

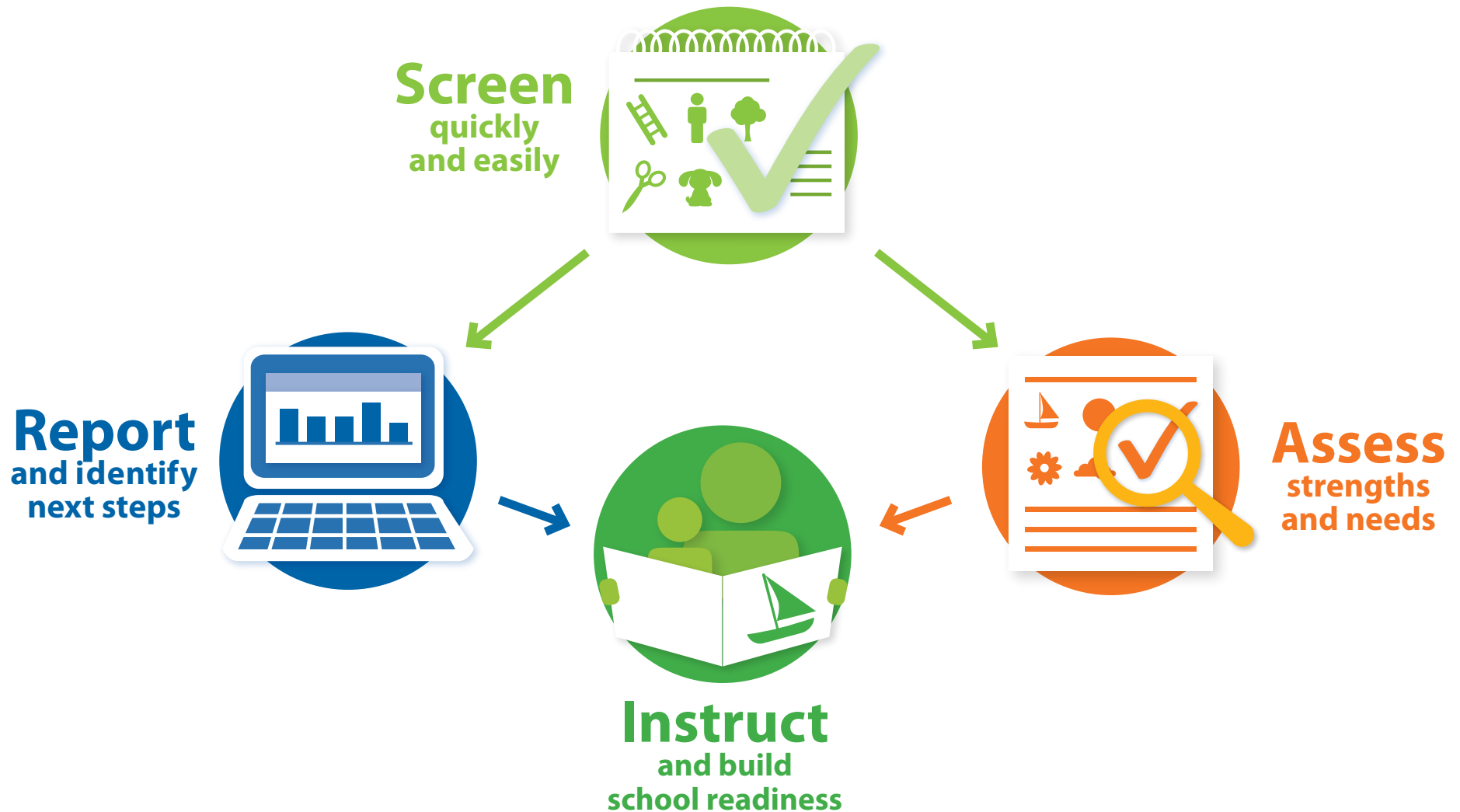


Product Sampler



The BRIGANCE Early Childhood family of products

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





BRIGANCE Early Childhood Screens III4
(Birth–Grade 1)

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



BRIGANCE Screens III Online Management System14
(Supports Screens III)

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 Inventory of Early Development III20
(Birth–7 Years)

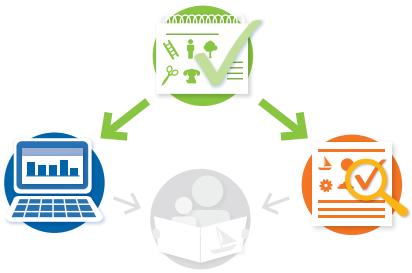
Plan individualized instruction and measure progress toward school readiness goals with assessments aligned to key early childhood domains. Get a deeper understanding of each child’s specific strengths and needs.



BRIGANCE Readiness Activities30
(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.

Pricing and Ordering 35



BRIGANCE Early Childhood Screens III

Get accurate information on each child with these easy-to-use screening tools.

You can screen children with the **Early Childhood Screens III**, generate results with the Screens III Online Management System, and use the Inventory of Early Development III for more information about children's skills.



The Screens III offer:

- Norms and cutoffs, ensuring highly accurate results
- Quick results (just 10–15 minutes per child)
- Strong reliability and validity data
- Additional content, including new Self-help and Social-Emotional Scales

Assess skills in the following key domains:

- Physical Development
- Language Development
- Academic Skills/Cognitive Development
- Adaptive Behavior





0–35 Months

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	.....

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 Colors
Verbal Fluency and Articulation

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3–5 Years

CORE ASSESSMENTS—THREE-YEAR-OLD CHILD

Assessment

- Knows Personal Information
- Identifies Colors
- 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 Colors
- 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
- Recognizes Quantities
- Verbal Fluency and Articulation

CORE ASSESSMENTS—FIVE-YEAR-OLD CHILD

Assessment

- Knows Personal Information
- Names Parts of the Body
- Gross Motor Skills
- Visual Motor Skills
- Prints Personal Information
- Recites Alphabet
- Sorts Objects (by Size, Color, 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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The **Reading Readiness Scale**, for 5-year-old children, provides a standardized measure of skills related to emergent literacy and helps guide reading instruction.

K & 1

CORE ASSESSMENTS—KINDERGARTEN

Assessment

- Knows Personal Information
- Names Parts of the Body
- Gross Motor Skills
- Visual Motor Skills
- Prints Personal Information
- Recites Alphabet
- Sorts Objects (by Size, Color, 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—FIRST GRADE

Assessment

- Knows Personal Information
- Auditory Discrimination
- Visual Discrimination—Lowercase Letters and Words.....
- Reads Lowercase Letters
- Identifies Initial Letters
- Sorts Objects (by Size, Color, Shape)
- Listening Vocabulary Comprehension
- Word Recognition
- Prints Personal Information.....
- Writes Numerals in Sequence
- Adds and Subtracts.....
- Solves Word Problems

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0–35 Months

6A Social and Emotional Skills

Overview

This assessment focuses on the development of the child's ability to respond to and connect with others.

DOMAIN

Adaptive Behavior: Social-Emotional Development

SKILL

Exhibits social and emotional skills and behaviors that will enhance interactions with others and promote positive social adjustment and mental health

MATERIALS

Squeaking toy* or other interesting toy
* included in the Screens III Accessories Kit

SCORING INFORMATION

- **Data Sheet:** Infant (birth–11 months)
- **Entry:** For birth, start with item 1. For 4 months, start with item 3. For 8+ months, start with item 5. If the child does not receive credit for three skills in a row, drop back to an earlier Entry (if there is one) and begin with the item indicated.
- **Scoring:** Give credit for each skill the child demonstrates during the assessment or is reported to demonstrate most of the time. See the specific Criteria given for some skills. Once the child receives credit for three skills in a row, give credit for any lower-level skills.
- **Discontinue:** Stop after three skills not demonstrated in a row.

Directions

Ask the parent/caregiver the question that follows each skill or, if you have observed the child's social and emotional skills in a natural setting, ask yourself the question.

