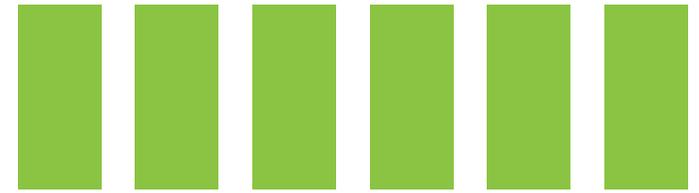




BRIGANCE[®]



CIBS II

Standardised

Introduction Sampler



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Introduction

OVERVIEW

The *BRIGANCE® Comprehensive Inventory of Basic Skills II Standardised*, or *CIBS-II Standardised*, is a selection of 45 key assessments from the *CIBS-II Reading/English* and *CIBS-II Mathematics* that have been newly standardised in 2010. The *CIBS-II Standardised* includes valid, reliable and well-researched readiness, reading/English and mathematics assessments, and year-level placement tests that have been validated on students 5 to 13 years of age.

The *CIBS-II Standardised* is divided into two sections – Readiness and Year One to Year Six – that offer a range of information on students' academic skill levels as demonstrated under real-life, everyday conditions.

The norm-referenced assessments and year-level placement tests in the *CIBS-II Standardised* allow educators to benchmark performance, identify delays in specific academic areas and support referrals. Special educators can also address standardised reporting requirements, with easy-to-follow administrator instructions and simple scoring procedures. The *CIBS-II Standardised* produces year equivalents, age equivalents, percentiles and quotients in the following areas of achievement.

- Oral Expression
- Listening Comprehension
- Written Expression
- Basic Reading Skills
- Reading Comprehension
- Maths Calculation
- Maths Problem Solving

The following key features of the *CIBS-II Standardised* facilitate identifying standardised scores, present level of performance and instructional needs.

- The *Standardised Record Book* provides a recording system that is ongoing, specific, graphic and easily communicated.
- The Standardised Scoring Sheets, included in the *Standardised Record Book*, provide a concise review of the student's performance. There is one for the Readiness assessments, one for Readiness supplemental assessments and one for Year One to Year Six assessments.
- Each assessment includes a prewritten IEP objective statement.
- Correlations to the *BRIGANCE Readiness Activities* are available for assessments in the Readiness section.
- The *Standardisation and Validation Manual* provides information on deriving standardised scores, as well as details on the validity and reliability of the *CIBS-II Standardised* assessments.

With all of these features, the complete *CIBS-II Standardised* can help special education teachers and program directors

- derive standardised scores, including quotients, percentiles, year equivalents and age equivalents.
- support referrals for further evaluation or special services, or confirm a diagnosis.
- assess school readiness by tapping predictors of school success.
- provide an appropriate assessment system that aligns with their curriculum and that gathers data on students' progress.
- track and report individual and group progress
- meet inclusion goals by determining present level of academic achievement and functional performance (PLAAFP), areas of strength and need, and instructional objectives; this is broadly consistent with the *Belonging, Being & Becoming: Early Years Learning Framework for Australia*, which stipulates that assessing children's learning refers to the process of gathering and analysing information as evidence about what children know, can do and understand, as part of an ongoing cycle of planning, documenting and evaluating their learning.

THE BRIGANCE® SPECIAL EDUCATION SYSTEM

The *BRIGANCE® Comprehensive Inventory of Basic Skills II Standardised*, or *CIBS-II Standardised*, is a component of the overall BRIGANCE® Special Education System developed to help special educators

- determine present level of performance or present levels of academic achievement and functional performance (PLAAFP).
- derive quotients, percentiles, year-equivalents, age-equivalents and instructional ranges.
- monitor growth and measure progress.
- provide targeted ongoing assessment.
- support instruction.

Norm-referenced assessments in the *CIBS-II Standardised* are organised into two sections – Readiness and Year One to Year Six.

The complete BRIGANCE Special Education System includes:

1. *Inventory of Early Development III (IED III)*

The *IED III* is ideal for providing ongoing assessment and instructional planning for students up to the developmental age of 7. The assessments in the *IED III* allow easy monitoring of individual progress and support the development of each student's IEP.



2. *IED III Standardised*

Standardised assessments from the *IED III* are combined in one inventory for ease of use. Validation information is included in the *IED III Standardisation and Validation Manual*.



3. *Comprehensive Inventory of Basic Skills II (CIBS-II)*

The assessments in the *CIBS-II* are organised into two volumes: *CIBS-II Reading/English* and *CIBS-II Mathematics*. These new editions incorporate a broad set of assessments in key academic skill areas reflected in common standards.



4. *CIBS-II Standardised*

Reading, writing and maths standardised assessments are combined in one convenient inventory for easy administration. The *Standardisation and Validation Manual* includes demographic information on restandardisation and updated tables.



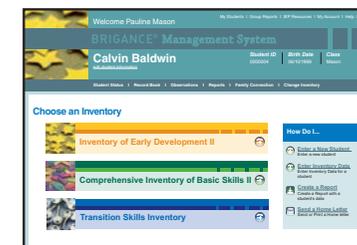
5. *Transition Skills Inventory and Activities*

The *Transition Skills Inventory (TSI)* and *Transition Skills Activities* provide comprehensive assessments complemented by lesson plans to support educators in writing transition goals and objectives, delivering targeted instruction, and monitoring progress for middle-years and secondary-school students. Together these resources make it easy to address common requirements for transition planning.



6. *Online Management System*

Use the online management system to generate student and class reports in real-time to track progress and develop instructional plans.



Standardisation and Validation

Built on more than twenty years of research and experience in child development, the *CIBS-II Standardised* is a highly accurate, reliable and valid assessment tool. Selected assessments from the *CIBS-II* were standardised and validated on a representative U.S. geographic, demographic and socioeconomic sample. Teachers can confidently compare any student to the sample group to help set goals that focus on academic success.

The 2010 standardisation study for the *CIBS-II* was conducted on a large geographically diverse sample of 1791 students whose families are representative of the population of the United States in terms of ethnicity, gender, parental level of education and psychosocial risk status. As a result of this strong research base, the *CIBS-II Standardised* reliably identifies strengths and weaknesses in prerequisite skills (Readiness) and in key academic skills (First to Sixth Year), which are essential for school success.

The *CIBS-II Standardised* is a highly reliable tool. The overall scaled scores and composites have

- outstanding internal consistency.
- a high degree of inter-rater and test-retest reliability with expected performance differences in young children and on certain tasks known to be less than consistently demonstrated, such as motor skills.
- excellent alternative-forms reliability.
- standard errors of measurement that can be used to determine instructional ranges and to guide appropriate curricular materials for individualised instruction.

Standardisation means that:

- the directions for scoring and administration have been field-tested and are clear enough so that the assessment can be administered in the same way by different examiners.
- the assessment has been administered to many students who represent different geographic regions and demographic characteristics of populations as a whole.
- the parents of children in the standardisation sample represent the wider population in terms of educational attainment, income levels and other demographic characteristics.
- it is the collective performance of the representative sample that serves as the test's norms.

