Presenter: Julie Linnehan – jlinnehan@cainc.com
The BRIGANCE Family

- Valid, reliable, research-based
- Meet IDEA requirements
- Determine PLOP, PLAAFP
- Craft IEPs and plan instruction
- Monitor progress
- Easy to administer and record results
- Aligned to national and Common Core State Standards
**Criterion-Referenced Assessment**

- Focus on strengths (what the student can do) and areas of need (what they can’t)
- Record skill mastery
- PLOP/PLAAF
- Plan instruction
- Develop IEPs
- Does not compare performance of the individual child to a norming group
Objectives

• What’s new?
• Preparing for assessment
• Selecting assessments and entry levels
• Administering the assessments
• Recording responses and analyze results
• Locating key resources
Inventory of Early Development III

- Assessments for students functioning birth through developmental age 7
- Identify PLOP for low-functioning students
- Track even small steps of progress
Tour of the *IED III*

- *IED III* inventory of assessments (binder)
- *IED III* Student Record Books
- Testing Accessories
Covers Key Skill Areas

*as described by IDEA and EL standards*

- Physical Development
- Language Development
- Academic/Cognitive: Literacy
- Academic/Cognitive: Mathematics and Science
- Daily Living
- Social and Emotional Development
What’s new for the *IED III*

New look for ease of use!

- All new four-color pages
- New consistent format
- Simplified directions
- Includes only criterion-referenced directions
- Normed assessments sold separately
What’s new for the *IED III*

New updated Introduction

- Step-by-Step assessment procedures
- *Evaluating Students with Special Considerations*
- Reflect current best practices in assessment
- Reflects most recent research in Early Childhood and Special Education
What’s new for the IED III

- Expanded age range through age 7 (up to 7-11)
- Robust alignment to Common Core State Standards, state standards, national indicators
- New validity and reliability research
  - Up-to-date (2012 research) and stronger than before
  - Study sample size 2,400+ children, more than double
What’s new for the *IED III*

- More assessments (110 vs 97)
- Updated Comprehensive Skill Sequences
- New *Milestone Skills by Developmental Age* section
- *Approaches to Learning* Tracking Chart
- Major content updates
What’s new for the *IED III*

Expanded Literacy section

• New phonological awareness assessments
• New literacy skills to support younger and pre-vocal learners
• New reading passages reflect latest research on early literacy and stages of reading development
What’s new for the *IED III*

- **Expanded Math section**
  - Sorting
  - Word Problems

- **Four Science Assessments**
  - Weather
  - Five Senses
  - Living and Non-Living Things
  - Plants and Animals
What’s new for the *IED III*

All new Social Emotional Development!

- Coverage up to through age 7 yrs-11 mos!
- Supports current thinking on social-emotional development
  - Relationships with Adults
  - Motivation and Self-Confidence
  - Play and Relationships with Peers
  - Prosocial Skills and Behaviors
# Developmental and Early Academic Skills

## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents—Assessments</td>
<td>iv</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>The BRIGANCE® Family of Products</td>
<td>vi</td>
</tr>
<tr>
<td>Introduction to the IED III</td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>vii</td>
</tr>
<tr>
<td>How the IED III Supports Your Program</td>
<td>vi</td>
</tr>
<tr>
<td>Step-by-Step Assessment Procedures</td>
<td></td>
</tr>
<tr>
<td>Step 1: Get Ready for Assessment</td>
<td>xi</td>
</tr>
<tr>
<td>Step 2: Administer the Assessments</td>
<td>xix</td>
</tr>
<tr>
<td>Step 3: Record Results in the Record Book</td>
<td>xix</td>
</tr>
<tr>
<td>Step 4: Analyze Results</td>
<td>xi</td>
</tr>
<tr>
<td>Step 5: Identify Next Steps</td>
<td>xii</td>
</tr>
<tr>
<td>Evaluating Children with Special Considerations</td>
<td></td>
</tr>
<tr>
<td>Bilingual and Non-English-Speaking Children</td>
<td>xxi</td>
</tr>
<tr>
<td>Children with Exceptionalities</td>
<td>xxi</td>
</tr>
<tr>
<td>A PHYSICAL DEVELOPMENT: PREAmbulatory MOTOR SKILLS</td>
<td>1</td>
</tr>
<tr>
<td>B PHYSICAL DEVELOPMENT: GROSS Motor Skills</td>
<td>21</td>
</tr>
<tr>
<td>C PHYSICAL DEVELOPMENT: FINE Motor Skills</td>
<td>53</td>
</tr>
<tr>
<td>D LANGUAGE DEVELOPMENT</td>
<td>82</td>
</tr>
<tr>
<td>E ACADEMIC/COGNITIVE: LITERACY</td>
<td>156</td>
</tr>
<tr>
<td>F ACADEMIC/COGNITIVE: MATHEMATICS AND SCIENCE</td>
<td>249</td>
</tr>
<tr>
<td>G DAILY LIVING</td>
<td>319</td>
</tr>
<tr>
<td>H SOCIAL AND EMOTIONAL DEVELOPMENT</td>
<td>355</td>
</tr>
<tr>
<td>MILESTONE SKILLS BY DEVELOPMENTAL AGE LEVEL</td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>383</td>
</tr>
<tr>
<td>Developmental Age Level—Birth to One Year</td>
<td>384</td>
</tr>
<tr>
<td>Developmental Age Level—One Year to Two Years</td>
<td>386</td>
</tr>
<tr>
<td>Developmental Age Level—Two Years to Three Years</td>
<td>388</td>
</tr>
<tr>
<td>Developmental Age Level—Three Years to Four Years</td>
<td>391</td>
</tr>
<tr>
<td>Developmental Age Level—Four Years to Five Years</td>
<td>394</td>
</tr>
<tr>
<td>Developmental Age Level—Five Years to Six Years</td>
<td>398</td>
</tr>
<tr>
<td>Developmental Age Level—Six Years to Seven Years</td>
<td>402</td>
</tr>
<tr>
<td>Developmental Age Level—Seven Years to Eight Years</td>
<td>405</td>
</tr>
</tbody>
</table>

## APPENDICES

- Appendix A—Teacher/Observer’s Rating Form for Academic Readiness..... 408
- Appendix B—History and Acknowledgments                               409
- Appendix C—References                                                 412
# TABLE OF CONTENTS—ASSESSMENTS

## A PHYSICAL DEVELOPMENT: PREAMBULATORY MOTOR SKILLS

### Assessments

- A-1 Supine Position Skills and Behaviors ............................................. 35
- A-2 Prone Position Skills and Behaviors ............................................. 38
- A-3 Sitting Position Skills and Behaviors ............................................. 41
- A-4 Standing Position Skills and Behaviors ............................................. 44
- Comprehensive Skill Sequences ......................................................... 47

## B PHYSICAL DEVELOPMENT: GROSS-MOTOR SKILLS

### Assessments

- B-1 Standing .................................................................................. 53
- B-2 Walking .................................................................................. 56
- B-3 Stair Climbing .......................................................................... 59
- B-4 Running, Skipping, and Galloping .............................................. 61
- B-5 Jumping .................................................................................. 63
- B-6 Hopping .................................................................................. 66
- B-7 Kicking .................................................................................... 68
- B-8 Balance Beam .......................................................................... 70
- B-9 Catching .................................................................................. 72
- B-10 Rolling and Throwing .............................................................. 74
- Comprehensive Skill Sequences ..................................................... 77
- Supplemental Skill Sequences ......................................................... 81