- 1 **Looks attentively at your face**
Ask: Does _____ look attentively at your face when you hold him/her?
Criteria: Give credit for this skill and also give credit for 3A Receptive Language, skill 2 if the child looks or is reported to look attentively at a face most of the time.
- 2 **Visually follows person**
Ask: Does _____ move his/her eyes to watch someone who is moving around?
Criteria: Give credit for this skill and also give credit for 3A Receptive Language, skill 3 if the child smiles when smiled at or is reported to do so most of the time.
- 3 **Responds with a smile**
Ask: When you smile at _____, does he/she smile back at you?
Criteria: Give credit for this skill and also give credit for 3A Receptive Language, skill 3 if the child smiles when smiled at or is reported to do so most of the time.
- 4 **Gets excited when a toy is presented**
Ask: When you show _____ a toy, does he/she get excited perhaps waving his/her arms, reaching, or kicking?

months)

Specific questions to ask are included for assessments that can be administered by parent interview.

3B Receptive Language Skills—Identifies Pictures

Overview

This assessment focuses on the child's receptive vocabulary, specifically the names of everyday objects.

DOMAIN

Language Development

SKILL

Points to pictures of objects when the objects are named

MATERIALS

Pages C-24 and C-25

SCORING INFORMATION

- **Data Sheet:** Toddler (12–23 months)
- **Entry:** For all ages, start with item 1.
- **Scoring:** Give credit for each correct response.
- **Discontinue:** Stop after three incorrect responses in a row.

Directions

Show the child pages C-24 and C-25 and ask the child to point to each object as you name it.

Point to page C-24 and

Say: Look at these pictures.

- 1 **cat**
Ask: Where is the cat?
If the child does not respond,
Say: Find the cat.
- 2 **dog**
Ask: Where is the dog?
If the child does not respond,
Say: Find the dog.
- 3 **key**
Ask: Where is the key?
If the child does not respond,
Say: Find the key.

Core Assessments—Toddler (12–23 months)

17 BRIGANCE



24 BRIGANCE® Early Childhood Screen III (0–35 months)

3B Receptive Language Skills—Identifies Pictures

3–5 Years

10B Recognizes Quantities

Overview

This assessment focuses on the child's understanding of quantities.

DOMAIN

Academic Skills/Cognitive Development: Mathematics

SKILL

Recognizes and names numerical quantities

MATERIALS

Ten small identical objects (e.g., blocks*)
* included with the *Early Childhood Screen III (3–5 years)*

SCORING INFORMATION

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

32 BRIGANCE® Early Childhood Screen III (3–5 years)

Directions

Ask the child to tell the number names for different quantities of objects. Have the child do this without touching the objects.

Say: I am going to show you some (name of objects) .

Without touching them, I want you to tell me how many (name of objects) there are.

1 Three

Place three objects on the table in front of the child, and

Ask: How many (name of objects) are there?

Pause for the child's response. (*three*)

If necessary, remind the child not to touch the objects.

Say: Use just your eyes,

Once the child has responded

2 Five

Place five objects in front of

Ask: How many (name of objects) are there?

Pause for the child's response.

Once the child has responded

3 Eight

Place eight objects in front of

Ask: How many (name of objects) are there?

Pause for the child's response.

Child

The **Overview** points out the assessment's purpose, domain, skill assessed, and key administration information, including scoring.

12C 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 Child
- **Scoring:** Give credit for each correct or yes response. See the Criteria that follows each item.
- **Discontinue:** Administer all items.

54 BRIGANCE® Early Childhood Screen III (3–5 years)

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.

1 Knows the front and back of a book

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

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.

Core Assessments—Five-Year-Old Child

12C Experience with Books and Text



K & 1

7A Sorts Objects (by Size, Color, Shape)

Overview

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

DOMAIN

Academic Skills/Cognitive Development: Mathematics

SKILL

Sorts objects by two attributes

MATERIALS

- 16 simple objects, varying by size, color, 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 with the *Early Childhood Screen III (K & 1)*

SCORING INFORMATION

- **Data Sheet:** Kindergarten
- **Scoring:** Give credit for each correct response.
- **Discontinue:** Administer both items.

Directions

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

Sorts by two attributes

1 Sorts by size and color

Say: I want you to sort these for me. 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.

2 Sorts by size and shape

Say: This time put a

Pause for the child's r

Clear, specific directions are easy to follow.

2B Auditory Discrimination

Overview

This assessment focuses on the child's ability to determine if the beginning sounds of two words are the same or different and if the ending sounds of two words are the same or different.

DOMAIN

Language Development

SKILL

- Discriminates consonant sounds at the beginning of words
- Discriminates consonant sounds at the end of words

SCORING INFORMATION

- **Data Sheet:** First Grade
- **Scoring:** Give credit for each correct response.
- **Discontinue:** Administer all items.

NOTE

Allow as much time as you think the child needs or up to ten seconds per item.

POSSIBLE OBSERVATION

You may wish to observe and make note of the following:

Lip Reading: If the child appears to be paying close attention to your lip movements, you should screen your lips with a sheet of paper. The child may read lips because he/she is more of a visual learner than an auditory learner. However, the child's need to read lips may be an indication of a hearing problem. Referring the child to the school nurse for a hearing evaluation is advised.

Directions

Pronounce each pair of one-syllable words and ask the child if the words sound the same or sound different.

Say: I'm going to say two words. If they sound just the same, I want you to say *same*. If they do not sound just the same, I want you to say *not the same*. Listen carefully to each word: *cat, bat*. Are they the same or not the same?

Pause for the child's response. (*not the same*)

To ensure that the child understands the task,

Say: The correct response is *not the same*. *Cat* and *bat* are *not the same*.

Now begin the assessment. Pronounce each pair of words below. Pause after each pair for the child's response.

Discriminates beginning sounds

- 1 job—job
- 2 go—so
- 3 pig—big

Discriminates ending sounds

- 4 red—red
- 5 bus—buzz



Cutoff scores help educators quickly identify children who are likely to have developmental or academic delays as well as those who may be gifted, academically talented, or developmentally advanced.

STEP 4: ANALYZE RESULTS

After the *Data Sheet* has been completed, all screening personnel should meet to review the screening data and to discuss appropriate next steps and recommendations. Data from other personnel, such as the child's physician, school nurse, speech therapist, or social worker, should also be discussed.

COMPARING A CHILD'S SCORE WITH CUTOFF SCORES

Compare the child's Total Score with the BRIGANCE® cutoff scores below or with your program's customized cutoff scores.

If you are using the BRIGANCE cutoff scores, compare the child's Total Score

- to the cutoff scores for detecting children who may demonstrate advanced development or be gifted or academically talented,
- to the cutoff scores for detecting children likely to have developmental or academic delays,
- and then to the At-risk Cutoff Scores, if applicable.

Note: When using cutoff scores, it is necessary that *all* assessments within an age-specific screen be administered.

1 Table 1. Cutoff Scores for Detecting Children Who May Be Gifted or Academically Talented

Age (in years and months)	Cutoff Score	BRIGANCE® Screen III (3–5 years) Core Assessments
3-0 through 3-3 3-4 through 3-7 3-8 through 3-11	>79 >84 >88	Three-Year-Old Child
4-0 through 4-3 4-4 through 4-7 4-8 through 4-11	>83 >87 >92	Four-Year-Old Child
5-0 through 5-5 5-6 through 5-11	>88 >91	Five-Year-Old Child

Children who score at or above the cutoff scores shown in Table 1 may be gifted or academically talented. Consider referring these children for further assessment for giftedness.

2 Table 2. Cutoff Scores for Detecting Children Likely to Have Developmental or Academic Delays

Age (in years and months)	Cutoff Score	BRIGANCE® Screen III (3–5 years) Core Assessments
3-0 through 3-3 3-4 through 3-7 3-8 through 3-11	<42 <45 <49	Three-Year-Old Child
4-0 through 4-3 4-4 through 4-7 4-8 through 4-11	<42 <69 <71	Four-Year-Old Child
5-0 through 5-5 5-6 through 5-11	<61 <70	Five-Year-Old Child

Children who score below the cutoff scores shown in Table 2 may be experiencing delays due to developmental difficulties or possibly due to psychosocial risk factors. Consider referring these children for further assessment.

