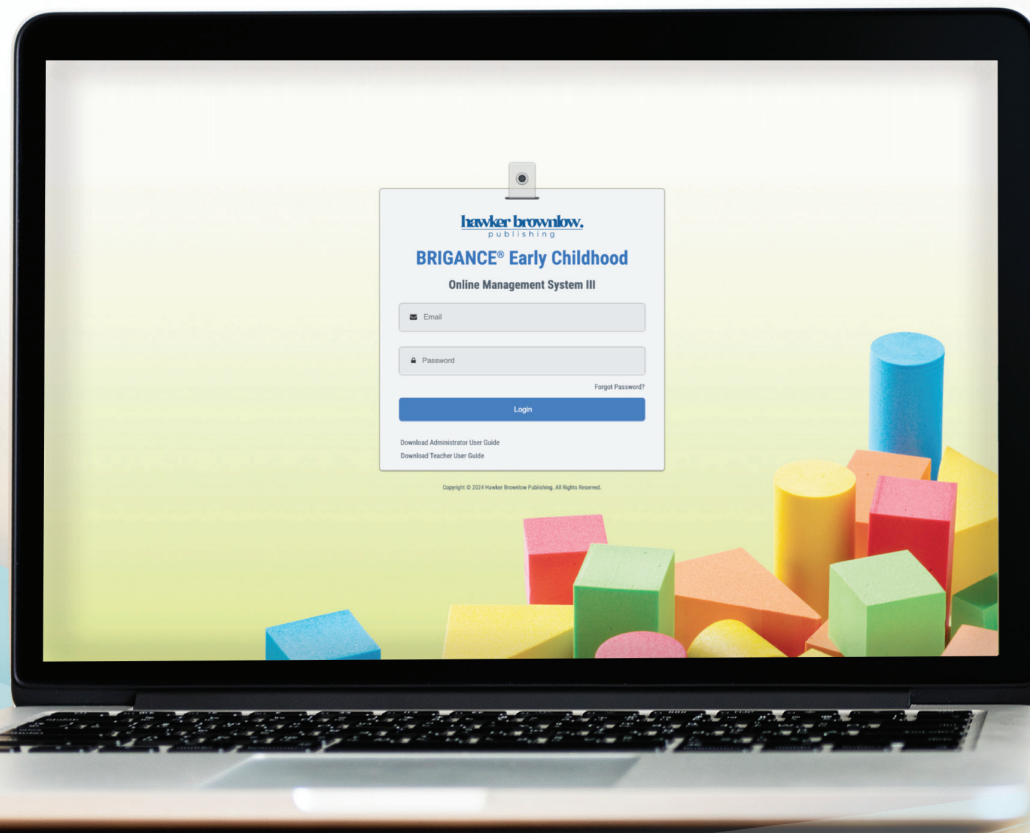


BRIGANCE® *Online Management System*

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



BRIGANCE Online Management System III

30-Day Trial*
Free

**Yearly
Subscription***

<https://oms.brigance.com.au>

Each licence is valid for one site (i.e. one school or maternal health centre) for a maximum of 200 or 500 individual student profiles per year.

CONTACT US FOR MORE INFORMATION

Karen Hofmann
Client Relationship Manager
0439 889 190
karen@hawkerbrownlow.com

(03) 8518 6600
orders@hawkerbrownlow.com
www.hawkerbrownlow.com



Screen

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

A. Child Name: _____ Date of Screening: _____
 Address/Zip: _____ Birth Date: _____ Teacher: _____
 Address: _____ Age: _____

B. Open Assessment

Area	Subtest	Raw Score	Standard Score	Percentile Rank	Child Score
16. Receptive Vocabulary	16.1	12	75	85	12
	16.2	10	65	75	10
17. Expressive Vocabulary	17.1	8	55	65	8
	17.2	6	45	55	6
18. Language Comprehension	18.1	15	85	90	15
	18.2	12	75	80	12
19. Language Production	19.1	10	65	70	10
	19.2	8	55	60	8
20. Phonological Awareness	20.1	12	75	80	12
	20.2	10	65	70	10
21. Reading Readiness	21.1	15	85	90	15
	21.2	12	75	80	12
22. Letter Knowledge	22.1	10	65	70	10
	22.2	8	55	60	8
23. Numerical Knowledge	23.1	12	75	80	12
	23.2	10	65	70	10
24. Math Readiness	24.1	15	85	90	15
	24.2	12	75	80	12
25. Social Skills	25.1	10	65	70	10
	25.2	8	55	60	8
26. Self-Concept	26.1	12	75	80	12
	26.2	10	65	70	10
27. Attention	27.1	15	85	90	15
	27.2	12	75	80	12
28. Fine Motor Skills	28.1	10	65	70	10
	28.2	8	55	60	8
29. Gross Motor Skills	29.1	12	75	80	12
	29.2	10	65	70	10
30. Total Score	30.1	150	75	80	150
	30.2	140	70	75	140