## C PHYSICAL DEVELOPMENT: FINE-MOTOR SKILLS

### Assessments

- C-1 General Eye/Finger/Hand Manipulative Skills ............................. 85
- C-2 Builds Tower with Blocks ......................................................... 92
- C-3 Early Handwriting Skills ............................................................ 95
- C-4 Draws a Person ......................................................................... 99
- C-5 Copies Forms .......................................................................... 101
- C-6 Cuts with Scissors ................................................................ 104
- Comprehensive Skill Sequences ..................................................... 108
- Supplemental Skill Sequences ......................................................... 112

## D LANGUAGE DEVELOPMENT

### Assessments

- D-1 Prespeech Receptive Language ............................................... 118
- D-2 Prespeech Expressive Language ............................................... 121
- D-3 General Speech and Language Development .......................... 126
- D-4 Length of Sentences ................................................................ 134
- D-5 Knows Personal Information ................................................... 135
- D-6 Follows Verbal Directions ......................................................... 138
- D-7 Identifies Pictures .................................................................... 143
- D-8 Identifies Body Parts ................................................................. 146
- D-9 Identifies Colors ....................................................................... 150
- D-10 Understands Directional/Positional Concepts ......................... 152
- D-11 Understands Quantitative Concepts ....................................... 154
- D-12 Classifies Objects into Categories .......................................... 156
- D-13 Identifies Use of Objects .......................................................... 158
- D-14 Repeats Numbers ................................................................... 161
- D-15a Repeats Sentence Memory (With Picture Stimuli) ............... 162
- D-15b Repeats Sentence Memory (Without Picture Stimuli) .......... 164
- D-16 Uses Plural Nouns, -ing, and Prepositions ............................... 165
- D-17 Uses Meaningful Language in Context ................................... 166
- Comprehensive Skill Sequences ..................................................... 170
- Supplemental Skill Sequences ......................................................... 176
## ACADEMIC/COGNITIVE: LITERACY

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-1 Response to and Experience with Books</td>
<td>182</td>
</tr>
<tr>
<td>E-2a Visual Discrimination (Forms and Uppercase Letters)</td>
<td>189</td>
</tr>
<tr>
<td>E-2b Visual Discrimination (Lowercase Letters and Words)</td>
<td>192</td>
</tr>
<tr>
<td>E-3 Identifies Common Signs</td>
<td>195</td>
</tr>
<tr>
<td>E-4 Recites Alphabet Letters</td>
<td>200</td>
</tr>
<tr>
<td>E-5a Matches Uppercase Letters</td>
<td>205</td>
</tr>
<tr>
<td>E-5b Identifies Uppercase Letters</td>
<td>206</td>
</tr>
<tr>
<td>E-6a Matches Lowercase Letters</td>
<td>207</td>
</tr>
<tr>
<td>E-6b Identifies Lowercase Letters</td>
<td>208</td>
</tr>
<tr>
<td>E-7 Prints Uppercase Letters in Sequence</td>
<td>210</td>
</tr>
<tr>
<td>E-8 Prints Lowercase Letters in Sequence</td>
<td>211</td>
</tr>
<tr>
<td>E-9 Prints Uppercase Letters Dictated</td>
<td>212</td>
</tr>
<tr>
<td>E-10 Prints Lowercase Letters Dictated</td>
<td>214</td>
</tr>
<tr>
<td>E-11 Prints Personal Information</td>
<td>216</td>
</tr>
<tr>
<td>E-12 Auditory Discrimination</td>
<td>217</td>
</tr>
<tr>
<td>E-13 Identifies Rhymes</td>
<td>218</td>
</tr>
<tr>
<td>E-14 Blends Word Parts into One Word</td>
<td>220</td>
</tr>
<tr>
<td>E-15 Identifies Blended Word Parts as Words</td>
<td>226</td>
</tr>
<tr>
<td>E-16 Segments Words into Word Parts</td>
<td>231</td>
</tr>
<tr>
<td>E-17 Identifies Beginning Sounds</td>
<td>234</td>
</tr>
<tr>
<td>E-18 Matches Beginning Sounds and Letters with Pictures</td>
<td>237</td>
</tr>
<tr>
<td>E-19 Identifies Blended Phonemes as Words</td>
<td>242</td>
</tr>
<tr>
<td>E-20 Deletes Word Parts and Phonemes in Words</td>
<td>245</td>
</tr>
<tr>
<td>E-21 Reads Basic Vocabulary Words</td>
<td>248</td>
</tr>
<tr>
<td>E-22 Reads Color Words</td>
<td>249</td>
</tr>
<tr>
<td>E-23 Reads Number Words</td>
<td>250</td>
</tr>
<tr>
<td>E-24 Reads Words from Common Signs</td>
<td>251</td>
</tr>
<tr>
<td>E-25a Reads Passages at Preprimer Level—Forms A and B</td>
<td>254</td>
</tr>
<tr>
<td>E-25b Reads Passages at Primer Level—Forms A and B</td>
<td>257</td>
</tr>
<tr>
<td>E-25c Reads Passages at First-Grade Level—Forms A and B</td>
<td>260</td>
</tr>
<tr>
<td>E-25d Reads Passages at Second-Grade Level—Forms A and B</td>
<td>263</td>
</tr>
<tr>
<td>E-26 Writes Simple Sentences</td>
<td>265</td>
</tr>
<tr>
<td>E-27 Quality of Printing</td>
<td>266</td>
</tr>
<tr>
<td>E-28 Word Recognition Grade Placement Test—Form A and Form B</td>
<td>270</td>
</tr>
</tbody>
</table>

