

TABLE OF CONTENTS

	Page		Page
INTRODUCTION		SCREENING INFORMATION FORMS	90
The BRIGANCE® Early Childhood Family of Products	iv	Screening Observations Form	91
Introduction to the BRIGANCE® Early Childhood Screen III (3–5 years)		Hearing and Vision Observations	92
Overview	v	Teacher Feedback Forms	93
Using the <i>Early Childhood Screen III</i> to Support Your Program	vi	Parent Feedback Forms	97
Standardisation and Validation	ix	SELF-HELP AND SOCIAL-EMOTIONAL SCALES	102
Step-by-Step Screening Procedures	x	How to Administer the Self-help and Social-Emotional Scales	103
Step 1: Get Ready to Screen	x	Parent Report – Self-help and Social-Emotional Scales	104
Step 2: Screen the Child	xii	Teacher Report and Scoring Form – Self-help and Social-Emotional Scales	107
Step 3: Complete the <i>Data Sheet</i>	xiv	Self-help Scale	113
Step 4: Analyse Results	xviii	Social-Emotional Scale	115
Step 5: Identify Next Steps	xxii	READING READINESS SCALE	118
Screening Children with Special Considerations	xxvi	How to Administer the Reading Readiness Scale	119
Bilingual and Non-English-Speaking Children	xxvi	Parent Report – Reading Readiness Scale	120
Children with Exceptionalities	xxvii	Teacher Report and Scoring Form – Reading Readiness Scale	122
CORE ASSESSMENTS – THREE-YEAR-OLD CHILD	1	Reading Readiness Scale	124
CORE ASSESSMENTS – FOUR-YEAR-OLD CHILD	17	APPENDICES	126
CORE ASSESSMENTS – FIVE-YEAR-OLD CHILD	36	A History of BRIGANCE®	127
SUPPLEMENTAL ASSESSMENTS	59	B Acknowledgements	128
		C Standardisation Study Sites	129
		D Station Method for Screening	131
		E References	132
		F Correlation with the BRIGANCE® <i>Inventory of Early Development III</i>	136

CORE ASSESSMENTS – THREE-YEAR-OLD CHILD

Introduction

The assessments in this section allow screening personnel to assess mastery of key skills of three-year-old children. The items in the assessments coordinate with the skills listed on the *Three-Year-Old Child Data Sheet*.

DIRECTIONS FOR ADMINISTERING ASSESSMENTS

Before Screening

- Complete section A (the child information section) of the child's *Data Sheet*.
- Familiarise yourself with the Core Assessments by reading through each assessment.
- Gather all materials required for the assessments. Specific materials needed for conducting an assessment are listed under MATERIALS on the first page of the assessment. Make a copy of page C-7 (5A Visual Motor Skills) for the child's written response.

During Screening

- Use the specific Directions given on the first page of each assessment. Many assessments include specific language to use as you administer the assessment.
- Some assessments have accompanying child pages. If the child has difficulty focusing on a specific item on a child page or seems distracted by other items on the page, cover the other items with blank sheets of paper.
- Allow as much time as you think the child needs unless a specific Note regarding time is provided with the assessment.
- Remain objective. Extra assistance given to a child during screening may influence the child's performance and could invalidate the results. For assessments that require an oral response, provide encouragement and praise whether or not the child's response is correct. If the child asks if his/her response is correct, say something like, "You are doing a good job listening." Do not provide reminders, such as "You remember. We did this yesterday."

(continues)

Table of Contents

Number	Assessment	Page
1A	Knows Personal Information	3
2A	Identifies Colours	4
3A	Identifies Pictures by Naming	5
4A	Knows Uses of Objects	6
5A	Visual Motor Skills	7
6A	Understands Number Concepts	9
7A	Builds Tower with Blocks	10
8A	Gross Motor Skills	11
9A	Identifies Parts of the Body	13
10A	Repeats Sentences	14
11A	Uses Prepositions and Irregular Plural Nouns	15

All items in the Core Assessments of the BRIGANCE® Screen III (3–5 years) have been standardised and validated. Standard scores, percentiles and age equivalents can be determined. You must adhere strictly to the specific SCORING INFORMATION and Directions for each assessment if you want to compare a child's scores to the norms found in the BRIGANCE® Screens III Technical Manual.

CORE ASSESSMENTS – FOUR-YEAR-OLD CHILD

Introduction

The assessments in this section allow screening personnel to assess mastery of key skills of four-year-old children. The items in the assessments coordinate with the skills listed on the *Four-Year-Old Child Data Sheet*.

DIRECTIONS FOR ADMINISTERING ASSESSMENTS

Before Screening

- Complete section A (the child information section) of the child's *Data Sheet*.
- Familiarise yourself with the Core Assessments by reading through each assessment.
- Gather all materials required for the assessments. Specific materials needed for conducting an assessment are listed under MATERIALS on the first page of the assessment. Make a copy of page C-24 (5B Visual Motor Skills) for the child's written response.