If the child scores below the cutoff score in Table 2, do the following:

1. Determine whether psychosocial risk factors are present. See Table 3 on page xix.
2. If fewer than four risk factors are present, there is a high probability of developmental disabilities. Refer the child for further evaluation.
3. If four or more risk factors are present, determine if the child's score is below the age-appropriate At-risk Cutoff Score in Table 4 on page xx. Initiate a referral if the child's score is below the appropriate cutoff.

The Screens III include cutoff scores for detecting:

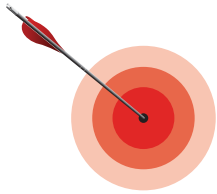
- 1 Potential giftedness or academic talent (advanced development)
- 2 Potential development or academic delays

Cutoff scores are also available for the 0–35 Months Screen and the K & 1 Screen.

The Screens III are accurate, reliable, and rooted in research.



A nationally representative sample of children across geographic, demographic, and socioeconomic characteristics



A high degree of accuracy: high sensitivity and specificity



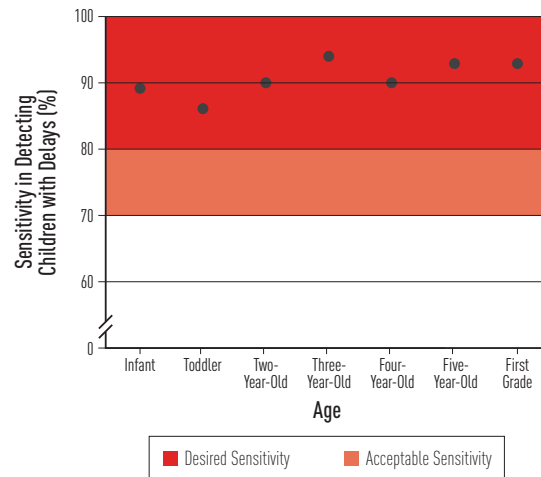
Strong reliability: internal consistency, inter-rater reliability, test-retest reliability



Strong validity: construct validity (internal structure and fairness), content validity, criterion-related validity

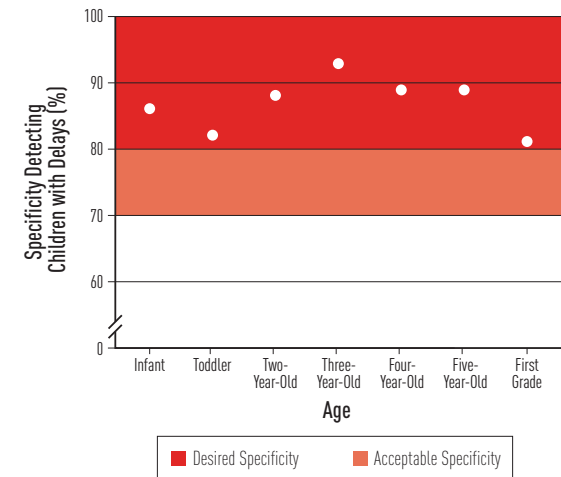
Accuracy—Sensitivity

The Screens III correctly identify the children **with** true developmental delays or disabilities, reducing underreferrals.



Accuracy—Specificity

The Screens III correctly identify the children **without** true developmental delays or disabilities, reducing overreferrals.



For more information on the research behind the Early Childhood Screens III, visit www.BRIGANCE.com/ECResearch.



The **Screening Summary Report** clearly shows the child's results compared to cutoff scores. It also automatically identifies individualized next steps and offers recommendations for further assessment and instruction.

Screening Summary Report

Screening Information

Student Name: Lam, Molly
 Screen: Four-Year-Old Child Data Sheet
 Date of Screening: 9/10/2021

Chronological Age: 4-0
 Examiner: System Admin

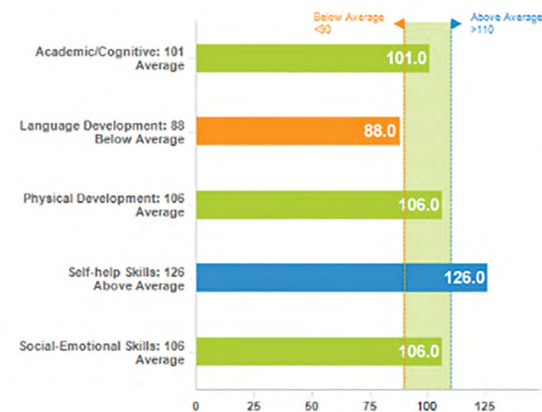
Total Score Compared to Cutoffs



Suggested Next Steps

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

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.

Parent Report

Screening Results for the BRIGANCE® Screen III

Child's Name: Molly Lam
 Parent Name(s): Laura and Frank Lam
 Date of Screening: 9/10/2021 Date of Conference: 9/24/2021
 Teacher Name and Contact Information:
 Pauline Mason, pmason@schooldistrict.edu, 555-555-0176

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 Well Above 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.

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:

Recommendations:

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

Resources (attach additional resources if appropriate):

The **Parent Report** informs parents about their child's overall screening performance and their child's strengths and needs.



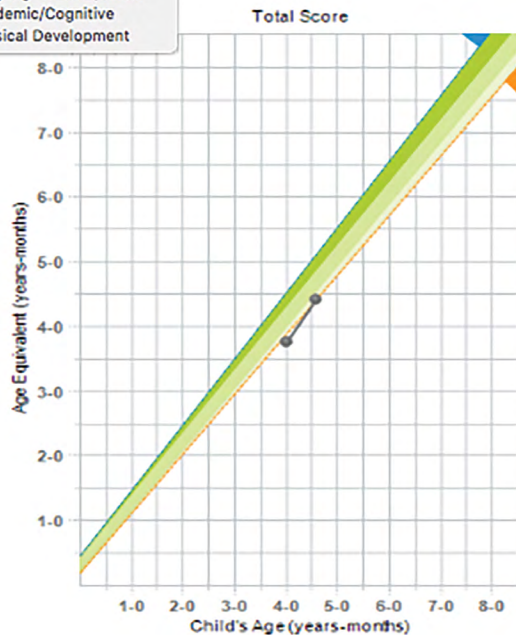
Screening Progress Report

Student Name: Molly Lam

Report Options

- Total Score
- Language Development
- Academic/Cognitive
- Physical Development

Start



Date of Screening	Child's Chronological Age	Age Equivalent Score
9/10/2021	4-0	3-9
3/29/2022	4-7	4-5

The **Screening Progress Report** charts a child's progress, graphing age-equivalent scores to describe the child's performance across two or more screening sessions.

The **Children Screened/Not Screened Report** provides at-a-glance class- or program-level information about which children have been screened and which children have not been screened within a selected time period.

Children Screened/Not Screened

Report Options

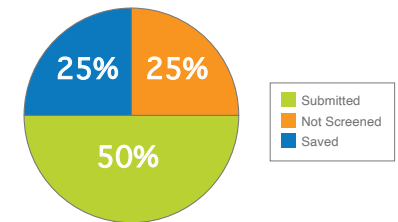
School/Class

Filter by Date Filter by Date

Start Date

End Date

Start



Export as CSV

*"Saved" status means a screen has been started, but not completed, and scores are not yet calculated. "Submitted" status means a screen has been completed (i.e., data sheet fully filled out), the screen has been submitted, and the scores have been calculated.