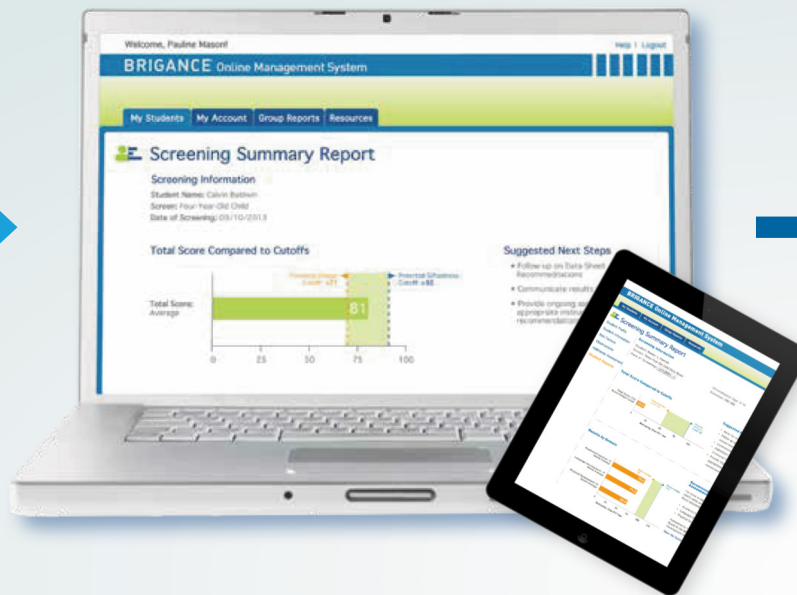
C. Scoring

D. Notes/Observations

E. Next Steps



Report



Instruct

MY LEARNING PLAN

I am learning to read the letters of the alphabet.

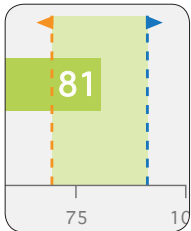
BRIGANCE® Instruction Activities

Easily enter your screening results from the Screens III.

See your screening data come to life in easy-to-understand graphs. Quickly analyse the reports for each individual student or your entire class or program.

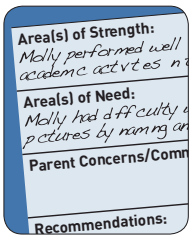
Seamlessly drive instruction based on screening results from a wealth of Instructional Resources contained within the Online Management System.

Individual Student Reports



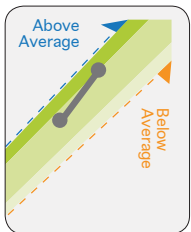
Screening Summary Report

Quickly identifies a student's overall score compared to cutoffs and provides domain-level performance



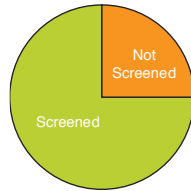
Parent Report

Informs parents of their child's performance and help bridge the gap between school and home



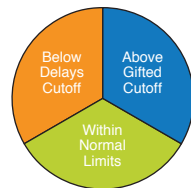
Screening Progress Report

Plots a child's progress across multiple screening sessions



Screened/Not Screened Report

Provides class/program-level information on which children have not yet been screened



Group Screening Summary Report

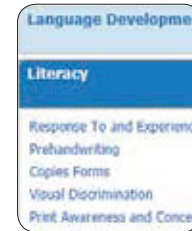
Provides an overview of screening performance and cutoff implications for a group of children

Total # of Risk Factors	At-Risk Score
3	N/A
5	15
6	30

At-Risk Report

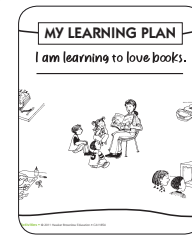
Provides detailed information to guide decisions about at-risk children

Instructional Resources



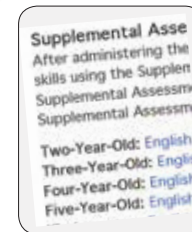
Readiness Activities

Offer quick and easy access to a wealth of instructional activities across key domains



Family Connections

Strengthen school-home connections with hundreds of take-home materials



Additional Assessments

Provide supplemental assessment resources

Screening Summary Report

Screening Summary Report



Student Profile

Student Information

Risk Factors

Observations

Additional Assessment

Student Reports

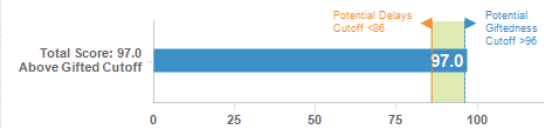
Screening Information

Student Name: T, Jacob
 Screen: First-Year Child Data Sheet
 Date of Screening: 1/11/2014

Chronological Age: 6-10
 Examiner: HBE HBE

Clearly view the child's results compared to cutoff scores

Total Score Compared to Cutoffs

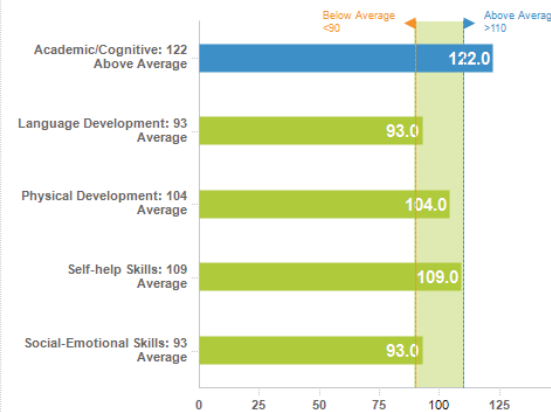


Suggested Next Steps

- Refer for enrichment classes
- Follow up on Data Sheet recommendations
- Communicate results to parents
- Provide ongoing assessment and appropriate instruction. See below for recommendations.