## ACADEMIC/COGNITIVE: MATHEMATICAL AND SCIENCE

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>F-1 Understands Number Concepts</td>
<td>275</td>
</tr>
<tr>
<td>F-2 Counts by Rote</td>
<td>277</td>
</tr>
<tr>
<td>F-3 Recognizes Size Differences of Groups</td>
<td>280</td>
</tr>
<tr>
<td>F-4 Recognizes Quantities</td>
<td>283</td>
</tr>
<tr>
<td>F-5 Sorts Objects by Attributes (Size, Color, Shape)</td>
<td>286</td>
</tr>
<tr>
<td>F-6 Matches Quantities with Numerals</td>
<td>288</td>
</tr>
<tr>
<td>F-7 Understands Ordinal Position</td>
<td>291</td>
</tr>
<tr>
<td>F-8 Reads Numerals</td>
<td>292</td>
</tr>
<tr>
<td>F-9 Knows Missing Numerals in Sequences</td>
<td>293</td>
</tr>
<tr>
<td>F-10 Writes Numerals in Sequence</td>
<td>299</td>
</tr>
<tr>
<td>F-11 Writes Following and Preceding Numerals</td>
<td>302</td>
</tr>
<tr>
<td>F-12 Writes Numerals Dictated</td>
<td>305</td>
</tr>
<tr>
<td>F-13 Determines Totals of Two Sets</td>
<td>308</td>
</tr>
<tr>
<td>F-14 Solves Word Problems</td>
<td>313</td>
</tr>
<tr>
<td>F-15a Knows Addition Facts</td>
<td>316</td>
</tr>
<tr>
<td>F-15b Adds Numbers</td>
<td>319</td>
</tr>
<tr>
<td>F-16a Knows Subtraction Facts</td>
<td>321</td>
</tr>
<tr>
<td>F-16b Subtracts Numbers</td>
<td>324</td>
</tr>
<tr>
<td>F-17a Identifies Money (United States)</td>
<td>326</td>
</tr>
<tr>
<td>F-17b Identifies Money (Canada)</td>
<td>328</td>
</tr>
<tr>
<td>F-18 Understands Time and Reads a Clock</td>
<td>330</td>
</tr>
<tr>
<td>F-19 Identifies Shapes</td>
<td>332</td>
</tr>
<tr>
<td>F-20 Understands Weather and Seasons</td>
<td>334</td>
</tr>
<tr>
<td>F-21 Understands the Five Senses</td>
<td>336</td>
</tr>
<tr>
<td>F-22 Distinguishes Between Living and Non-Living Things</td>
<td>338</td>
</tr>
<tr>
<td>F-23 Identifies Plants and Animals</td>
<td>342</td>
</tr>
</tbody>
</table>
## G DAILY LIVING