Name	Student ID	Screening Status	Date Last Assessed
Cristina Alvarez	156813	Submitted	08/20/2021
Keshawn Brant	978313	Submitted	09/12/2021
Ashley Cheng	455413	Not Screened	04/30/2021
Sophia Ruiz	565782	Submitted	09/03/2021
Valerie Duncan	125872	Saved	09/01/2021
Elijah Ferguson	294811	Saved	09/24/2021
Dominic Cho	876530	Submitted	08/20/2021
Kayla Harvey	458826	Not Screened	03/20/2021
Molly Lam	787754	Submitted	09/10/2021
Isabella Martinez	158888	Not Screened	03/20/2021
Dylan McCabe	125469	Submitted	09/10/2021
Luis Vasquez	475125	Saved	08/01/2021

Group Screening Summary Report

Report Options

School/Class: Pauline Mason's Class

Filter by Date: Filter by Date

Start Date: Screened After

End Date: Screened Before

Gender: Gender

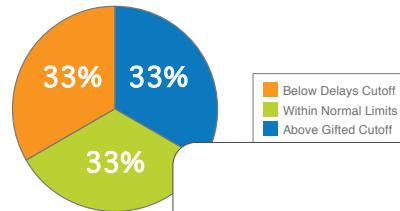
Ethnicity/Race: Ethnicity/Race

Language: Language

Free/Reduced Lunch: Free/Reduced Lunch

Include only the most recent:

Start



Name	Date Screened	Core Assessment	Total Raw Score	Performance
Cristina Alvarez	08/20/2018	5-Year-Old/K Data Sheet		
Keshawn Brant	09/12/2018	5-Year-Old/K Data Sheet		
Sophia Ruiz	09/03/2018	4-Year-Old Data Sheet		
Valerie Duncan	09/01/2018	5-Year-Old/K Data Sheet		
Elijah Ferguson	09/24/2018	4-Year-Old Data Sheet		
Dominic Cho	08/20/2018	4-Year-Old Data Sheet		
Molly Lam	09/10/2018	4-Year-Old Data Sheet	63.0	Within Normal Limits
Dylan McCabe	09/10/2018	5-Year-Old/K Data Sheet	91.0	Above Gifted Cutoff
Luis Vasquez	08/01/2018	4-Year-Old Data Sheet	92.0	Above Gifted Cutoff

The **Group Screening Summary Report** provides an overview of screening results compared to cutoff scores. Quickly see how an entire program, school, or class performed during a specific time period.

The **At-Risk Report** lists children who have scored below the potential delays cutoff and, for children with four or more risk factors, compares their scores to at-risk cutoffs.

At-Risk Report

Report Options

School/Class: Pauline Mason's Class

Filter by Date:

Start Date: Screened After

End Date: Screened Before

Gender: Gender

Ethnicity/Race: Ethnicity/Race

Language: Language

Free/Reduced Lunch: Free/Reduced Lunch

Include only the most recent:

Start

Filter Results

Name	Core Assessment	Total Score	Number of Risk Factors	At-Risk Domain	At-Risk Score	Performance Compared to At-Risk Cutoff	Recommendation
Keshawn Brant	5-Year-Old/K Data Sheet	59.0	3	N/A	N/A	N/A	Refer for further evaluation
Sophia 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	4	Academic Skills/Cognitive Development	30	Above At-Risk Cutoff	Rescreen within 6 months

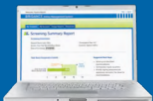
Export as CSV

Export as CSV

Name	Date Screened	Physical Development		Language Development	
		Score	Performance	Score	Performance
Cristina Alvarez	08/20/2018	125	Above Average	95	Average
Keshawn Brant	09/12/2018	<65	Below Average	69	Below Average
Sophia Ruiz	09/03/2018	99	Average	62	Below Average
Valerie Duncan	09/01/2018	117	Above Average	72	Below Average

The CSV (i.e., comma-separated values) export provides insight into each child's performance at the domain level.

Name	Date of Birth	Weeks Premature	Gender	Ethnicity/Race	Language	Free/Reduced Lunch
Keshawn Brant	08/06/2018	1	Male	African-American	English	No
Sophia Ruiz	01/03/2019	3	Female	Hispanic	Spanish	Yes
Dominic Cho	11/17/2018	9	Male	Asian	English	Yes





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BRIGANCE[®] Online Management System

My Students
My Account
Group Reports
Resources

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

Readiness Activities offer quick and easy access to a wealth of instructional activities across key early learning skill areas. Results from the Screening Summary Report inform instructional planning with the Readiness Activities.

Reads Uppercase and Lowercase Letters

Objective
To read uppercase and lowercase letters.
** ABCDEFGHIJKLMNOPQRSTUVWXYZ **
** abcdefghijklmnopqrstuvwxyz **

DOMAIN
Literacy: Alphabet Knowledge

RATIONALE
Knowledge of the alphabet is an essential component of learning to read and write. Key findings of The National Early Literacy Panel Report identify alphabet knowledge—knowledge of the names of printed letters and sounds associated with printed letters—as a key predictor to later literacy achievement.

RELATED SKILLS

Visual Discrimination	Page .97
Prints Uppercase and Lowercase Letters in Sequence	125
Prints Personal Data	136

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.)
- recite 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. Pair 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 cubby. You can use name cards in a variety of ways to get children to recognize and read letters: in the Writing Center where children use them as a model when they write; on "turns lists" so children know which centers 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 and concrete objects as much as possible (e.g., associate the letter B with a Bee; P with the vegetable Peas; S with See; J with the bird Jay, and so on; use environmental print/logos 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 letter and then line up for lunch."
- 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.

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BRIGANCE® Online Management System

My Students My Account Group Reports Resources

Family Connections

General Letters and Forms (English)		
Letters to Send Home	Parent Report	Parent Feedback Form
General Letters and Forms (Spanish)		
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 [English | Spanish](#)

Count Aloud From Memory [English | Spanish](#)

Read The Numerals 0-100 [English | Spanish](#)

What Quantity Each Numeral From 0-10 Represents [English | Spanish](#)

Writing Numerals In Order [English | Spanish](#)

Develop An Understanding Of These Differences [English | Spanish](#)

Directional And Positional Concepts [English | Spanish](#)

Self-Help & Social-Emotional Skills

Letters to Send Home

I Am Learning To Count Things

I Am Learning To Say Numbers In Order

I Am Learning To Read Numerals

I Am Learning What Numerals Stand For

I Am Learning To Write Numerals In Order

I Am Learning About Size, Weight, and Quantity

I Am Learning Words That Tell Where Things Are

Learning Plans

Counts In Order

Counts Objects

Reads Numbers

Understands Numbers

Writes Numbers in Order

The **Family Connections** section provides resources (e.g., letters, Parent Report and feedback forms, learning plans, and Take-Home Activities) to help strengthen home-school connections.

Estas son algunas actividades que puede hacer con su niño:

- Haga una **tarjeta de trazado de números**. Use una hoja de 9" x 12" de papel grueso de hacer en el hogar para ayudarlo en el desarrollo de esta destreza tan importante. Dibuje las siguientes líneas de números como guía al trabajar con su niño:

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

- Escriba los números del 0 al 9 con líneas punteadas** en una hoja de papel que mantenga el tren sobre las vías mientras traza cada número.
- Deje espacios en blanco para los números que faltan** al escribir los números del 0 al 9 en una hoja de papel. Diga al niño que escriba los números faltantes.
- Use materiales distintos** (pintura, marcadores, tiza o crayones) para que la práctica de escribir los números sea más divertida. También puede dejar que su niño escriba los números con pintura para los dedos, crema de afeitar y hasta pudín.
- Diga a su niño que haga un **cuadro numérico** en una hoja grande de cartón o papel. Diga a su niño que decore el cuadro. Cuelgue en un lugar visible (en la puerta del refrigerador o en la puerta del dormitorio del niño).
- Haga una serie de **tarjetas ilustrativas de números del 0 al 9** con fichas. Muestrele un número y pídale que escriba el número que va antes y el número que va después de ese número.
- Lea libros con su niño** que muestren los números en secuencia. Estos son algunos libros recomendables que podrá encontrar en su biblioteca local: Bealton, Clare. Un año, veinte ratones. Kitamura, Satoshi. Cuando los borregos no pueden dormir: un libro de contar. Wormell, Christopher. Dientes, colas y tentáculos: un libro de animales para contar.

MY LEARNING PLAN

I am learning to write numerals 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. 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 practice writing numbers more fun.
- Have your child **make a number card** out of paper. Have your child decorate the number and place where it can be seen (on the refrigerator, the child's bedroom door).
- Make a set of **number cards 0-9** out of paper. Show your child a number, and have your child write the number that comes before and the number that comes after.
- Read books with your child** about numbers. Some books that you might find at your local library are: One Lighthouse, One Moon, by Anita Lobel. I Spy Two Eyes: Numbers in Art, by Lucy K. Sogard. A Counting Book, by Alison



Based on screening results, you can use the **Inventory of Early Development III** to get more information about children's skills and then use the Readiness Activities to plan targeted instruction.