Automatically identify individualised next steps

Results by Domain



Recommendations for Ongoing Assessment and Instruction

For more in-depth information about this child's skills and for ongoing assessment, focus assessment in the following domains:

- Language Development

Assessments for these domains can be found in the BRIGANCE Inventory of Early Development III.

View the Screens III/IED III correlation chart.

Receive recommendations for further assessment and instruction

View scores from the Self-help and Social-Emotional Scales along with the domain scoring

Parent Report

Screening Results for the BRIGANCE® Screen III

Child's Name: Molly Lam

Parent Name(s): Trish and Mike Lam

Date of Screening: 10/09/2013 Date of Conference: 24/09/2013

Teacher Name and Contact Information:

Pauline Mason, pmason@schooldistrict.edu, 03 2514 0176

Developmental screening is an important part of early childhood education. The purpose of a developmental screen is to determine a child's strengths and needs and to make appropriate instructional decisions for the child. Together, we can use the results of the screening to make sure your child is getting the support he or she needs to be as successful as possible.

Results of the BRIGANCE® Screen:

Score Compared to Cutoffs: Below Cutoff Above Cutoff Above Gifted Cutoff

Domain levels:

	Below Average	Average	Above Average
Physical Development		√	
Language Development	√		
Academic Skills/Cognitive Development		√	
Self-help Skills			√
Social-Emotional Development		√	

Area(s) of Strength:

Molly performed well on Academic Skills/Cognitive Development and has so far been enjoying academic activities in the classroom. Molly also demonstrated strong fine-motor skills.

Area(s) of Need:

Molly had difficulty with some tasks in the Language Development domain, including identifying pictures by naming and identifying parts of the body.

Parent Concerns/Comments:

brigance

Recommendations:

Work with Molly at home on the Take-Home Activities we've attached, which will help her develop those critical language skills.

Resources (attach additional resources if appropriate):

hawker brownlow.
publishing

Facilitate communication
with parents regarding
student screening results

Customise reports
with comments
to parents

Screening Progress Report

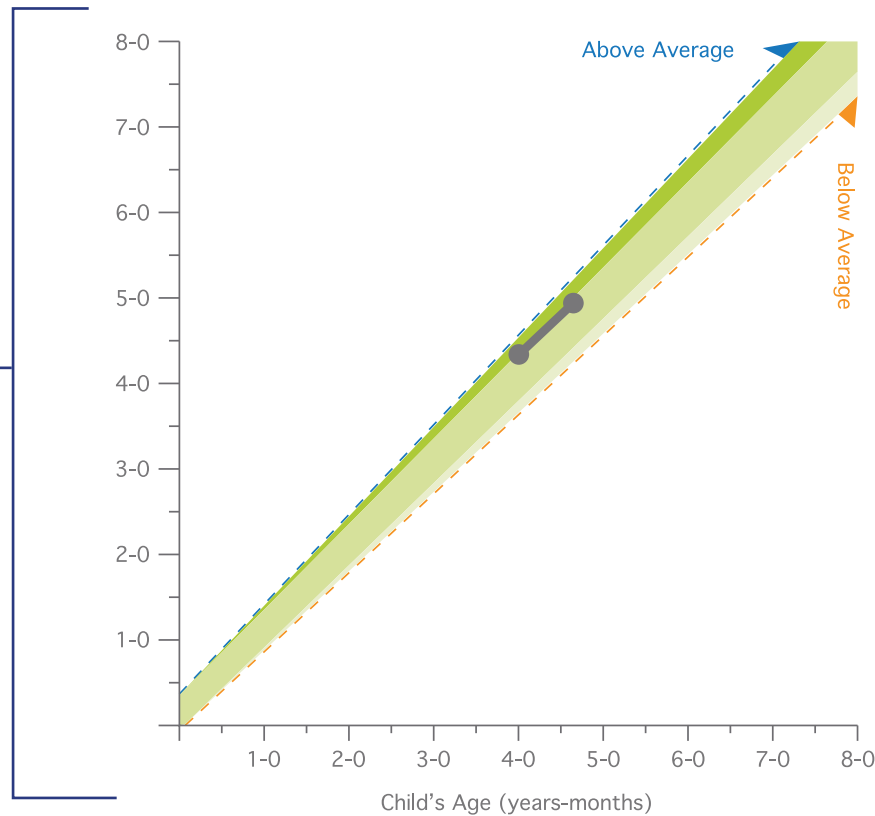
Screening Information

Student Name: Molly Lam

Total Score ▼

View progress by Total Score or by domain

Examine a child's progress across multiple administrations of the screen with an easy-to-interpret graphic



Date of Screening	Child's Chronological Age	Age Equivalent Score
09/10/13	4 years 0 months	4 years 4 months
05/01/14	4 years 8 months	4 years 11 months