The following summary of test validation of the *CIBS-II Standardised* is a result of the 2010 standardisation of the *CIBS-II* assessments and its comparison to other major test measures.

- Test content is supported by extensive reviews of developmental and academic scope and sequence studies.
- The *CIBS-II Standardised* factor structure is confirmed for both the Readiness and First-Year to Sixth-Year assessments.
- Substantial evidence reveals an appropriate lack of variance at the item level.
- Correlations with external variables reveal that *CIBS-II Standardised* assessments are correlated with achievement tests including major achievement tests, individually administered diagnostic achievement tests and intelligence measures.
- The *CIBS-II Standardised* scores show expected differences in groups such as students receiving special education services, students receiving speech or language therapy, and students involved in gifted programs.

For detailed information about the 2010 standardisation and validation study, see Chapters 6–8 of the *CIBS-II Standardisation and Validation Manual*.

Program Decisions

The *CIBS-II Standardised* can help your special education program meet requirements and effectively support the school success of students with special needs. Many programs serving students with special needs are required to

- provide standardised scores in skill areas.
- determine present levels of academic achievement and functional performance (PLAAFP).
- provide instructional objectives for an ongoing IEP.
- provide for inclusion in a regular instructional program.

The *CIBS-II Standardised* is an invaluable resource for primary and middle-years programs responsible for complying with these requirements, as explained below.

PROVIDE STANDARDISED SCORES IN SKILL AREAS

The *CIBS-II Standardised* produces year equivalents, age equivalents, percentiles and quotients in the following areas of achievement.

- Oral Expression
- Listening Comprehension
- Written Expression
- Basic Reading Skills
- Reading Comprehension
- Maths Calculation
- Maths Problem Solving

DETERMINE PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (PLAAFP)

The *CIBS-II Standardised* is an inventory of norm-referenced readiness assessments, reading/English assessments, mathematics assessments and year-level placement tests. By covering this broad range of skill areas, the *CIBS-II Standardised* is ideal for identifying present levels of academic achievement and functional performance.

PROVIDE INSTRUCTIONAL OBJECTIVES FOR AN 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 date of assessment, method of assessment, present level of performance and instructional objectives for skills to be achieved. Each assessment in the *CIBS-II Standardised* provides a prewritten IEP objective statement that incorporates these requirements.

If objectives are required on locally developed forms, the objectives provided in the *CIBS-II Standardised* can be used. Also, objectives can be generated from the results recorded in the student's *Standardised Record Book*.

PROVIDE FOR INCLUSION IN THE REGULAR PROGRAM

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

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

Step-by-Step Assessment Procedures

STEP 1: GET READY FOR ASSESSMENT

PLANNING AHEAD

Although the *CIBS-II Standardised* is easy to administer, it is critical that examiners

- are familiarised with the directions and scoring procedures.
- have practised administration several times before assessing a student.
- are able to administer the *CIBS-II Standardised* in strict accordance with the directions and the basal and ceiling rules that accompany each assessment.

The following guidelines can help you plan ahead for successful assessment.

Become familiar with the assessment procedures so that you can conduct the assessment in a natural manner and can focus your attention on the student. If helpful, use tabs or markers so that you can quickly locate the information you will need.

Schedule assessment early in the day, reducing the chance that the student will be hungry or tired.

Postpone or reschedule assessment if the student is not well or when testing requires the student to miss treasured activities such as excursions; special events; or favourite subjects, such as physical education, art or music.

Extend testing time, if necessary, when a comprehensive assessment is planned. You may wish to conduct the assessment in several sessions. Each session should be no longer than the student's attention span.

Choose the proper environment. The assessments in the *CIBS-II Standardised* can be safely administered within the classroom. Although most students do not mind working individually with a teacher or an examiner within their classroom, others may be embarrassed. Use your discretion to decide if a student can be assessed in the classroom or if a more private setting would be preferable.

Administer assessments in the classroom only when the rest of the class is not engaged in highly exciting or noisy activities.

Eliminate distractions. Administer assessments in an environment free of background noises or disturbances. Remove any materials that may be distracting to the student.

Administer assessments in small groups when appropriate. Some assessments such as maths calculation or spelling can be administered in small groups to maintain comfort levels of students tested in the regular classroom.

SELECTING ASSESSMENTS

Use tabs or markers to note which assessments you plan to use. In general, for preschool and foundation students, selection of specific assessments should focus on the Readiness assessments. Most first-year students and older will need assessments from the Year One to Year Six section.

If you anticipate developmental delays, use assessments designed for younger students. Ideally, begin with assessment items that ensure success for each student.

Follow the guidelines below to decide which assessments to administer, to select the most appropriate skill level within each assessment and to select the best assessment method.

1. Deciding Which Assessments to Administer

When deciding which specific assessments to administer, use your professional judgment and keep the following questions in mind:

- Which assessments are more relevant to the immediate concern or reason for referral?
- Which assessments will be more likely to yield the most valuable information within the time allowed?
- Which assessments can best be conducted in a particular setting?
- Which assessments meet program needs and requirements?

2. Selecting the Most Appropriate Skill Level Within Each Assessment

Some of the skill sequences have a range of several year levels. In order to save time, you should review and evaluate any available student data to determine the most appropriate year level for initiating the assessment. This data might include school placement, school history, performance data from previous assessments, reports from teachers or your own observations.

Plan to initiate the assessments at a skill level *one year below* the anticipated year performance. It is important to initiate an assessment at a level in the skill sequence that will promote a feeling of success. Do not spend time assessing skills that are far below the student's performance or skill level. On the other hand, don't initiate or continue assessment at a level that frustrates the student.

Many assessments include suggested entry points that are specific to the assessment. Using these entry points helps you know, for each student, the point to begin assessing within an assessment.

The skill sequences and entry points are based on a consensus of data found in the references in Appendix B.

3. Selecting the Best Assessment Method

The *CIBS-II Standardised* offers a variety of assessment methods:

- Observation
- Performance
 - Individual Oral Response
 - Individual or Group Written Response
 - Individual or Group Physical Response
- Interview

Recommended assessment methods are included with each assessment. For standardised assessment, adhere to the assessment method guidelines.

4. Anticipating Administration Time

Administration need not take place in one sitting but should be limited to only a few sessions, preferably on consecutive days. If administering all standardised assessments, plan for the Readiness battery to take about one hour and for the Year One to Year Six battery to take approximately 45 to 60 minutes. Obviously, less time is needed if fewer assessments are administered.

DETERMINING ROUNDED CHRONOLOGICAL AGE

In order to derive standardised scores using the *BRIGANCE Online Management System* or by hand scoring (from the tables in the *CIBS-II Standardisation and Validation Manual*), you must first determine the student's rounded chronological age. If you wish to extrapolate scores for students substantially above or below age norms for the *CIBS-II Standardised* assessments, see Chapter 3 of the *CIBS-II Standardisation and Validation Manual*.