BRIGANCE Inventory of Early Development III (IED III)

The IED III makes it easy to identify specific strengths and needs for children from birth through age 7.



- Plan individualized instruction based on valid and reliable assessment results.
- Measure progress toward school readiness goals.
- Ensure strong alignment with the **College and Career Readiness Standards** as well as state early learning standards.

For information on the IED III Standardized, see **page 26**.





Assessments in the Early Childhood Screens III link to assessments in the IED III.

After screening, use correlated assessments in the IED III to get a deeper understanding of each child's specific strengths and needs and to measure progress toward school-readiness goals.

Screens III (4-Year-Old Child)	
Core Assessment	
1B	Knows Personal Information
2B	Names Colors
3B	Identifies Pictures by Naming
4B	Visual Discrimination—Forms and Uppercase Letters
5B	Visual Motor Skills
6B	Gross Motor Skills
7B	Names Parts of the Body
8B	Follows Verbal Directions
9B	Counts by Rote
10B	Recognizes Quantities
11B	Verbal Fluency and Articulation



IED III		
A. Lower-Level or Prerequisite Skill	B. Same Skill as Screening Skill	C. Higher-Level Skill
General Speech and Language Development (D-3, p. 96)	Knows Personal Information (D-5, p. 105, items 1, 2, 4, 10)	Knows Personal Information (D-5, p. 105, items 5–9, 11, 12) Prints Personal Information (E-14, p. 198)
Identifies Colors (Points) (D-9, p. 118)	Identifies Colors (Names) (D-9, p. 118, items 1–5)	Identifies Colors (Names) (D-9, p. 118, items 6–11)
Identifies Pictures (Names) (D-7, p. 111, items 1–16)	Identifies Pictures (Names) (D-7, p. 111, items 17–26)	Classifies Objects into Categories (D-12, p. 128, items 5–12) Knows Uses of Objects (D-13, p. 133, items 12–15)
Identifies Shapes (Matches) (F-4, p. 256)	Visual Discrimination—Forms and Uppercase Letters (E-6, p. 179)	Visual Discrimination—Lowercase Letters and Words (E-6, p. 180) Matches Uppercase Letters (E-8a, p. 183) Matches Lowercase Letters (E-9a, p. 188)
Early Handwriting Skills (C-3, p. 65, items 1–8) Copies Forms (C-4, p. 68, items 1, 2)	Copies Forms (C-4, p. 68, items 3–7)	Copies Forms (C-4, p. 68, items 8, 9) Early Handwriting Skills (C-3, p. 65, items 9–14) Prints Uppercase Letters in Sequence (E-10, p. 192)
Standing (B-1, p. 23, items 1–9) Walking (B-2, p. 26, items 1–13)	Standing (B-1, p. 23, items 10, 11) Walking (B-2, p. 26, item 14) Hopping (B-6 p. 36, items 5, 9)	Standing (B-1, p. 23, items 12, 13) Walking (B-2, p. 26, items 15–17) Running, Skipping, and Galloping (B-4, p. 31, items 6–10) Jumping (B-5, p. 33, items 10–15) Hopping (B-6, p. 36, items 10–12)
Identifies Parts of the Body (Points) (D-8, p. 115, items 1–21) Identifies Parts of the Body (Names) (D-8, p. 115, items 1–13)	Identifies Parts of the Body (Names) (D-8, p. 115, items 14–19)	Identifies Parts of the Body (Names) (D-8, p. 115, items 20–29)
Follows Verbal Directions (Follows one-step directions) (D-6, p. 108)	Follows Verbal Directions (Follows two-step and three-step directions) (D-6, p. 108)	
Understands Number Concepts (F-1, p. 251, items 3–5)	Counts by Rote (to 10) (F-2, p. 253)	Counts by Rote (to 100) (F-2, p. 253) Reads Numerals (F-9, p. 269)
Understands Number Concepts (F-1, p. 251, items 1–5)	Recognizes Quantities (F-6, p. 260, items 1, 2, 4)	Matches Quantities with Numerals (F-7, p. 263, items 1–10) Determines Total of Two Sets (F-15, p. 281)
Length of Sentences (D-4, pg. 103, items 1–2) General Speech and Language Development (D-3, p. 96, items 16, 23)	Length of Sentences (D-4, pg. 103, item 3) General Speech and Language Development (D-3, p. 96, item 32)	Length of Sentences (D-4, pg. 103, items 4–8) General Speech and Language Development (D-3, p. 96, item 52)





The IED III contains **more than 100** developmental assessments that cover school-readiness skills in key early learning skills areas.

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	.....
C-5	Draws a Person	.....
C-6	Cuts with Scissors

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, -ing, and Prepositions
D-17 Uses Meaningful Language in Context
Comprehensive Skill Sequences
Supplemental Skill Sequences

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
E-11	Prints Lowercase Letters in Sequence
E-12	Prints Uppercase Letters Dictated
E-13	Prints Lowercase Letters Dictated
E-14	Prints Personal Information
E-15	Identifies Rhymes
E-16	Segments Words into Word Parts
E-17	Identifies Beginning Sounds
E-18	Matches Beginning Sounds and Letters with Pictures
E-19	Identifies Blended Phonemes as Words
E-20	Deletes Word Parts and Phonemes in Words
E-21	Reads Basic Vocabulary Words
E-22	Reads Number Words
E-23	Reads Color Words
E-24	Reads Words from Common Signs
E-25a	Reads Passages at Preprimer Level—Forms A and B
E-25b	Reads Passages at Primer Level—Forms A and B
E-25c	Reads Passages at First-Grade Level—Forms A and B
E-25d	Reads Passages at Second-Grade Level—Forms A and B
E-26	Writes Simple Sentences
E-27	Quality of Printing
E-28	Word Recognition Grade Placement—Forms A and B

1

F ACADEMIC/COGNITIVE: MATHEMATICS AND SCIENCE

Assessments

F-1	Understands Number Concepts
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
F-14	Solves Word Problems
F-15	Determines Total of Two Sets
F-16a	Knows Addition Facts
F-16b	Adds Numbers
F-17a	Knows Subtraction Facts
F-17b	Subtracts Numbers
F-18a	Knows Money (United States)
F-18b	Knows Money (Canada)
F-19	Understands Time and Reads a Clock
F-20	Understands Weather Concepts
F-21	Understands the Five Senses
F-22	Distinguishes Between Living and Non-Living Things
F-23	Identifies Plants and Animals

2

3

Major content updates include:

- 1 New and revised phonological awareness assessments and reading passages
- 2 New mathematics assessments, including sorting and word problems

G DAILY LIVING

Assessments

Self-help Skills

G-1	Feeding/Eating
G-2	Undressing
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

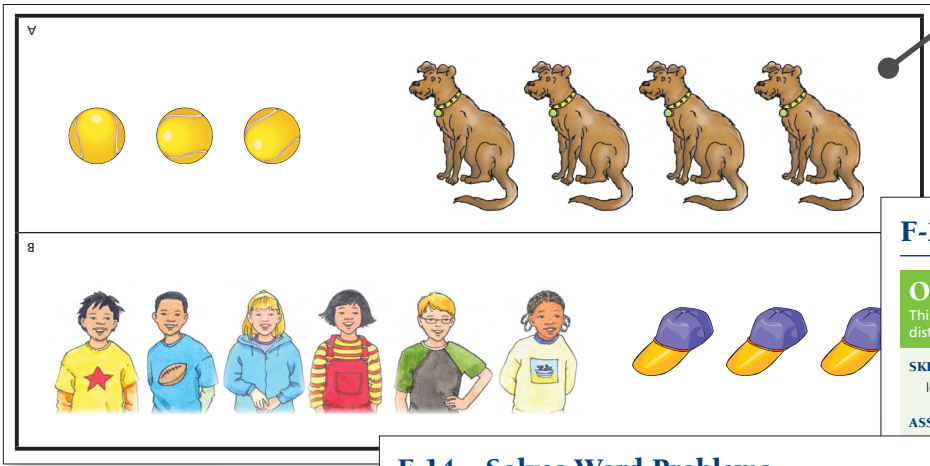
Assessments

H-1	Relationships with Adults
H-2	Play and Relationships with Peers
H-3	Motivation and Self-Confidence
H-4	Prosocial Skills and Behaviors

Comprehensive Skill Sequences

- 3 New science assessments
- 4 Broadened Social and Emotional Development section





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

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

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

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

Academic/Cognitive: Mathematics and Science

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*)

The **Overview** points out the assessment's purpose, skill area, and key administration information.