Track a child's progress in terms of age equivalent scores

Children Screened/Not Screened Report

Report Options

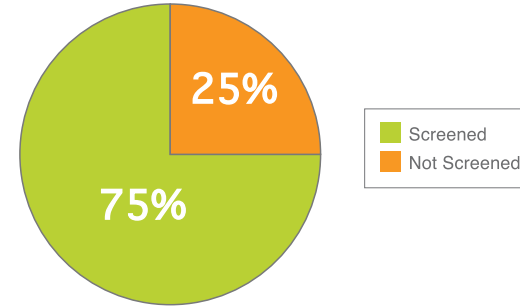
School/Class ▼

Filter by Date

Start Date

End Date

Start



Export as CSV

Name ▲	Student ID ▼	Screened/Not Screened ▼	Date Last Assessed ▼
Cristina Alvarez	156813	Screened	26/08/2013
Keshawn Brant	978313	Screened	12/09/2013
Ashley Cheng	455413	Not Screened	30/04/2012
Sophia Ruiz	565782	Screened	09/03/2013
Valerie Duncan	125872	Screened	14/10/2013
Elijah Ferguson	294811	Screened	28/09/2013
Dominic Cho	876530	Screened	20/08/2013
Kayla Harvey	458826	Not Screened	20/03/2012
Molly Lam	787754	Screened	10/09/2013
Isabella Martinez	158888	Not Screened	20/03/2012
Dylan McCabe	125469	Screened	12/09/2013
Luis Vasquez	475125	Screened	14/10/2013

Filter by school/class and by date to see who has and has not been screened

Allows for easy importing of data into other programs

Sort data to make sure every child has been screened by your deadline

Click on a name to navigate directly to the child's record and view assessment results or enter new screening data

Group Screening Summary Report

Report Options

School/Class:

Filter by Date:

Start Date:

End Date:

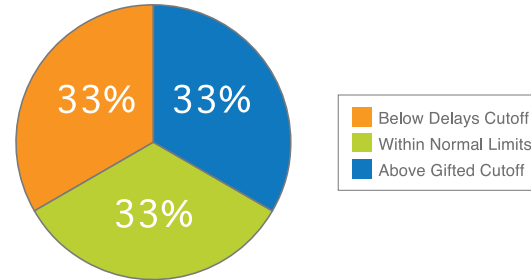
Gender:

Ethnicity/Race:

Language:

Breakfast Club:

Include only the most recent



Quickly see how an entire program, school or class performed during a specific time period

Name	Date Screened	Core Assessment	Total Raw Score	Performance
Cristina Alvarez	20/08/2013	5-Year-Old/ F Data Sheet	84.0	Within Normal limits
Keshawn Brant	12/09/2013	5-Year-Old/ F Data Sheet	64.0	Below Delays Cutoff
Sophia Ruiz	03/09/2013	4-Year-Old Data Sheet	67.0	Below Delays Cutoff
Valerie Duncan	01/09/2013	5-Year-Old/ F Data Sheet	85.0	Within Normal Limits
Elijah Ferguson	21/09/2013	4-Year-Old Data Sheet	93.0	Above Gifted Cutoff
Dominic Cho	20/08/2013	4-Year-Old Data Sheet	62.0	Below Delays Cutoff
Molly Lam	10/09/2013	Old Data Sheet	80.0	Within Normal Limits
Dylan McCabe	10/09/2013			Above Gifted Cutoff
Luis Vasquez	01/08/2013			

Sort by score or performance to facilitate data analysis and support planning

Gain insight into each child's performance at the domain level when you export the report

Name	Date Screened	Composite Score	Total Raw Score	Physical Development		Language Development	
				Score	Performance	Score	Performance
Cristina Alvarez	20/08/2013	63	32	<55	Above Average	65	Average
Keshawn Brant	12/09/2013	61	13	<52	Below Average	62	Below Average
Sophia Ruiz	03/09/2013	74	28	68	Below Average	74	Below Average
Valerie Duncan	01/09/2013	60	15	<51	Above Average	61	Below Average

At-Risk Report

Report Options

School/Class

Filter by Date

Start Date

End Date

Gender

Ethnicity/Race

Language

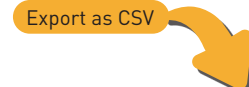
Breakfast Club

Include only the most recent

Start

Filter Results

Name	Core Assessment	Raw Score	Total of Risk Factors	Number At-Risk Domain	At-Risk Score	Performance Compared to At-Risk Cutoff	Recommendation
Keshawn Brant	5-Year-Old/ F Data Sheet	64.0	3	N/A	N/A	N/A	Refer for further evaluation
Sofia Ruiz	4-Year-Old Data Sheet	62.0	5	Academic Skills/ Cognitive Development	15	Below At-Risk Cutoff	Refer for further evaluation
Dominic Cho	4-Year-Old Data Sheet	67.0	6	Academic Skills/ Cognitive Development	30	Above At-Risk Cutoff	Rescreen after 4+ weeks



