|-----------|-------------------------|--------------------------|
| ³⁻⁶ 1. red | 4. yellow | ⁴⁻⁶ 7. brown | 10. grey |
| 2. blue | 5. orange | 8. black | 11. white ⁵⁻⁶ |
| ⁴⁻⁰ 3. green | 6. purple | 9. pink | |

ASSESSMENT METHOD

Child Performance

MATERIALS

Pages C-38 and C-39

SCORING INFORMATION

- **Record Book:** Page 3
- **Accuracy:** Give credit for each correct response.
- **Discontinue:** Stop after two incorrect responses in a row for a skill level.

BEFORE ASSESSING

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

AFTER ASSESSING

- To write an IEP/IFSP: Use the Objective for Writing IEPs/IFSPs at the end of this assessment.
- To find related instructional activities: See the *BRIGANCE Readiness Activities*.

Directions for Assessment: Child Performance



Begin at the skill level (matches, points to, names) that is likely to be appropriate for the child.

1 Matches colours

Point to the blocks, one at a time, and ask the child to point to the ball of the same colour.

To begin, point to the red block on page C-38, and

Say: Show me a ball that is this colour.

Continue this procedure with the other colours on page C-38 and on page C-39.

2 Points to colours

Ask the child to point to the block and ball of a specific colour when you say the colour name.

To begin, point to the blocks and balls on page C-38, and

Say: Look at these blocks and balls. Show me the red ones.

Continue this procedure with the other colours on page C-38 and on page C-39.

3 Names colours

Point to each block and each ball and ask the child to name the colour.

To begin, point to the red block on page C-38, and

Ask: What colour is this?

Continue this procedure with the other colours on page C-38 and on page C-39.

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