Inventory of Early Development III Standardised
# TABLE OF CONTENTS

## INTRODUCTION

The BRIGANCE® Family of Products ........................................ vii
Introduction to the *IED III Standardised* ............................... viii
Overview .................................................................................... viii
How the *IED III Standardised* Supports Your Program .......... ix
Standardisation and Validation ................................................... x

## Step-by-Step Assessment Procedures

Step 1: Get Ready for Assessment ........................................... xi
Step 2: Administer the Assessments ......................................... xiv
Step 3: Record Results in the *Standardised Record Book* ........ xviii
Step 4: Analyse Results .......................................................... xxiii
Step 5: Identify Next Steps ...................................................... xxv

## Evaluating Children with Special Considerations

Children Kept Back a Year ..................................................... xxvii
Bilingual and Non-English-Speaking Children ....................... xxvii
Children with Exceptionalities ................................................. xxviii

## APPENDICES

Appendix A: History of BRIGANCE® ................................. 158
Appendix B: Acknowledgements .......................................... 159
Appendix C: Determining Rounded Chronological Age .......... 160
Appendix D: Assessments to Administer by Age Range .......... 161
Appendix E: BRIGANCE® Program-level Implementation Decisions . 164
Appendix F: References ......................................................... 165
Appendix G: Standardisation Study Sites ............................. 169

## Table of Contents and Introduction

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents – Assessments</td>
<td>iv</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>The BRIGANCE® Family of Products</td>
<td>vii</td>
</tr>
<tr>
<td>Introduction to the <em>IED III Standardised</em></td>
<td>viii</td>
</tr>
<tr>
<td>Step-by-Step Assessment Procedures</td>
<td>xi</td>
</tr>
<tr>
<td>Evaluating Children with Special Considerations</td>
<td></td>
</tr>
<tr>
<td>APPENDICES</td>
<td></td>
</tr>
<tr>
<td>Appendix A: History of BRIGANCE®</td>
<td>158</td>
</tr>
<tr>
<td>Appendix B: Acknowledgements</td>
<td>159</td>
</tr>
<tr>
<td>Appendix C: Determining Rounded Chronological Age</td>
<td>160</td>
</tr>
<tr>
<td>Appendix D: Assessments to Administer by Age Range</td>
<td>161</td>
</tr>
<tr>
<td>Appendix E: BRIGANCE® Program-level Implementation Decisions</td>
<td>164</td>
</tr>
<tr>
<td>Appendix F: References</td>
<td>165</td>
</tr>
<tr>
<td>Appendix G: Standardisation Study Sites</td>
<td>169</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A PHYSICAL DEVELOPMENT: GROSS MOTOR</td>
<td>1</td>
</tr>
<tr>
<td>B PHYSICAL DEVELOPMENT: FINE MOTOR</td>
<td>17</td>
</tr>
<tr>
<td>C LANGUAGE DEVELOPMENT: RECEPTIVE AND EXPRESSIVE</td>
<td>38</td>
</tr>
<tr>
<td>D ACADEMIC SKILLS/COGNITIVE DEVELOPMENT: LITERACY</td>
<td>83</td>
</tr>
<tr>
<td>E ACADEMIC SKILLS/COGNITIVE DEVELOPMENT: MATHEMATICS</td>
<td>106</td>
</tr>
<tr>
<td>F ADAPTIVE BEHAVIOUR: DAILY LIVING</td>
<td>125</td>
</tr>
<tr>
<td>G SOCIAL AND EMOTIONAL DEVELOPMENT</td>
<td>137</td>
</tr>
</tbody>
</table>

### Table of Contents – Assessments

iv
# Table of Contents – Assessments

## A PHYSICAL DEVELOPMENT: GROSS MOTOR

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-1 Early Gross Motor Skills</td>
<td>3</td>
</tr>
<tr>
<td>A-2 Standing</td>
<td>7</td>
</tr>
<tr>
<td>A-3 Walking, Skipping and Galloping</td>
<td>9</td>
</tr>
<tr>
<td>A-4 Jumping and Hopping</td>
<td>11</td>
</tr>
<tr>
<td>A-5 Stair Climbing</td>
<td>13</td>
</tr>
<tr>
<td>A-6 Rolling, Throwing and Catching</td>
<td>15</td>
</tr>
</tbody>
</table>