Name	Date of Birth	Weeks Premature	Gender	Ethnicity/Race	Language	Breakfast Club
Keshawn Brant	20/10/2007	1	Male	Caucasian	English	No
Sophia Ruiz	03/01/2009	3	Female	Asian	English	Yes
Dominic Cho	17/11/2008	9	Male	Asian	English	Yes

Easily identify children who scored below the potential developmental delays cutoff in each school or class

For children with four or more psychosocial risk factors, view performance compared to at-risk cutoffs

Export the report and view student information to understand scores and recommendations in context

Readiness Activities

- Correlation to the IED III ▼
- Physical Development ▼
- Language Development ▼
- Literacy ▼
- Response To and Experience With Books
- Prehandwriting
- Copies Forms
- Visual Discrimination
- Print Awareness and Concepts
- [Reads Uppercase and Lowercase Letters](#)
- Prints Uppercase and Lowercase Letters in Sequence
- Prints Personal Data
- Phonological Awareness Skills
- Mathematics
- Self-Help & Social-Emotional Skills

Get immediate access to over 300 developmentally appropriate activities and streamline individualised instruction

Reads Uppercase and Lowercase Letters

Objective
To read uppercase and lowercase letters.
ABCDEFGHIJKLMN O PQRSTU VWXYZ
ab cde fghijklmnopqrs t uvwxyz

DOMAIN
Literacy: Alphabet Knowledge

RATIONALE
Knowledge of the alphabet is a key finding of The National Reading Panel. Knowledge of the alphabet is associated with printed letter achievement.

RELATED SKILLS
Visual Discrimination
Prints Uppercase and Lowercase Letters
Prints Personal Data

Sequence
SEQUENCE OF PREREQUISITE SKILLS
The following prerequisite skills are included as a general guide for planning your instruction. Before a child is expected to read letters, she should be able to:
• visually discriminate forms and letters. (See Visual Discrimination.)
• recognize the alphabet.

Recommendations for Effective Teaching

TEACH UPPERCASE LETTERS FIRST
It is best to teach uppercase letters first. They are easier to distinguish from each other. Begin with letters in the children's names. Then do other letters, a few at a time. Once the children can identify uppercase letters, introduce lowercase letters. Begin with letters in the children's names then do the others.

CALL ATTENTION TO SIMILARITIES AND DIFFERENCES IN LETTERS
Similar letters may be difficult to distinguish. Help the child distinguish a letter by giving her special tips for that letter. For example, if the child confuses b with d, show the child a card with the word "bed". Draw a bed over the letters. Write b at the head of the bed; write d at the foot of the bed. Say, "This word is bed. It begins with b and ends with d." This gives a strong visual memory for the child each time she writes the letter.

TEACH CHILDREN TO READ ALTERNATE FORMS
The letters a and g can be written in two different ways. To avoid confusion, show children the a and g in a book and the a and g on the Alphabet Chart in the classroom.

DISPLAY AN ALPHABET BORDER AND PROVIDE DESK TAPES
As an aid to teaching letter names, display an alphabet border and refer to it often. Put each letter with a picture of an object that begins with that letter. An alphabet can be taped to each child's desk to provide a model for writing.

PROVIDE CHILDREN WITH NAME CARDS
Prepare a name card for each child and use it to label a child's desk. You can use the Writing Centre where children use them as a model when they write on "Turn-It-Off" an children know which centres they go to on a particular day, on a job chart so children know their assignment for the week.

ATTACH MEANING TO LETTERS
Letters have little or no meaning for some children. Children who have had very limited experience with letters in their environment do not attach meaning to them. Rather than presenting letters as symbols, associate letters with sounds with the vegetable Peas; S with See; J with the bird Jay, and so on; use environmental paralogues to convey that letters/words have meaning).

INCLUDE WITH OTHER ALPHABET ACTIVITIES
Encourage children to read letters while engaged in a variety of alphabet activities. For example:
• children name the letters when doing an alphabet puzzle.
• during transitions you hold up a letter card, and say, for example, "If your name begins with this letter, read the six possible (e.g. draw a bed over the letters. Write b at the head of the bed; write d at the foot of the bed. Say, "This word is bed. It begins with b and ends with d." This gives a strong visual memory for the child each time she writes the letter."
• During circle time you hold up a name card and ask the child whose name it is to read the first letter or all the letters in her name.
• children write their own names and read the letters as they write using name cards as models.

b d

a a g g

Literacy

BRIGANCE®



What is in the Brigance Online Management system with regard to the Readiness Activities?

