BRIGANCE®
Prepare every child for school success

Early Childhood
PRODUCT SAMPLER
The new BRIGANCE® Early Childhood System prepares every child for school success

The BRIGANCE® Early Childhood family of products has been completely updated with the latest research and content for 2013. These up-to-date resources will help educators more effectively meet the needs of young learners so they are better prepared for school success.

**screen**
Screen Quickly and Easily with the BRIGANCE Screens III

**inform**
Assess Each Child’s Strengths and Needs and target instruction based on assessment results

**report**
Generate Results and User-Friendly Reports with the Online Management System

**instruct**
Build School Readiness Skills with developmentally appropriate instructional activities
Early Childhood Screens III (Birth–Grade 1)
New for 2013! 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.

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

Inventory of Early Development III (Birth–7 years)
New for 2013! Plan individualized 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.

Readiness Activities (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.

Ordering & Pricing on page 31
Call 800-225-0248 or visit our website at BRIGANCE.com/EarlyChildhood
BRIGANCE® Early Childhood Screens III
Get accurate information on each child with the most up-to-date screening tools

- New norms and cutoffs ensure highly accurate results
- Easy to use (just 10–15 minutes per child)
- Strong reliability and validity data
- Updated content, including new self-help and social-emotional scales

New 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
The Early Childhood Screens III are correlated to the BRIGANCE® Inventory of Early Development III [see page 14]. Results help identify areas in which to focus developmental assessment and instruction to help each child be prepared for school.
**Core Assessments—Three-Year-Old**

<table>
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<tr>
<th>Number</th>
<th>Skill</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>Knows Personal Information</td>
<td>3</td>
</tr>
<tr>
<td>2A</td>
<td>Identifies Colors</td>
<td>4</td>
</tr>
<tr>
<td>3A</td>
<td>Identifies Pictures by Naming</td>
<td>5</td>
</tr>
<tr>
<td>4A</td>
<td>Knows Uses of Objects</td>
<td>6</td>
</tr>
<tr>
<td>5A</td>
<td>Visual Motor Skills</td>
<td>7</td>
</tr>
<tr>
<td>6A</td>
<td>Understands Number Concepts</td>
<td>9</td>
</tr>
<tr>
<td>7A</td>
<td>Builds Tower with Blocks</td>
<td>10</td>
</tr>
<tr>
<td>8A</td>
<td>Gross Motor Skills</td>
<td>11</td>
</tr>
<tr>
<td>9A</td>
<td>Identifies Parts of the Body</td>
<td>13</td>
</tr>
<tr>
<td>10A</td>
<td>Repeats Sentences</td>
<td>14</td>
</tr>
<tr>
<td>11A</td>
<td>Uses Prepositions and Irregular Plural Nouns</td>
<td>15</td>
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**Core Assessments—Four-Year-Old**

<table>
<thead>
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<tbody>
<tr>
<td>1B</td>
<td>Knows Personal Information</td>
<td>18</td>
</tr>
<tr>
<td>2B</td>
<td>Names Colors</td>
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</tr>
<tr>
<td>3B</td>
<td>Identifies Pictures by Naming</td>
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<tr>
<td>4B</td>
<td>Visual Discrimination—Forms and Uppercase</td>
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<td>Visual Motor Skills</td>
<td>24</td>
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<tr>
<td>6B</td>
<td>Gross Motor Skills</td>
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</tr>
<tr>
<td>7B</td>
<td>Names Parts of the Body</td>
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</tr>
<tr>
<td>8B</td>
<td>Follows Verbal Directions</td>
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<tr>
<td>9B</td>
<td>Counts by Rote</td>
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</tr>
<tr>
<td>10B</td>
<td>Recognizes Quantities</td>
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</tr>
<tr>
<td>11B</td>
<td>Verbal Fluency and Articulation</td>
<td>33</td>
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**Core Assessments—Five-Year-Old**

