



Product Sampler



Early Childhood Screens III



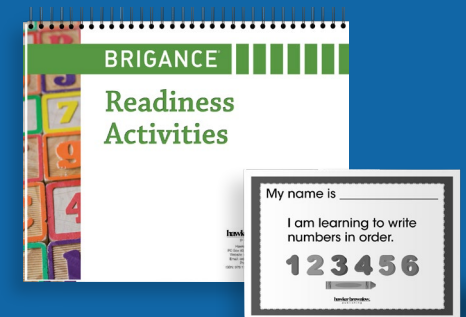
Inventory of Early Development (IED) III



Online Management System

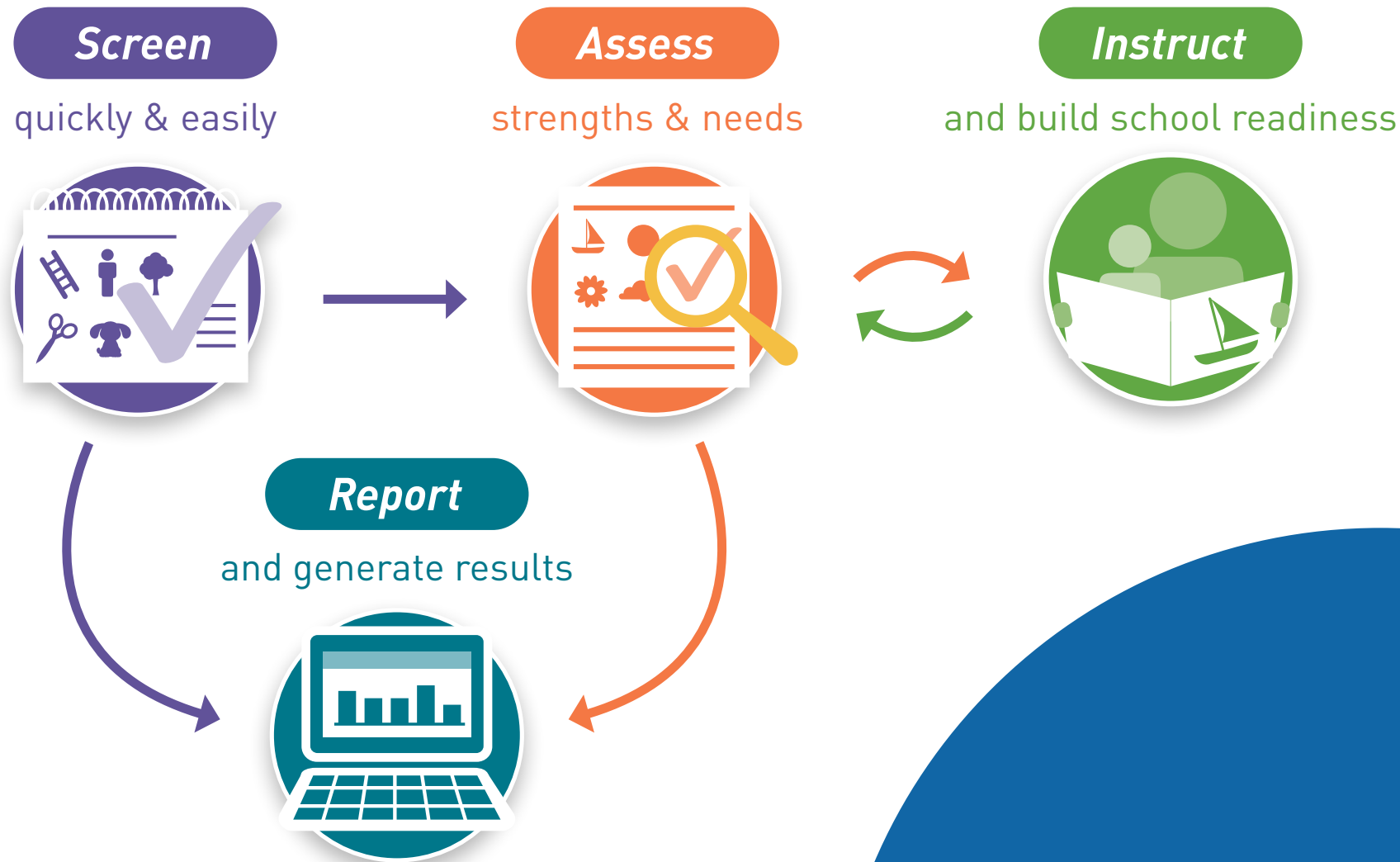


Readiness Activities and Take-Home Activity Books



The BRIGANCE® Early Childhood family of products

will help educators more effectively meet the needs of young learners so they are better prepared for school success.





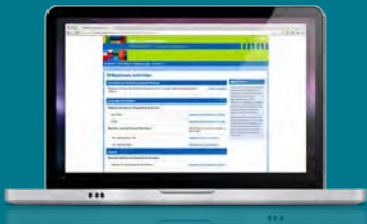
BRIGANCE® Early Childhood Screens III 4 **(Birth–Year 1)**

Quickly and easily screen children with the latest screens to identify potential developmental delays and giftedness. Accurately assess physical development, language, academic/cognitive, self-help and social-emotional skills.



BRIGANCE® Inventory of Early Development III 12 **(Birth–7 years 11 months)**

Plan individualised instruction and easily monitor child progress with assessments aligned to key early learning domains. Get a deeper understanding of each child’s specific strengths and needs.



BRIGANCE® Online Management System 22 **(Supports Screens III, IED III and IED III Standardised)**

Instantly generate results, compare screening scores to cutoffs and get instructional recommendations for each child. Reports are easy to understand and share with parents.



BRIGANCE® Readiness Activities 26 **(3–7 years)**

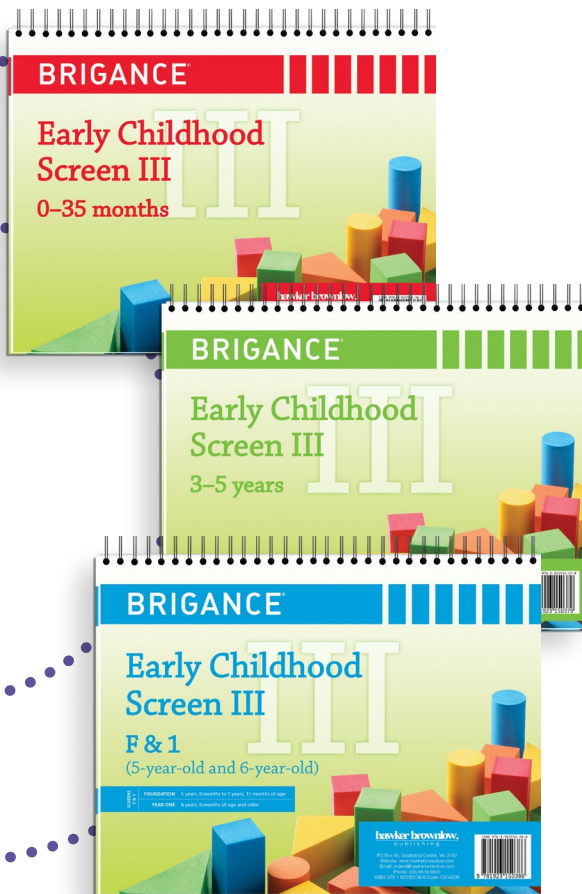
Use fun, easy-to-plan developmental activities targeting key readiness skills. Take-home activities and family letters are also available to engage parents.



BRIGANCE®

Early Childhood Screens III

Get accurate information on each child with the most up-to-date, easy-to-use, screening tools



The Screens III offer:

- Norms and cutoffs, ensuring highly accurate results
- Quick results (just 10–15 minutes per child)
- Strong reliability and validity data
- Updated content, including new self-help and social-emotional scales

Research studies reflect:

- A high degree of accuracy—high sensitivity and specificity
- Strong test-retest and inter-rater reliability
- Substantial content, construct and concurrent validity

Results from the **Early Childhood Screens III** help identify areas in which to focus ongoing assessment using the **Inventory of Early Development III**.



0-35 months

SCREENS 0-35 MONTHS	INFANT	Birth through to 11 months of age
	TODDLER	12 months to 23 months of age
	2-YEAR-OLD	2 years, 0 months to 2 years, 11 months of age

CORE ASSESSMENTS—INFANT

Assessment

- Gross Motor Skills
- Fine Motor Skills
- Receptive Language Skills
- Expressive Language Skills
- Self-help Skills
- Social and Emotional Skills

CORE ASSESSMENTS—TODDLER

Assessment

- Receptive Language Skills – General
- Receptive Language Skills – Identifies Parts of the Body
- Receptive Language Skills – Identifies Pictures
- Receptive Language Skills – Knows Sounds Animals Make
- Gross Motor Skills
- Fine Motor Skills
- Expressive Language Skills – General
- Expressive Language Skills – Names Objects
- Expressive Language Skills – Uses Phrases
- Self-help Skills
- Social and Emotional Skills

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CORE ASSESSMENTS—TWO-YEAR-OLD CHILD

Assessment

- Identifies Parts of the Body
- Identifies Pictures by Naming
- Knows Uses of Objects
- Repeats Sentences
- Gross Motor Skills
- Understands Concepts of Number and Size
- Visual Motor Skills
- Builds Tower with Blocks
- Matches Colours
- Verbal Fluency and Articulation

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3-5 years

SCREENS 3-5 YEARS	3-YEAR-OLD	3 years, 0 months to 3 years, 11 months of age
	4-YEAR-OLD	4 years, 0 months to 4 years, 11 months of age
	5-YEAR-OLD	5 years, 0 months to 5 years, 11 months of age

CORE ASSESSMENTS—THREE-YEAR-OLD CHILD

Assessment

- Knows Personal Information
- Identifies Colours
- Identifies Pictures by Naming
- Knows Uses of Objects
- Visual Motor Skills
- Understands Number Concepts
- Builds Tower with Blocks
- Gross Motor Skills
- Identifies Parts of the Body
- Repeats Sentences
- Uses Prepositions and Irregular Plural Nouns

CORE ASSESSMENTS—FOUR-YEAR-OLD CHILD

Assessment

- Knows Personal Information
- Names Colours
- Identifies Pictures by Naming
- Visual Discrimination – Forms and Uppercase Letters
- Visual Motor Skills
- Gross Motor Skills
- Names Parts of the Body
- Follows Verbal Directions
- Counts by Rote
- Recognises Quantities
- Verbal Fluency and Articulation

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		Names Parts of the Body	
		Gross Motor Skills	
		Visual Motor Skills	
		Prints Personal Information	
		Recites Alphabet	
		Sorts Objects (by Size, Colour, Shape)	
		Counts by Rote	
		Matches Quantities with Numerals	
		Determines Total of Two Sets	
		Reads Uppercase Letters	
		Alternate – Reads Lowercase Letters	
		Experience with Books and Text	
		Verbal Fluency and Articulation	

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Foundation & Year One (F & 1)

CORE ASSESSMENTS – FIVE-YEAR-OLD/FOUNDATION . . .

Assessment

Knows Personal Information	
Names Parts of the Body	
Gross Motor Skills	
Visual Motor Skills	
Prints Personal Information	
Recites Alphabet	
Sorts Objects (by Size, Colour, Shape)	
Counts by Rote	
Matches Quantities with Numerals	
Determines Total of Two Sets	
Reads Uppercase Letters	
Alternate – Reads Lowercase Letters	
Experience with Books and Text	
Verbal Fluency and Articulation	

CORE ASSESSMENTS – SIX-YEAR-OLD/YEAR ONE

Assessment

Knows Personal Information	
Auditory Discrimination	
Visual Discrimination – Lowercase Letters and Words	
Reads Lowercase Letters	
Identifies Initial Letters	
Sorts Objects (by Size, Colour, Shape)	
Listening Vocabulary Comprehension	
Word Recognition	
Prints Personal Information	
Writes Numerals in Sequence	
Adds and Subtracts	
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5C Gross Motor Skills

Overview

This assessment focuses on the child's jumping, walking and balancing skills.

DOMAIN

Physical Development

SKILL

Demonstrates various gross motor skills

SCORING INFORMATION

- **Data Sheet:** Two-Year-Old Child
- **Entry:** Start with item 1.
- **Scoring:** Give credit for each skill demonstrated. Criteria given for each skill.
- **Discontinue:** Administer all items.

Directions

Ask the child to perform the skill.

1 Jumps off the floor with both feet

Say: Jump with both feet, like this.

Demonstrate.