READINESS IN THE OMS III

PHYSICAL DEVELOPMENT

- Standing *page 331*
- Walking *page 335*
- Jumping and hopping *page 341*
- Running (skipping & galloping) *page 341*
- Ball skills - kicking, catching, rolling, and throwing *page 353*
- Holding and Manipulating objects *page 359*
- Cuts with scissors *page 370*

LANGUAGE DEVELOPMENT

- Body parts *page 24*
- Colours *page 35*

LITERACY

- Response to experience with books *page 56*
- Pre-handwriting *page 68*
- Copies forms *page 73*
- Visual Discrimination *page 97*
- Print awareness *page 117*
- Read uppercase and lower-case letters *page 119*
- Prints uppercase and lower-case letters in sequence *page 125*
- Prints personal data *page 136*
- Phonological awareness skills *page 142*

NUMBERS

- Number concepts *page 177*
- Counting *page 186*
- Reads numerals *page 192*
- Numeral comprehension *page 198*
- Numerals in sequence *page 206*
- Quantitative concepts *page 220*
- Shape concepts *page 235*
- Joins sets *page 240*
- Directional/positional concepts *page 243*
- Concepts of time and reading a clock *page 257*

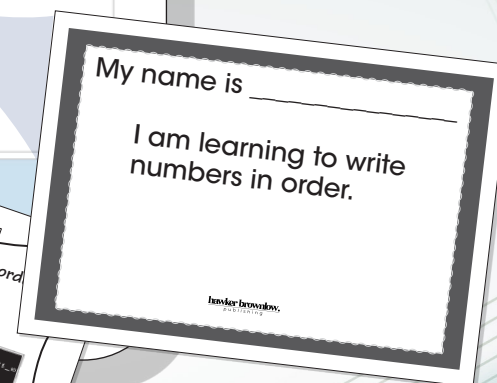
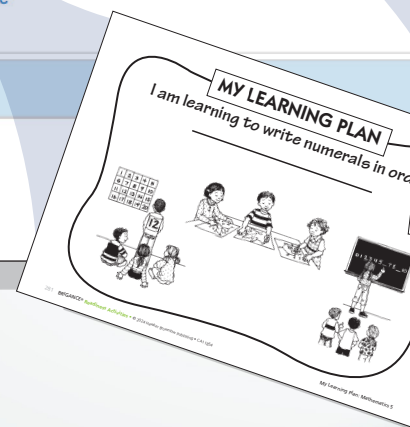
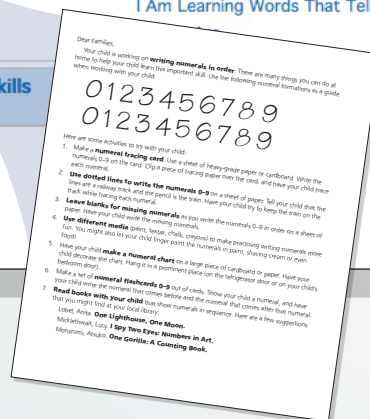
SELF HELP AND EMOTIONAL SKILLS

- General social and emotional development *page 290*
- Play skills and behaviour *page 293*
- Initiative and engagement - skills and behaviour *page 296*
- Self-regulation skills and behaviours *page 298*
- Personal data response *page 302*
- Self-help skills *page 385*

Help strengthen school-home connections with downloadable letters, parent report and feedback forms, take-home learning plans and take-home activities

Family Connections

General Letters and Forms Letters to Send Home	Parent Report	Parent Feedback Form
Physical Development Letters to Send Home	Learning Plans	
Language Development Letters to Send Home	Learning Plans	
Literacy Letters to Send Home	Learning Plans	Take-Home Activities
Mathematics Letters to Send Home	Learning Plans	Take-Home Activities
Count Up To Ten Objects	I Am Learning To Count Things	Counts in Order
Count Aloud From Memory	I Am Learning To Say Numbers In Order	Counts Objects
Read The Numerals 0-100	I Am Learning To Read Numerals	Reads Numbers
What Quantity Each Numeral From 0-10 Represents	I Am Learning What Numerals Stand For	Understands Numbers
Writing Numerals In Order	I Am Learning To Write Numerals In Order	Writes Numbers in Order
Develop An Understanding Of These Differences	I Am Learning About Size, Weight And Quantity	
Directional And Positional Concepts	I Am Learning Words That Tell Where	
Self-help & Social-Emotional Skills Letters to Send Home		



Additional Assessment Resources

Use Supplemental Assessments to assess additional skills for more advanced children

Student Profile

Student Information

Risk Factors

Observations

Additional Assessments

Student Reports

Supplemental Assessments

After administering the Core Assessments, you may wish to assess a child's mastery of additional skills using the Supplemental Assessments. Download and print a copy of the age-appropriate Supplemental Assessments Data Sheet, and follow the directions for administration provided in the Supplemental Assessments section of your Screens III manual.

- Two-Year-Old
- Three-Year-Old
- Four-Year-Old
- Five-Year-Old
- Foundation Year (Prep, Reception, Kindergarten etc)
- Year One

Reading Readiness Scale

The Reading Readiness Scale allows educators to measure skills related to a child's emergent literacy. This standardised measure can be used to gain a broader understanding of the child's developmental level and to guide reading instruction. To interpret a child's results, see Scoring Information within the Reading Readiness Scale section of your Screen III manual; note: normative scoring information is available for 5-year-old children only.

Reading Readiness Scale Reports and Scoring Form

Utilise the all-new Reading Readiness Scale for a standardised measure of skills and behaviours related to children's emergent literacy

Teacher Report and Scoring Form – Reading Readiness Scale

Child's Name: _____ Date of Screening: Year _____ Month _____ Day _____
 Parent(s) Name(s): _____ Birth Date: _____ Age: _____ School/Program: _____
 Teacher: _____ Examiner: _____

Directions: Read each item and circle the response that best reflects the child's behaviour or skill level.