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-help Skills</td>
<td></td>
</tr>
<tr>
<td>G-1 Feeding/Eating</td>
<td>348</td>
</tr>
<tr>
<td>G-2 Undressing</td>
<td>350</td>
</tr>
<tr>
<td>G-3 Dressing</td>
<td>352</td>
</tr>
<tr>
<td>G-4 Unfastening</td>
<td>354</td>
</tr>
<tr>
<td>G-5 Fastening</td>
<td>356</td>
</tr>
<tr>
<td>G-6 Toileting</td>
<td>358</td>
</tr>
<tr>
<td>G-7 Bathing</td>
<td>360</td>
</tr>
<tr>
<td>G-8 Grooming</td>
<td>362</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent Living Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>G-9 Knows What to Do in Different Situations</td>
<td>364</td>
</tr>
<tr>
<td>G-10 Knows What Community Helpers Do</td>
<td>367</td>
</tr>
<tr>
<td>G-11 Knows Where to Go for Services</td>
<td>369</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comprehensive Skill Sequences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>371</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supplemental Skill Sequences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>361</td>
</tr>
</tbody>
</table>

## H SOCIAL AND EMOTIONAL DEVELOPMENT

### Assessments

- H-1 Adult Relationships: 377
- H-2 Peers and Play: 382
- H-3 Motivation and Self Confidence: 387
- H-4 Prosocial Skills and Behaviors: 391

### Comprehensive Skill Sequences

- 396
D-7 Identifies Pictures

Overview
This assessment focuses on the student's ability to identify pictures by pointing or by naming.

Skills
- Points to pictures (receptive)
- Names pictures (expressive)

Assessment Method
Performance

Materials
- Pages S-111, S-112, and S-113
- Blank sheets of paper if needed

Scoring Information
- Record Book: Page 16
- Give credit for each correct response.
- Stop after three consecutive incorrect responses.

Note: If the student begins the assessment at the higher skill level (Names) and gives three consecutive incorrect responses, drop back to the lower skill level (Points to) and administer the assessment at that level.

Criteria
If the student makes an appropriate substitution such as puppy for dog or father for man, consider this a correct response. Give credit for a correct response even if the student omits, distorts, or substitutes sounds in the word.

Before Assessing
Review the Note at the end of this assessment for additional information.

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

Directions for Assessment: Performance
Begin at the skill level (Points to or Names) that is likely to be appropriate for the student.

Points to pictures
Show the student the pictures on page S-111. Point to all the pictures and

Say: Look at these pictures. Show me the (name of object).,

or

Find the (name of object).

Pause for the student's response.
Continue by asking the student to point to the pictures as you name them in random order.

1-1. cat
2-2. dog
3. car
4-3. apple
5-4. key
6. airplane
7. man (daddy)
8. girl (sister)
9. woman (mommy)

If the student successfully identifies the pictures on page S-111, continue the assessment with the pictures on page S-112.

Names pictures
Point to each picture on page S-111 and

Ask: What/Who is this? or What do you call it/him/her?

1-1. cat
2-2. dog
3. car
4-3. apple
5-4. key
6. airplane
7. man (daddy)
8. girl (sister)
9. woman (mommy)

If the student successfully names the pictures on page S-111, continue the assessment with the pictures on page S-112.
Points to pictures
Show the student the pictures on page 5-113. Point to all the pictures and
Say: Look at these pictures. Show me the (name of object).
or
Find the (name of object).
Pause for the student’s response.
Continue by asking the student to point to the pictures as you name them in random order.

19. wagon 22. duck 25. owl
20. ladder 23. snake 26. nail
21. fish 24. leaf

Names pictures
Show the student the pictures on page 5-113. Point to each picture and
Ask: What is this? or What do you call it?