Academic/Cognitive: Mathematics and Science

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*.

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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 info

¹⁻⁹1. Says the w

Ask: Does _ family

Note: This ma with the stud

2. Says real w or dada)

Ask: Does _ Which

Or say to the to say any to prompting

Criteria: Give than mama o

Notes:

- You may w the student
- This respon

Student's Name: _____

Date: _____

D-3C 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.

- ¹⁻⁹1. Says one word
- 2. 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)**
- ¹⁻⁶11. 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)**
- ²⁻⁹23. **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?*)
- Vocalizes 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
- ²⁻⁶44. **Has a mean length utterance (MLU) of 3 or more (e.g., *Mama 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" behavior.

148 BRIGANCE® Inventory of Early Development III ©Curriculum Associates, LLC

Comprehensive Skill Sequences

Language Development

Helpful **Comprehensive Skill Sequences** break down skills into incremental steps for a more detailed sequencing of developmental skills and provide developmental age levels to help teachers and parents know which skills to look for and support next.





BRIGANCE IED III Standardized




The new IED III Standardized streamlines assessment and provides standardized scores for children from birth through age 7.



For information on the criterion-referenced IED III, see **page 20**.

The IED III Standardized has been completely updated 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



The IED III Standardized contains **55 standardized assessments** that cover skills in 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

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

Major content updates include:

- 1 New preliteracy and early literacy assessments
- 2 Broadened mathematics coverage
- 3 Expanded Social and Emotional Development section

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

1	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

2	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

G SOCIAL AND EMOTIONAL DEVELOPMENT

Assessments

3	G-1	Relationships with Adults (younger than 3 years)
	G-2	Play and Relationships with Peers (younger than 3 years)
	G-3	Motivation and Self-Confidence (younger than 3 years)
	G-4	Prosocial Skills and Behaviors (younger than 3 years)
	G-5	Relationships with Adults (3 years through 7 years)
	G-6	Play and Relationships with Peers (3 years through 7 years)
	G-7	Motivation and Self-Confidence (3 years through 7 years)
	G-8	Prosocial Skills and Behaviors (3 years through 7 years)



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
- 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 air . . . plane, you would say airplane.

1. base ball – baseball

Say: The next words are base . . . ball.

Pause for the child's response. (*baseball*)

2. sail boat – sailboat

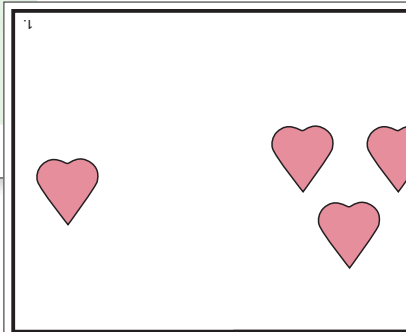
Say: The next words are sail . . . boat.

Pause for the child's response. (*sailboat*)

3. cup cake – cupcake

Say: The words are cup . . . cake.

Pause for the child's response. (*cupcake*)



E-3 Compares Different Amounts

Overview

This assessment focuses on the child's ability to compare the number of objects in two groups that have different quantities of identical objects.

SKILL

Identifies which of two groups of objects has the greater number of objects

ASSESSMENT METHOD

Performance

MATERIALS

- Pages C-111 and C-112
- Blank sheets of paper if needed

SCORING INFORMATION

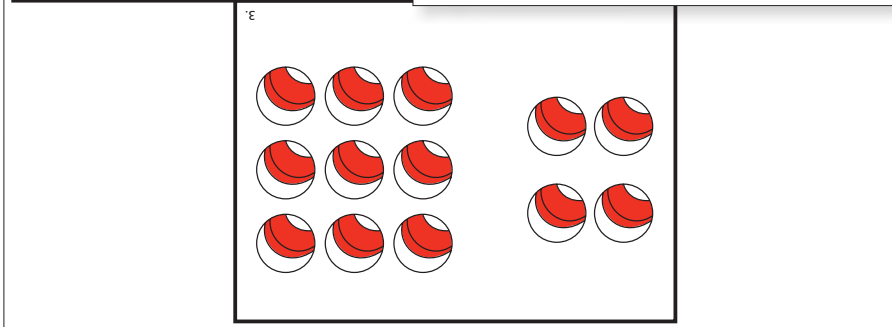
- Standardized Record Book:** Page 19
- Entry:** For 2 years, start with item 1. For 4+ years, start with item 3.
- Basal:** Two in a row correct. If the child does not reach a basal, drop back to the earlier Entry and begin with the item indicated.
- Ceiling:** Two in a row incorrect

NOTE

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

AFTER ASSESSING

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



Clearly stated, standardized directions ensure consistent administration.

Directions for Assessment

Ask the child to tell which of two given groups of objects on page C-111 has more objects.

1. 1 vs. 3

Point to item 1, the two groups of hearts, on page C-111 and

Say: Look at these two groups of hearts. Which group has more?

Pause for the child's response.

2. 5 vs. 2

Point to item 2 and

Say: How about these two groups of keys? Which group has more?

Pause for the child's response.

3. 9 vs. 4

Point to item 3 and

Say: Look at these two groups of marbles. Which group has more?

Pause for the child's response.

User-friendly page design makes it easy to navigate assessment procedures.

E Academic Skills/Cognitive Development: Mathematics

SCORING INFORMATION

Assessment

Entry:
 • For 2 years, start with item 1.
 • For 4+ years, start with item 4.
Basal: 2 in a row correct
Ceiling: 2 in a row incorrect

E-1 Understands Number Concepts [page 108]

1. Just one
2. One more
3. Two
4. Three
5. Five
6. Seven
7. Nine

____/7

NOTES: _____

Entry: 2+ years
Basal: None
Ceiling: None
 Give credit for each numeral up to the first error.

E-2 Counts by Rote [page 110]

Counts by rote to:

- | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |

____/30

NOTES: _____

Entry:
 • For 2 years, start with item 1.
 • For 4+ years, start with item 3.
Basal: 2 in a row correct
Ceiling: 2 in a row incorrect

E-3 Compares Different Amounts [page 111]

1. 1 vs. 3
2. 5 vs. 2
3. 9 vs. 4
4. 10 vs. 13
5. 18 vs. 14
6. 20 vs. 15

____/6

NOTES: _____

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

IED III Standardized Scoring Sheet (continued)

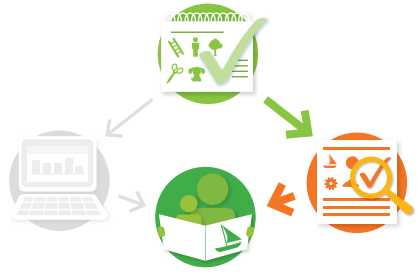
E ACADEMIC SKILLS/COGNITIVE DEVELOPMENT: MATHEMATICS

SUBDOMAIN	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, Color, 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 ^(sum)		/101	TOTAL SCALED SCORE ^(sum)	

TOTAL DOMAIN: ACADEMIC SKILLS/COGNITIVE DEVELOPMENT

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





Based on screening performance and assessment results, you can deliver targeted, individualized instruction with the **Readiness Activities**.

BRIGANCE Readiness Activities

Build Grade K readiness with fun, easy-to-implement activities that prepare children for school.



More than 300 engaging and developmentally appropriate activities cover a broad range of readiness skills in key domains aligned to early learning standards.

The Readiness Activities provide learning objectives, developmental skill sequences, and practical instructional techniques and tips to support early childhood educators.