To determine rounded chronological age, follow the instructions below.

- 1. Computing chronological age** Write the date of assessment in the top row and the student's birth date in the second row. Subtract the birth date from the date of assessment, borrowing months and years as needed. You must convert 1 month to 30 days, and 1 year to 12 months (e.g. $30 + 7 = 37$, $12 + 2 = 14$).

	Year	Month	Day
Date of Assessment	<u>2010</u>	<u>2</u>	<u>7</u>
Birth Date	<u>2004</u>	<u>5</u>	<u>22</u>
Age	<u>5</u>	<u>9</u>	<u>15</u>

- 2. Rounding chronological age** Once the age is computed in years, months and days, you need to round the number of days. Ignore the number of days if there are fewer than 15. *If there are 15 days or more*, round the month up by 1. For example, as shown below, the chronological age 5 years, 9 months and 15 days is rounded up to 5 years, 10 months.

	Year	Month	Day
Age	<u>5</u>	<u>10</u>	<u>15</u>

RECORDING STUDENT DATA IN THE STANDARDISED RECORD BOOK

Write the student's name on the front page of the student's *Standardised Record Book* and complete the Student Data section on page 3 **before** conducting the assessment. The information should be current and should clearly identify the student. Use official records to confirm the accuracy of the information. Completing this section of the *Standardised Record Book* before assessing allows you to focus your attention on the student and on the administration of the assessment.

Mark Likely Entry Points in the *Standardised Record Book*

To restrict assessment time while still providing high quality and accurate information about the student's performance, it is necessary to determine an entry point (the point to begin assessing within an assessment). Each Year One to Year Six assessment includes entry points. The entry ages shown are typically one to two years below expected performance for chronological age. This is important to ensure that students demonstrate, wherever possible, a series of successes (called a *basal*) so that standardised scores can be produced. For the very youngest or delayed students, a series of successes with various tasks may not be possible, but most students can and do demonstrate success with the required series of items.

ADAPTING ASSESSMENT PROCEDURES

Often the *CIBS-II Standardised* is used to evaluate students with known or suspected disabilities. Modifications to typical assessment procedures are often needed to gain cooperation, to compensate for the interference of certain types of disabilities, and ultimately to ensure that the evaluation results reflect any possible disability as well as those skills the student has mastered. Nevertheless, modifications should not be viewed as a means of giving credit for skills that are insufficiently mastered. Instead, view performance with modifications as an indicator either of adaptations needed or of skills in need of more practice and reinforcement.

To ensure an effective evaluation in which students with disabilities are able to demonstrate the skills they have mastered, see *Evaluating Students With Special Considerations* on page 23.

TESTING DOWN OR TESTING UP IN A SKILL SEQUENCE ACCORDING TO THE STUDENT'S RESPONSE

If the student does not respond to an item or if the student's response is incorrect, test down by going to lower-level items. Conversely, if it becomes obvious that the items are too easy for the student, test up by skipping to higher-level items.

ORGANISING MATERIALS

Check to make sure you have the materials required for the assessments you plan to administer. Gather all materials needed before beginning and arrange them so that you can focus your attention on the student and on administering the assessment.

Essential Materials for Readiness Assessments

- The *CIBS-II Standardised*
- A *Standardised Record Book* for each student
- The appropriate Standardised Scoring Sheet(s) (included in the student's *Standardised Record Book*)
- Reproduced copies of the student pages
- Blank sheets of paper
- A stopwatch or watch with a second hand for timed assessments
- Pencils
- Ten blocks or other objects for counting
- Masking tape

Essential Materials for Year One to Year Six Assessments

- The *CIBS-II Standardised*
- A *Standardised Record Book* for each student
- The appropriate Standardised Scoring Sheet (included in the student's *Standardised Record Book*)
- Reproduced copies of the student pages
- Blank sheets of paper
- Pencils
- A stopwatch or watch with a second hand for timed assessments

STEP 2: CONDUCT THE ASSESSMENT

PURPOSE OF ASSESSMENT

When conducting an assessment, it is important to remember the purpose of assessment. Some examiners view assessment as a contest, the goal of which is to have the student succeed with tasks. In fact, the goal of assessment is to determine the student's individual level of skills and identify developmentally appropriate instructional objectives. Excessive verbal and physical prompts, demonstrations and encouragement can make it difficult to accurately identify what the student can and cannot do.

ASSESSMENT PROCEDURES

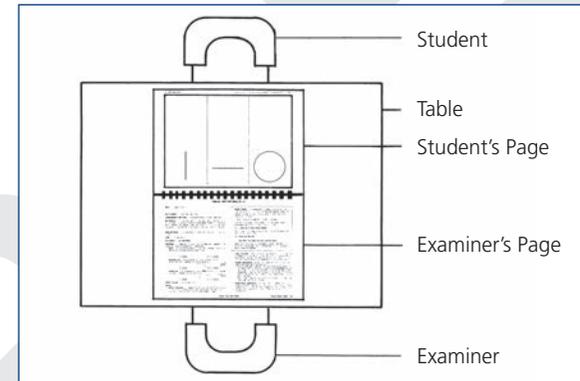
To administer the standardised assessments correctly, you must adhere to the directions included with each assessment. Before beginning an assessment, read any Notes provided and then follow the specific directions given for the assessment. All assessments have basal and ceiling rules, and most assessments include specific language to use as you administer the assessment. Many assessments provide suggested entry points, which allow you to begin the assessment with an item that is likely to be at an appropriate level for the student. If, after beginning assessing at the suggested entry point, the basal is not reached, begin assessing again at the next lower entry point.

It is important when administering standardised assessments that the scoring of items be consistent (i.e. the determination of whether or not a student receives credit for an item must be consistent for all students). To guide your determination of mastery, some assessments provide accuracy information or criteria for determining whether a student should receive credit. For example, in some assessments, the student must give two correct responses to receive credit for a single item.

When possible, check to be sure that the student who is able to perform certain skills during the assessment is also able to apply those skills in real-life situations. If performance or mastery of a skill is marginal or emerging, don't give credit. Identify the skill as an objective. You may wish to note in the student's *Standardised Record Book* that the skill is emerging.

POSITIONING OF THE *CIBS-II* STANDARDISED

The format of the *CIBS-II Standardised* allows the examiner and the student to easily follow the assessment procedures. For those assessments that have an accompanying student page, the *CIBS-II Standardised* can be opened to the assessment and placed on a table between the examiner and the student, as shown below.



TIPS FOR ASSESSING BY OBSERVATION

Some assessments can be conducted by observing the student in a natural setting. Daily observations in a natural setting provide the teacher with the unique opportunity of observing the student performing a skill on a regular basis and at the appropriate times. Observations are often a more valid assessment of skill mastery than a one-time performance of the skill in a structured, superficial or stressful assessment situation.

However, if there is any doubt of skill mastery when using the observation assessment method, do not give credit. It is recommended that the skills continue to be identified as instructional objectives until observations rule out all doubt of mastery.