1. Does this child listen attentively to stories when he/she is being read to individually?	No	Yes
2. When this child is read a book, does he/she ask questions? (e.g. Why is she crying? Where is the kitten?)	No	Yes
3. If you ask the child "Who is this book about?" can he/she name the characters? (e.g. puppy, #fighter, ballerina); (e.g. character's name)	No	Yes
4. If you ask the child "What happens in the story?", can he/she recount the main events of the story?	No	Yes
5. Can this child point to the front and back of the book?	No	Yes
6. If, when you are reading a book to this child, 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?	No	Yes
7. If, when you are reading a book to this child, you point to the first word in a line of text and ask "Which word do I read after this word?", would he/she point to the first word in the next line?	No	Yes
8. Can this child identify rhymes? (e.g. hat-bat, tree-see)	No	Yes
9. Does this child read at least five informational words correctly? (e.g. ENTER, WALK, CAUTION)	No	Yes
10. Does the child read at least ten sight/high-frequency words? (e.g. a, go is my run do can down come yes)	No	Yes

Raw Score – Number of "Yes" responses: **10**

Do you have any concerns about how well this child will do learning to read?
 If yes, please list: _____

Have you observed responses or reactions from this child that cause you to suspect he/she may have a vision or hearing problem?
 If yes, please indicate the nature of the suspected problem: _____

Reading Readiness Level:
 (See table 1: Interpreting Reading Readiness Scores on page 93.)

Below Average	Average	Above Average
---------------	---------	---------------

52 BRIGANCE® Early Childhood Screen III: F & I • ©2014 Hawker Brownlow Publishing • C414209
 Teacher Report and Scoring Form – Reading Readiness Scale
 Reading Readiness Scale

BRIGANCE® IED III Standardised Scoring Tool


Use this tool available in the BRIGANCE® Online Management System to generate scores for the BRIGANCE® IED III Standardised.

This is a one-time quick scoring tool. You will have to print a copy of the scoring result for future reference

BRIGANCE® IED III Standardised Scoring Tool

Use this tool to generate scores for the BRIGANCE® IED III Standardised.

You will need a filled-in Record Book.



Child's Name

Examiner

* Child's Date of Birth

* Date Tested

Weeks Premature

Submit

Please use the date picker to enter the date.

BRIGANCE® Online Management System

System Requirements

OPERATING SYSTEMS

Always ensure your operating system is up to date for the best performance and security.

WEB BROWSERS

For the best experience, we recommend using the latest versions of the following web browsers for the best compatibility and security:

Google Chrome: Latest version

Mozilla Firefox: Latest version

Microsoft Edge: Latest version

Apple Safari: Latest version

Opera: Latest version

Please note that the “Latest version” refers to the most recent stable release available at the time of use.

Other Required Software:

(Windows only) Adobe Acrobat Reader. The latest version can be downloaded here:

<https://get2.adobe.com/reader/>

<https://oms.brigrance.com.au/>

Web Browser Settings:

- JavaScript must be enabled
- Cookies must be enabled
- Pop-ups must be allowed for oms.brigrance.com.au

Firewall Settings:

The following URL must be added to the ‘safe list’ (often called the ‘white list’) on all firewalls, web proxy servers and/or content filters: <https://oms.brigrance.com.au>

Price List

Code	Description	Price	QTY
Early Childhood Screens III			
Screens			
CA14294	BRIGANCE®: Screens III : Screen 0-35 Months	\$280.45	
CA14296	BRIGANCE®: Screens III : Screen 3-5 Years	\$280.45	
CA14299	BRIGANCE®: Screens III : Screen F & 1	\$280.45	
Data Sheets (50 Pack)			
CA14301	BRIGANCE®: Screens III : Data Sheet Infant	\$74.75	
CA14303	BRIGANCE®: Screens III : Data Sheet Toddler	\$74.75	
CA14305	BRIGANCE®: Screens III : Data Sheet 2-Year-Old	\$74.75	
CA14309	BRIGANCE®: Screens III : Data Sheet 3-Year-Old	\$74.75	
CA14311	BRIGANCE®: Screens III : Data Sheet 4-Year-Old	\$74.75	
CA14313	BRIGANCE®: Screens III : Data Sheet 5-Year-Old	\$74.75	
CA14315	BRIGANCE®: Screens III : Data Sheet Foundation	\$74.75	
CA14317	BRIGANCE®: Screens III : Data Sheet Year One	\$74.75	
Data Sheets (20 Pack)			
CA14302	BRIGANCE®: Screens III: Data Sheet Infant (20 Pack)	\$29.65	
CA14304	BRIGANCE®: Screens III: Data Sheet Toddler (20 Pack)	\$29.65	
CA14306	BRIGANCE®: Screens III: Data Sheet 2-Year-Old (20 Pack)	\$29.65	
CA14308	BRIGANCE®: Screens III: Data Sheet 3-Year-Old (20 Pack)	\$29.65	
CA14310	BRIGANCE®: Screens III: Data Sheet 4-Year-Old (20 Pack)	\$29.65	
CA14312	BRIGANCE®: Screens III: Data Sheet 5-Year-Old (20 Pack)	\$29.65	
CA14314	BRIGANCE®: Screens III: Data Sheet Foundation (20 Pack)	\$29.65	
CA14316	BRIGANCE®: Screens III: Data Sheet Year One (20 Pack)	\$29.65	
Technical Manual			
CA14300	BRIGANCE®: Screens III : Technical Manual	\$93.45	
Accessories			
CA8651	BRIGANCE®: Screens III : Box of Materials	\$87.95	
Bundles (includes screens, data sheets, technical report, box materials)			
CA14293	BRIGANCE®: Screens III : Bundle 0-35 Months	\$466.35	
CA14295	BRIGANCE®: Screens III : Bundle 3-5 Years	\$466.35	
CA14298	BRIGANCE®: Screens III : Bundle F & 1	\$599.45	
CA14200	BRIGANCE®: Screens III : Screens, Data Sheet and Manual Bundle	\$1264.95	