Domains and Skills Covered in the BRIGANCE Readiness Activities

Each of the five **domain sections** includes valuable resources and reproducibles:

- Comprehensive Skill Sequences
- References
- Read-to-Me Books
- Letters to Families (*reproducible; English and Spanish versions*)
- My Learning Plans (*reproducible*)

The **skill sections** within the domains include more than a dozen fun and easy-to-implement Teaching Activities as well as helpful instructional guidance and resources for that skill, such as:

- Objective
- Domain
- Rationale
- Related skills
- Sequence
- Recommendations for effective teaching
- Factors that impact development
- Reproducibles for teaching activities

LANGUAGE DEVELOPMENT

Body Parts
Colors

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 Behaviors
Initiative and Engagement Skills and Behaviors
Self-Regulation Skills and Behaviors
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





Activities are simple to implement and accommodate all types of learning styles: visual, aural, tactile, and kinesthetic.

Each domain section includes a wealth of helpful information for teachers.

Response to and Experience with Books

Objective

- To demonstrate an interest in books and enjoyment in literacy activities.
- To participate in book-related conversations, asking and answering questions about characters, story events, and ideas, concepts and facts (or asking and answering questions that demonstrate understanding).

DOMAIN
Literacy: Book Knowledge

RATIONALE
Research studies conclude that five-year-olds who have been read to regularly throughout their early years are inquisitive and tend to do better in school. Children who have been read to have better language skills, are more motivated to learn to read, and have a better understanding of the reading process than those who have not been read to. Giving young children successful and enjoyable experiences with books will help create book knowledge, the desire to read, and will cultivate a lifelong love of reading.



Sequence

SEQUENCE OF SKILLS

Although each child's developmental rate and pattern is unique, the following is a sequence of skills that children typically develop through the age of seven years. Use the skill sequences as a general guide when planning your instruction. The developmental age notations to the left of each skill provide guidance in selecting the appropriate skill level and activity for instruction.

- ¹⁴ Turns several pages in a book at once.
 - Points to pictures of animals or common objects.
 - Looks at pictures selectively.
 - Turns book right-side-up.
- ²⁰ Turns pages individually.
 - Points to and names simple pictures.
- ²⁴ Shows an interest in books and reading.
- ²⁴ Describes actions depicted in pictures.
 - Takes part in reading by "filling in" words and phrases.
- ⁴⁰ Gains information from books about real things.
 - Tries to read books from memory.
 - Follows along in a book being read.
 - Recalls some main events when asked, "What happens in this story?"
- ⁵⁰ Retells story from a picture book with reasonable accuracy.
 - Attempts to read by looking at pictures.
 - Reads some words by sight.
- ⁶⁰ Tries to read words by using phonics, context clues, or picture clues.
 - Reads simple stories aloud.
 - Distinguishes between fantasy and reality.²⁴

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.
 - Yarn.
 - Glue or glue sticks.
 - Scissors.
 - Markers.
 - 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:

- Gather children on the floor around you.
- 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 lunch-bag puppets with glued-on or drawn-on features.
- Ask children to use their puppets to dramatize 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.

Literacy

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 instruction.

Trade Books for Reading Aloud

- Agee, Jon. *Z Goes Home*.
- Aliki. *My Feet*.
- Aliki. *My Hands*.
- Aliki. *Communication*.
- Aliki. *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 Owls*.
- Aylesworth, Jim. *Old Black Fly*. Illus. by Stephen Gammell.
- Aylesworth, Jim. *The Gingerbread Man*. Illus. by Barbara McClintock.
- Bang-Campbell, Monika. *Little Rat Sets Sail*. Illus. by Molly Bang.
- Banks, Kate. *Close Your Eyes*. Illus. by Georg Hallensleben.
- 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 Tolon. *Arthur Writes a Story*.
- Brown, Margaret Wise. *Big Red Barn*. Illus. by Felicia Bond.
- Brown, Margaret Wise. *Goodnight Moon*. Illus. by Clement Hurd.
- Brown, Tricia. *Someone Special, Just Like You*.
- Carter, David. *Alpha Bugs*.
- Catalanotto, Peter. *Matthew A. B. C.*
- Chandra, Deborah. *A Is for Amos*. Illus. by Keiko Narahashi.
- Choi, Yangsook. *The Name Jar*.
- Christelow, Eileen. *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 Humphries*.
- Cousins, Lucy. *Maisy's ABC*. Illus. by Farlow, Disney Storybook Artists.
- Crews, Donald. *Freight Train*.
- Crews, Donald. *Truck*.
- Cronin, Doreen. *Click, Clack, Moo: Cows That Type*. Illus. by Betsy Lewin.
- dePaola, Tomie. *Pancakes for Breakfast*.
- dePaola, Tomie. *Andy That's My Name*.
- Ehlert, Lois. *Eating the Alphabet*.
- Emberly, Ed. *The Wing on a Flea*.
- Ernst, Lisa Campbell. *Stella Louella's Runaway Book*.
- Feelings, Muriel. *Jambo Means Hello*. Illus. by Tom Feelings.
- Feelings, Muriel. *Jambo Means Hello: Swahili Alphabet Book*. Illus. by Tom Feelings.
- Fox, Mem. *Possum Magic*. Illus. by Julie Vivas.
- Fox, Mem. *Time for Bed*. Illus. by Jane Dyer.
- Fox, Mem. *Wilfrid Gordon McDonald Partridge*. Illus. by Julie Vivas.

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. There are also books by educators that provide parents and teachers with book recommendations. Professional organizations such as the International Reading Association provide annual lists of recommended books. Consult your local or school library. Here are some suggested resources:

- The New Read-Aloud Handbook* by Jim Trelease.
- The New York Times Parent's Guide to the Best Books for Children* by Eden Ross Lipson.
- Read to Me: Raising Kids Who Love to Read* by Bernice E. Cullinan.
- Choosing Books for Children: A Commonsense Guide* by Betsy Hearne.
- The Children's Choices List (appears every October in *The Reading Teacher*).
- The Notable Children's Trade Books in the Field of Social Studies List (appears in the *May/June* issue of *Social Education*).
- The Outstanding Science Trade Books for Children List (appears in the November issue of *Children and Science*).

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 CDs/tapes for listening to books. Show the children how to use the audio equipment and explain how the books and recordings are stored.

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, practice reading it aloud using different voices for different characters and practice 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 share with their families. Encourage families to read and talk about the Learning Plan, "I am learning to love books." (See My Learning Plan: Literacy 1 on page 167.)

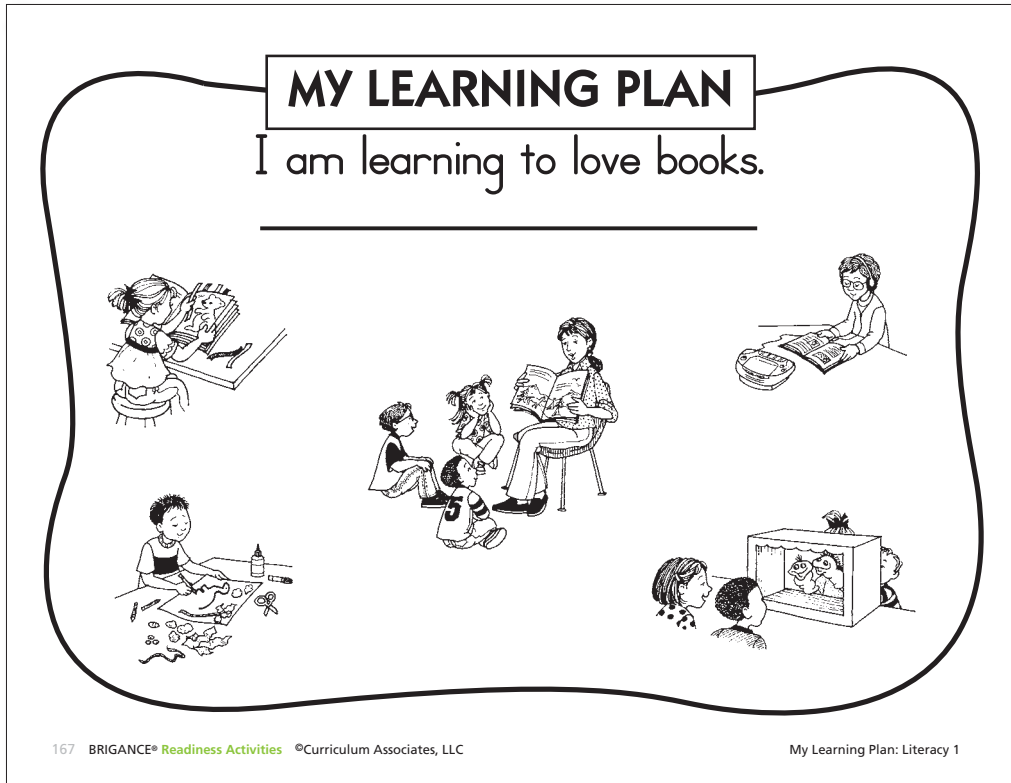
Books

Literacy

Literacy

Each activity lists the materials needed and clearly explains the procedure. Reproducible child pages are included for activities where needed.