TIPS FOR ASSESSING BY INTERVIEW

Some assessments can be administered by interviewing the student's parent/caregiver. These assessments include questions to use when conducting the interview. Since parents often report on emerging but not yet mastered skills (giving answers such as "sometimes", "if I let him", "a little"), you can note these skills for instructional planning but do not give credit. Give credit only for skills the student has clearly mastered.

TIPS FOR ASSESSING BY PERFORMANCE

- **Read directions and questions in a natural manner.** Keep the assessments moving comfortably and informally.
- **Give an example or demonstrate** the type of response expected if it appears the student does not understand the directions.
- **Give credit for skills you know the student can perform well** because you have observed the student effectively performing in a natural environment.
- **If the student page is too visually stimulating,** cover part of the page or cut a copy of the student page so that the items can be presented one at a time.
- **Remain objective.** Any subtle clues or extra assistance given to a student during assessment may influence the student's performance and invalidate the results.

TIPS FOR ESTABLISHING RAPPORT

The following suggestions may help when administering the assessments in the *CIBS-II Standardised*:

- **If a parent is present, engage the parent first.** Engaging the parent makes both the parent and the student comfortable. This may be an opportune time to explore what skills parents think are the student's strengths and which may be weaknesses. This is also a good time to discuss with parents what works in terms of managing challenging behaviour. Beginning assessment with the student's strengths and having strategies for challenging behaviours is important for establishing and maintaining rapport and cooperation.
- **Introduce the assessment to the student in advance** by saying something like,
"I will be giving you some easy things that you learned in preschool, and some very hard things that you might not learn until the eighth year. I have to give you easy and hard things so that I can see what you know and what you need to work on. I just want you to try your best on everything, but don't worry if there are things you don't know yet."
- **Position the *CIBS-II Standardised* strategically.** You may wish to place a small stack of books under the spine of the *Inventory* so that answers on the examiner's page are not visible to older students. It is also important to keep the *Standardised Record Book* out of the student's line of vision by placing it on your lap.

- **Be careful not to gaze at the correct choice.** Students are often alert to where examiners are looking and use this as a cue to responding. This can inflate performance and make it challenging to detect students with difficulties.
- **Use verbal reinforcement** and show interest and enthusiasm in the student's effort. Use noncommittal feedback, whether students are successful or not, such as "Good job!" and "Way to go!" Be careful not to show feelings of disappointment in a student's performance.
- **Respond with noncommittal encouragement,** such as "You did a very nice job" when a student asks for feedback on their answers by saying, "Did I get that right?" or "What is the right answer?" If the student persists, it is helpful to state gently, "I'm sorry. I can't tell you that."
- **Do not prompt students with reminders.** It can be tempting for an examiner or teacher to provide reminders as a form of encouragement, such as "You know this, we did it yesterday," or "I know you know this." A student who cannot demonstrate skills when they are elicited has not mastered those skills and will need additional instruction before achieving competence.

STEP 3: RECORD RESULTS IN THE *STANDARDISED RECORD BOOK* AND ON THE *STANDARDISED SCORING SHEET*

First, use the *Standardised Record Book* to record a student's responses to assessment items. Then use the appropriate Standardised Scoring Sheet (found at the back of the *Standardised Record Book*) to transfer raw scores from the *Standardised Record Book* and to summarise a student's standardised scoring data.

Follow the instructions below to record student scores in the *Standardised Record Book* and on the appropriate Standardised Scoring Sheet.

1. RECORD ITEM PERFORMANCE IN THE *STANDARDISED RECORD BOOK*

Be sure to follow the directions included with each of the standardised assessments. For deriving standardised scores, i.e. quotients, percentiles, year equivalents, age equivalents and scaled scores, you must follow these instructions exactly.

As you administer an assessment in the *CIBS-II Standardised*, record the student's responses on the appropriate page in the student's *Standardised Record Book*. Mark the student's responses to assessment items, being careful to attend to basal and ceiling rules (as relevant).

Attend to Basal Rules

Ideally students should correctly complete a short series of items, usually two to five in a row. This series of correct responses is called the *basal*. The basal establishes the highest point at which students can be assumed to have mastered all previous items. If the student is not successful on items following the entry point, drop down a year level and administer items until a basal is obtained. For younger or developmentally delayed students, a basal may not be obtainable. When a basal is established, ALL ITEMS BELOW THE BASAL ARE COUNTED AS CORRECT.

Sometimes students miss some items before the basal and then obtain a basal on more difficult items. In these cases, continue to count all items below the basal as correct for the purposes of deriving scores. Instructionally, however, note those items missed because the student may need review and practice on lower-level skills.

All assessments have unique rules for the number of desired successes. In this example, the basal is five correct responses in a row. Mark the basal as shown below.

○ = correct response to an item

/ = incorrect response to an item

// = the basal (the required number of correct items in a row, where possible)

Figure 1. Marking the Basal

A-3	32	UNDERSTANDS DIRECTIONAL AND POSITIONAL CONCEPTS		
		Demonstrates understanding of		
Basal: 5 consecutive correct responses	① in/out	7. inside/outside	13. above/below	
Ceiling: 5 consecutive incorrect responses	② open/closed	8. up/down	14. toward/away from	
	③ on/off	9. top/bottom	15. centre/corner	
	④ into/out of	10. high/low	16. right/left of self	
	⑤ front/back	11. over/under		
	6. in front/behind	12. forward/backward		
				____/16

Some students, especially those in the lowest years or those with substantial delays, may not obtain a basal. In these cases, year equivalents, age equivalents, quotients and percentiles may still be derived. Absence of a basal with young or delayed students does not interfere with valid scoring of an assessment.

Adhere to Ceiling Rules

Assessment can be discontinued when a student gives incorrect responses for a short series of items, usually three to five in a row. This series of incorrect responses is called the *ceiling*. The ceiling indicates the instructional level at which a student will experience failure and frustration. NO RESPONSES TO ITEMS ABOVE THE CEILING ARE COUNTED AS CORRECT for the purposes of rendering standardised scores.

The ceiling, the required number of items in a row that are answered incorrectly before discontinuing the assessment, differs for each assessment. Follow the ceiling rules included with each assessment.

The figure below shows how to mark the ceiling:

- = correct response to an item
- / = incorrect response to an item
- // = the basal (the required number of correct responses in a row, where possible)
- /// = the ceiling (the required number of incorrect responses in a row before discontinuing)
- △ = correct response to an item above the ceiling (no credit given)

Figure 2. Marking the Ceiling

A-3	32	UNDERSTANDS DIRECTIONAL AND POSITIONAL CONCEPTS		
Basal: 5 consecutive correct responses Ceiling: 5 consecutive incorrect responses		Demonstrates understanding of		
		① in/out ② open/closed ③ on/off ④ into/out of ⑤ front/back ⑥ in front/behind	⑦ inside/outside ⑧ up/down ⑨ top/bottom ⑩ high/low ⑪ over/under ⑫ forward/backward	⑬ above/below ⑭ toward/away from ⑮ centre/corner ⑯ right/left of self
		___/16		

Note: Some students will obtain a false ceiling or a false basal – meaning two basals or two ceilings. To deal with this, use as the true basal the one that is closest to the ceiling, and use as the true ceiling the one that is closest to the basal. On extremely rare occasions, both a false basal and a false ceiling occur. When this happens, use the higher of the two ceilings, but note this for instructional purposes, because it suggests the student needs review and practice with lower-level skills.