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<th>Number</th>
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<tbody>
<tr>
<td>1C</td>
<td>Knows Personal Information</td>
<td>37</td>
</tr>
<tr>
<td>2C</td>
<td>Recites Alphabet</td>
<td>40</td>
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<tr>
<td>3C</td>
<td>Names Parts of the Body</td>
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<tr>
<td>4C</td>
<td>Gross Motor Skills</td>
<td>43</td>
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<tr>
<td>5C</td>
<td>Visual Motor Skills</td>
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<tr>
<td>6C</td>
<td>Prints Personal Information</td>
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</tr>
<tr>
<td>7C</td>
<td>Sorts Objects (by Size, Color, Shape)</td>
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<td>8C</td>
<td>Counts by Rote</td>
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<tr>
<td>9C</td>
<td>Matches Quantities with Numerals</td>
<td>52</td>
</tr>
<tr>
<td>10C</td>
<td>Determines Total of Two Sets</td>
<td>53</td>
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<tr>
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<td>13C</td>
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<td>Verbal Fluency and Articulation</td>
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<td>Alternate—Reads Lowercase Letters</td>
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FIRST GRADE

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<td>8B</td>
<td>Word Recognition</td>
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<tr>
<td>9B</td>
<td>Prints Personal Information</td>
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<tr>
<td>10B</td>
<td>Writes Numerals in Sequence</td>
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</tr>
<tr>
<td>12B</td>
<td>Solves Word Problems</td>
<td>39</td>
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1C Gross Motor Skills

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

**DOMAIN**
Physical Development

**SKILL**
Demonstrates various gross motor skills

**ASSESSMENT INFORMATION**
- Data Sheet: Two-Year-Old Child
- Entry: Start with item 1.
- Scoring: Give credit for each skill demonstrated. See the specific Criteria given for each skill.

**Directions**
Ask the child to perform the skill.

1. **Stands on one foot for one second**
   - Say: Stand on one foot by yourself, as long as you can.
   - Allow the child two attempts if needed.

2. **Walks backward four steps**
   - With the child standing in a location that will allow him/her to walk backward,
   - Say: Walk backward, like this.
   - Demonstrate.
   - Criteria: Give credit if the child walks backward four steps without losing balance. Do not give credit if the child shuffles.

3. **Walks on tiptoe three steps**
   - Say: Walk on your tiptoes, like this.
   - Demonstrate.
   - Criteria: Give credit for skill 3 if the child walks on tiptoe three steps with good balance.

4. **Jumps off 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.

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

**Domain**
Physical Development

**Skill**
Demonstrates various gross motor skills

**ASSESSMENT INFORMATION**
- Data Sheet: Two-Year-Old Child
- Entry: Start with item 1.
- Scoring: Give credit for each skill demonstrated. See the specific Criteria given for each skill.

4C 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-48

**Assessment Information**
- Data Sheet: Two-Year-Old Child
- Entry: Start with item 1.
- Time: Allow as much time as you think the child needs or ten seconds per picture.
- Scoring: Give credit for each correct response. See the specific Criteria given for each skill.

**Discontinue:** Stop after two incorrect responses in a row.

**Directions**
Point to each picture on page C-48 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, for driving or ride in it, go to the store) 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, for taking 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., going places, for sitting in, go to the store) or for another response that shows the child understands how a chair is used (e.g., the child makes a sitting motion).
7C Sorts Objects (by Size, Color, Shape)

**Overview**
This assessment focuses on the child’s ability to sort objects by two attributes.

**DOMAIN**
Mathematics Knowledge and Skills

**SKILL**
Sorts objects by two attributes

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

*Available in the Screens III Accessories

**ASSESSMENT INFORMATION**
- Data Sheet: Five-Year-Old Child
- Entry: Start with Item 1.
- Scoring: Give credit for each correct response.
- Discontinue: Administer both items.

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

1. Sorts objects by size and color
   - 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 sixteen objects in a random array in front of the child.

2. Sorts objects by size and shape
   - Say: This time put all the small circles in a group.
   - Pause for the child’s response.

**Overview**
This assessment focuses on the child’s ability to sort objects by two attributes.

**DOMAIN**
Literacy

**SKILL**
Visually discriminates between printed forms and between printed uppercase letters

**MATERIALS**
Page C-23

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

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

1. 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.