Criteria: Give credit if the child jumps off the floor with both feet and lands without losing balance.

2 Walks backward four steps

3C Knows Uses of Objects

Overview

This assessment focuses on the child's ability to communicate his/her knowledge of the uses of everyday objects.

DOMAIN

Language Development

SKILL

Explains how common objects are used

MATERIALS

- Page C-44
- Blank sheets of paper if needed

SCORING INFORMATION

- **Data Sheet:** Two-Year-Old Child
- **Entry:** Start with item 1.
- **Scoring:** Give credit for each correct response. See the specific Criteria given for each skill.
- **Discontinue:** Administer all items.

NOTES

- Allow as much time as you think the child needs or ten seconds per picture.
- If the child has difficulty focusing on a single item, cover the distracting items with blank sheets of paper.

Directions

Point to each picture on page C-44 and ask the child how the object is used. Pause after each question for the child's response.

If the child's response is incomplete,

Say: Tell me more. or **Ask:** What else?

1 Knows use of car

Point to the picture of the car and

Ask: What is a car for? or What do we do with a car?

Criteria: Give credit for an appropriate verbal response (e.g. *going places, driving; ride in it, go to the shop*) or for another response that shows the child understands how a car is used (e.g. the child pantomimes driving or makes car sounds "vroom, vroom").

2 Knows use of bed

Point to the picture of the bed and

Ask: What is a bed for? or What do you do with a bed?

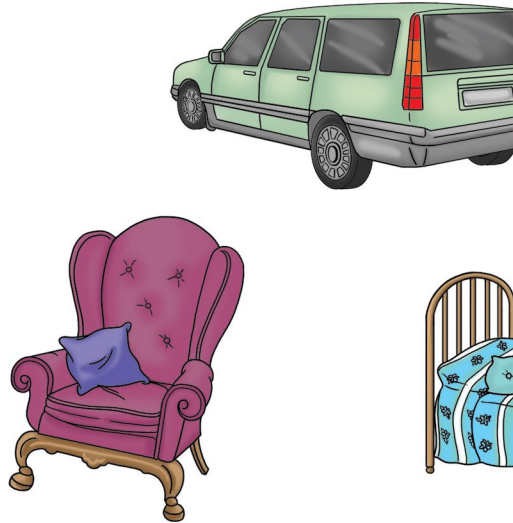
Criteria: Give credit for an appropriate verbal response (e.g. *sleeping, having a nap, sleep in it, rest on it*) or for another response that shows the child understands how a bed is used (e.g. the child pantomimes sleeping or makes a snoring sound).

3 Knows use of chair

Point to the picture of the chair and

Ask: What is a chair for? or What do you do with a chair?

Criteria: Give credit for an appropriate verbal response (e.g. *sitting, resting; sit on it, rest on it*) or for another response that shows the child understands how a chair is used (e.g. the child makes a sitting motion).



Overviews point out each assessment's purpose, domain and key administration information, including scoring.



7C Sorts Objects (by Size, Colour, Shape)

Overview

This assessment focuses on the child's ability to sort objects by size, colour and shape.

DOMAIN

Academic Skills/Cognitive Development: Mathematics

SKILL

Sorts objects by two attributes

MATERIALS

Sixteen simple objects, varying by size, colour and shape* (In this example we use red and blue shapes, but shapes of any two distinct colours are usable as long as they are consistent.)

- 2 small red circles
- 2 small blue circles
- 2 small red squares
- 2 small blue squares
- 2 large red circles
- 2 large blue circles
- 2 large red squares
- 2 large blue squares

* included with the *Brigance III Box of Materials*

SCORING INFORMATION

- **Data Sheet:** Five-Year-Old Child
- **Scoring:** Give credit for each correct response
- **Discontinue:** Administer both items.

NOTE

Alternative language can be used if a child has a word but clearly understands the concepts being exercised well when the word "big" or "bigger" "large" is defined for them.

CORRELATION TO THE BRIGANCE READINESS

Quantitative Concepts, p. 223, 229, 238
Shape Concepts, pp. 235–238

Directions

Arrange the 16 objects in a random array on the table in front of the child.

Sorts by two attributes

Say: **I want you to sort these** (name of objects) **for me.**

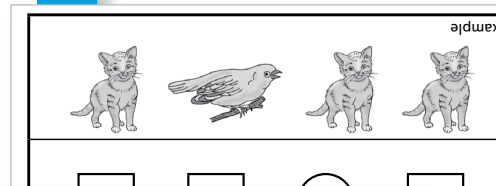
1. Sorts by size and colour

Say: **Put all the large blue ones in a group.***

Pause for the child's response.

Return the objects to the group and again arrange the 16 objects in a random array in front of the child.

* Replace "blue" with colour of available shapes as needed.



4B Visual Discrimination – Forms and Uppercase Letters

Overview

This assessment focuses on the child's ability to identify similarities and differences between forms and between uppercase letters.

DOMAIN

Academic Skills/Cognitive Development: Literacy

SKILLS

Visually discriminates between printed forms and between printed uppercase letters

MATERIALS

- Page C-23
- Blank sheets of paper if needed

SCORING INFORMATION

- **Data Sheet:** Four-Year-Old Child
- **Scoring:** Give credit for each correct response.
- **Discontinue:** Stop after five incorrect responses in a row.

NOTES

- Allow as much time as you think the child needs or ten seconds per item.
- If the child has difficulty focusing on a single item, cover the distracting items with blank sheets of paper.

POSSIBLE OBSERVATIONS

As the child responds to the symbols on page C-23, you may wish to observe and make note of the following:

- **Meaning of Different:** Does it appear that the child is answering incorrectly because he/she doesn't understand the meaning of the word *different*? Do not change the wording of the direction, but do note that the child may be having difficulty understanding the direction.
- **Type of Response:** Does the child respond by pointing or does he/she respond by saying the name of the form or letter that is different?

CORRELATION TO THE BRIGANCE READINESS ACTIVITIES

Reads Uppercase and Lowercase Letters, pp. 119–124
Visual Discrimination, 97–116

Directions

Ask the child to point to the form or letter that is different in each box on page C-23.

Beginning with an example, point to the example box and

Say: **One of the pictures in this box is different.**
Put your finger on the picture that is different.

If the child does not respond correctly, point to the cats and

Say: **These are cats.**

Point to the bird and

Say: **This is a bird. It is different.**

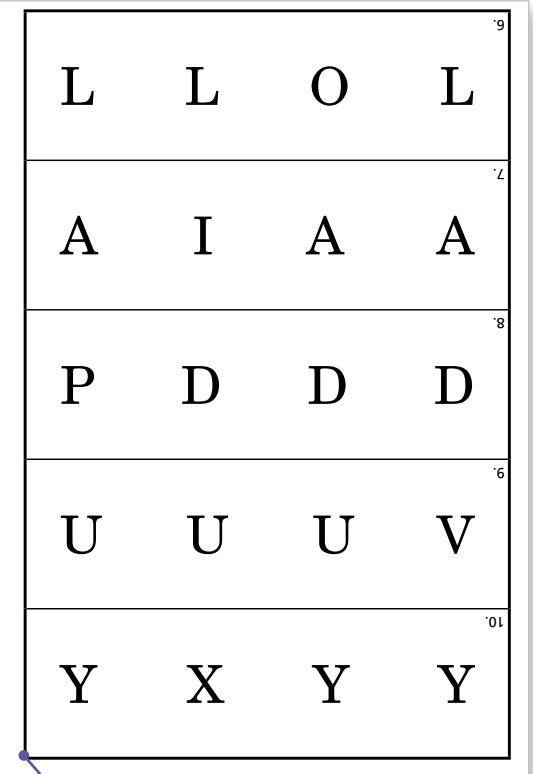
Do not give any additional help.

Continue with the other items on the page. For each item, point to the box and

Ask: **Which one is different?**

CHILD-PAGE FORMAT AND ANSWERS FOR PAGE C-23	
Forms	Uppercase Letters
Example 	6. L L O L
1.	7. A I A A
2.	8. P D D D
3.	9. U U U V
4.	10. Y X Y Y
5.	

Core Assessments – Four-Year-Old Child



Child pages are positioned to face the child for easy administration.

Foundation & Year One (F & 1)

9A Matches Quantities with Numerals

Overview

This assessment focuses on the child's understanding of the quantity a numeral represents for numerals under ten.

DOMAIN

Academic Skills/Cognitive Development: Mathematics

SKILL

Matches quantities with numerals under ten

MATERIALS

- Page C-15
- Ten identical small objects*
- * included with the *Brigance: Screens III Box of Materials*

SCORING INFORMATION

- Data Sheet:** Five-Year-Old/Foundation
- Scoring:** Give credit for each correct response.
- Discontinue:** Stop after two incorrect responses in a row.

Directions

Using Objects

To have the child show quantities using objects, place the ten small objects in front of the child. Point to item 1 (the numeral 2) on page C-15 and

Say: Show me this many (name of the object)
Give me this many (name of the object)

Once the child has responded, put the objects away.

Continue this procedure for the other numerals.

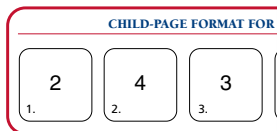
Using Fingers

For each numeral on page C-15, ask the child to show the quantity that the numeral represents.

Point to item 1 (the numeral 2) on page C-15 and

Say: Show me this many fingers. or Hold up

Continue this procedure for the other numerals.



User-friendly, colour-enhanced teacher pages make screening even easier.

12A Experience with Books and Text

Overview

This assessment focuses on the child's awareness of the conventions of text and print, such as left-to-right and top-to-bottom directionality.

DOMAIN

Academic Skills/Cognitive Development: Literacy

SKILL

Demonstrates an understanding of text and print conventions

MATERIALS

A picture book that has at least three lines of text on each page

SCORING INFORMATION

- Data Sheet:** Five-Year-Old/Foundation
- Scoring:** Give credit for each correct or yes response. See the Criteria that follows each item.
- Discontinue:** Administer all items.

Directions

For each item, observe the child in a setting that is appropriate for assessing the child's response to books, such as circle time or story time, and ask yourself the question that follows the skill. Additional instructions are included to support child performance.

Give credit if the child demonstrates the skill.

1 Knows the front and back of a book

Ask: Can point to the front and back of a book?

Or, with the picture book in a vertical position and with the spine of the book facing the child, hand the book to the child and

Say: Show me the front of this book.

Pause for the child's response. Then

Say: Show me the back of the book.

Pause for the child's response.

Criteria: Give credit if the child knows both *front* and *back*.

2 Understands that text progresses from left to right

Ask: If, when you are reading a book to , you point to a word (any word except the last word) in a line of text and ask , "Which word do I read after this word?", would he/she point to the next word to the right?

Or open a picture book to a page with lines of text. Point to a word in a line of text (any word in a line except the last word in the line) and

Ask: Which word do I read after I read this word?

Pause for the child's response.

Criteria: Give credit if the child points to the next word in the line of text.



User-friendly **Data Sheet** is easy to use and score.