Recording Performance Above the Ceiling

Some students correctly answer items above the ceiling. Mark such successes in the *Standardised Record Book*. While scoring requires that all items above the ceiling (those marked with △) be considered incorrect (meaning no credit is given), marking successes above the ceiling is still useful as this may help you plan future instruction. For example, when instruction begins, students may not need as much drill and practice to address specific higher-level skills on which they have demonstrated at least partial success.

For many assessments, especially the Readiness assessments, some students will not attain a ceiling. This is to be expected because of the skill-based focus of the *CIBS-II Standardised*. Absence of a ceiling does not interfere with valid scoring of an assessment.

Note: If you wish to explore a student’s knowledge of prerequisite skills, see the *CIBS-II Reading/English* and *CIBS-II Mathematics* published by Hawker Brownlow Education.

2. CREATE A RAW SCORE FOR EACH ASSESSMENT

For each assessment, calculate a raw score by counting the number of items for which the student gave a correct response. Also, count *all* items below the basal. Do not count *any* items above the ceiling.

3. TRANSFER RAW SCORES TO THE STANDARDISED SCORING SHEET

Once you’ve marked the student’s responses and calculated a raw score for the assessment in the *Standardised Record Book*, you will need to transfer the raw score from the assessment data page to one of the three Standardised Scoring Sheets, found at the back of the *Standardised Record Book*. Be sure to use the appropriate Standardised Scoring Sheet when transferring raw scores from the assessment data page.

The three Standardised Scoring Sheets, described below, are used to organise and summarise the student’s standardised scoring data.

- *CIBS-II Standardised Scoring Sheet – Readiness* is used to record a student’s data for essential Readiness assessments.
- *CIBS-II Standardised Scoring Sheet – Readiness (Supplemental)* is used to record a student’s data for supplemental Readiness assessments.
- *CIBS-II Standardised Scoring Sheet – Year One to Year Six* is used to record a student’s data for Year One to Year Six Assessments.

4. COMPUTE COMPOSITES AND DERIVE SCALED SCORES, CONFIDENCE INTERVALS (CI), QUOTIENTS, PERCENTILES, YEAR-EQUIVALENTS, AGE-EQUIVALENTS AND RANGES FOR ASSESSMENTS AND COMPOSITES AS NEEDED

Compute composites and derive standardised scores by using the tables in the Appendices in the *CIBS-II Standardisation and Validation Manual*. See Chapter 3 of the *CIBS-II Standardisation and Validation Manual* for detailed instructions on deriving standardised scores and computing composites by hand.

For a detailed explanation of each type of standardised score and composite, see Chapter 4 of the *CIBS-II Standardisation and Validation Manual*.

5. RECORD STANDARDISED SCORES ON THE STANDARDISED SCORING SHEET

Once you have computed composites and derived scaled scores, confidence intervals (CIs), quotients, percentiles, year equivalents, age equivalents and ranges for the appropriate assessments and composites, record this information in the appropriate spaces on the Standardised Scoring Sheet. See the completed example on page 17.

CIBS II STANDARDISED SCORING SHEET—First Year to Sixth Year

Student's Name _____ Teacher's Name _____ Date Tested _____

day month year

Year _____ School _____ Examiner's Name _____ Date of Birth _____

day month year

Tick one:
 Form A Form B

Rounded Chronological Age (in years and months)
 (See Chapter 2 for directions)

Record of CIBS II Scores: First Year to Sixth Year Assessments

ASSESSMENTS AND COMPOSITES	RAW SCORE	SCALED SCORE AND SEM Appendix D	QUOTIENT AND SEM Appendix E	CI RANGE FOR QUOTIENT Appendix E	PERCENTILE RANGE/ PERCENTILE Appendix F	YEAR EQUIVALENT (RANGE)* Appendix G	AGE EQUIVALENT (RANGE)* Appendix H
B-1 Warning and Safety Signs (<i>supplemental</i>)	11	8				1.0	6-5
B-2 Warning Labels (<i>supplemental</i>)	3	7				1.6	6-11
B-3 Word Recognition Year Level-Placement Test	29	6				1.0	6-5
B-4 Word Analysis Survey	26	7				1.0	6-5
BASIC READING COMPOSITE						1.0-1.6 1.0	6-5-6-11 6-5
B-5 Reading Vocabulary Comprehension Year Level-Placement Test	6					1.6	6-11
B-6 Comprehends Passages	24					1.4	6-9
READING COMPREHENSION COMPOSITE						1.4-1.6 1.5	6-9-6-11 6-10
B-7 Computational Skills Year Level-Placement Test	3					1.0	6-5
B-8 Problem-Solving Year Level-Placement Test	6					4.0	9-5
MATHS COMPOSITE						1.0-4.0 2.3	6-5-9-5 7-8
B-9 Spelling Year Level-Placement Test	4	5				1.0	6-5
B-10 Sentence-Writing Year Level-Placement Test	1	7				1.0	6-5
WRITTEN EXPRESSION COMPOSITE							
B-11 Listening Vocabulary Comprehension Year Level-Placement Test	11	11					
LISTENING COMPREHENSION INDICATOR							
<i>Computational Rate (numbers of correctly completed items in 60 seconds from Computational Skills assessment [B-7])</i>	5						
MATHS INFORMATION PROCESSING							
<i>Writing Rate (numbers of correctly written sentences in 120 seconds from Sentence-Writing assessment [B-10])</i>	1						
WRITING INFORMATION PROCESSING							
<i>Reading Rate (using only highest passage read on the Comprehends Passages assessment [B-6] with at least 4 out of 5 questions answered correctly, raw score is number of seconds taken to read that passage)</i>	Passage Level Lower 3rd						
READING INFORMATION PROCESSING	Seconds 64						

*The age range and year equivalent range are determined by the highest and lowest score within a Composite.

STEP 4: ANALYSE RESULTS

When interpreting *CIBS-II Standardised* assessment results, it is important to consider:

- Health, environmental or cultural factors that may impact performance.
- More in-depth assessment with the criterion-referenced assessments in the *CIBS-II Reading/English* and *CIBS-II Mathematics* inventories.

FACTORS THAT MAY IMPACT PERFORMANCE

If the student's assessment results are lower than expected, the examiner should decide on the most likely reason for poor performance, identify skill areas of apparent weakness, and make appropriate follow-up decisions. The following factors can impact performance – reluctance to perform, poor assessment conditions, physical problems, language or cultural barriers, or undiagnosed disabilities or psychosocial risk.