19. wagon 22. duck 25. owl
20. ladder 23. snake 26. nail
21. fish 24. leaf

Note
Eliminate Visual Distractions: For Names pictures, if the student has difficulty focusing on a single picture, cover the other pictures with blank sheets of paper.

Objectives for Writing IEPs

POINTS TO PICTURES
By (date), when shown twenty-six pictures of common objects, (student’s name) will correctly identify (quantity) of the pictures by pointing to the picture when the object is named.

NAMES PICTURES
By (date), when shown twenty-six pictures of common objects, (student’s name) will correctly name (quantity) of the objects.
Comprehensive Skill Sequences

G-1C FEEDING/EATING

See pages 322–326 for assessment procedures for the milestone or primary skills (those skills in bold print below) that appear in G-1 Feeding/Eating. 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. Exhibits sucking reflex
2. Exhibits rooting reflex—turns head when cheek is touched
3. Sucks well, forming a tight seal around nipple when sucking
4. Requires two (or fewer) night feedings
5. Requires no more than one night feeding
6. Comforts self with thumb or pacifier
7. Brings hands to mouth
8. Opens mouth when he/she sees bottle, breast, or pacifier
9. Swallows soft (baby) foods
10. Opens mouth as spoon with food is presented
11. Refuses excess food
12. Uses tongue to move pureed foods within mouth
13. Uses lips to take food off spoon
14. Holds bottle (or sippy cup) independently
15. Munches or mouths food
16. Reaches for spoon when being fed
17. Chews, but without rotary or grinding motion
18. Feeds self cracker
19. Uses lips to close mouth tightly
20. Drinks from cup held by adult
21. Chews and swallows semisolid food
22. Chews with some rotary or grinding motion
23. Lifts empty cup to mouth to initiate drinking
24. Feeds self finger foods
25. Chews with rotary or grinding motion
26. Holds spoon but cannot use it alone
27. Chews and swallows solid food
28. Controls drooling
29. Holds cup with both hands and drinks, with assistance
30. Lifts cup or glass from table to drink
31. Licks large area of lower lip to remove food
32. Holds cup or glass with both hands and drinks, without assistance
33. Returns cup or glass to table after drinking
34. Feeds self finger foods frequently
35. Asks for food when hungry
36. Manipulates spoon to “scoop” food
37. Takes spoon from plate to mouth, with some spilling
38. Sits in small chair, without assistance
39. Uses straw to drink
40. Holds cup or glass with one hand and drinks
41. Chews with ease and rotary motion
42. Inserts spoon in mouth without turning it upside down, and with moderate spilling
43. Inserts spoon in mouth without turning it upside down, with little or no spilling
44. Distinguishes between edible and nonedible
45. Gets drink without assistance
46. Holds fork in fist
47. Uses a fork for eating
48. Insists on feeding self part of meal
49. Spoon-feeds without spilling
50. Uses side of fork for cutting soft food
51. Pours from cup to pitcher
52. Pours well from small pitcher
53. Uses napkin
54. Drinks from a drinking fountain
55. Wipes up spills
56. Holds fork in fingers (not in fist)
MILESTONE SKILLS BY DEVELOPMENTAL AGE LEVEL

Overview

Milestone skills are defined as skills that are the most objectively and empirically relevant for their developmental level and the most students develop and can succeed. For example, early development is a primary domain, and the skills in this domain are the first areas of strength. It may be helpful to plan instruction or curriculum that includes these areas of strength.

Some teachers may find it useful to use the list of all skills for their age level. They can then sort the program needs. Other teachers may find it difficult to find the appropriate skills for their program needs.

Some educational interventions and the accompanying developmental milestones are of particular value as the child begins assessing at this developmental age level of the student. It is important to find the appropriate skills for your program needs.