Children can share Learning Plans with their families to show the readiness skills that they are working on at school.



Letters to families (in English and Spanish) suggest fun at-home activities for reinforcing readiness skills and recommend books to read as a family.

Querida familia:

¡Leer con su niño es una de las cosas más gratificantes que usted puede hacer!
 Cuando apaga el televisor y se sientan abrazados con su niño y un libro en el sofá, en un sillón o en la cama, le demuestra a su niño que usted disfruta el tiempo que pasan juntos y que valora la lectura. Lea muchos tipos de libros. Lea una y otra vez los libros favoritos de su niño. Lea con expresión. Está bien si su niño quiere regresar a una página o saltar algunas páginas del libro. ¡Disfrute el placer de compartir un libro con su niño!

Fíjese en las siguientes conductas, y estimúelas al leer libros con su niño. Su niño:

- ¿Muestra interés en la lectura?
- ¿Hace preguntas y comentarios sobre los personajes y eventos en las historias?
- ¿Sigue el hilo de la historia mientras usted lee?
- ¿Intenta leer y escribir?

Éstas son algunas actividades:

1. **Recite poemas** la palabra que rima.
2. **Ayude a su niño** blanco, un lápiz, y dibujar y escribir. para que el niño las páginas y sujé.
3. **Tenga una colección** niño. Haga hincapié.
4. **Planee el tiempo** usted lee frente a enriquecedora que.
5. **Lea a su niño** de libros. Pregúntele su propia vida. Replételes de libros. Ajmera, Maya. S. Hoban, Russell. Numeroff, Laura Viorst, Judith. A.

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:

- 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?

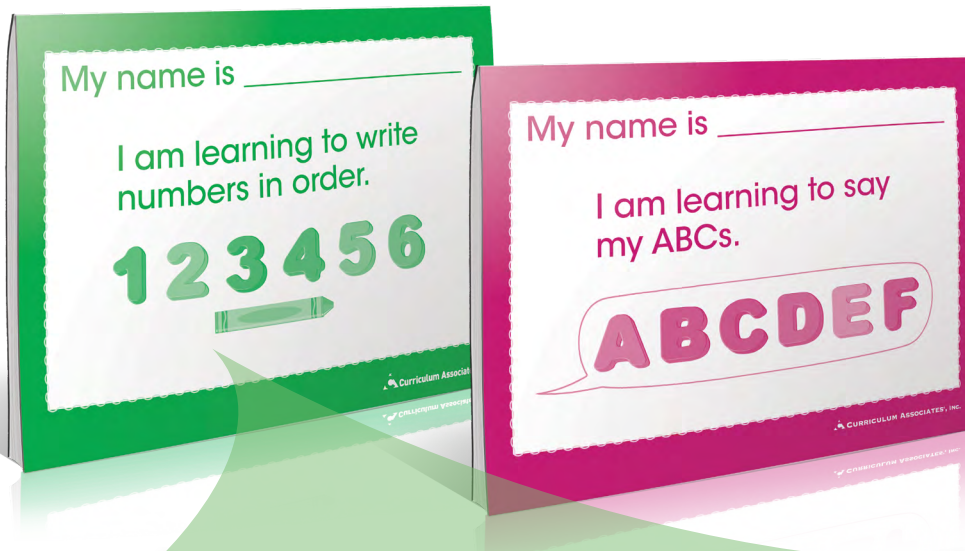
Here are some activities that will help your child develop some of these behaviors:

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 and covers 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*.
 Fox, Mem. *Possum Magic*. Illus. by Julie Vivas.
 Hoban, Russell. *A Baby Sister for Frances*. Illus. by Lillian Hoban.
 McCloskey, Robert. *Blueberries for Sal*.
 Numeroff, Laura Joffe. *If You Give a Mouse a Cookie*. Illus. by Felicia Bond.
 Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Illus. by Ray Cruz.



Take-Home Activity Books

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



Skills included in the collection:

Mathematics

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

Literacy

- Recites Alphabet
- Reads Letters
- Prints Personal Information
- Prints Letters in Order
- Prints Letters

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.

Pricing and Ordering

Early Childhood Screens III Pages 4–13	0–35 Months		3–5 Years		K & 1	
	Price	Order #	Price	Order #	Price	Order #
Complete Assessment Kit for Screens III and IED III (Screens III Manual, 60 Data Sheets, Technical Manual, Criterion-Referenced IED III Inventory—Early Childhood Edition, 20 Record Books, Testing Accessories [for use with Screens III and IED III], Durable Canvas Tote)	\$529	14348	\$529	14347	–	–
Screens III Kit (Screens III Manual, 60 Data Sheets, Technical Manual, Screens III Accessories [only in 0–35 months Kit], Durable Canvas Tote)	\$309	14293	\$279	14295	\$279	14298
Screens III Manual	\$189	14294	\$189	14296	\$189	14299
Screens III Data Sheets	15-Pack \$19	Infants 14301 Toddlers 14303 2-Year-Olds 14305	15-Pack \$19	3-Year-Olds 14309 4-Year-Olds 14311 5-Year-Olds 14313	15-Pack \$19	Grade K 14315 Grade 1 14317
	60-Pack \$65	Infants 14302 Toddlers 14304 2-Year-Olds 14306	60-Pack \$65	3-Year-Olds 14310 4-Year-Olds 14312 5-Year-Olds 14314	60-Pack \$65	Grade K 14316 Grade 1 14318
Screens III Spanish Directions	\$29	14423	\$29	14424	\$29	14425
Screens III Technical Manual (Includes research and scoring information for all age levels)	\$65 14300 <i>(applies to all age levels)</i>					
Screens III Accessories (Only for 0–35 months)	\$65	8652	—	—	—	—
Online Management System (OMS) Pages 14–19 <i>(Supports Screens III)</i>			Price per Child*		Order #	
1-Year License			\$3.50		14349	
3-Year License			\$8.75		14352	
Inventory of Early Development (IED) III Pages 20–29			Price		Order #	
IED III Classroom Kit (Criterion-referenced IED III Inventory, 20 Record Books, IED III Accessories, Durable Canvas Tote)			\$349		14286	
IED III Inventory (Criterion-referenced)			\$229		14278	
IED III Record Books (Criterion-referenced)			10-Pack \$39 100-Pack \$359		14283 14284	
IED III Standardized Kit (IED III Standardized Inventory, Standardization & Validation Manual, 20 Standardized Record Books, IED III Accessories, Durable Canvas Tote)			\$349		14291	
IED III Standardized Inventory			\$189		14288	
IED III Standardized Record Books			10-Pack \$39 100-Pack \$359		14289 14290	
IED III Standardization & Validation Manual (Includes research and scoring information)			\$59		14292	
IED III Accessories			\$69		9567	
Readiness Activities Pages 30–34			Price		Order #	
Readiness Activities			\$219		11854	
Take-Home Activity Book Collection** (10 skill-specific Take-Home Activity Books—20 copies of each)			\$269		11380	

*Additional volume discounts available. 10-license minimum per account. **10-packs of specific Take-Home Activity Book titles are also available for \$14.95.

Request a meeting with your local rep at www.BRIGANCE.com/MeetRep to see the entire family of BRIGANCE Early Childhood products:

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