Reluctance or Refusal to Perform

Even when assessment is conducted in an ideal environment, it may be a threatening experience to a student. A student's reluctance or refusal to perform can present a delicate and challenging situation. While this behaviour may be a sign of developmental or emotional problems, it may be helpful to conduct the assessment at a later date.

Poor Assessment Conditions

Environmental factors, such as uncomfortable room temperature, noise, visual distractions or poor lighting, may prevent a student from performing at his or her best. In addition, a student may not perform well when tired, in an atmosphere the student finds emotionally uncomfortable, or in a situation in which encouragement and motivation are lacking. If these factors are present, discontinue testing and resume under better conditions on another day.

Physical Limitations

Physical limitations, such as poor vision or hearing, can cause a delay in the development of some of the skills. A student assessed just prior to the onset of an illness or just after an illness may perform at a lower level than usual. Poor nutrition or an imbalance in body chemistry can cause a student to be lethargic or hyperactive, resulting in poor performance.

Language and Cultural Barriers

A student from a home in which English is not the primary language may not understand what responses are expected. Discretion should always be exercised with a student who does not speak English or is from a different cultural background. Whenever possible, assessment should be conducted by personnel fluent in the primary language of the student and understanding of the student's cultural background. Professional judgment should be used in determining to what degree the student's performance was affected by language and cultural differences.

Undiagnosed Disabilities or Psychosocial Risk

Common reasons for poor performance are undiagnosed disabilities or substantial psychosocial risks. Record and report relevant observations regarding these concerns and make appropriate referrals for services or additional testing. See *Evaluating Students With Special Considerations* on page 23.

MORE IN-DEPTH ASSESSMENT WITH THE *CIBS-II READING/ENGLISH* AND *CIBS-II MATHEMATICS*

A comprehensive collection of criterion-referenced assessments can be found in the *CIBS-II Reading/English* and the *CIBS-II Mathematics*. Administering the additional assessments not included in the *CIBS-II Standardised* can provide you with even more specific information about the breadth and acquisition of a student's skills. These assessments can help you determine which prerequisite skills the student has mastered and which of these the student has not mastered. Tracking student mastery of assessed skills in the student's *Record Book* will be adequate for documenting progress and planning instruction for most students with special needs.

For some students, additional lists of skills or skill sequences may be needed to meet individual or program needs. These skills can be assessed by

- informal observation, such as observing a student's performance in daily class activities.
- presenting a copy of the items and asking the student to read the items.
- using teacher-made assessment materials.

The *CIBS-II Reading/English* and *CIBS-II Mathematics* also include Supplemental and Related Lists/Skill Sequences that can be used

- for instructional planning.
These lists and skill sequences broaden the range of skills for which curricula and lessons are planned.
- to meet student and program needs.
Teachers may select and, if needed, adapt skills from these lists and sequences to meet individual student needs and to meet relevant standards.
- to track student progress.
You may wish to make copies of the Supplemental and Related Lists/Skill Sequences and insert the pages in the back of the student's *Record Book*. Use these pages to record the student's mastery of targeted supplemental skills.

SAMPLE

STEP 5: IDENTIFY NEXT STEPS

After the assessment has been completed, the information gathered can serve many purposes. Common next steps after administering the *CIBS-II Standardised* and deriving standardised scores in special education programs are to

- provide additional assessment with the *CIBS-II Reading/English* and *CIBS II Mathematics*.
- identify present levels of academic achievement and functional performance.
- identify instructional objectives.
- monitor progress.
- make appropriate referral decisions.
- make appropriate retention decisions.

PROVIDE ADDITIONAL ASSESSMENT

There may be a need to provide more in-depth assessment than is found in the *CIBS-II Standardised*. The criterion-referenced assessments in the *CIBS II Reading/English* and *CIBS-II Mathematics* provide additional opportunities for assessment. The assessments can be used to assess prerequisite skills and allow more flexibility administering the assessments.

The Supplemental Skill Sequences included with the *CIBS-II Reading/English* and *CIBS-II Mathematics* provide additional skills that can be assessed and tracked by informal observation in a natural setting. The Supplemental Skill Sequences may be useful as a reference for curricular and instructional planning or for tracking the student's development as needed. See pages 18–19 for more information on in-depth assessment with the *CIBS-II*.

IDENTIFY PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (PLAAFP)

Given the broad coverage of skill areas, you can use the results of year-level placement tests and assessments in the *CIBS-II Standardised* to identify present levels of academic achievement and functional performance (PLAAFP). Establishing the student's present level of performance with the *CIBS-II Standardised* can support IEP writing and subsequent instructional planning.

IDENTIFY INSTRUCTIONAL OBJECTIVES

It is important to identify skills that are appropriate for the student and that will meet the student's needs as instructional objectives. The skills immediately following those circled as mastered in a skill sequence are, in most cases, logical skills to be identified as objectives for the next instructional period.

In determining the number and priority of instructional objectives for the next instructional period, teachers should consider the following factors:

- Length of the next instructional period
- Discrepancy between the student's present level of performance and the anticipated level of performance
- Types and degrees of physical impairments or emotional disorders
- Presence of giftedness or academic talent
- Environmental factors in the home and school
- Mental and physical health of the student

Once objectives are identified for the student's next instructional period, developmentally appropriate instruction focused on the objectives should begin. The *BRIGANCE Readiness Activities* is a collection of easy-to-use lesson plans for instructional activities that correlate to the Readiness assessments in the *CIBS-II Standardised*. These instructional activities include helpful teaching objectives and recommendations.

MONITOR PROGRESS

Once initial assessment is conducted with the *CIBS-II Standardised* and instruction has been provided, further assessment may be conducted as needed or as required by your program at appropriate intervals throughout the year. For those assessments that have Form A and Form B, you can use one form as a pretest and the other form as a post-test to monitor a student's progress.

MAKE APPROPRIATE REFERRAL DECISIONS

Recommendations for referrals may be made based on an analysis of areas of strength or weakness. For example, fine-motor or gross-motor skill deficits may indicate the need for a physical or occupational therapy evaluation. Expressive or receptive language weakness may indicate the need for a speech-language evaluation. Deficits across multiple skill areas may suggest the need for evaluation by a developmental psychologist.

Students scoring below a locally established year level on a year-level placement test may need referral for additional assessment. For example, the locally established criteria might be that fourth-year students who do not correctly compute at least three of the four second-year problems be referred for more comprehensive assessment and possible placement in a remedial maths program.

In addition, when referring a student for further evaluation, you may wish to note any psychosocial risk factors that may be relevant.