Developmental Age Level—Six Years to Seven Years

**B GROSS MOTOR SKILLS**

- B-2 Walking ........................................... p. 26
  - 6a. Jumps forward 6 feet (2 m)
- B-4 Running, Skipping, and Galloping ........ p. 31
  - 6a. Gallops skillfully, without difficulty
- B-5 Jumping ......................................... p. 33
  - 6a. Jumps rope ten consecutive jumps
  - 6b. Jumps backward five or more consecutive jumps
- B-7 Kicking ........................................... p. 38
  - 6a. Kicks a played basketball
- B-8 Balancing on a Beam ....................... p. 40
  - 6a. Balances balance beam forward-to-back
- B-9 Catching ........................................ p. 42
  - 6a. Catches a tennis ball with both hands
  - 6b. Catches a tennis ball with one hand
- B-10 Rolling and Throwing ..................... p. 44
  - 6a. Rolls with skill
  - 6b. Throws with skill

**C FINE MOTOR SKILLS**

- C-1 General Eye/Finger/Hand Manipulative Skills ........................................ p. 55
  - 6. Uses a pencil eraser
- C-2 Early Handwriting Skills .................. p. 65
  - 6a. Traces lowercase letters
  - 6b. Copies lowercase letters
- C-3 Copies Forms .................................. p. 68
  - 6a. diamond
- C-4 Cuts with Scissors ......................... p. 72
  - 6a. Cuts out items, such as paper dolls or pictures of animals

**D LANGUAGE**

- D-3 General Speech and Language Development ........................................ p. 96
  - 6b. Converses with others
  - 6c. Answers “where” questions

**D-4 Length of Sentences** .................................... p. 103

- 6a. Speaks in sentences of at least six words
  - 6b. Speaks in sentences of at least seven words
  - 6c. Speaks in sentences of at least eight words

**D-5 Knows Personal Information** ................................ p. 105

- 6a. Telephone number
  - 6b. Address
  - 6c. Birthdate (month, day, year)

**D-8 Identifies Parts of the Body** ................................ p. 115

- 6a. Names parts of the body
  - 6b. Thighs
  - 6c. Heels

**D-10 Understands Directional/Positional Concepts** ................................ p. 120

- 6a. Right/left (of others)

**D-11 Understands Qualitative Concepts** ................................ p. 125

- 6a. Thick/thin
  - 6b. More/less
  - 6c. Many/few

**E LITERACY**

- E-1 Response to and Experience with Books ........................................ p. 159
  - 6a. Describes pictures
  - 6b. Identifies the purpose of text

**E-8 Visual Discrimination** ........................................... p. 179

- 6a. Identifies lowercase letters
  - 6b. Identifies letters
Step-by-Step Assessment Procedures

Step 1: Get Ready for Assessment

Step 2: Administer the Assessments

Step 3: Record Results

Step 4: Analyze Results

Step 5: Identify Next Steps
Step 1: Get Ready for Assessment

• Become familiar with the materials.
• Read Introduction and Notes.
• Are accommodations needed?
  See *Evaluating Students with Special Considerations*
• Assessments may be conducted over several days.
• Choose an appropriate setting.
• Some assessments appropriate for groups of students.
Selecting Assessments

• Meets program needs and requirements.
• Refer to the student’s IEP.
• Refer to standards.
• Which if these assessments will help plan meaningful instruction?
Selecting Assessment Method

**Observation** – observe student in natural environment

**Performance** - one-on-one with as student points to, matches items, verbally responds

**Interview** - interview questions provided; Daily Living and Social-Emotional Development assessments

**Written Response** - individual or group

**Oral Response** - for students unable to write a response

**Physical Response** - students points to or indicates answer choice
Age-level References in the *IED III*

- Streamlines assessment process.
- Helps approximate developmental age.
Step 2: Administer the Assessments

*Tips for Effective Assessment*

- Rephrase directions if necessary.
- Be objective.
- Assessment procedures for may be adapted.
- Observations are often more valid than one-time performance of a skill.
- If there is doubt of skill mastery, *do not give credit.*
Establish Rapport

