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CORE ASSESSMENTS – FOUNDATION

Introduction

The assessments in this section allow screening personnel to assess mastery of key skills of Foundation children. The items in the assessments coordinate with the skills listed on the *Foundation 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-8 (4A 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."

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All items in the Core Assessments of the BRIGANCE® Screen III (F & 1) 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 – YEAR ONE

Introduction

The assessments in this section allow screening personnel to assess mastery of key skills of Year-One children. The items in the assessments coordinate with the skills listed on the *Year One 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 pages C-38 and C-39 (11B Adds and Subtracts) 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."

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All items in the Core Assessments of the BRIGANCE® Screen III (F & 1) 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 two 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.

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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.

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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 5 years, 0 months to 6 years, 6 months and older.

RECORDING AND SCORING RESPONSES

Two reproducible forms can be used to administer these scales. The reproducible Parent Report can be found on pages 74 and 75; the reproducible Teacher Report and Scoring Form can be found on pages 78 and 79.

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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 93 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 90 and 92, 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.)

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

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