2. Continue with the other items on the page. For each item, point to the box and
   - Ask: Which one is different?

**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?
9A Matches Quantities with Numerals

Overview
This assessment focuses on the child’s understanding of the quantity a numeral represents for numerals under 10.

DOMAIN
Mathematics Knowledge and Skills

SKILL
Matches quantities with numerals 2–10

MATERIALS
• Page C-52
• Ten identical small objects (red counters)
  *Available in Screening Accessories

ASSESSMENT INFORMATION
• Data Sheet: Kindergarten
• Entry: Start with item 1.
• Scoring: Give credit for each correct response.
• Discontinue: Stop after two incorrect responses in a row.

Directions
For each numeral on page C-52, ask the child to use his/her fingers or objects to show the quantity that the numeral represents.

To have the child show quantities using his/her fingers, point to the numeral 3 on page C-52 and

Say: Show me this many fingers. or Hold up this many fingers.

Continue this procedure for the other numerals in the row.

To have the child show quantities using objects, place the ten small objects in front of the child and point to the numeral 2 on page C-52 and

Say: Show me this many (name of the objects).

or Give me this many (name of the objects).

Once the child has responded, put the objects back into the group of objects.

Continue this procedure for the other numerals in the row.

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

SKILL
Demonstrates an understanding of text and print conventions

DOMAIN
Literacy

MATERIALS
A picture book that has at least 3 lines of text on each page

ASSESSMENT INFORMATION
• Scoring: Give credit for each correct response. See the Criteria that follows each item.
• Discontinue: Administer all items.

Directions
For each item, ask the parent/caregiver or someone else who knows the child well (the child’s teacher) the question that follows the skill. Or 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 for a skill if the child demonstrates the skill at least most of the time or is reported to do so.

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
   Say: 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 or is reported to do so.
### BRIGANCE® Screen III Four-Year-Old Child Data Sheet

**A. Child’s Name:** Mia Thomas  
**Date of Screening:** 2013-09-16  
**School/Program:** Hammond

**Address:** 322 Flagstaff Drive  
**Birth Date:** 2009-05-10  
**Teacher:** Ben Haywood  
**Examiner:** Ruth Yakaus

#### B. Core Assessments

<table>
<thead>
<tr>
<th>Page</th>
<th>Domain</th>
<th>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. If the child does not receive credit for a skill, slash through the item number.</th>
</tr>
</thead>
</table>
| 18   | Language Development | 18 Knows Personal Information  
- First name  
- Last name  
- Age  
- Street address  
- Stop after 3 incorrect responses in a row. |
| 20   | Language Development | 20 Names Colors  
- Blue  
- Green  
- Yellow  
- Red  
- Orange  
- Stop after 3 incorrect responses in a row. |
| 21   | Language Development | 22 Identifies Pictures by Naming  
- Scissors  
- Buck  
- Snake  
- Wagon  
- Adder  
- Leaf  
- Owl  
- Nail  
- Stop after 3 incorrect responses in a row. |
| 23   | Literacy | 48 Visual Discrimination—Forms and Uppercase Letters  
Stop after 5 incorrect responses in a row. |
| 24   | Physical Development | 56 Visual Motor Skills  
- Draws a circle  
- Draws a plus sign  
- Draws an X  
- Draws a square  
- Draws a rectangle  
- Stop after 3 skills not demonstrated in a row. |
| 26   | Physical Development | 66 Gross Motor Skills  
- Walks forward heel-to-toe five steps  
- Stands on one foot for ten seconds  
- Hops five hops on preferred foot  
- Hops five hops on other foot  
- Stop after 2 incorrect responses in a row. |
| 28   | Language Development | 78 Names Parts of the Body  
- Stomach  
- Neck  
- Ear  
- Nose  
- Thumbs  
- Fingernails  
- Stop after 3 incorrect responses in a row. |
| 29   | Language Development | 86 Follows Verbal Directions  
- Follows two-step directions  
- Follows three-step directions  
- Stop after 2 incorrect responses for 1 item. |
| 31   | Mathematics | 96 Counts by Rote  
- Stop after the first error. |
| 32   | Mathematics | 108 Recognizes Quantities  
- Administrator all items. |
| 33   | Language Development | 116 Verbal Fluency and Articulation  
- At least 90% of speech is intelligible  
- Administrator both items. |