Parent Report – Self-help and Social-Emotional Scales (continued)

BRIGANCE® Screen III Four-Year-Old Child Data Sheet

4 year-old

A. Child's Name Corey Martin Date of Screening Year 2013 Month 8 Day 15 School/Program Ballard School
 Parent(s)/Caregiver(s) Alex and Anne Martin Birth Date 2009 2 10 Teacher Emily Chappell
 Address 982 Haines Street Age 4 6 5 Examiner Bernard Karcher

B. Core Assessments			C. Scoring		
Page	Domain	Directions: Assessments may be administered in any order. For each assessment, start with the first item and proceed in order. Give credit for a skill by circling the item number. ① For a skill not demonstrated (an incorrect response), slash through the item number. ✗.	Discontinue	Number Correct × Point Value for Each	Child's Score
19	Academic/Cognitive	1B Knows Personal Information Knows: ① First name ② Last name ③ Age ✗ Street address	Stop after 3 incorrect responses in a row.	3 × 2.5	7.5/10
20	Language Development	2B Names Colours Names: ① blue ② green ✗ yellow ④ red ✗ orange ✗ pink ✗ black 8. purple 9. white 10. brown	Stop after 3 incorrect responses in a row.	3 × 1	3/10
22	Language Development	3B Identifies Pictures by Naming Names: ✗ scissors ✗ duck ③ snake ④ trailer ✗ ladder ⑥ leaf ✗ owl ✗ wall	Stop after 3 incorrect responses in a row.	3 × 1	3/8
23	Academic/Cognitive: Literacy	4B Visual Discrimination—Forms and Uppercase Letters ✗ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	Stop after 5 incorrect responses in a row.	5 × 1	5/10
24	Physical Development	5B Visual Motor Skills Draws: ① a circle ② a plus sign ③ an X ④ a square ✗ a rectangle	Stop after 3 skills not demonstrated in a row.	3 × 2	6/10
26	Physical Development	6B Gross Motor Skills ① Walks forward heel-to-toe five steps ② Hops five hops on a patterned foot ③ Hops five hops on other foot ④ Stands on one foot for ten seconds ⑤ Stands on other foot for ten seconds	Administer all items.	5 × 1	5/5
28	Language Development	7B Names Parts of the Body Names: ① stomach ✗ neck ③ back ✗ knees ⑤ thumbs ✗ fingernails	Stop after 3 incorrect responses in a row.	3 × 2	6/12
29	Language Development	8B Follows Verbal Directions Follows: ① two-step directions ✗ three-step directions	Stop after 2 incorrect responses for 1 item.	1 × 4	4/8
31	Academic/Cognitive: Mathematics	9B Counts by Rote Counts to: ① ② ③ ④ ⑤ ✗ 7 8 9 10	Stop after the first error.	5 × 0.5	2.5/5
32	Academic/Cognitive: Mathematics	10B Recognises Quantities Recognises and names quantities of: ✗ three ✗ five 3. eight	Stop after 2 incorrect responses.	0 × 4	0/12
33	Language Development	11B Verbal Fluency and Articulation ① Uses sentences of at least three words ② At least 90% of speech is intelligible	Administer both items.	2 × 5	10/10
			Total Score = 52/100		

D. Notes/Observations: Vision and hearing appear normal.

E. Next Steps: Below cutoff of <69. Presence of four risk factors. Academic/Cognitive domain score = 15; below at-risk guidelines of <20. Refer for evaluation.

SOCIAL AND EMOTIONAL SKILLS			
D. Relationships with Adults			
13.	Does your child respond with feelings of pride and enthusiasm when he/she earns positive feedback?	Rarely/No	Sometimes
14.	Does your child look forward to sharing his/her feelings with you when he/she is happy?	Rarely/No	Sometimes

F. Motivation and Self-Confidence			
21.	Does your child maintain interest when engaged in a small-group activity or project?	Rarely/No	Sometimes
22.	Does your child show that he/she likes to finish what he/she starts, perhaps by dawdling less than at an earlier age?	Rarely/No	Sometimes
23.	Does your child approach new tasks with confidence and a "can-do" attitude?	Rarely/No	Sometimes
24.	Does your child remain focused on what he/she has been asked to do even when there are minor distractions, such as a car making noise outside or someone tapping a pencil?	Rarely/No	Sometimes

G. Prosocial Skills and Behaviours			
25.	If supervised by an adult, does your child take turns without undue objection?	Rarely/No	Sometimes
26.	Does your child understand or accept the need to share and take turns, perhaps willingly taking turns even if he/she isn't asked to?	Rarely/No	Sometimes
27.	Does your child ask an adult for permission before using things that belong to others or before engaging in an activity that may be restricted, such as going to the bathroom or leaving the classroom?	Rarely/No	Sometimes
28.	Does your child react to a disappointment or failure in an acceptable manner by being a good sport and refraining from shouting or getting upset?	Rarely/No	Sometimes

The Parent Report—Self-help and Social-Emotional Scales helps parents provide input on their child's skills.

Self-help and Social-Emotional Scales





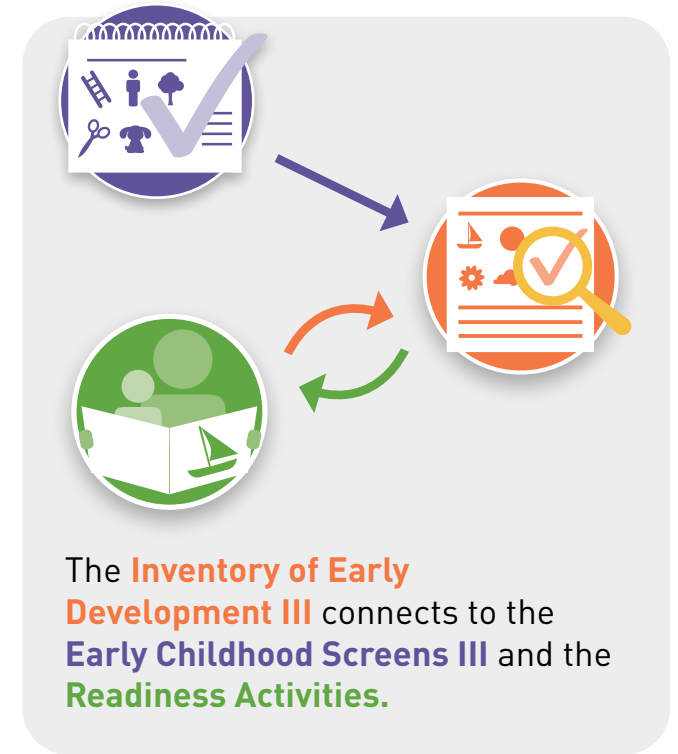
BRIGANCE® Inventory of Early Development III (IED III)

The IED III makes it easy to identify specific strengths and needs for children from birth to age seven.



For more information on the IED III Standardised, see page 18.

- Plan individualised instruction based on valid and reliable assessment results
- Measure child progress toward school readiness goals
- Ensure strong alignment with common early learning standards and goals



The IED III contains *more than 100* developmental assessments covering key school readiness skills.

A PHYSICAL DEVELOPMENT: PREAMBULATORY MOTOR SKILLS

Assessments

A-1	Supine Position Skills and Behaviors	.....
A-2	Prone Position Skills and Behaviors	.....
A-3	Sitting Position Skills and Behaviors	.....
A-4	Standing Position Skills and Behaviors	.....

Comprehensive Skill Sequences

B PHYSICAL DEVELOPMENT: GROSS MOTOR SKILLS

Assessments

B-1	Standing	.....
B-2	Walking	.....
B-3	Stair Climbing	.....
B-4	Running, Skipping, and Galloping	.....
B-5	Jumping	.....
B-6	Hopping	.....
B-7	Kicking	.....
B-8	Balancing on a Beam	.....
B-9	Catching	.....
B-10	Rolling and Throwing	.....

Comprehensive Skill Sequences

Supplemental Skill Sequences

C PHYSICAL DEVELOPMENT: FINE MOTOR SKILLS

Assessments

C-1	General Eye/Finger/Hand Manipulative Skills	.....
C-2	Builds Tower with Blocks
C-3	Early Handwriting Skills
C-4	Copies Forms
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Comprehensive Skill Sequences

Supplemental Skill Sequences

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D-6	Follows Verbal Directions
D-7	Identifies Pictures
D-8	Identifies Parts of the Body
D-9	Identifies Colors
D-10	Understands Directional/Positional Concepts
D-11	Understands Qualitative Concepts
D-12	Classifies Objects into Categories
D-13	Knows Uses of Objects
D-14	Repeats Numbers
D-15a	Repeats Sentences (with Picture Stimuli)
D-15b	Repeats Sentences (without Picture Stimuli)
D-16	Uses Plural Nouns, <i>-ing</i> , and Prepositions
D-17	Uses Meaningful Language in Context

Comprehensive Skill Sequences

Supplemental Skill Sequences



The IED III contains *more than 100* developmental assessments covering key school readiness skills.

E ACADEMIC/COGNITIVE: LITERACY

Assessments

E-1	Response to and Experience with Books
E-2	Identifies Common Signs
E-3	Blends Word Parts into One Word
E-4	Identifies Blended Word Parts as Words
E-5	Auditory Discrimination
E-6	Visual Discrimination
E-7	Recites Alphabet
E-8a	Matches Uppercase Letters
E-8b	Identifies Uppercase Letters
E-9a	Matches Lowercase Letters
E-9b	Identifies Lowercase Letters
E-10	Prints Uppercase Letters in Sequence
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E-14	Prints Personal Information
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E-18	Matches Beginning Sounds and Letters with Pictures
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F ACADEMIC/COGNITIVE: MATHEMATICS AND SCIENCE

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F-2	Counts by Rote
F-3	Compares Different Amounts
F-4	Identifies Shapes
F-5	Sorts Objects (by Size, Color, Shape)
F-6	Recognizes Quantities
F-7	Matches Quantities with Numerals
F-8	Understands Ordinal Position
F-9	Reads Numerals
F-10	Knows Missing Numerals in Sequences
F-11	Writes Numerals in Sequence
F-12	Writes Following and Preceding Numerals
F-13	Writes Numerals Dictated
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F-15	Determines Total of Two Sets
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F-21	Understands the Five Senses
F-22	Distinguishes Between Living and Non-Living Things
F-23	Identifies Plants and Animals

G DAILY LIVING

Assessments

Self-help Skills

G-1	Feeding/Eating
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G-3	Dressing
G-4	Unfastening
G-5	Fastening
G-6	Toileting
G-7	Bathing
G-8	Grooming

Independent Living Skills

G-9	Knows What to Do in Different Situations	.....
G-10	Knows What Community Helpers Do	.....
G-11	Knows Where to Go for Services	.....

Comprehensive Skill Sequences

Supplemental Skill Sequences

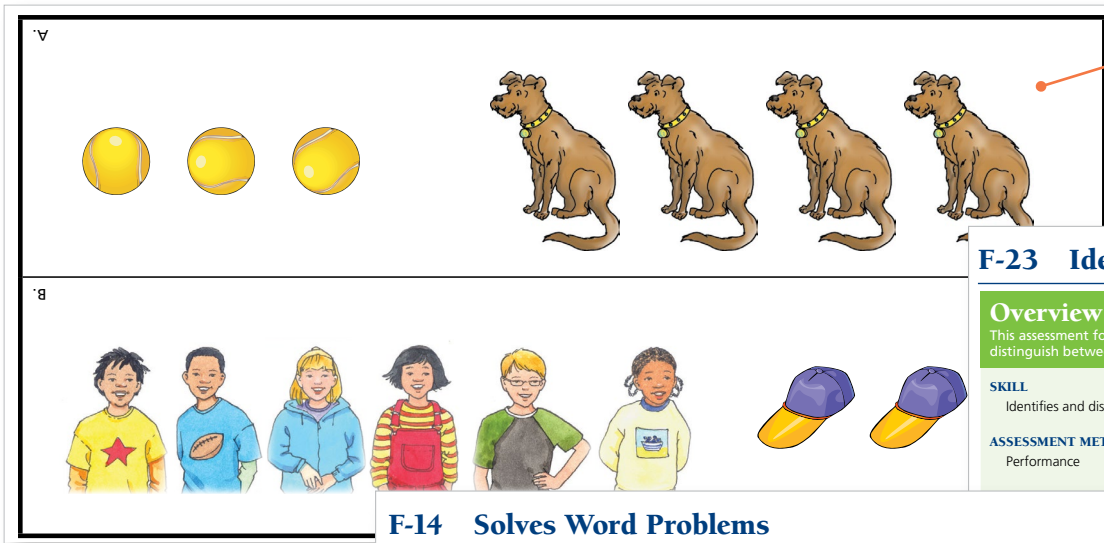
H SOCIAL AND EMOTIONAL DEVELOPMENT

Assessments

H-1	Relationships with Adults
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H-3	Motivation and Self-Confidence
H-4	Prosocial Skills and Behaviors

Comprehensive Skill Sequences





Colourful child pages are designed to face the child for easy administration.

Easy-to-follow directions ensure quick and accurate assessment.

Overviews point out each assessment's purpose, skill area and key administrative information.

F-23 Identifies Plants and Animals

Overview

This assessment focuses on the student's ability to identify and distinguish between pictures of plants and animals.

SKILL

Identifies and distinguishes between plants and animals

ASSESSMENT METHOD

Performance

Directions for Assessment: Performance

Point to each row and ask the student to identify the picture in the row that is either a plant or an animal as indicated.

Start with the example on page S-315. Point to the picture of the dog and

Say: *This is a picture of a dog.*

Ask: *Is a dog a plant or an animal?*

Pause for the student's response. (*animal*)

Say: *Point to the picture in this row that is a picture of an animal.*

Pause for the student's response. (points to the dog)

Then, point to the picture of the palm tree and

Say: *This is a picture of a palm tree.*

Ask: *Is a palm tree a plant or an animal?*

Pause for the student's response. (*plant*)

Say: *Point to the picture in this row that is a picture of a plant.*

Pause for the student's response. (points to the palm tree)

Continue this procedure with the items on pages S-316 through S-317.