## B PHYSICAL DEVELOPMENT: FINE MOTOR

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-1 Early Fine Motor Skills</td>
<td>20</td>
</tr>
<tr>
<td>B-2 Builds Tower with Blocks</td>
<td>24</td>
</tr>
<tr>
<td>B-3 Visual Motor Skills</td>
<td>25</td>
</tr>
<tr>
<td>B-4 Draws a Person</td>
<td>30</td>
</tr>
<tr>
<td>B-5 Prints Personal Information</td>
<td>31</td>
</tr>
<tr>
<td>B-6 Writes Numerals in Sequence</td>
<td>32</td>
</tr>
<tr>
<td>B-7 Prints Uppercase Letters in Sequence</td>
<td>33</td>
</tr>
<tr>
<td>B-8 Quality of Printing</td>
<td>34</td>
</tr>
</tbody>
</table>

## C LANGUAGE DEVELOPMENT: RECEPTIVE AND EXPRESSIVE

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-1 Early Receptive Language Skills</td>
<td>41</td>
</tr>
<tr>
<td>C-2 Early Expressive Language Skills</td>
<td>45</td>
</tr>
<tr>
<td>C-3 Identifies Pictures</td>
<td>49</td>
</tr>
<tr>
<td>C-4 Identifies Parts of the Body (Receptive)</td>
<td>54</td>
</tr>
<tr>
<td>C-5 Understands Verbal Concepts</td>
<td>56</td>
</tr>
<tr>
<td>C-6 Follows Verbal Directions</td>
<td>60</td>
</tr>
<tr>
<td>C-7 Knows Uses of Objects</td>
<td>63</td>
</tr>
<tr>
<td>C-8 Identifies Colours (Receptive)</td>
<td>66</td>
</tr>
<tr>
<td>C-9 Repeats Sentences</td>
<td>69</td>
</tr>
<tr>
<td>C-10 Identifies Parts of the Body (Expressive)</td>
<td>71</td>
</tr>
<tr>
<td>C-11 Identifies Colours (Expressive)</td>
<td>73</td>
</tr>
<tr>
<td>C-12 Verbal Fluency</td>
<td>75</td>
</tr>
<tr>
<td>C-13 Articulation</td>
<td>77</td>
</tr>
<tr>
<td>C-14 Uses Grammar and Language in Context</td>
<td>79</td>
</tr>
</tbody>
</table>

## D ACADEMIC SKILLS/COGNITIVE DEVELOPMENT: LITERACY

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-1 Experience with Books and Text</td>
<td>85</td>
</tr>
<tr>
<td>D-2 Recites Alphabet</td>
<td>89</td>
</tr>
<tr>
<td>D-3 Visual Discrimination</td>
<td>90</td>
</tr>
<tr>
<td>D-4 Identifies Uppercase Letters</td>
<td>92</td>
</tr>
<tr>
<td>D-5 Familiarity with Sounds: Phonological Awareness</td>
<td>94</td>
</tr>
<tr>
<td>D-6 Auditory Discrimination</td>
<td>97</td>
</tr>
<tr>
<td>D-7 Familiarity with Sounds: Phoneme Manipulation</td>
<td>100</td>
</tr>
<tr>
<td>D-8 Reads Words from Common Signs</td>
<td>103</td>
</tr>
<tr>
<td>D-9 Word Recognition</td>
<td>104</td>
</tr>
</tbody>
</table>
**Table of Contents – Assessments**