#### C. Scoring

<table>
<thead>
<tr>
<th>Skill</th>
<th>Number Correct</th>
<th>Point Value</th>
<th>Child’s Score</th>
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<tbody>
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<td></td>
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</tbody>
</table>

#### D. Comments and Observations

**Very attentive and focused.**

**E. Next Steps**

**Total Score = 56 / 100**

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**Screening Observations Form**

**Directions:** Based on observations made during the screening, check any significant observations that you believe are suggestive of a problem and warrant referral for additional screening or treatment.

**User-friendly Data Sheet is easy to use and score.**
Generate reports with the BRIGANCE® Online Management System

- Essential data management and reporting are now in one easy-to-access and easy-to-use system
- Manage your program and meet reporting requirements

- Administrator reports provide at-a-glance, program-level information, such as which children have not yet been screened
- Teachers and administrators can analyze screening data for individual children and groups
- Letters to families can be printed or emailed to engage parents and caregivers in supporting their child’s development at home

AVAILABLE SUMMER 2013!

BRIGANCE.com/EarlyChildhood
Use screen data to inform referral decisions and target further assessment and instruction.

- User-friendly format helps users quickly find and access information
- Simple navigation makes it easy to enter data and locate essential resources
- Helpful guidance ensures consistent and accurate data and reports

The Screening Summary Report clearly shows the child’s results compared to cutoff scores and then automatically identifies individualized next steps, including recommendations for further assessment and instruction.
BRIGANCE® Inventory of Early Development III (IED III)

Updated and expanded for 2013, the IED III makes it easy to identify specific strengths and needs for children from birth through age seven.

- Plan individualized instruction based on valid and reliable assessment results
- Measure child progress toward school readiness goals
- Ensure strong alignment with the Common Core State Standards, as well as state early learning standards and Head Start domains
- Connect to the BRIGANCE® Early Childhood Screens III and the Readiness Activities

For more information on the IED III Standardized, see page 20.
The IED III contains more than 100 developmental assessments covering key school readiness skills.
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### Comprehensive Skill Sequences

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Major content updates to the 2013 edition include:

1. **NEW and revised phonological awareness assessments and reading passages**
2. **NEW mathematics assessments, including sorting and word problems**
3. **NEW science assessments**
4. **Broadened social and emotional development section**
**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

**MATERIALS**
- Pages S-315, S-316, and S-317

**SCORING INFORMATION**
- Record Book: Page x
- Give credit for each correct response.
- Stop after three incorrect responses in a row.

**BEFORE ASSESSING**
Review the Note 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.

**Directions for Assessment: Performance**
Ask the student to identify pictures of plants and animals on the page that belong to either category. 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.

Point to the dog on page S-315 the box marked “Example.” Start with the example on page S-315.

Say: Look at this picture. It is a picture of a dog.

Let the student look at the picture.

Ask: Is a dog a plant or an animal?

Say: Point to the picture in this row.

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

Point to item 1 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. (yes)

If the student responds correctly,

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

Pause for the student's response. (1)

Point to item 2 and

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

3. Ask: Will every person 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 person can have a cap?

Pause for the student’s response. (3)

5. Ask: Are there enough caps so each person can have a cap?

Pause for the student’s response. (yes)

If the student responds correctly,
### Solves Word Problems

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<td></td>
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<tr>
<td>4 dogs and 3 balls</td>
<td>3 children and 7 bikes</td>
</tr>
<tr>
<td>3-0</td>
<td>(no)</td>
</tr>
<tr>
<td>4</td>
<td>(1)</td>
</tr>
<tr>
<td>6 children and 3 caps</td>
<td>20 rabbits and 19 carrots</td>
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<tr>
<td>3</td>
<td>(no)</td>
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**Notes:**

### Knows Addition Facts

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<td>3. 4</td>
<td>8. 5</td>
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<td>4. 1</td>
<td>9. 5</td>
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<tr>
<td>5. 4</td>
<td>10. 6</td>
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**Notes:**

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

Observe the student in a natural social setting or engage the student in a conversation that will elicit relevant responses. For each item, ask yourself the question that follows the skill. Rephrase the question as necessary to elicit an appropriate response.