F-23 Identifies Plants and Animals

F-14 Solves Word Problems

Overview

This assessment focuses on the student's ability to solve simple addition and subtraction word problems that are accompanied by pictures.

SKILL

Solves simple oral word problems

ASSESSMENT METHOD

Performance

MATERIALS

- Pages S-279 and S-280
- Blank sheet of paper if needed

SCORING INFORMATION

- Record Book: Page 35
- Give credit for an item only if *both* responses are correct.
- Stop after two consecutive incorrect responses for two items (two complete word problems).

BEFORE ASSESSING

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

AFTER ASSESSING

- To write an IEP, use the Objective for Writing IEPs at the end of this assessment.
- To find related instructional activities, see the *BRIGANCE Readiness Activities*.

Directions for Assessment: Performance

Point to the row of pictures for each item on page S-279 and ask the corresponding questions. Ask the first question and pause for the student's response. If the student answers correctly, ask the second question.

A. 4 dogs and 3 tennis balls ($4 - 3 = 1$)

Point to item A and

Say: *Look at these pictures. Dogs like to play with tennis balls.*

1. Ask: *Are there enough tennis balls so each dog can have a tennis ball?*

Pause for the student's response. (*no*)

If the student responds correctly,

2. Ask: *How many dogs will not get a tennis ball?*

Pause for the student's response. (*1*)

B. 6 people and 3 caps ($6 - 3 = 3$)

Point to item B and

Say: *Look at these pictures. Suppose each child wants to wear a cap.*

3. Ask: *Will every child have a cap?*

Pause for the student's response. (*no*)

If the student responds correctly,

4. Ask: *How many more caps do we need so each child can have a cap?*

Pause for the student's response. (*3*)



F Academic/Cognitive: Mathematics and Science *(continued)*

Page Assessment

274 F-11 Writes Numerals in Sequence (Circle all numerals prior to the first mistake.)

Writes numerals in sequence from memory to:

⁶⁻³3 5 10 20 30 40 50 60 70 80 90 100⁸⁻⁰

NOTES:

276 F-12 Writes Following and Preceding Numerals

1. Writes numeral that follows a given numeral

⁶⁻³2 3 1 4 6 5 8 10 9 7 12 11⁷⁻⁶

2. Writes numeral that precedes a given numeral

⁶⁻³2 3 1 4 6 5 8 10 9 7 12 11⁸⁻⁰

NOTES:

277 F-13 Writes Numerals Dictated

On request, writes numerals as dictated to:

⁶⁻³5 10 20 40 60 80 100⁸⁻⁰

NOTES:

279 F-14 Solves Word Problems

A. 4 dogs and
3 tennis balls

⁴⁻⁰1. (no)
2. (1)

B. 6 children and
3 caps

3. (no)
4. (3)

C. 3 children and
7 bikes

⁵⁻⁰5. (yes)
6. (yes)

D. 20 rabbits and
19 carrots

⁶⁻⁰7. (no)
8. (1)

E. 16 children and
20 cupcakes

⁷⁻⁰9. (yes)
10. (4)⁸⁻⁰

NOTES:

Simple record-keeping ensures accurate assessment results and tracking over time.

Note: Record Books are purchased separately. See page 31 for prices.



Multiple assessment methods allow for flexible administration.

D-3 General Speech and Language Development

Overview

This assessment focuses on the student's vocabulary development, complexity of speech, and ability to speak in phrases and sentences.

SKILL

Uses words and combines them into phrases and sentences to communicate

ASSESSMENT METHODS

Observation or Interview

MATERIALS

Although no specific materials are needed, toys, pictures and puzzles may be helpful in eliciting responses from the student.

SCORING INFORMATION

- Record Book: Page 14
- Give credit for each yes response. See the specific Criteria for some skills.
- Stop after three consecutive *no* responses.

BEFORE ASSESSING

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

AFTER ASSESSING

- To write an IEP, use the Objective for Writing IEPs at the end of this assessment.
- To find related instructional activities, see the *BRIGANCE Readiness Activities*.

Directions for Assessment: Observation or Interview

Observe the student in a natural social setting or engage the student in a conversation that will elicit relevant responses from him/her. For each item, ask yourself the question that follows the skill, or interview the parent/caregiver to assess the student's general speech and language development.

Say: Tell me about _____'s speech. What are some words or sentences he/she uses?

To elicit additional information about specific skills, ask the question that follows the skill. Rephrase the questions as needed and make the interview as informal as possible.

¹⁺⁰1. Says the word *mama* or *dada* with meaning

Ask: Does _____ use the word *mama* or *dada* (or another family name) indicating meaning or purpose?

Note: This may be a sensitive item if one or both parents do not live with the student.

2. Says real words (at least one word other than *mama* or *dada*)

Ask: Does _____ say any words you can understand? Which words does he/she say?

Or say to the parent/caregiver **Could you try to get _____ to say any words he/she knows?** Observe the student's response to prompting by the parent/caregiver.

Criteria: Give credit if the student uses at least one word other than *mama* or *dada* or is reported to do so.

Notes:

- You may wish to record some of the words and phrases the student says in the Notes section of the *Record Book*.
- This response may also provide information for other skills.

Student's Name: _____

Date: _____

D-3-C GENERAL SPEECH AND LANGUAGE DEVELOPMENT

See pages 96–102 for assessment procedures for the milestone or primary skills (those skills in **bold print** below) that appear in D-3 General Speech and Language Development. The numeral in parentheses that follows a milestone skill indicates the item number of the skill in the assessment and in the *Record Book*. The additional skills listed below are considered intermediate or secondary skills. Using the sequence of combined milestone and intermediate skills can allow you to conduct a more comprehensive assessment and can show a student's ongoing progress toward mastery of milestone skills.

- ¹⁺⁰1. Says one word
- Says the word *mama* or *dada* with meaning (1)**
- Says two words
- Says real words (at least one word other than *mama* or *dada*) (2)**
- Has an expressive vocabulary of at least six words
- Uses a single word in combination with a gesture to ask for objects
- Has an expressive vocabulary of at least ten words (3)**
- Calls at least one person by name (4)**
- Responds with *yes* or *no* to questions regarding his/her wants or needs (5)**
- Repeats phrases (6)**
- ¹⁺⁶1. Uses abbreviated or telescopic sentences
- Responds with *yes* or *no* to simple *yes* or *no* questions

- Has an expressive vocabulary of at least twenty-five words (7)**
- Uses two or three words in combination (8)**
- Uses the word *no* to indicate refusal (9)**
- Uses subject-predicate phrases †(10)**
- Asks for water when thirsty
- Uses article before noun (e.g. *the dog, a cat*)
- Asks for food when hungry (11)**
- Refers to self by name †(12)**
- Uses words ending in *s* to indicate more than one (13)**
- Uses words with the suffix *-ing* (14)**
- ²⁺⁰23. **Uses personal pronouns *I* and *me* (15)**
- Produces all vowels clearly
- Includes all initial consonants
- Uses all speech sounds
- Produces diverse and complex syllables
- More than 50% of speech is intelligible (16)**
- Imitates three-syllable words
- Asks for food at table
- Uses the words *no* and *not* in combination with other words
- Has a mean length utterance (MLU) of 2 or more (e.g. *daddy go*) † (17)**
- Has an expressive vocabulary of at least 200 words
- Refers to self by pronoun (e.g. *me do*)
- Asks for another (e.g. *another cracker*)

- Can sing phrases of songs (often not on pitch)
- Uses facial expressions, gestures and body movements for communication
- Responds appropriately to questions involving choices (e.g. *Do you want a cracker or an apple?*)
- Vocalises toileting needs (18)**
- Uses the words *my* and *mine* to indicate possession (19)**
- Uses past tense (20)**
- Asks simple questions (21)**
- Uses *his* or *her* to indicate possession
- ²⁺⁴⁴44. **Has a mean length utterance (MLU) of 3 or more (e.g. *Mum go work*) †(22)**
- At least 75% of speech is intelligible (23)**
- Can talk briefly about what he/she is doing
- Imitates adult phrase heard on previous occasion
- Responds to simple *yes* or *no* questions related to visual information (24)**
- Uses possessive nouns (25)**
- Uses pronouns to refer to others (26)**
- Has expressive vocabulary of at least 400 words
- Uses prepositions *in* and *on*
- Shows frustration if not understood
- Enjoys use of telephone, but may be unable to sustain long conversation
- Uses adjectives (e.g. *blue, pretty, new*)

†This is a "disappearing" behaviour.
Comprehensive Skill Sequences

Helpful Comprehensive Skill Sequences break down skills and list developmental age levels to help teachers and parents know which skills to look for and support next.





BRIGANCE® IED III Standardised

The IED III Standardised streamlines assessment and provides Standardised scores for children from birth to age seven.



For more information on the criterion-referenced IED III, see page 12.

The IED III Standardised is based on extensive research and ensures highly accurate data to support referrals.

Standardisation and validation studies reflect:

- Normative data based on a U.S. nationally representative sample
- Strong test-retest and inter-rater reliability
- Significant content, construct and criterion-related validity



55 Standardised assessments cover five key domains.

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A PHYSICAL DEVELOPMENT: GROSS MOTOR

Assessments

A-1	Early Gross Motor Skills
A-2	Standing
A-3	Walking, Skipping, and Galloping
A-4	Jumping and Hopping
A-5	Stair Climbing
A-6	Rolling, Throwing, and Catching

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B PHYSICAL DEVELOPMENT: FINE MOTOR

Assessments

B-1	Early Fine Motor Skills
B-2	Builds Tower with Blocks
B-3	Visual Motor Skills
B-4	Draws a Person
B-5	Prints Personal Information
B-6	Writes Numerals in Sequence
B-7	Prints Uppercase Letters in Sequence
B-8	Quality of Printing

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C LANGUAGE DEVELOPMENT: RECEPTIVE AND EXPRESSIVE

Assessments

C-1	Early Receptive Language Skills
C-2	Early Expressive Language Skills
C-3	Identifies Pictures
C-4	Identifies Parts of the Body (Receptive)
C-5	Understands Verbal Concepts
C-6	Follows Verbal Directions
C-7	Knows Uses of Objects
C-8	Identifies Colors (Receptive)
C-9	Repeats Sentences
C-10	Identifies Parts of the Body (Expressive)
C-11	Identifies Colors (Expressive)
C-12	Verbal Fluency
C-13	Articulation
C-14	Uses Grammar and Language in Context

D ACADEMIC SKILLS/COGNITIVE DEVELOPMENT: LITERACY

Assessments

D-1	Experience with Books and Text
D-2	Recites Alphabet
D-3	Visual Discrimination
D-4	Identifies Uppercase Letters
D-5	Familiarity with Sounds: Phonological Awareness
D-6	Auditory Discrimination
D-7	Familiarity with Sounds: Phoneme Manipulation
D-8	Reads Words from Common Signs
D-9	Word Recognition

E ACADEMIC SKILLS/COGNITIVE DEVELOPMENT: MATHEMATICS

Assessments

E-1	Understands Number Concepts
E-2	Counts by Rote
E-3	Compares Different Amounts
E-4	Sorts Objects (by Size, Color, Shape)
E-5	Matches Quantities with Numerals
E-6	Reads Numerals
E-7	Solves Word Problems
E-8	Knows Missing Numerals in Sequences
E-9	Adds Numbers
E-10	Subtracts Numbers

F ADAPTIVE BEHAVIOR: DAILY LIVING

Assessments

F-1	Eating
F-2	Dressing and Undressing
F-3	Toileting and Bathing
F-4	Knows Personal Information



D-5 Familiarity with Sounds: Phonological Awareness

Overview

This assessment focuses on the development of the child's early phonological awareness skills.

SKILLS

- Orally blends two words into one word
- Identifies rhymes
- Orally segments words into word parts (syllables)

ASSESSMENT METHOD

Performance

MATERIALS

- Page C-95
- Blank sheets of paper if needed

SCORING INFORMATION

- **Standardised Record Book:** Page 16
- **Entry:** 3+ years
- **Basal:** None
- **Ceiling:** None

NOTE

If the child has difficulty focusing on a single row, cover the other rows with blank sheets of paper.

AFTER ASSESSING

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

Directions for Assessment

This assessment is made up of three different phonological skills. For each of these skills, use the specific directions given. Administer all items.

Blends Two Words into One Word

Beginning with an example,

Say: **I am going to say two words. Then I want you to say them together to make one word. For example, if I say *aero ... plane, you would say aeroplane. Let's begin.***

E-4 Sorts Objects (by Size, Colour, Shape)

Overview

This assessment focuses on the child's ability to sort objects by one, two and three attributes.