### E ACADEMIC SKILLS/COGNITIVE DEVELOPMENT: MATHEMATICS . . . 106

**Assessments**

| E-1 | Understands Number Concepts | 108 |
| E-2 | Counts by Rote | 110 |
| E-3 | Compares Different Amounts | 111 |
| E-4 | Sorts Objects (by Size, Colour, Shape) | 113 |
| E-5 | Matches Quantities with Numerals | 115 |
| E-6 | Reads Numerals | 116 |
| E-7 | Solves Word Problems | 117 |
| E-8 | Knows Missing Numerals in Sequences | 119 |
| E-9 | Adds Numbers | 120 |
| E-10 | Subtracts Numbers | 123 |

### F ADAPTIVE BEHAVIOUR: DAILY LIVING . . . . . . . . . . . . . . . . . . . . . 125

**Assessments**

| F-1 | Eating | 127 |
| F-2 | Dressing and Undressing | 130 |
| F-3 | Toileting and Bathing | 133 |
| F-4 | Knows Personal Information | 135 |

### G SOCIAL AND EMOTIONAL DEVELOPMENT . . . . . . . . . . . . . . . . . . . 137

**Assessments**

| G-1 | Relationships with Adults (younger than 3 years) | 141 |
| G-2 | Play and Relationships with Peers (younger than 3 years) | 143 |
| G-3 | Motivation and Self-Confidence (younger than 3 years) | 145 |
| G-4 | Prosocial Skills and Behaviours (younger than 3 years) | 147 |
| G-5 | Relationships with Adults (3 years to 7 years) | 149 |
| G-6 | Play and Relationships with Peers (3 years to 7 years) | 151 |
| G-7 | Motivation and Self-Confidence (3 years to 7 years) | 153 |
| G-8 | Prosocial Skills and Behaviours (3 years to 7 years) | 155 |
Introduction to the IED III Standardised

OVERVIEW

The BRIGANCE® Inventory of Early Development III Standardised, or IED III Standardised, is a selection of 55 key assessments that span the critical domains of child development and learning. The valid, reliable and well researched developmental assessments of the IED III Standardised have been standardised and validated on a normative sample of children from birth to seven years of age.

INFORMATION ABOUT A CHILD’S SKILL MASTERY

The IED III Standardised produces a complete range of information about a child’s early developmental and academic skill mastery.

Results from administered assessments of the IED III Standardised produce a variety of scores, including standard scores, percentiles and age equivalents in the following domains:

- Physical development (gross motor and fine motor)
- Language development (receptive and expressive)
- Academic skills/cognitive development (literacy and mathematics)
- Adaptive behaviour (daily living)
- Social and emotional development (interpersonal and self-regulatory)

Because the skills within assessments are sequenced from the earliest mastered skills to more difficult ones, a child’s present level of performance can be pinpointed along a skill continuum. Results from administered assessments allow professionals to identify a child’s strengths and needs within and across these domains (skill areas). And because the IED III Standardised is norm-referenced, professionals can compare a child’s mastery of skills to that of other children of the same age across these skill areas. Therefore, the IED III Standardised meets common assessment requirements and can be used as the educational and developmental portion of a battery that identifies children with potential developmental or learning delays, language impairment, advanced development and other exceptionalities.

KEY FEATURES OF THE IED III STANDARDISED

- The Standardised Record Book provides a specific and easily communicated system for recording a child’s performance for each assessment.
- The Standardised Scoring Sheet, included in the Standardised Record Book, provides a concise review of the child’s performance for all assessments.
- The Total Developmental Score, included in the Standardised Record Book, reflects the child’s overall performance in all skill areas.
- The Developmental Profile, also included in the Standardised Record Book, provides an easy-to-interpret visual representation of a child’s strengths and needs across skill areas.
- The IED III Standardisation and Validation Manual provides information on deriving standardised (normative) scores as well as details on the validity and reliability of the IED III Standardised assessments.
- The BRIGANCE® Online Management System provides a means for tracking and reporting individual and group progress. (Subscription rates apply.)

The IED III Standardised is well-positioned to support your program needs and to help teachers and program directors

- determine present level of performance, areas of strength and need, and instructional objectives.
- derive a range of standardised (normative) scores to support reporting needs.
- communicate normative scores to parents/caregivers.
- support referrals for further evaluation or special services and/or to confirm a diagnosis.
- monitor individual and group progress, using the BRIGANCE® Online Management System. (Subscription rates apply.)