### Directions for Assessment: Interview

Interview the parent/caregiver to assess the student's speech and language development. Say: Tell me about ______'s speech. What are some different words or sentences he/she uses? To elicit additional information about specific skills, ask the parent/caregiver to write a sentence or two that the student wrote. Note: This may be a sensitive item if one or both parents is not present.

### Assessment Methods

- **Directions for Assessment: Observation**
- **Directions for Assessment: Interview**

### Skill: This assessment focuses on the student's vocabulary development.

#### 1. Says one word

- **Ask:** What does ______ say?
- **Note:** This may be a sensitive item if one or both parents is not present.

#### 2. Says the word mama or dada with meaning

- **Ask:** Does ______ use the word mama (or family name) with meaning?
- **Note:** This may be a sensitive item if one or both parents is not present.

#### 3. Has an expressive vocabulary of at least ten words

- **Ask:** Can ______ speak a few words?
- **Note:** This may be a sensitive item if one or both parents is not present.

### Assessment Methods

- **Interview**
- **Observation**

### Multiple assessment methods allow for flexible administration.

### 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.

### Objectives for Writing IEPs

By (date), when provided with the appropriate stimuli, student will:

- **Write an IEP**
- **Objective for Writing IEPs**

### Related instructional activities

- **BRIGANCE Readiness Activities**

---

**Inventory of Early Development III: Language Assessment and Comprehensive Skill Sequences**

BRIGANCE Early Childhood Sampler • Curriculum Associates LLC • www.CurriculumAssociates.com • 800-225-0248
The IED III Standardized has been completely updated for 2013 to include new content and up-to-date research, ensuring highly accurate data to support referrals.

New standardization and validation studies reflect:

- Current normative data based on a nationally representative sample
- Strong test-retest and inter-rater reliability
- Significant content, construct, and criterion-related validity
Major content updates include:

1. New pre-literacy and early literacy assessments
2. Broadened mathematics coverage
3. Expanded social and emotional development section

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55 standardized assessments cover five key domains.
**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**
- Standardized Record Book: Page 16

**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 air . . . plane, you would say airplane. Let’s begin.

1. base ball – baseball
   Say: The next words are base . . . ball. Pause for the child’s response. (baseball)

2. sail boat – sailboat
   Say: The next words are sail . . . boat. Pause for the child’s response. (sailboat)

3. cup cake – cupcake
   Say: The words are cup . . . cake. Pause for the child’s response. (cupcake)

**Sorts Objects (by Size, Color, 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, color, and shape
- 2 small red circles*
- 2 large red circles*
- 2 small blue circles*
- 2 large blue circles*
- 2 small red squares*
- 2 large red squares*
- 2 small blue squares*
- 2 large blue squares*

* included in the IED III Accessories Kit

**SCORING INFORMATION**
- Standardized 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
  Ceiling: Two in a row incorrect

**Objective for Writing IEPs**
By __________ when shown sixteen objects that vary by three attributes, size, color, and shape, ________ 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.

**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 ______________ 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.
Simple scoring produces age equivalents, percentiles, and standard scores for key skill areas.
Based on assessment results from the BRIGANCE® Inventory of Early Development III, deliver developmentally appropriate instruction with the correlated BRIGANCE® Readiness Activities.

Build kindergarten readiness with fun, easy-to-plan activities that prepare children for school.
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
- Reproducibles for Teaching Activities

Every domain section also includes valuable resources and reproducibles:

- References
- Read-to-Me Books
- Letters to Families (reproducible, English and Spanish versions)
- My Learning Plans (reproducible)
7. Read and Make a Picture Book

**Materials:**
- An informational picture book that is illustrated with photographs.
- Reproducible: photocopies of the illustrated characters and objects in the story.
- Scissors.
- Glue sticks.
- Sheets of drawing paper (at least one for each child).