Referral Decisions for Bilingual Students

It is important for those making referral decisions to recognise that

- bilingualism often contributes positively to cognitive development.
- bilingualism can cause mild delays in language acquisition in both languages. If, however, both languages are substantially delayed, a language disorder should be suspected (Gulbranson 2002; Magist 1992; Ho 1987; Nwokah 1984). Assessment in both languages is required in order to discern the presence of disorder or substantive delay.
- bilingualism does not contribute to native language difficulties in articulation or in expressive syntax. There is some debate about whether bilingual students typically mix different languages in the same sentence (Duncan and Gibbs 1987; Gulbranson 2002). This appears to occur mostly in communities in which combination vocabulary is common (e.g. border towns between the U.S. and Mexico). Difficulties in articulation or in expressive syntax suggest the presence of cognitive delays or language disorders.
- below average performance is rarely due to bilingualism alone. A bilingual student, like many native English-speaking students, may have psychosocial risk factors (e.g. parental mental health problems) that adversely affect performance (Sameroff et al. 1987). Such risk factors, in the absence of intervention, may have an enduring and problematic impact on a student's skill acquisition, particularly in academic areas.

- because bilingual students were included in the standardisation of the *CIBS-II Standardised* assessments, bilingual students without psychosocial risk factors who have been tested in their native language and who have performed below average should be referred for further evaluation.

MAKE APPROPRIATE RETENTION DECISIONS

There is abundant research on retention and much of the research suggests that retention, or keeping students back a year, places students at risk for dropping out. Further, within one to two years, retained students do not score differently from nonretained students for whom retention was considered (Shepard and Smith 1990). Often referral decisions appear capricious, with vast differences in retention rates despite similarities in a student's risks (or lack of risks) for school difficulties. Retention is also emotionally difficult for students and families, and it often delays identification of students with disabilities (McClesky and Drizzle 1992). For these reasons, most educational researchers have called for a moratorium on retention.

Despite the above research, many professional organisations such as the US National Association of School Psychologists still recommend retention and many school systems continue the practice of retaining students, often citing research showing that retention in foundation and first year may be beneficial (Pierson and Connell 1992; Reynolds 1992). Teachers clearly recognise that the critical academic skills taught in these years must be mastered if students are to have success at school. Some systems have taken steps to reduce retention rates by establishing continuous progress classrooms wherein year placement is nominal and secondary to skill mastery. Other systems have reduced retention rates by training teachers to individualise instruction. Even more dramatic is research showing that retention rates can be reduced or even eliminated by coupling minimised class size with individualised instruction (Word 1990).

Because retention continues to be a common response to academic difficulties and because the *CIBS-II Standardised* may be used to inform these decisions, the following guidelines are offered to assist parents and teachers when considering the range of issues surrounding retention decisions with individual students.

- Do not hold an “unready” child out of foundation year without enrolling him or her in a preschool program. The absence of formal educational experiences is likely to lead to continuing delays. If a preschool program is not available, it is preferable to enrol the child in foundation and consider, if needed, retention for the following year.
- Avoid retaining students who have mastered necessary skills but are “immature”. These students are often simply young compared to their classmates and will typically outgrow their immaturity.
- If a student has not mastered critical skills and is a candidate for retention after a year of foundation or first year, the student is likely to have undiagnosed difficulties. Retention may still be considered, but a referral for evaluation is needed.
- Allowing the parent *and* student to participate in retention decisions is very helpful. One approach to an open discussion of the pros and cons could include saying to the student, “If you go on to first year, you’ll get to be with your friends but you may have a lot of trouble with the school work and you may not be very happy. If you stay in foundation year, you will get a lot of happy faces on your work and you can still see your friends after school. What do you think is the best thing to do?” Similarly, short-term guidance counselling for groups of retained students can help foster positive adjustment when a decision has been made to retain (Campbell and Bowman 1993).
- When parents oppose retention, encourage them to place the student in an academic summer program to build academic skills and promote success in the next highest year. Parents should also consider individual tutoring during the school year.

- Continue to monitor the progress of students who have been retained. These students may have problems that surface later. For example, a student who currently shows language-based deficits may later exhibit reading-comprehension problems that often are not evident until the end of third or beginning of fourth year (Scarborough and Dobrich 1990).
- Advocate for smaller class sizes and teacher-training in individualised instruction. These can ensure that students master needed skills and also can reduce the need for retention (Mosteller 1995).
- Recognise that retention in years other than foundation, first or twelfth years is not likely to be helpful. A student retained in third year, for example, probably lacks third year skills and will not benefit from instruction that does not focus on earlier prerequisite skills. Instead, remedial or special education is needed to ensure progress.

Evaluating Students With Special Considerations

It is often necessary to evaluate students who are bilingual, who have been retained, or who have known disabilities in order to assess their skill levels, especially in areas of development that may not be affected by any of these conditions. For example, a student with vision impairment may need testing to determine the likelihood of undiagnosed language impairment.

STUDENTS RETAINED

Students who have been held back a year have a high degree of risk for academic difficulties. Fully 30% to 60% of students who have been retained have undetected developmental problems (McClesky and Drizzle 1992). This makes sense since it can be assumed that parents or teachers of many retainees felt they were unready or unable to handle age-appropriate academic tasks. Yet, because retained students are competing academically with younger students, retainees with developmental problems are often difficult to detect.

It is reasonable to wonder whether older students who compared favourably to younger classmates are actually at risk. However, all students are expected, by the demands of curricula, to perform well in comparison with others of their peer group regardless of exposure; and more importantly, it is possible that retained students are learning language or pre-academic skills more slowly. If so, their initially adequate performance may be temporary and they may again fall behind during the school year.

To safeguard against under detection of retained students, the following guidelines are recommended:

- Use the correct norms for the student's age, not year.
- Reevaluate performance in three to four months to monitor progress and make appropriate referral decisions.

For information on making retention decisions, see page 21.

BILINGUAL AND NON-ENGLISH-SPEAKING STUDENTS

The following modifications are designed to help bilingual students demonstrate skills they possess.

- Test students who are bilingual or non-English-speaking in their primary language – the language spoken most at home. Even students who speak some English perform best when tested in their native tongue.

- If the examiner is not fluent in the student's language, an interpreter will be needed during assessment and for gathering parent information and interpreting results.
- A professional interpreter should evaluate a student's articulation and syntax skills in the student's native language.

For information on referral decisions for bilingual students, see page 21.

STUDENTS WITH EXCEPTIONALITIES

A student's impairment or disability may hamper administration of some assessments or some assessment items. When a raw score for an assessment cannot be obtained because certain items cannot be administered, you may not be able to obtain a composite score in that area. However, you are likely to find many assessment items that are not affected by the student's impairment or disability and that can be administered and scored.

The following modifications are designed to help students demonstrate skills they possess. The modifications should not be viewed as justification for giving credit for skills that the student has not mastered.

STUDENTS WITH MOTOR IMPAIRMENT

- Ensure that seating is appropriate. Use of adaptive equipment may be needed. Some students perform best when lying on their side. Parents are usually the best source of information on the preferred method of seating. It may be helpful to consult a physical therapist.
- Some students with motor impairments have difficulty with articulation. A parent who accompanies the student may be able to help interpret the student's oral responses. If necessary, use the receptive language alternative (i.e. pointing rather than naming). Use augmentation communication systems if the student has them. However, problematic oral responses should be viewed as an indicator of need for assessment by a specialist in alternative communication methods.
- For students who cannot point or express themselves orally, the direction of eye gaze can be used to assess skills. Examiners can make photocopies of the pictures on the student pages, cut them apart and place the copies on separate cards. The cards are then placed 15 cm apart on the table in front of the student. Instead of asking the student

to point, ask them to “look at ... ” a specific picture, letter, etc.