During Screening

- Use the specific Directions given on the first page of each assessment. Many assessments include specific language to use as you administer the assessment.
- Some assessments have accompanying child pages. If the child has difficulty focusing on a specific item on a child page or seems distracted by other items on the page, cover the other items with blank sheets of paper.
- Allow as much time as you think the child needs unless a specific Note regarding time is provided with the assessment.
- Remain objective. Extra assistance given to a child during screening may influence the child's performance and could invalidate the results. For assessments that require an oral response, provide encouragement and praise whether or not the child's response is correct. If the child asks if his/her response is correct, say something like, "You are doing a good job listening." Do not provide reminders, such as "You remember. We did this yesterday."

(continues)

Table of Contents

Number	Assessment	Page
1B	Knows Personal Information.....	19
2B	Names Colours.....	20
3B	Identifies Pictures by Naming	22
4B	Visual Discrimination – Forms and Uppercase Letters	23
5B	Visual Motor Skills	24
6B	Gross Motor Skills	26
7B	Names Parts of the Body	28
8B	Follows Verbal Directions.....	29
9B	Counts by Rote	31
10B	Recognises Quantities	32
11B	Verbal Fluency and Articulation	33

All items in the Core Assessments of the BRIGANCE® Screen III (3–5 years) have been standardised and validated. Standard scores, percentiles and age equivalents can be determined. You must adhere strictly to the specific SCORING INFORMATION and Directions for each assessment if you want to compare a child's scores to the norms found in the BRIGANCE® Screens III Technical Manual.

CORE ASSESSMENTS – FIVE-YEAR-OLD CHILD

Introduction

The assessments in this section allow screening personnel to assess mastery of key skills of five-year-old children. The items in the assessments coordinate with the skills listed on the *Five-Year-Old Child Data Sheet*.

DIRECTIONS FOR ADMINISTERING ASSESSMENTS

Before Screening

- Complete section A (the child information section) of the child's *Data Sheet*.
- Familiarise yourself with the Core Assessments by reading through each assessment.
- Gather all materials required for the assessments. Specific materials needed for conducting an assessment are listed under MATERIALS on the first page of the assessment. Make a copy of page C-43 (4C Visual Motor Skills) for the child's written response.

During Screening

- Use the specific Directions given on the first page of each assessment. Many assessments include specific language to use as you administer the assessment.
- Some assessments have accompanying child pages. If the child has difficulty focusing on a specific item on a child page or seems distracted by other items on the page, cover the other items with blank sheets of paper.
- Allow as much time as you think the child needs unless a specific Note regarding time is provided with the assessment.
- Remain objective. Extra assistance given to a child during screening may influence the child's performance and could invalidate the results. For assessments that require an oral response, provide encouragement and praise whether or not the child's response is correct. If the child asks if his/her response is correct, say something like, "You are doing a good job listening." Do not provide reminders, such as "You remember. We did this yesterday."

(continues)

Table of Contents

Number	Assessment	Page
1C	Knows Personal Information	38
2C	Names Parts of the Body	40
3C	Gross Motor Skills	41
4C	Visual Motor Skills	43
5C	Prints Personal Information	45
6C	Recites Alphabet	47
7C	Sorts Objects (by Size, Colour, Shape)	48
8C	Counts by Rote	49
9C	Matches Quantities with Numerals	50
10C	Determines Total of Two Sets	51
11C	Reads Uppercase Letters	52
	Alternate – Reads Lowercase Letters	53
12C	Experience with Books and Text	54
13C	Verbal Fluency and Articulation	56

All items in the Core Assessments of the BRIGANCE® Screen III (3–5 years) have been standardised and validated. Standard scores, percentiles and age equivalents can be determined. You must adhere strictly to the specific SCORING INFORMATION and Directions for each assessment if you want to compare a child's scores to the norms found in the BRIGANCE® Screens III Technical Manual.

SUPPLEMENTAL ASSESSMENTS

Introduction

The assessments in this section allow screening personnel to assess a child's mastery of additional and more advanced skills than those presented in the age-specific Core Assessments.

SKILL LEVEL

The Supplemental Assessments are used primarily with those children who are not challenged by the Core Assessments. A child who has not mastered skills presented in the Core Assessments of the age-appropriate screen will probably find the Supplemental Assessments too difficult.

GENERAL DIRECTIONS

The assessments in the three previous age-specific screens are Core Assessments to use for determining mastery of key skills for the specified age level. Administration of an age-specific screen is usually completed within ten to fifteen minutes. After administering the Core Assessments, however, you may wish to assess the child's mastery of additional skills. You may wish to administer select Supplemental Assessments to gain more information about the child.

RECORDING THE RESULTS

Make a copy of the age-appropriate Supplemental Assessments Data Sheet that corresponds to the Supplemental Assessments you will administer to the child. Record the child's responses to assessment items on this Data Sheet. Give credit for a skill by circling the item number. For an incorrect response, slash through the item number.