**Group Size:** Individual, small group, or class.

**Procedure:** 5–7 days before you plan to do this, note home with children to explain that they are going to be reading new books and learning new vocabulary.

**Response to the Book:**
- Ask children what they think the book is about.
- Ask, “What will the story be about? Which photos do you want to use?”

**Response to the Book:**
- Read the title, author, and illustrator. Talk about the cover. Then do the following:
  - Read the book. Stop briefly to provide short explanations of unfamiliar words or phrases.
  - Encourage children to make predictions about characters and objects in the story.

**Response to the Book:**
- Place informational books in the reading area so children can select one during choice time. Organize the informational books by topic.

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, such as an example, if the children are learning about butterflies, a butterfly collection, a butterfly net, or flowers that butterflies might eat.

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

**Response to the Book:**
- Read the title and ask children what they think the book is about.
- Have them share what they know about the topic.

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 Popsicle® sticks.
  - Glue or glue sticks.

**Response Activity:**
- Ask children what they think the book is about.
- Place informational books in the reading area so children can select one during choice time. Organize the informational books by topic.

**Preparation:**
- Read the title, author, and illustrator. Talk about the cover.

**Response to the Book:**
- Place informational books in the reading area so children can select one during choice time. Organize the informational books by topic.

**Response Activity:**
- Ask children what they think the book is about.
- Make sure that each child can see you and the book.

**Procedure:**
- Read the book. Stop briefly to provide short explanations of unfamiliar words or phrases.
- Encourage children to ask questions about the book and illustrations as you read. Point to new words in the discussion.

**Response to the Book:**
- Place informational books in the reading area so children can select one during choice time. Organize the informational books by topic.

10. Every Puppet Tells a Story

**Materials:**
- A narrative picture book with several characters.
- Response Activity Materials:
  - Make puppets:
    - Socks.
    - Small paper bags.
    - Buttons.
    - Scraps of felt and fabric.
    - Yarn.
    - Glue or glue sticks.
    - Markers.
    - Crayons.

**Response Activity:**
- Ask children to use their puppets to dramatize the story and retell it in their own words using new vocabulary.

**Procedure:**
- Gather children on the floor around you.

**Response Activity:**
- Ask children to use their puppets to dramatize the story and retell it in their own words using new vocabulary.

**Response to the Book:**
- Read the title of the book. Provide a short introduction that states the main problem of the story.

**Response Activity:**
- Ask children to use their puppets to dramatize the story and retell it in their own words using new vocabulary.

**Response to the Book:**
- 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.

**Response Activity:**
- Ask children to use their puppets to dramatize the story and retell it in their own words using new vocabulary.

**Response to the Book:**
- 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.

**Response Activity:**
- Ask children to use their puppets to dramatize the story and retell it in their own words using new vocabulary.

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- 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.

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- 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.
Each skill area includes a wealth of helpful information for teachers.
**Teaching Activities**

1. **Let's Cut Paper**
   - **Materials:**
     - A pair of scissors for each child and one for you.
     - A copy of page 388 for each child and one for you.
   - **Group Size:** Individual, small group, or class.
   - **Procedure:**
     - Give each child a pair of scissors and a copy of page 388. Be sure to follow:
     - Turn your page to face the children and direct their attention to:
       - Have them cut their paper on one of the dashed lines between two solid lines. Encourage children to keep their scissors on the dashed line as they cut. Demonstrate again, if necessary.
       - Have children continue to practice cutting until they have cut all four dashed lines.

2. **Cutting Triangles: Within 1½-inch Limits**
   - **Materials:**
     - A pair of scissors for each child and one for you.
     - A copy of page 389 for each child and one for you.
     - A person to read to the children.
   - **Group Size:** Individual, small group, or class.
   - **Procedure:**
     - Turn your page to face the children and direct their attention to:
       - Have children cut along the dashed line. Remind them to begin cutting at the picture of scissors.