SKILL

Sorts objects by one, two and three attributes

ASSESSMENT METHOD

Performance

MATERIALS

- Sixteen simple objects, varying by size, colour and shape
- 2 small red circles*
 - 2 small blue circles*
 - 2 small red squares*
 - 2 small blue squares*
 - 2 large red circles*
 - 2 large blue circles*
 - 2 large red squares*
 - 2 large blue squares*

* included in the IED III Accessories Kit

SCORING INFORMATION

- **Standardised Record Book:** Page 20
- **Entry:** For 3 years, start with item 1.
For 5+ years, start with item 3.
- **Basal:** Two in a row correct
If the child does not reach a basal, drop back to the earlier Entry and begin with the item indicated.
- **Ceiling:** Two in a row incorrect

Objective for Writing IEPs

By ____ (date) ____, when shown sixteen objects that vary by three attributes, size, colour and shape, ____ (child's name) ____ will (list as appropriate)

1. sort the objects by one attribute.
2. sort the objects by two attributes.
3. sort the objects by three attributes.

ment: Literacy

Step-by-step Standardised directions ensure accurate scoring.

Directions for Assessment

Arrange the sixteen objects in a random array on the table in front of the child.

Sorts by one attribute

Say: **I want you to sort these** ____ (name of objects) ____ **for me.**

1. **Say:** **Put all the blue ones in a group.**

Pause for the child's response. Return the objects to the group and arrange the sixteen objects in a random array in front of the child.

2. **Say:** **Now put all the small ones in a group.**

Pause for the child's response. Return the objects to the group and arrange the sixteen objects in a random array in front of the child.

Sorts by two attributes

3. **Say:** **Now put all the large blue ones in a group.**

Pause for the child's response. Return the objects to the group and arrange the sixteen objects in a random array in front of the child.

4. **Say:** **This time put all the small circles in a group.**

Pause for the child's response. Return the objects to the group and arrange the sixteen objects in a random array in front of the child.

Sorts by three attributes

5. **Say:** **This time put all the large red circles in a group.**

Pause for the child's response. Return the objects to the group and arrange the sixteen objects in a random array in front of the child.

6. **Say:** **Now put all the small blue squares in a group.**

Pause for the child's response.

Academic Skills/Cognitive Development: Mathematics

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User-friendly page layout makes it easy to give and record assessments.

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E-4 Sorts Objects (by Size, Colour, Shape)



D Academic Skills/Cognitive Development: Literacy (continued)

SCORING INFORMATION

Assessment

Entry: 3+ years
Basal: None
Ceiling: None

D-4 Identifies Uppercase Letters [page 92]

Names Uppercase Letters

1. O 2. A 3. X 4. E 5. B 6. S
7. C 8. Z 9. D 10. L 11. R 12. T
13. M 14. P 15. W 16. K 17. F 18. N 19. H
20. I 21. Y 22. G 23. U 24. V 25. J 26. Q ____/26

For each correct response, also give credit for the item for Points to Uppercase Letters.

Administer only those letters the child could not name.

Points to Uppercase Letters

1. O 2. A 3. X 4. E 5. B 6. S
7. C 8. Z 9. D 10. L 11. R 12. T
13. M 14. P 15. W 16. K 17. F 18. N 19. H
20. I 21. Y 22. G 23. U 24. V 25. J 26. Q ____/26

Total = ____/52

NOTES: _____

Entry: 3+ years
Basal: None
Ceiling: None

D-5 Familiarity with Sounds: Phonological Awareness [page 94]

Blends Two Words into One

1. baseball
2. sailboat
3. cupcake

Identifies Rhymes

4. bat
5. bee
6. sock

Segments Words

7. back ... pack
8. bath ... tub
9. win ... dow ____/9

NOTES: _____

Simple scoring produces age equivalents, percentiles and standard scores for key skill areas.

IED III Standardised Scoring Sheet (continued)

E ACADEMIC SKILLS/COGNITIVE DEVELOPMENT: MATHEMATICS

SUB-DOMAIN	MATHEMATICS	RAW SCORE	SCALED SCORE Appendix A	ⓑ COMPOSITE SCORE: MATHEMATICS Appendix B
ASSESSMENTS	E-1 Understands Number Concepts	/7		
	E-2 Counts by Rote	/30		
	E-3 Compares Different Amounts	/6		
	E-4 Sorts Objects (by Size, Colour, Shape)	/6		
	E-5 Matches Quantities with Numerals	/10		
	E-6 Reads Numerals	/5		
	E-7 Solves Word Problems	/10		
	E-8 Knows Missing Numerals in Sequences	/12		
	E-9 Adds Numbers	/9		
	E-10 Subtracts Numbers	/6		
		ⓑ TOTAL RAW SCORE /101	TOTAL SCALED SCORE	

TOTAL DOMAIN: ACADEMIC SKILLS/COGNITIVE DEVELOPMENT

		TOTAL RAW SCORE	COMPOSITE SCORE	SE _M CONFIDENCE INTERVAL	PERCENTILE Appendix E	AGE EQUIVALENT Appendix F	SE _Z INSTRUCTIONAL RANGE
SUB-DOMAIN	Ⓐ LITERACY	/170		± —			± —
SUB-DOMAIN	ⓑ MATHEMATICS	/101		± —			± —
SUM OF Ⓐ AND ⓑ		▼(sum) /271	▼(sum)				
DOMAIN	ACADEMIC SKILLS/COGNITIVE DEVELOPMENT Appendix C			± —			± —





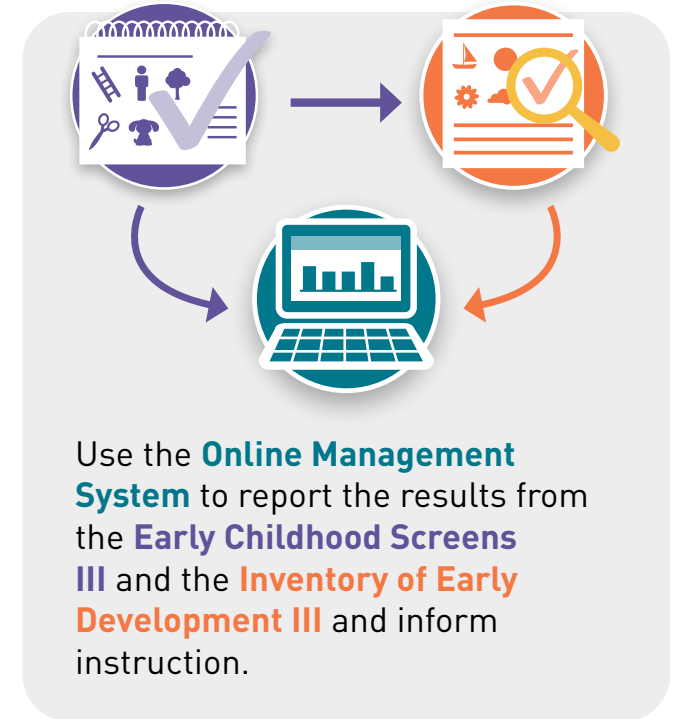
BRIGANCE® Online Management System

Generate user-friendly reports and simplify your data management.



Manage your program and meet reporting requirements with one easy-to-access and easy-to-use system.

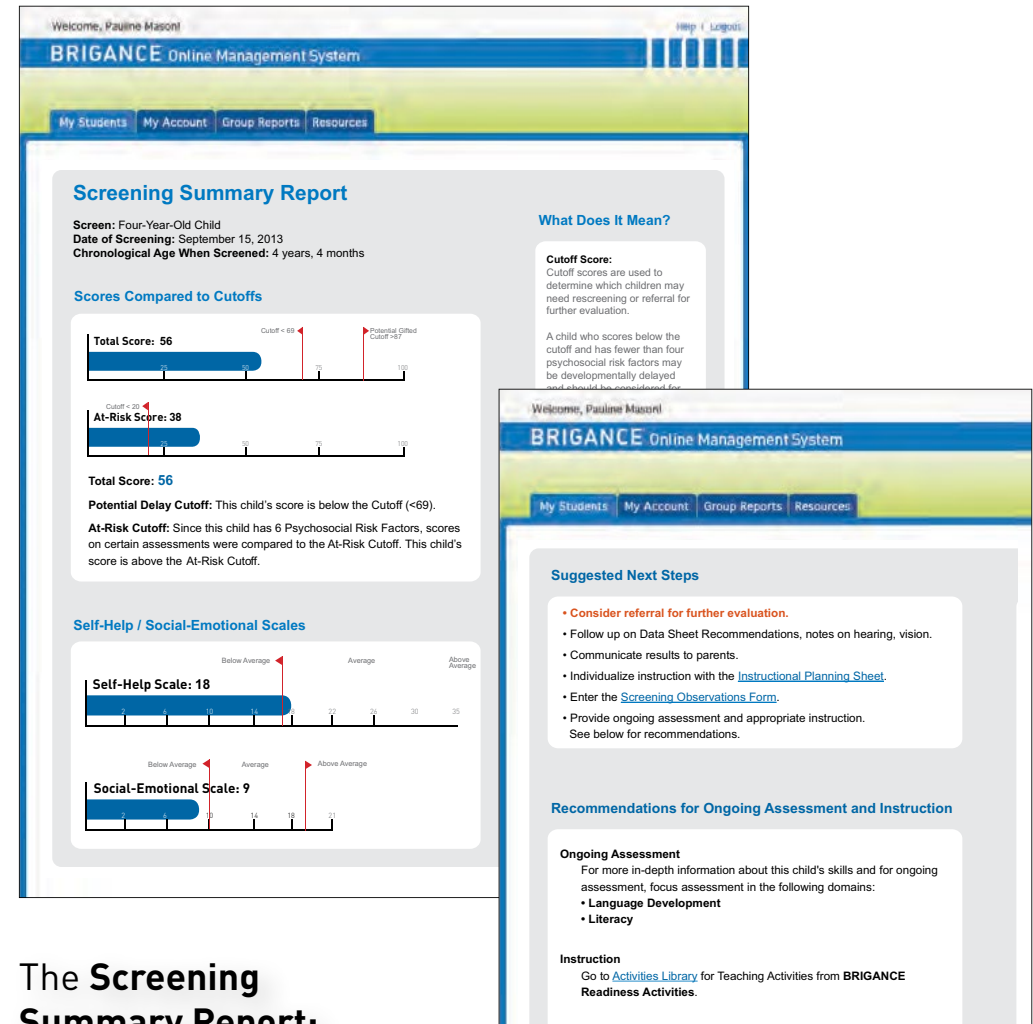
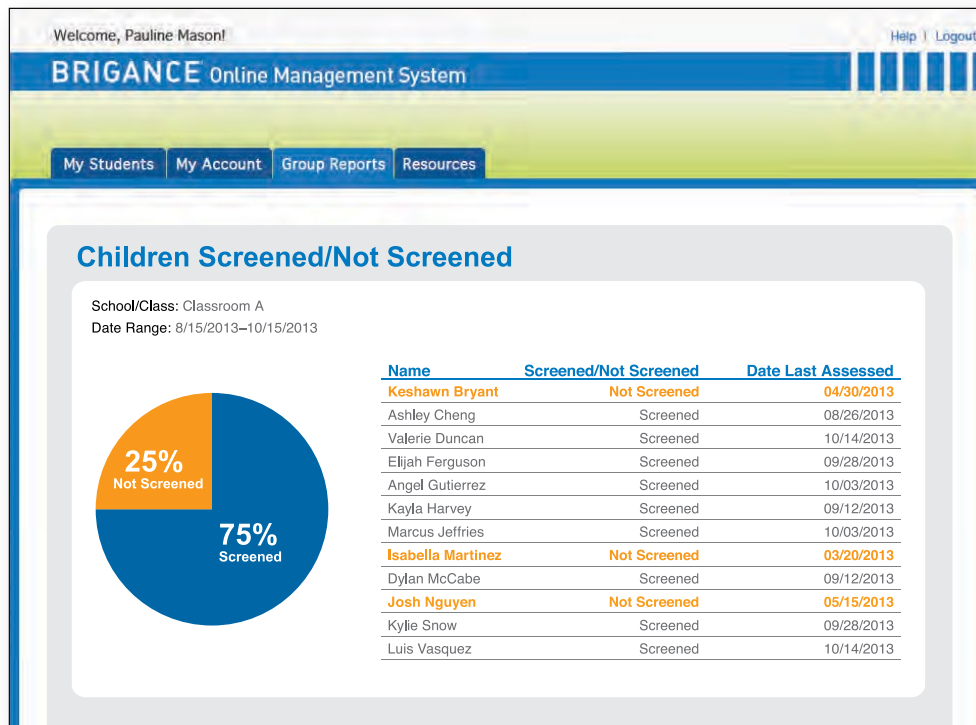
- Simple navigation makes it easy to enter data and locate essential resources
- Helpful guidance ensures consistent and accurate data and reports
- Easily accessible via tablet or other mobile device





Teachers and administrators can analyse **Screens III** data for individual children and groups.