Some programs will need to make specific program-level decisions about how the IED III Standardised will be implemented. See the chart in Appendix E: BRIGANCE® Program-level Implementation Decisions on page 164 for questions to consider.
The IED III Standardised can help your program determine school readiness and effectively support the success of children with and without special needs. The IED III Standardised is an invaluable resource for early childhood and primary school programs responsible for addressing many requirements. Specifically, the IED III Standardised supports programs that are required to:

- provide standardised (normative) scores in key developmental domains.
- determine a child’s specific strengths and needs.
- identify instructional objectives.
- communicate results with parents/caregivers.

PROVIDE STANDARDISED SCORES IN KEY DEVELOPMENTAL DOMAINS

The IED III Standardised produces standard scores, percentiles and age equivalents in the following domains, which correlate with common early learning, academic and content standards.

- Physical Development
- Language Development
- Academic Skills/Cognitive Development
- Adaptive Behaviour
- Social and Emotional Development

DETERMINE A CHILD’S STRENGTHS AND NEEDS

The IED III Standardised is ideal for identifying a child’s individual strengths and needs. Because the skills within assessments gradually increase in difficulty, a child’s present level of performance can be pinpointed along the skill continuum.

The IED III Standardised can also be used to identify a child’s performance across skill areas. By looking at a child’s overall performance, it is possible to see if the child has strengths and needs in one skill area relative to another (e.g. the child has well-developed gross motor skills but shows some delay in social and emotional skills). It is also possible to see if the child has strengths and needs within a particular skill area (e.g. the child has strong receptive language skills but limited expressive language skills). This information can be valuable in identifying developmental delays as well as advanced development, determining school readiness, making referrals, confirming a diagnosis or developing a child’s IEP.

IDENTIFY INSTRUCTIONAL OBJECTIVES

Assessments in the IED III Standardised provide instructional objectives that help teachers and parents/caregivers identify appropriate next steps for instruction. Educators can tailor these objectives to a child’s specific needs and use the identified instructional objectives to write IEPs or IFSPs. If instructional objectives are required on locally developed forms, the customisable objectives provided in both the IED III Standardised and the BRIGANCE® Online Management System can be used.

COMMUNICATE RESULTS WITH PARENTS/CAREGIVERS

The Developmental Profile, found on page 37 of the IED III Standardised Record Book, can be a useful tool in reporting standardised assessment results to family members. Standard scores (composite scores) for key skill areas are plotted on a graph to create a visual representation of the child’s strengths and needs. This graph can easily be shared with parents/caregivers. See the example of a completed Developmental Profile shown below.
A PHYSICAL DEVELOPMENT: GROSS MOTOR

Introduction
The assessments in this section focus on the development of the child’s gross motor skills – those skills that involve the large-muscle groups of the body – the muscles in the neck, arms, torso, and legs. As these muscles are strengthened, the body moves more effectively and efficiently.

ASSESSMENT METHODS
Specific assessment methods are indicated for administering each assessment in the Gross Motor section. Some assessments are administered using one specific method. For others, a choice of assessment methods is given. If two methods are listed, choose the method or methods that will make the child most comfortable and will be the most convenient and efficient to produce valid results in your particular situation. Assessment methods used to administer the assessments are listed below:

• Observation: Some assessments, especially those designed for very young children (i.e. infants, toddlers), can be administered by observing the child in a natural setting. Familiarise yourself with the items you will be administering by reading through them several times. Spend some time interacting with the child; then, in the child’s Standardised Record Book, record the child’s performance for those skills you have observed. If you observe that the child’s skill mastery is marginal, emerging or inconsistent, do not give credit.

Assessments A-1, A-5 and A-6 can be administered by Observation.