3. **Confetti Collages**
   - **Materials:**
     - A pair of scissors for each child and one for you.
     - A glue stick for each child.
     - A pair of safety scissors for each child.
     - A pair of safety scissors for you:
   - **Group Size:** Individual, small group, or class.
   - **Procedure:**
     - Turn your page to face the children and direct their attention to:
       - Have children cut a piece of construction paper to the size of a triangle. Remind them to keep their thumb up while cutting.
       - Have children use their tongs to pick up the objects one at a time.

4. **Colorful Categorizers**
   - **Materials:**
     - A pair of scissors for each child.
   - **Group Size:** Individual, small group, or class.
   - **Procedure:**
     - Turn your page to face the children and direct their attention to:
       - Have children cut out their objects to the size of the triangles.

5. **Paper Plate Spirals**
   - **Materials:**
     - A marker.
     - A lightweight paper plate for each child and one for you.
     - Using the marker, draw a spiral on each of the paper plates.
   - **Group Size:** Individual, small group, or class.
   - **Procedure:**
     - Turn your page to face the children and direct their attention to:
       - Have children cut along the spiral drawn on their plates. Remind them to begin cutting at the beginning of the line.

6. **I Give My Heart to You!**
   - **Materials:**
     - A pair of scissors for each child.
     - Magazines and catalogues.
   - **Group Size:** Individual, small group, or class.
   - **Procedure:**
     - Turn your page to face the children and direct their attention to:
       - Have children cut out their pictures from the magazines and catalogues. Remind them to begin cutting at the beginning of the spiral.

7. **Sailboat, Sailboat**
   - **Materials:**
     - Predrawn rectangles on colored sheets of construction paper.
     - A glue stick for each child.
     - A pair of safety scissors for each child.
   - **Group Size:** Individual, small group, or class.
   - **Procedure:**
     - Turn your page to face the children and direct their attention to:
       - Have children cut out the rectangles. Then have them decorate their cutouts.

8. **Cutting a Triangle for Adaora: An African Book of Shapes**
   - **Materials:**
     - A glue stick for each child.
     - Magazines and catalogues.
   - **Group Size:** Individual, small group, or class.
   - **Procedure:**
     - Turn your page to face the children and direct their attention to:
       - Have children cut out the rectangles.

9. **Reading Activities**
   - **Materials:**
     - A marker.
     - A copy of page 404 for each child and one for you.
   - **Group Size:** Individual, small group, or class.
   - **Procedure:**
     - Turn your page to face the children and direct their attention to:
       - Have children read the book that addresses fine-motor skills.

---

**FINE-MOTOR SKILLS**

**Cuts with Scissors**

**Objective**

To use scissors to cut various patterns on materials.

**Simplify the Task**

- Set up a cutting area in the art center.
- Plan art projects that involve using scissors, or when teaching numerals, plan projects that involve cutting shapes that follow a sequence.

**Related Skills**

- Visual Discrimination
- Numerical In Sequence
- Developmental and Prosocial Concepts

**Sequence**

1. **Teach Scissors Safety**
   - Talk to the children about how to handle scissors safely. For example, tell the children that the scissors are important to keep scissors away from the floor. Teach the children to carry scissors closed and to lay the tip down when they are not using them.
   - Teach children to avoid cutting themselves. Teach children to make the cutting motion in the air.
   - Teach “Thumbs Up.”
   - Children practice cutting with scissors, remind them to keep their thumbs up as they cut.

**Helpful instructional guidance, including objective and skill sequences, assists teachers at all experience levels.**

Reproducible pages for activities are included where needed.
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 sofa, 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 favorite 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 behaviors as you read books with your child. Does your child:

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

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

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 paper punch, and yarn. 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 together with yarn.
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 favorite 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.
- McCloskey, Robert. Blueberries for Sal.
- Numeroff, Laura Joffe. If You Give a Mouse a Cookie. Illus. by Felicia Bond.