Table of Contents

	Page
Supplemental Assessments – Three-Year-Old Child Data Sheet	61
Number Assessment	
1S Responds to Picture	62
2S Articulates Initial Sounds	63
3S Names Colours	65
4S Gross Motor Skills	67
5S Visual Motor Skills.....	69
Supplemental Assessments – Four-Year-Old Child Data Sheet	71
Number Assessment	
6S Responds to Picture	72
7S Auditory Discrimination.....	74
8S Matches Quantities with Numerals	75
9S Gross Motor Skills	76
10S Visual Motor Skills.....	78
Supplemental Assessments – Five-Year-Old Child Data Sheet	80
Number Assessment	
11S Auditory Discrimination	81
12S Prints Uppercase Letters	82
13S Prints Lowercase Letters	84
14S Adds and Subtracts	87
15S Solves Word Problems	88

SCREENING INFORMATION FORMS

Overview

When considering a child's development, it is crucial to incorporate both formal screening and informal observation methods to support a more complete picture of the child.

Use the Screening Observations Form, the Teacher Feedback Forms and the Parent Feedback Forms to collect authentic information from these important contributors. These forms are an optional component of the screening program. They allow an educator to document a child's actual work and behaviour through interaction and first-hand observation.

Table of Contents

	Page
Screening Observations Form	91
Hearing and Vision Observations	92
Teacher Feedback Forms	
Introduction	93
Three-Year-Old Child	94
Four-Year-Old Child	95
Five-Year-Old Child	96
Parent Feedback Forms	
Introduction	97
Three-Year-Old Child	98
Four-Year-Old Child	99
Five-Year-Old Child	100

© Hawker Brownlow Education

SELF-HELP AND SOCIAL-EMOTIONAL SCALES

Overview

The Self-help and Social-Emotional Scales provide a standardised measure of self-help skills in eating, dressing and toileting as well as social and emotional skills in playing and getting along with others. These scales can be used to gain a broader understanding of the child's developmental level and, if needed, to derive standardised scores in these areas. See the *BRIGANCE® Screens III Technical Manual* for background information on the scales and for additional scoring details.

AGE RANGE

Standardised scores can be obtained for children within the age range of 3 years, 0 months to 6 years, 6 months.

RECORDING AND SCORING RESPONSES

Two forms can be used to administer these scales – the *Parent Report* and the *Teacher Report and Scoring Form*. The reproducible Parent Report can be found on pages 105 and 106; the reproducible Teacher Report and Scoring Form can be found on pages 109 and 110.

Table of Contents

	Page
How to Administer the Self-help and Social-Emotional Scales.....	103
Parent Report	
Introduction	104
Parent Report – Self-help and Social-Emotional Scales.....	105
Teacher Report and Scoring Form	
Introduction	107
Scoring	108
Teacher Report and Scoring Form – Self-help and Social-Emotional Scales.....	109
Example of a completed Teacher Report and Scoring Form – Self-help and Social-Emotional Scales.....	111
Self-help Scale (Items 1–12)	113
Social-Emotional Scale (Items 13–28)	115

All items in the Self-help and Social-Emotional Scales have been standardised and validated. Standard scores, percentiles and age equivalents can be determined. You must adhere to the Directions and Scoring Information if you want to compare a child's scores to the norms found in the BRIGANCE® Screens III Technical Manual.

READING READINESS SCALE

Overview

The Reading Readiness Scale provides a standardised measure of skills and behaviours related to the child's emergent literacy. The scale can be used to gain a broader understanding of the child's developmental level and to guide reading instruction.

SCORES PRODUCED

A child's performance on this scale can be compared to Table I. Interpreting Reading Readiness Scores on page 124 to show what is average, below average and above average at the beginning and end of the five-year-old age range.

RECORDING AND SCORING RESPONSES

Two forms can be used to administer this scale – the Parent Report and the Teacher Report and Scoring Form. See pages 121 and 123, respectively, for reproducible versions of these forms.

NOTE

Typically, the emergent literacy skills and behaviours measured by the Reading Readiness Scale responses can be confirmed by the parent(s)/ caregiver(s) or teacher in a natural setting. In instances where this is not possible, a read-to-me book may help confirm some skills. (For example, give the child a book and ask the child to identify the front and back of the book.)

Table of Contents

	Page
How to Administer the Reading Readiness Scale	119
Parent Report	
Introduction	120
Parent Report – Reading Readiness Scale	121
Teacher Report and Scoring Form	
Introduction	122
Teacher Report and Scoring Form – Reading Readiness Scale	123
Reading Readiness Scale	124

All items in the Reading Readiness Scale have been standardised and validated. (For more information, see the BRIGANCE® Screens III Technical Manual.)

APPENDICES

Table of Contents

Appendices	Page
A History of BRIGANCE®	127
B Acknowledgements	128
C Standardisation Study Sites.....	129
D Station Method for Screening.....	131
E References	132
F Correlation with the <i>BRIGANCE® Inventory of Early Development III</i>	136

© Hawker Brownlow Education