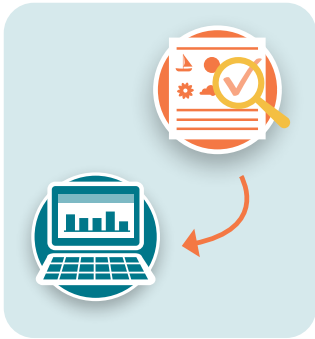
Administrator reports provide at-a-glance, program-level information, such as which children have not yet been screened.



The Screening Summary Report:

- Clearly shows the child's results compared to cutoff scores
- Automatically identifies individualised next steps
- Offers recommendations for further assessment and instruction





Use ongoing **IED III** assessment data to inform instruction and track progress

- Quickly identify each child's instructional needs
- Use targeted Readiness Activities for effective small- and whole-group instruction

Welcome, Pauline Mason! | Help | Logout

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My Students | My Account | Group Reports | Resources

IED III Instructional Objectives Report

This report shows skills that are currently set as instructional objectives (skills marked as 'S') for this child. These skills should be assessed in the next evaluation period.

Domain: Mathematics and Science
Year: 2013–2014
Goal: To develop mathematics skills.

F-8 Understands Ordinal Position
 Objectives for Goal: By 5/31/14, when shown a picture of five objects in a line and asked to do so, Mia will correctly identify each object according to its ordinal position.

Skill Items	8/15/13 – 10/9/13	10/10/13 – 12/9/13
1. first	S	S
2. last	S	S
3. second	N	S
4. middle	N	S
TOTAL Instructional Objectives set for this skill area:	2	4

Key: S = Set as an instructional objective N = Not assessed

F-9 Reads Numerals
 Objectives for Goal: By 5/31/14, when shown blocks of four numerals of a value up to 40, Mia will correctly read all four numerals in each block.

Skill Items	8/15/13 – 10/9/13	10/10/13 – 12/9/13
1. 5	S	S
2. 10	S	S
3. 20	N	S
4. 40	N	S
TOTAL Instructional Objectives set for this skill area:	2	4

Key: S = Set as an instructional objective N = Not assessed

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Readiness Activities Recommendations

This report shows the children who could benefit from Readiness Activities in each domain and skill area.

LANGUAGE DEVELOPMENT

Body Parts
Kylie Snow
Mercedes Wang
Keshawn Bryant
Marcus Jeffries

Colors
Isabella Martinez
Ashley Cheng
Keshawn Bryant
Marcus Jeffries

LITERACY

Prehandwriting
Kayla Harvey
Valerie Duncan
Keshawn Bryant
Elijah Ferguson

Print Awareness Concepts
Tran Seng
Ashley Cheng
Laticia Mejia

Prints Personal Data
Tran Seng
Ashley Cheng
Mia Thomas

MATHEMATICS

Number Concepts
Kayla Harvey
Angel Gutierrez
Elijah Ferguson

Quantitative Concepts
Tran Seng
Mia Thomas
Jayla Williams

Counting
Tran Seng
Jayla Williams

Shape Concepts
Brayden Linnehan
Dylan McCabe
Mia Thomas
Luis Vasquez

SOCIAL AND EMOTIONAL DEVELOPMENT

Play Skills and Behaviors
Kayla Harvey
Angel Gutierrez
Elijah Ferguson

Initiative and Engagement Skills and Behaviors
Tran Seng
Jayla Williams

PHYSICAL DEVELOPMENT

Gross Motor: Walking
Kylie Snow
Mercedes Wang
Keshawn Bryant
Marcus Jeffries

Gross Motor: Jumping & Hopping
Isabella Martinez
Ashley Cheng
Keshawn Bryant
Marcus Jeffries

Fine Motor: Holding &...

Readiness Activities for Quantitative Concepts

1. Match the Buttons	223
2. Big Box, Little Box	223
3. Stringing Necklaces	223
4. Our World Mural	223
5. One More, Please	224
6. One More in the Circle	224
7. Fill the Heart	224
8. Snack Time, Lunch Time	224
9. Heavy or Light?	225
10. Hanger Scale	225
11. Stretch and Bend	225
12. I'm Tall, I'm Small!	225
13. Build It Tall	226
14. Drum Roll Boogie	226
15. Guess the Animal	227
16. Pop, Pop, Pop!	227
17. Fun with None	227

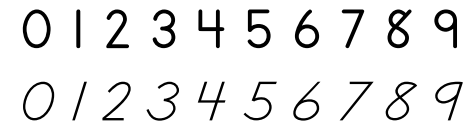


Easily enter assessment data from the IED III Standardised and automatically generate Standardised scores and easy-to-read charts.



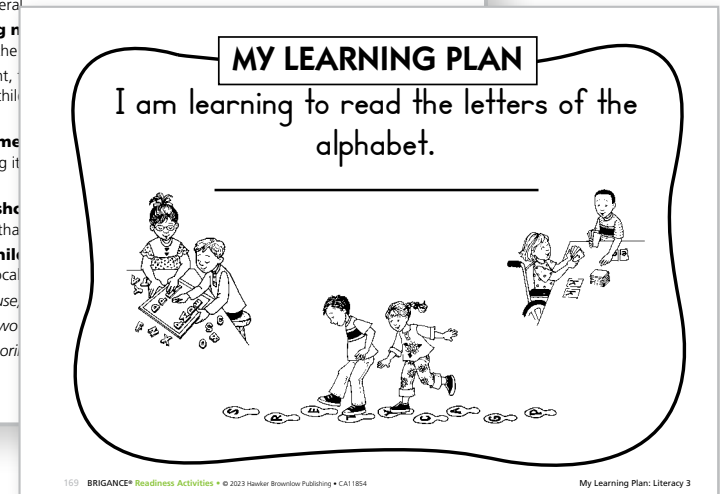
Dear Families,

Your child is working on **writing numerals in order**. There are many things you can do at home to help your child learn this important skill. Use the following numeral formations as a guide when working with your child:



Here are some activities to try with your child:

1. Make a **numeral tracing card**. Use a sheet of heavy-grade paper or cardboard. Write the numerals 0-9 on the card. Clip a piece of tracing paper over the card, and have your child trace each numeral.
2. **Use dotted lines to write the numerals 0-9** on a sheet of paper. Tell your child that the lines are a railway track and the pencil is the train. Have your child try to keep the train on the track while tracing each numeral.
3. **Leave blanks for missing numerals** on a sheet of paper. Have your child write the missing numerals.
4. **Use different media** (paint, clay, etc.) to write the numerals. You might also let your child use the numerals to label food!
5. Have your child **make a numeral collage**. Have your child decorate the chart. Hang it on the bedroom door).
6. Make a set of **numeral flashcards**. Have your child write the numeral that you might find at your local library.
7. **Read books with your child** that feature numerals. Examples include: Lobel, Anita. *One Lighthouse*; Micklethwait, Lucy. *I Spy Two*; Morozumi, Atsuko. *One Girl*.



Additional resources are also available to strengthen home-school connections:

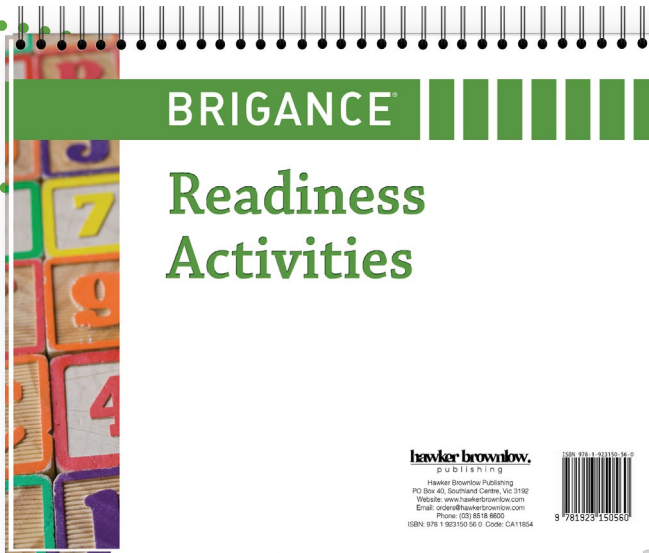
- Letters to parents/caregivers that can be printed or emailed
- Take-home activities to engage families in supporting their child's development at home





BRIGANCE® Readiness Activities

Build school readiness with fun, easy-to-plan activities that prepare children for school



Over 300 developmentally appropriate activities cover a broad range of skills.

The Readiness Activities provides learning objectives, sequence of skills and teaching strategies to support teachers of all levels.

Based on assessment results from the **Inventory of Early Development III**, deliver developmentally appropriate instruction with the correlated **Readiness Activities**.



Every **domain section** includes valuable resources:

- References
- Read-to-Me Books
- Letters to Families
- My Learning Plans

Each **skill section** includes more than a dozen fun and easy-to-plan activities, as well as helpful instructional guidance and resources for that skill, such as:

- Objective
- Domain
- Rationale
- Sequence
- Recommendations for Effective Teaching
- Factors That Impact Development
- Reproducible pages for Teaching Activities

Readiness Activities Domains and Skills Areas Included

LANGUAGE DEVELOPMENT

Body Parts
Colours

LITERACY

Response to and Experience with Books
Prehandwriting
Copies Forms
Visual Discrimination
Print Awareness and Concepts
Prints Uppercase and Lowercase Letters in Sequence
Prints Personal Data
Phonological Awareness Skills

MATHEMATICS

- Number Concepts
- Counting
- Reads Numerals
- Numeral Comprehension
- Numerals in Sequence
- Quantitative Concepts
- Shape Concepts
- Joins Sets
- Directional/Positional Concepts
- Concepts of Time and Reading a Clock

SOCIAL AND EMOTIONAL DEVELOPMENT

General Social and Emotional Development
Play Skills and Behaviours
Initiative and Engagement Skills and Behaviours
Self-Regulation Skills and Behaviours
Personal Data Response

PHYSICAL DEVELOPMENT

GROSS MOTOR SKILLS

Standing
Walking
Jumping and Hopping
Running (Skipping and Galloping)
Ball Skills (Kicking, Catching, Rolling, and Throwing)

FINE MOTOR SKILLS

Holding and Manipulating Objects
Cuts with Scissors

SELF-HELP SKILLS

Self-Help Skills
Puts On Clothing
Fastens Clothing
Using Shoes
Taking Care of Self



Easy-to-read and easy-to-plan activities are listed in order of difficulty and accommodate all types of learning styles: visual, aural, tactile and kinesthetic.

7. Read and Make a Picture Book

Materials:

- An informational picture book that is illustrated with photographs.
- Response Activity Materials:
 - Photographs: photos the children have brought from home, photos from classroom activities and excursions or photos cut from old magazines.
 - Scissors.
 - Glue sticks.
 - Sheets of drawing paper (at least one for each child).

Group Size:

Individual, small group or class.

Preparation: A few days before you plan to do this activity, send a note home with the children requesting that family photos be sent to school. Explain that the photos will be used for an art activity so they will not come home in their original form.

Procedure: Have the children sit comfortably in a circle on the floor around you. Make sure that each child can see you and the book. Hold the book that the photographs face children. Then do the following:

- Read the title and ask children what they think the book is about. Have them share what they know about the topic. Ask about other books they have read on the same topic.
- Introduce important words from the book that they will need to know about the topic. Discuss their meaning and provide examples.
- Read the book or split the book into two or three parts and read one part on a different day. Use new words as you talk about content.
- Talk about the photos and read the captions. Explain that captions provide more information about a topic.
- Point out other text features specific to the book, such as the Table of Contents, bold words or diagrams. Talk about the information that they provide.

RESPONSE TO THE BOOK:

- Turn back to the first photo in the book, either on the book's cover or on one of the beginning pages, and talk about how the photographer used a camera to create pictures for the book. Ask, "Have you ever used a camera (real or pretend)?" "What pictures did you take?"
- Tell children that they will each make a picture story with the photos that they brought from home. Ask, "What will your story be about? Which photos do you want to use?"
- Work with small groups of children to plan their picture stories. Help them

8. Share a Fun Informational Book

Materials:

- An informational picture book about a specific concept.
- Objects or pictures of objects that appear in the book.