• Interview: Some assessments can be administered by interviewing the parent/caregiver or someone who knows the child well, such as the child’s teacher. For these assessments, specific questions are included. It is important, when conducting the interview, that you use the prescribed directions and exact wording given. When responding to an interview question, parents/caregivers often report on a child’s marginal or emerging skills, giving answers such as “sometimes”, “if I let him”, “a little”. Give credit in the child’s Standardised Record Book only for skills that the parent/caregiver or teacher can ensure the child is

(continues)
Introduction
The assessments in this section focus on the development of the child's receptive language skills and expressive language skills. The receptive language assessments focus on the child's ability to listen to and understand what another person is communicating. The expressive language assessments focus on the child's ability to produce speech, use vocabulary to name objects and communicate a message.

ASSESSMENT METHODS
Specific assessment methods are indicated for administering each assessment in the Language Development section. Some assessments are administered using one specific method. For others, a choice of assessment methods is given. If two methods are listed, choose the method or methods that will make the child most comfortable and will be the most convenient and efficient to produce valid results in your particular situation. Assessment methods used to administer the assessments are listed below:

- Performance: Some assessments are conducted by administering items directly to the child and then recording the child's performance (the child's response to each item) in the Standardised Record Book.
  The majority of the assessments (C-3–C-11 and C-14) can be administered by Performance.

- Observation: Some assessments, especially those designed for very young children (i.e. infants, toddlers), can be administered by observing the child in a natural setting. Familiarise yourself with the items you will be administering by reading through them several times. Spend some time interacting with the child; then, in the child's Standardised Record Book, record the child's performance for those skills you have observed. If you observe that the child's skill mastery is marginal, emerging or inconsistent, do not give credit.

Assessments C-1, C-2, C-5, C-12, C-13 and C-14 can be administered by Observation.

(continues)
Directions for Assessment

Ask the child to give you a specific number of objects. If the child does not respond, repeat the request.

1. **Just one**
   - Place five small objects on the table in front of the child. Extend your hand and
   - Say: *Give me one__* (name of object)__. *Give me just one.*
   - Pause for the child’s response. After the child gives you one object, pause to see if he/she plans to give you additional objects.

2. **One more**
   - With the object still in your hand,
   - Say: *Give me one more__* (name of object)__. *Give me just two.*
   - Pause for the child’s response to see if he/she plans to give more.

3. **Two**
   - Place twelve small objects on the table in front of the child. Extend your hand and
   - Say: *Give me two__* (name of objects)__. *Give me just two.*
   - After the child gives two objects, pause to see if he/she plans to give another. Return the objects to the table.

4. **Three**
   - Place twelve small objects on the table in front of the child. Extend your hand and
   - Say: *Give me three__* (name of objects)__. *Give me three.*
   - After the child gives three objects, pause to see if he/she plans to give another. Return the objects to the table.
G-7 Motivation and Self-Confidence (3 years to 7 years)

Overview
This assessment focuses on the child’s ability to self-motivate and build confidence and self-esteem through social situations.

SKILLS
Demonstrates skills and behaviours that promote the development of appropriate self-esteem, pride and resilience

ASSESSMENT METHODS
Interview, Observation

SCORING INFORMATION
- Standardised Record Book: Page 28
- Entry: For 3+ years, start with item 1.
- Basal: None
- Ceiling: None

AFTER ASSESSING
To write an IEP, use the Objective for Writing IEPs at the end of this assessment.

Directions for Assessment
Ask the parent/caregiver the question that follows each skill or, if you have observed the child's social and emotional skills in a natural setting, ask yourself the question.

1. Begins to be aware of so-called good and bad behaviour in self
   Ask: Is ______ beginning to be aware of or concerned about his/her own so-called good and bad behaviour?

2. Begins to be aware of so-called good and bad behaviour in others
   Ask: Is ______ beginning to be aware of or concerned about so-called good and bad behaviour in others?

3. Maintains interest when engaged in a small-group activity or project
   Ask: Does ______ maintain interest when engaged in a small-group activity or project?

4. Is eager to comply with class rules and activities
   Ask: Is ______ eager to follow class rules and activities?

5. Insists on doing things for himself/herself
   Ask: Does ______ exhibit signs of pushing for independence by insisting that he/she do things for himself/herself?