Code	Description	Price	QTY
IED III			
Inventories			
CA14278	BRIGANCE®: IED III : Inventory Early Childhood Edition	\$533.25	
CA14274	BRIGANCE®: IED III : Inventory Special Education Edition	\$533.25	
CA14288	BRIGANCE®: IED III : Standardised Inventory	\$266.15	
Record Books			
CA14283	BRIGANCE®: IED III : Record Book (Set of 10)	\$62.65	
CA14284	BRIGANCE®: IED III : Record Book (Set of 100)	\$519.15	
CA14289	BRIGANCE®: IED III : Standardised Record Book (Set of 10)	\$62.65	
CA14290	BRIGANCE®: IED III : Standardised Record Book (Set of 100)	\$519.15	
Technical Manual			
CA14292	BRIGANCE®: IED III : Standardisation and Validation Manual	\$87.95	
Accessories			
CA9562	BRIGANCE®: IED III : Box of Materials	\$91.14	
Bundles			
CA14285	BRIGANCE®: IED III : Special Education Classroom Kit	\$513.65	
Kit Includes IED III Inventory-Special Education Edition, 20 x IED III Record Books, IED III Box of Materials			
CA14286	BRIGANCE®: IED III : Early Childhood Classroom Kit	\$513.65	
Kit Includes IED III Inventory-Early Childhood Edition, 20 x IED III Record Books, IED III Box of Materials			
CA14291	BRIGANCE®: IED III : Standardised Kit	\$513.65	
Kit Includes IED III Inventory-Standardised Edition, 20 x IED III Record Books, IED III Box of Materials, IED III Standardisation and Validation Manual			
Complete Assessment Bundles			
CA14348	BRIGANCE®: Screens III : Complete Assessment Kit 0-35 Months	\$798.55	
Kit Includes Screens III- 0-35 months Screen, Screens III Data Sheet-Infant, Toddler & 2 year old, Screens III Technical Report, IED III Inventory-Early Childhood Edition, 20 x IED III Record Books, IED III Box of Materials			

CA14347	BRIGANCE®: Screens III : Complete Assessment Kit 3-5 Yrs	\$798.55	
Kit Includes Screens III- 3-5 years Screen, Screens III Data Sheet-3 year old, 4 year old & 5 year old, Screens III Technical Report, IED III Inventory-Early Childhood Edition, 20 x IED III Record Books, IED III Box of Materials			

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

Online Management Systems			
SUB8856	BRIGANCE®: Screens III : OMS 30 Day Trial Subscription	\$0.00	
SUB8857	BRIGANCE®: Screens III: OMS Yearly Subscription (200 students)	\$242.00	
SUB8858	BRIGANCE®: Screens III: OMS Yearly Subscription (500 students)	\$605.00	
TOTAL			\$

Attention Order Number

Name of School

Address

State P/Code..... Country

Email:

Yes, I would like to receive emails from Hawker Brownlow Publishing about future workshops, conferences and the latest publications.

Online 'On Account' ordering now available!
If you have a pre-existing account with Hawker Brownlow Publishing, you can now order online and pay using that account.

hawker brownlow.
publishing

PO Box 40, Southland Centre, Vic 3192
Phone: (03) 8518 6600
Website: www.hawkerbrownlow.com
ABN: 15 629 535 548
Email: orders@hawkerbrownlow.com

Terms of Trade 14-033-04

- Prices are quoted in Australian dollars (\$AUD) and include GST.
- All prices are subject to change without notice.
- We do realise it is difficult to order sight unseen. To assist you in your selection, please visit our website <www.hawkerbrownlow.com>. Go to 'Collections' and most titles will give you the option to view sample pages of the book.
- We will supply our books on approval, and if they do not suit your requirements we will accept undamaged returns for full credit or refund. Posters are for firm sale only and will not be sent on approval. Please be aware that delivery and return postage is the responsibility of the customer.
- Freight costs are determined at Australia Post rates, with a minimum delivery charge of \$9.50 within Australia and \$15.00 for New Zealand for each order.
- Please provide your street address for delivery purposes.
- ABN: 15 629 535 548