Group Size:

Individual, small group or class.

Preparation:

Do the following:

- Choose an informational book about a specific concept or topic that children are learning. Select 5 to 8 vocabulary words from the book that are key to learning about the topic.

- Gather objects or pictures of objects that appear in the book. For example, if the children are learning about butterflies, you might choose a book about the life cycle of a butterfly, a book about different kinds of butterfly, a book that tells where to find butterflies. You might want to bring in a butterfly cocoon, a butterfly collection, a butterfly net or flowers that butterflies are attracted to. Put them on display in the room.

Procedure: Gather children on the floor around you. Make sure that each child can see the book. Do the following:

- Tell children that the book you are going to read tells about real things. The book gives information about a topic. Talk about each object or picture in the book.
- Read the title. Discuss the photo on the cover and what the book is about. Have children share what they know about the topic and what they would like to learn.
- Read one part of the book. Point out some of the text features, such as a chart or caption and talk about the information it provides.
- As you read, pause briefly to provide short explanations of a word's meaning. Point to an illustration to help clarify the meaning.
- Encourage children to ask questions about the topic and comment on photos and illustrations as you read. Prompt children to use new words in the discussion.
- If children are interested, bring in other books on the same topic and read them with children.

RESPONSE TO THE BOOK:

- Place informational books in the reading area so children can select one during choice time. Organise the informational books by topic.
- Small groups of children might read books on a topic and then work together to create a poster about information they learned.

SUGGESTED AUTHORS OF INFORMATIONAL PICTURE BOOKS: Aiki; Jim Arnosky; Joanne Cole; Donald Crews; Tomie dePaola; Gail Gibbons; Tana Hoban; Stephen Krensky; Seymour Simon.

9. We're a Part of the Story!

Materials:

- A predictable book or narrative picture book.
- Response Activity Materials:
 - Photocopies of the illustrated characters and objects in the story.
 - Scissors.
 - Craft or icy-pole sticks.
 - Glue or glue sticks.
 - A box to hold the stick puppets.

Group Size:

Individual, small group or class.

Preparation:

Photocopy illustrations of characters and objects that you want to make into stick puppets. Cut out each character and object and glue each one to a craft stick. Glue the character or object high enough on the stick so that there is enough stick left for a child to hold.

Procedure: Have the children sit comfortably in a circle on the floor around you. Make sure that each child can see you and the book. Then do the following:

- Read the title, author and illustrator. Talk about the cover illustration. "What do you think the book is about?"
- Take a picture walk, and encourage children to discuss what they think the story is about. Ask them to predict what will happen.
- Read the book. Stop briefly to explain a new word or offer comment about a character or event.
- After reading ask a "why" question to prompt children to make inferences about the story characters. For example, "Why did the character do that?"
- Give each child a stick puppet that represents a character or object from the story. Reread the book. Ask the children to listen carefully as you read. Have them raise their stick puppets when their character or object is mentioned in the story.

RESPONSE TO THE BOOK:

- Have children use the stick puppets to dramatise the story and retell it in their own words. Encourage them to use the new words in their retelling.
- Invite children to create original stories with the stick puppets.

SUGGESTED BOOKS:

Goodnight Moon by Margaret Wise Brown
Time for Bed by Mem Fox
Where the Wild Things Are by Maurice Sendak

10. Every Puppet Tells a Story

Materials:

- A narrative picture book with several characters.

Response Activity Materials:

- To make puppets:
 - Socks.
 - Small paper bags.
 - Buttons.
 - Scraps of felt and fabric.
 - Wool.
 - Glue or glue sticks.
 - Scissors.
 - Textas.
 - Crayons.

To make a puppet stage:

- A large appliance box with the upper front panel cut out.
- A towel draped over the back of a chair.
- A blanket or sheet hung over a card table.
- A curtain on a spring rod suspended in a doorway.

Group Size:

Small group or class.

Procedure:

- Read the title of the book. Provide a short introduction that states the main problem of the story.
- You might look at a few pictures in the book and think aloud to demonstrate how to make predictions about the story. For example: "Look at this picture. This story must be about ..." "I wonder if the characters are going to ..."
- Read the story aloud with expression. At several points in the story, pause to comment on characters' actions and feelings. Offer a short definition or explanation of an unfamiliar word, or point to an illustration to help clarify word meaning as you read the word.
- After reading ask "why" questions to encourage children to make inferences about and explain story events. Model how to answer a "why" question. Help children think about what the character did, recall specific events and use illustrations to support their thinking.



RESPONSE TO THE BOOK:

- Have children make puppets to represent the characters in the story. The puppets can be stuffed socks with button eyes and fabric features, or they can be paper-bag puppets with glued-on or drawn-on features.
- Ask children to use their puppets to dramatise the story and retell it in their own words using new vocabulary.
- Work with a small group of children to create a sequel to the story and use their puppets to tell the story.

SUGGESTED BOOKS:

Panda Bear, Panda Bear, What Do You See? by Bill Martin Jr.
The Little Red Hen by Paul Galdone
Alice's Adventure in Wonderland by Lewis Carroll

Easy-to-follow directions list the materials needed, preparation (if any), procedure and extension opportunities.



Each skill area includes a wealth of helpful information for teachers.

Read-to-Me Books

These books can be used to support children's literacy development. See Teaching Activities for ideas on how these books might be used. For more comprehensive lists of books and their suitability by age and year level, see the various Premier's Reading Challenge websites, updated yearly, via Google.

Trade Books for Reading Aloud

Agee, Jon. *Z Goes Home*.
Alki. *My Feet*.
Alki. *My Hands*.
Alki. *Communication*.
Alki. *How a Book Is Made*.
Allington, Richard L. and Kathleen Krull. *Writing*. Illus. by Yoshi Miyake.
Anglund, Joan Walsh. *In a Pumpkin Shell: A Mother Goose ABC*.
Arnosky, Jim. *All About Ovis*.
Ayresworth, Jim. *Old Black Fly*. Illus. by Stephen Gamm.
Ayresworth, Jim. *The Gingerbread Man*. Illus. by Barb Bang-Campbell.
Banks, Kate. *Close Your Eyes, Sail!*. Illus. by N. Banks.
Berger, Barbara. *Grandfather Twilight*.
Beylon, Cathy and Fremont, Victoria. *A Is for Astronaut*.
Booth, Eugene and Derek Collard. *Under the Ocean*.
Brett, Jan. *The Mitten*.
Brown, Marc Tokon. *Arthur Writes a Story*.
Brown, Margaret Wise. *Big Red Barn*. Illus. by Felicia B.
Brown, Margaret Wise. *Goodnight Moon*. Illus. by Cleo.
Brown, Tricia. *Someone Special, Just Like You*.
Carle, Eric. *The Tiny Seed*.
Carle, Eric. *The Very Hungry Caterpillar*.
Carlson, Nancy L. *ABC! I Like Me!*

Carroll, Lewis. *Alice's Adventures in Wonderland* (A Pop-Up Adaptation). Illus. by Robert Sabuda.
Carter, David. *Alpha Dogs*.
Catalanotto, Peter. *Matthew A. B. C.*
Chandra, Deborah. *A Is for Amos*. Illus. by Keiko Narahashi.
Choi, Yangsook. *The Name Jar*.
Christelow, Ellen. *What Do Illustrators Do?*
Cohen, Miriam. *Will I Have a Friend?* Illus. by Lillian Hoban.
Cole, Joanna. *The Magic School Bus Plants Seeds: A Book About How Living Things Grow*.
Cooney, Barbara. *Miss Rumphius*.
Cousins, Lucy. *Maisy's ABC*. Illus. by Farlow, Disney Storybook Artists.

Recommendations for Developing Children's Interest and Experience with Books

SELECT QUALITY BOOKS
Libraries and school systems frequently publish a list of recommended books for children of different ages. One of the best sources for such lists are the annual Premier's Reading Challenges in most Australian states. These lists are easy to find using Google, and are typically divided by both year level and age appropriateness.

CREATE A CLASSROOM LIBRARY
Introduce children to a wide variety of books including storybooks, wordless picture books, information books, predictable books, alphabet and counting books, poetry books, magazines and easy-to-read books. Throughout the year, add the books children have authored to the library. Rotate the books in the class library so that new and engaging books are available.

- Create an environment that engages young readers. Set up an inviting place to read—a carpeted corner with comfortable chairs or big pillows. The library should be a place where children will want to come to read on their own or with a buddy. Display the books on an open-face rack so that children can see the covers of the books.
- Add to the class library cassette players, headphones and CD/tapes for listening to books. Show the children how to use the audio equipment and

INCLUDE INFORMATIONAL BOOKS IN YOUR LIBRARY
Select nonfiction books on a wide range of topics, such as storms, animals, people, oceans, dinosaurs and machines. Informational books help build children's vocabulary and develop new knowledge. Select books that engage children in topics that are of interest to them.

PRACTICE BEFORE READING ALOUD TO CHILDREN
Before reading a storybook to children, practise reading it aloud using different voices for different characters and practise changing the inflection of your voice to accompany the events in the story. The words you are reading will tell you whether to use a soft or loud voice ("as she whispered to her sister" or "as the waves crashed against the shore") or whether to use a low voice or a high one. You will want to read some passages slowly, others quickly. For some passages, you will want to pause for emphasis or excitement ("Once upon a time ... in a land far, far away ..." or "What ... was in the box?").

READ WITH YOUR CHILDREN
See the Read-to-Me Books on page 151 for books that children and adults will enjoy reading and talking about together.

COMMUNICATE WITH FAMILIES

- **Send Home a Letter** The Letter to Families suggests fun ways for families to reinforce classroom learning at home. It recommends activities to try and books to read with children. (See page 155 for a sample letter for this section.)
- **Send Home the Learning Plan** Give children a copy of the Learning Plan to talk about the Learning Plan with their family. (See page 155 for a sample Learning Plan.)

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Comprehensive Skill Sequences

The primary or "milestone" skills are listed below and in bold print. The additional skills listed below are considered "intermediate" and, combined with the "milestone" skills, can be used to design a more comprehensive teaching curriculum.

RESPONSE TO AND EXPERIENCE WITH BOOKS

- ¹⁴¹ Shows an interest in books (as something to look at and not as something to chew or tear).
- Turns several pages in a book at once. (1)**
- Points to pictures of animals or common objects. (2)**
- Looks at pictures selectively. (3)**
- Turns book right-side up. (4)**
- ¹⁴⁶ Listens to a story for five minutes.
- Turns pages individually. (5)**
- Points to and names simple pictures. (6)**
- Wants to hear the same story repeated.
- ¹⁴¹⁰ **Is interested in "read-to-me" books. (7)**
- Looks at pictures while story is read.
- ¹⁴¹² **Describes actions depicted in pictures. (8)**
- Asks to have a favourite book read.
- Takes part in reading by "filling in" words and phrases. (9)**
- Recalls parts of the story read.
- ¹⁴¹⁶ **Gains information from books about real things. (10)**
- Tries to read books from memory. (11)**
- Attends to story for eight minutes or more.
- Follows along in a book being read. (12)**
- Can tell context of a story but may confuse facts. (13)**
- ¹⁴²¹ **Retells story from a picture book with reasonable accuracy. (14)**
- Draws picture based on story(ies).
- Listens to part of a story and tells what he/she thinks might happen.
- Acts out stories in dramatic play.
- Attempts to read by looking at pictures. (15)**

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Supplemental Skill Sequences

The supplemental skills listed below are included because they provide an excellent means for developing fine-motor skills.

FORMS

Imitates (Draws after watching another person draw a form):

- ¹⁴⁴ Imitates vertical line |.
- Imitates circle ○.
- Imitates horizontal line —.
- ¹⁴⁴ **Copies vertical line |. (1)**
- Copies horizontal line —. (2)**
- Imitates plus sign +.
- Copies circle ○. (3)**
- Imitates 2.
- Imitates square □.
- ¹⁴¹⁰ **Copies cross or plus +. (4)**
- Copies 2. (5)**
- Copies square □. (6)**
- ¹⁴¹³ **Imitates rectangle ▭. (7)**
- Copies rectangle ▭. (7)**
- Imitates triangle △.
- Copies triangle △. (8)**
- ¹⁴¹⁷ Imitates diamond ◊.
- Copies diamond ◊. (8)+**

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Build home-school connections through letters and take-home learning plans.