Examiners must be careful not to look at the correct choice but rather at the student, since students are often alert to this cue.

- Be patient as students with motor impairment usually need extra time to respond.
- Interviewing the parent/caregiver first about the student’s skills will help give the examiner confidence in deciding when to probe for responses.
- Although it is tempting to give credit for gross-motor skills to a student who is compensating effectively for motor impairment (e.g. uses a wheelchair), it is important to remember that the gross-motor section is designed to measure actual motor skills. Since students may be involved in physical therapy, examiners will need to rely on results from the unadapted administration of the *CIBS-II Standardised* in order to monitor progress. You may wish to note in the *Standardised Record Book* ways in which the student compensates for motor impairment.

STUDENTS WITH HEARING IMPAIRMENT OR DEAFNESS

- Find out from the parent/caregiver how the student communicates. If sign language or total communication is used, the examiner should either be fluent or use an interpreter. For a basic introduction to signing, see www.auslan.org.au. Signs can also be used when testing students with autism spectrum disorders.
- The student should be wearing prescribed amplification devices.
- The room should be quiet and free from visual distractions.
- Make sure to have the student’s attention before giving directions.

STUDENTS WITH VISION IMPAIRMENT OR BLINDNESS

- Ask the school’s vision specialist about appropriate lighting, magnification, positioning, size and colour of objects or pictures that may enable the student to see.
- If a student’s vision is too impaired to view pictures, substitute real objects for pictures when possible.
- When a total score cannot be obtained because certain assessments cannot be administered, examiners may not be able to obtain composite scores in some areas. However, there are many composites and assessment items not affected by visual difficulties that can be administered and scored.

STUDENTS WITH SEVERE SPEECH IMPAIRMENT

- The parent/caregiver, classroom teacher or speech teacher may be able to interpret the student’s verbal responses.
- If necessary, switch to a receptive language alternative (e.g. pointing instead of naming).
- Give credit for gestures that clearly convey a correct response.

STUDENTS WITH EMOTIONAL DISTURBANCE AND BEHAVIOUR PROBLEMS

- Start with imitation tasks (clapping or eye blinking) so the student has some initial success. Ask the parent/caregiver about the student’s preferred activities and begin with those types of assessments.
- Use puppets, allowing the examiner’s puppet and the student’s puppet to communicate. This method can relieve stress and anxiety and may facilitate a student’s willingness to respond.
- Note changes in the student’s behaviour across assessment items. Students with emotional problems often react poorly to tasks that are too difficult for them. Such observations can help identify areas of particular weakness. If such problems are noticed, switch to more appealing tasks and return periodically to challenging ones – weaving these in and out of other assessments so as to maintain good behaviour and focus.
- Allow the student some control in the assessment situations (e.g. by taking turns, allowing the student to set a timer).
- Have a variety of reinforcers (e.g. crackers, stickers, stars) to use.
- Let the student know immediately when his or her behaviour is unacceptable by saying, “No.” Temporarily switching tasks may be helpful. Be sure to give clear guidance for appropriate behaviour.
- Parents/caregivers can often give advice on behavioural control. (“Do you have any ideas on how to get him to cooperate?”)
- Present items quickly and as appealingly as possible to avoid challenging behaviour.
- Avoid making threats or promises that can’t be delivered.

STUDENTS WITH SIGNIFICANT HEALTH PROBLEMS

- Schedule assessment for a time when the student will be refreshed.
- If the student is tired, reschedule or take frequent breaks.
- Omit gross-motor and dressing items that may be too physically challenging.
- If an entire assessment cannot be administered, rely on the student's responses to significant items to make referral decisions.

STUDENTS WITH AUTISM AND DEVELOPMENTAL DISORDERS

- Interview the parent/caregiver first. Parents can usually give helpful information about how best to work with their child.
- Remove from the assessment area any materials that may distract the student.
- Begin an assessment with items that provide immediate success.
- Gently tap on the assessment materials to direct the student's gaze to the appropriate place.
- Use a soft voice to praise and redirect the student. If the student is destructive to assessment materials, use a louder voice.
- Do not require the student to make eye contact with you during the assessment.
- Simplify your language as much as possible while maintaining standardised procedures and instructions. Use visual cues and gestures.
- Use tangible or edible reinforcers rather than social ones.
- Because it can be difficult for these students to make transitions, swap one item for another when changing items.
- Arrange seating that will discourage the student from leaving the assessment area.
- Avoid making assumptions about one skill area based on another. Students with developmental disorders often have unexpected areas of strength and weakness.

STUDENTS WITH TRAUMATIC BRAIN INJURY

- Attention span, distractibility and difficulties with memory often pose problems when working with students who have traumatic brain injury.
- Repeat directions if necessary. Have patience and give the student extra time to respond.

STUDENTS WITH INTELLECTUAL DISABILITIES

- Depending on a student's known strengths and weaknesses, level of frustration and resistance to novelty, any or all of the above modifications may be needed.
- Ensure success (and thus cooperation) by beginning with assessments or items that provide immediate success.
- Recognise that refusals to perform and other problematic behaviours usually indicate that the student is frustrated, and aware of his or her lack of skill. Troubling behaviour can be a student's nonverbal attempt to communicate his or her inability to perform.
- Even so, when problematic behaviours are observed, a student's compliance *may* be restored by administering an item that is at a level with which the student has had earlier success (i.e. items below the basal). If the student is successful, administer a more challenging item (one that is close to the anticipated ceiling). If the student does not offer a correct response or if problematic behaviours resume, discontinue the assessment and mark the ceiling at this point in the assessment.

STUDENTS WITH POSSIBLE GIFTEDNESS AND ACADEMIC TALENT

- Bright students often have well-developed reading skills. Cover the examiner's directions (even though upside down) to prevent students from reading answers.
- The high degree of creativity often exhibited by gifted students may lead them to produce a range of alternative answers to items. Additional probing, (e.g. "What else do we call this?") may be required.
- Students who are intellectually or academically advanced typically have motor and social skills commensurate with their chronological age. This means that you may need to administer Readiness assessments for obtaining motor and social skills scores, as well as the Year One to Year Six assessments for obtaining academic scores.
- Students with academic talent or giftedness may "top out" on the Readiness portion of the *CIBS-II Standardised*. If they perform well and demonstrate mastery or near mastery, they may receive a maximum quotient of 120–123. Such scores do not reflect actual achievement. In these cases, you will need to administer at least portions of the Year One to Year Six assessments and extrapolate results (explained in Chapter 3 of the *CIBS-II Standardisation and Validation Manual*) to provide a true indicator of academic talent.