Here are some books your child might enjoy:

- Hoban, Russell. If You Give a Mouse a Cookie.
- Numeroff, Laura Joffe. If You Give a Mouse a Cookie.
- McCloskey, Robert. Blueberries for Sal.
- Berger, Barbara. Grandfather Twilight.

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4. 3. 2. 1.
   - Build a book collection for your child.
   - Provide a special place for your child’s own books.
   - Read to your child for at least fifteen minutes every day.
   - Find time to read your own books, magazines, or newspapers.
   - Help your child make a book.

Querida familia:

¡Leer con su hijo/a es una de las cosas más gratificantes que usted puede hacer! Cuando apaga el televisor y se sientan abrazados con su hijo/a en el sofá, en un sillón o en la cama, la demuestra a su hijo/a que usted disfruta el tiempo que pasan juntos y que valoran la lectura.

Los muchos tipos de libros. Lea una y otra vez los libros favoritos de su hijo/a. Lea con expresión. Ésta bien si su hijo/a quiere regresar a una página o saltar algunas páginas del libro. ¡Disfrute el placer de compartir un libro con su hijo/a!

Fíjese en las siguientes conductas, y estimúlelas al leer libros con su hijo/a. Su hijo/a:

- ¿Muestra interés en la lectura?
- ¡Hable acerca de los personajes y eventos de los libros!
- ¿Sigue el hilo de la historia mientras usted lee?
- ¿Pregunta y habla sobre lo que ha leído?

Esta son algunas actividades que ayudarán a su hijo/a a desarrollar algunas de estas conductas:

1. Recite poemas o canciones infantiles conocidas a su hijo/a. Deténgase antes de leer la palabra que inicia y déjale al niño/a que diga la palabra.
2. Ayude a su hijo/a a hacer un dossier. Favoritará cuentos para las páginas del libro, papel en blanco, un lápiz, crayones, papel de venecita y estambre. Dé que su hijo/a ejercite sobre qué dibujar y escribir. Anote lo que el niño/a dice, en una o dos ocasiones en cada página. Dé épocas para que el libro haga un dibujo. Cuando el niño/a indique que el libro está terminado, péguelas y suéltelas a las tapas que vaya.
3. Sujételas a la palabra que rima y pídale al niño/a que diga la palabra.
4. Cuando su hijo/a haga dibujos y escribe.

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2. Ayude a su hijo/a hacer un libro. Favoritará cartón para las páginas del libro, papel en blanco, un lápiz, crayones, papel de venecita y estambre. Dé que su hijo/a ejercite sobre qué dibujar y escribir. Anote lo que el niño/a dice, en una o dos ocasiones en cada página. Dé épocas para que el libro haga un dibujo. Cuando el niño/a indique que el libro está terminado, péguelas y suéltelas a las tapas que vaya.
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Encourage parent involvement with Take-Home Activity Books

Easy-to-read and easy-to-use English language arts and mathematics activity booklets give families the opportunity to partner in their child’s learning.

Skills included in the collection:

**Reading • ELA**
- Recites Alphabet
- Reads Letters
- Prints Personal Information
- Prints Letters in Order
- Prints Letters

**Mathematics**
- Counts in Order
- Counts Objects
- Reads Numbers
- Understands Numbers
- Writes Numbers in Order

---

**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 write should look:

0 1 2 3 4 5 6 7 8 9

Here are some ideas for daily activities to do 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 after and the number that comes before that number.
- **Read books to 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

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  - One Gorilla: A Counting Book, by Atsuko Morozumi
## Early Childhood Screens III  Pages 4–11

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## Online Management System  Pages 12–13

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## Inventory of Early Development III  Pages 14–23

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## Readiness Activities  Pages 24–30

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To Order: Give us a call at **800-225-0248**
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Call now or visit online for the entire family of BRIGANCE® Early Childhood products:

- Early Childhood Screens III
- Inventory of Early Development III (IED III)
- Readiness Activities
- Take-Home Activity Books
- Online Management System

Call 800-225-0248 or visit BRIGANCE.com/EarlyChildhood