Dear Families,

Reading with your child is one of the most satisfying things you can do! When you turn off the TV and snuggle up on the couch, in a big chair or on your bed with your child and a book, you are showing your child that you enjoy being together and that you value reading. Read a lot of different kinds of books. Reread your child's favourite books. Read with expression. If your child wants to turn back to a page or skip ahead in the book, that's okay. Enjoy the pleasure of sharing a book together!

Look for and encourage the following behaviours as you read books with your child. Does your child:

- Show an interest in books and reading?
- Ask questions and make comments about the characters and events in storybooks?
- Follow along in a book as you read?
- Make attempts to read and write?

Here are some activities that will help your child develop some of these behaviours:

- 1. Read familiar poems or nursery rhymes to your child.** Stop before a rhyming word and ask your child to provide the word.
- 2. Help your child make a book.** You'll need cardboard for the front and back covers, some unlined paper, a pencil, crayons, a hole punch and wool. Let your child choose what to draw and write about. Write down what your child says, writing one or two sentences on each page. Leave room for your child to draw a picture. When your child indicates that the book is finished, punch holes and fasten the pages and covers together with wool.
- 3. Build a book collection for your child. Provide a special place for your child's own books.** Talk with your child about how important it is to take good care of books.
- 4. Find time to read your own books, magazines or newspapers.** When your child sees you reading, it sets a good example and reinforces reading as a valuable and worthwhile activity.
- 5. Read to your child for at least fifteen minutes every day.** Talk about the books. Ask about favourite parts and help your child connect the story to his own life. Answer his questions about characters or events. Libraries are filled with wonderful books for children. Here are a few suggestions:
Berger, Barbara. *Grandfather Twilight*.
Fox, Mem. *Possum Magic*. Illus. by Julie Vivas.
Hoban, Russell. *A Baby Sister for Frances*. Illus. by Lillian Hoban.
McCloskey, Robert. *Blueberries for Sal*.
Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Illus. by Ray Cruz.

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Take-Home Activity Books

Engage parents in their child's learning with easy-to-read and easy-to-use English and mathematics activity booklets

The BRIGANCE Take-Home Activity Books give families the opportunity to partner in their child's learning. Each booklet contains a "Dear Family" section explaining the skill the child is working on and what the parent can do to help the child learn this skill. The rest of the booklet contains activities for the child to work on along with tips to help the parent assist the child with the activities.

There are books for the following skills:

- I am learning to say my ABCs
- I am learning to read my ABCs
- I am learning to print information about me
- I am learning to print my ABCs
- I am learning to print my ABCs when someone says them
- I am learning to say numbers in order
- I am learning to count things
- I am learning to read numbers
- I am learning what numbers stand for
- I am learning to write numbers in order

My name is _____

I am learning to say my ABCs.

A B C D E F

My name is _____

I am learning to write numbers in order.

1 2 3 4 5 6

Dear Family

Your child is working on **writing numbers in order**. Use the activities on pages 2-11 to help your child write numbers. Use the following numbers as a guide for how the numbers your child writes should look.

0 1 2 3 4 5 6 7 8 9

Here are some other daily activities to try with your child:

- **Use dotted lines to write the numbers 0-9** on a sheet of paper. Tell your child that the lines are a railroad track and the pencil is the train. Have your child try to keep the train on the track while tracing each number.
- **Leave blanks for missing numbers** as you write the numbers 0-9 in order on a sheet of paper. Have your child write the missing numbers.
- **Use paint, markers, chalk, or crayons** to make practicing writing numbers more fun. You might also let your child write the numbers in shaving cream, sand, or pudding!
- **Have your child make a number chart** on a large piece of paper. Have your child decorate the chart. Hang it in a place where it can be seen (on the refrigerator door, or on your child's bedroom door).
- **Make a set of number cards 0-9** out of index cards. Show your child a number, and have your child write the number that comes before and the number that comes after that number.
- **Read books with your child** about numbers. Here are some books that you might find at your local library:
One Lighthouse, One Moon, by Anita Lobel.
I Spy Two Eyes: Numbers in Art, by Lucy Micklethwait.
One Gorilla: A Counting Book, by Atsuko Morozumi.

My name is _____

I am learning to say my ABCs.

A B C D E F

My name is _____

I am learning to read my ABCs.

A B C X Y Z

My name is _____

I am learning to print information about me.

MY NAME

My name is _____

I am learning to print my ABCs.

A B C D E F

My name is _____

I am learning to print my ABCs when someone says them.

L S G R B O

My name is _____

I am learning to say numbers in order.

1 2 3 4 5 6

My name is _____

I am learning to count things.

3

My name is _____

I am learning to read numbers.

1 2 3 8 9 10

My name is _____

I am learning what numbers stand for.

1 2 3 4 5 6

My name is _____

I am learning to write numbers in order.

1 2 3 4 5 6



BRIGANCE® PRICING

Description	Code	Price		
BRIGANCE®: Early Childhood Screens III Pages 4–13				
0-35 months	Brigance: Screens III Manual (0-35 months)	CA14294	\$280.45	
	Brigance: Screens III 2014: Data Sheets (50 Pack)	Infants	CA14301	\$74.75
		Toddlers	CA14303	\$74.75
		2-Year Old	CA14305	\$74.75
	Brigance: Screens III 2014 Bundle (Screens only)	CA14293	\$466.35	
	Brigance: Screens III 2014 Complete Assessment Kit (Screens + IED)	CA14348	\$798.55	
3-5 years	Brigance: Screens III Manual (3-5 years)	CA14296	\$280.45	
	Brigance: Screens III 2014: Data Sheets (50 Pack)	3-Year Old	CA14309	\$74.75
		4-Year Old	CA14311	\$74.75
		5-Year Old	CA14313	\$74.75
	Brigance: Screens III 2014 Bundle (Screens only)	CA14295	\$466.35	
	Brigance: Screens III 2014 Complete Assessment Kit (Screens + IED)	CA14347	\$798.55	
F & 1	Brigance: Screens III Manual (F & 1)	CA14299	\$280.45	
	Brigance: Screens III 2014: Data Sheets (50 Pack)	Foundation	CA14315	\$74.75
		Year 1	CA14317	\$74.75
	Brigance: Screens III 2014 Bundle (Screens only)	CA14298	\$599.45	
	Brigance: Screens III 2014 – Technical Manual	CA14300	\$93.45	
	Brigance: Screens III 2014 – Box of Materials	CA8651	\$87.95	
Brigance: Screens III – Complete Kit: Screen, Data Sheet and Manual Bundle (0 - 6 years 11 months)	CA14200	\$1264.95		

Online Management System pages 14–19			
Brigance: Screens III 2014: OMS	30-Day Trial	SUB8856	\$0
	Yearly Subscription	SUB8857	\$242

Inventory of Early Development (IED) III Pages 20–29				
EC	Brigance: IED III 2014: Early Childhood Edition	Inventory	CA14278	\$533.25
		Classroom Kit	CA14286	\$513.65
SPED	Brigance: IED III 2014: Special Education Edition	Inventory	CA14274	\$533.25
		Classroom Kit	CA14285	\$513.65
Standardised	Brigance: IED III 2014: Record Book	Set of 10	CA14283	\$62.65
		Set of 100	CA14284	\$519.15
		Brigance: IED III 2014: Standardised Inventory	CA14288	\$266.15
Standardised	Brigance: IED III 2014: Standardised Record Book	Set of 10	CA14289	\$62.65
		Set of 100	CA14290	\$519.15
		Brigance: IED III 2014: Standardised Kit	CA14291	\$513.65
Brigance: IED III 2014: Standardisation and Validation Manual		CA14292	\$87.95	
Brigance: IED III 2014: Box of Materials		CA9562	\$91.14	
Brigance: Screens III and IED III Complete Assessment Kit (0-6 years 11 months)		CA14349	\$1597.15	

Description	Code	Price		
Readiness Activities Pages 30–34				
Brigance: Readiness Activities Book Inventory	CA11854	\$416.15		
Take-Home Activities	Brigance: Take-Home Activity 2010: Counts in Order (5)	CA11375	\$23.05	
	Brigance: Take-Home Activity 2010: Counts Objects (5)	CA11376	\$23.05	
	Brigance: Take-Home Activity 2010: Prints Letters (5)	CA11374	\$23.05	
	Brigance: Take-Home Activity 2010: Prints Letters in Order (5)	CA11373	\$23.05	
	Brigance: Take-Home Activity 2010: Prints Personal Info (5)	CA11372	\$23.05	
	Brigance: Take-Home Activity 2010: Reads Letters (5)	CA11371	\$23.05	
	Brigance: Take-Home Activity 2010: Reads Numbers (5)	CA11377	\$23.05	
	Brigance: Take-Home Activity 2010: Recites Alphabet (5)	CA11370	\$23.05	
	Brigance: Take-Home Activity 2010: Understands Numbers (5)	CA11378	\$23.05	
	Brigance: Take-Home Activity 2010: Writes Numbers in Order (5)	CA11379	\$23.05	
	Brigance: Take-Home Activity Books	Set of 10 (1 each)	CA11381	\$43.95
		Set of 50 (5 each)	CA11380	\$200.15

Brigance Screens III + IED III Complete Assessment Kit:
(CA14348 or CA14347)

- Screens III Manual (0-35 months or 3-5 years)
- Data Sheets related to manual (20 pack of each age level)
- Screens III Box of Materials
- Screens III Technical Manual
- IED III Early Childhood Inventory
- Record Book (20 pack)

Brigance® Screens III Bundles –
CA14293, CA14295 and CA14298

Brigance Screens III 2014 Bundle includes:

- Screens III Manual (0-35 months "CA14348" or 3-5 years "CA14317" or F & 1 "CA14298")
- Data Sheets related to manual (20 pack of each age level)
- Box of materials
- Technical manual

Brigance® Screens III Complete Kit–
0- 6 years 11 months
(CA14200)

- Screens III Manuals (0-35 months, 3-5 years and F&1)
- Screens III Technical Report
- Screens III Data Sheets related to manual (20 pack of each age level)
- Screens III Box of Materials

Brigance® IED III Kits

Brigance IED III Early Childhood Classroom Kit:

- Early Childhood Inventory
- Record Book (Set of 20)
- IED III Box of materials

CA14286

Brigance IED III Special Education Classroom Kit:

- Special Education Inventory
- Record Book (Set of 20)
- IED III Box of materials

CA14285

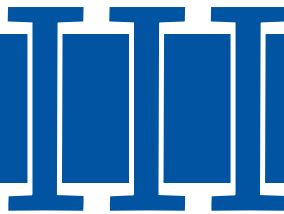
Brigance IED III Standardised Kit:

- Standardised Inventory
- Record Book (Set of 20)
- IED III Box of materials
- Standardisation and Validation Manual

CA14291

Brigance® Screens III & IED III Complete Assessment Kit CA14349

- Screens III Manual (0-35 months, 3-5 years and F&1)
- Data Sheets related to manual (20 pack of each age level)
- Screens III Technical Manual
- IED III Early Childhood Inventory
- IED III Record Book (20 pack)
- IED III Accessories Kit



Early Childhood Family

The BRIGANCE® Early Childhood family of products has been designed to help early childhood educators more effectively meet the needs of their young learners – so that each child is better prepared for school.



Early Childhood Screens III (Birth – 6 years)

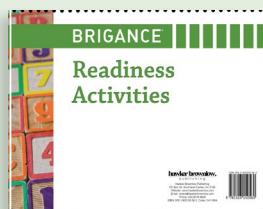
The Screens provide quick, easy, and accurate screening of skills that are critical predictors of school success, including physical development, language, academic/cognitive, self-help, and social-emotional skills—all in just 10–15 minutes per child.

- Cut-off scores help determine which children may need a referral for special services
- Easy to score - either by hand or with the Brigance® Online Management System
- Results help identify developmentally appropriate assessment and instruction
- Observation Forms help teachers record and organise important observations
- Normed and standardised on a U.S. nationally representative sample
- Highly sensitive and accurate



Inventory of Early Development (IED) III (Birth – 7 years 11 months)

- Easily identify a student's present level of performance and monitor progress for students functioning below the developmental age of 7
- Develop goals and objectives tied to assessment results and deliver targeted instruction



Readiness Activities (3 – 7 years)

- Deliver developmentally appropriate instruction
- Link assessment with instruction
- Cover a broad range of skill with over 300 activities
- Build home-school connections through take-home activities



Online Management System (OMS)

- Track student progress and create reports that are easy to understand
- Instantly generate goals and objectives to inform IEPs and target instruction for each student
- Meet special education goals and requirements