• Create a friendly, nonthreatening environment
• Use clear but pleasant requests
• Introduce tasks as games
• Use verbal reinforcement
• Set time expectations
Precautions

• No cues, prompting, or reminders
• Avoid gazing at the correct answer choice
Step 3: Record Results in the *Record Book*

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Color</th>
<th>Date</th>
<th>Examiner</th>
<th>Apparently Good Hearing</th>
<th>Apparently Good Vision</th>
<th>Approaching Tracking Chart Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Pencil</td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>2nd</td>
<td>Blue</td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>3rd</td>
<td>Red</td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>4th</td>
<td>Black</td>
<td></td>
<td></td>
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<td>Yes</td>
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<tr>
<td>5th</td>
<td>Green</td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>6th</td>
<td>Purple</td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Sample from page 1 of the *Student Record Book*.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Color</th>
<th>Date</th>
<th>Examiner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Pencil</td>
<td>9/15/09</td>
<td>Lopez</td>
</tr>
<tr>
<td>2nd</td>
<td>Blue</td>
<td>1/20/10</td>
<td>Lopez</td>
</tr>
<tr>
<td>3rd</td>
<td>Red</td>
<td>4/6/10</td>
<td>Lopez</td>
</tr>
</tbody>
</table>

**Explanation of Color-Coded Recording Procedures**

Assessment data for September 15, 2009, is recorded in pencil (see skills 1 and 2 below). = pencil

Objectives set for January 20, 2010, are underlined in blue. = blue

Skills (Objectives) demonstrated January 20, 2010, are circled in blue (see skills 3–5 below). = blue

**Directional/Positional Concepts**

<p>| | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>2-0</td>
<td>6-0</td>
</tr>
<tr>
<td>2. close/open</td>
<td>6. over/under</td>
</tr>
<tr>
<td>1. front/back</td>
<td>4-0 up/down</td>
</tr>
<tr>
<td>in/out</td>
<td>7. forward/backward</td>
</tr>
<tr>
<td>3-0</td>
<td>8. behind/in front of</td>
</tr>
<tr>
<td>5. behind/in front of</td>
<td>9. away from/toward</td>
</tr>
<tr>
<td></td>
<td>10. low/high</td>
</tr>
<tr>
<td>3-0</td>
<td>11. above/below</td>
</tr>
<tr>
<td></td>
<td>12. center/corner</td>
</tr>
<tr>
<td></td>
<td>13. right/left</td>
</tr>
<tr>
<td>6-0</td>
<td>14. right/left of others</td>
</tr>
</tbody>
</table>

**Notes:**

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Step 4: Analyze Results

• Reasons for poor performance.
• What other information do you need?
  – Look at other assessments within the same domain.
  – What other factors might be affecting performance?
• Would adaptations to the assessment make a difference?
• For students with similar needs, plan appropriate group activities
Step 5: Identify Next Steps

• Gather more information from the Inventory
• Consider accommodations
• Look for areas of need as a group
• Plan Instruction
Write IEPs

• Every assessment includes an IEP Objective statement

• Individualize the Objective and write in measurable terms

Objective for Writing IEPs

By ____(date)____, when presented with clock faces (if needed to demonstrate the skill) and asked to do so, ____(students name)____ will respond orally or by pointing in a manner that demonstrates he (list as appropriate)

1. knows the part of the day for specific daily activities.
2. can sequence five daily activities and tell the time of day for each.
3. differentiates between the little and big hands on a clock.
4. knows the position of the hands on the clock for daily activities.
5. knows the direction in which the clock hands turn.
6. can identify numerals on the clock face.
7. differentiates between the hour hand and minute hand.
8. can tell time to the hour.
9. can tell time to the half-hour.
10. can tell time to the quarter-hour.
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Early Childhood Edition

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- Module Two (13 min)
- Module Three (17 min)
- Module Four (15 min)
- Module Five (26 min)
- Handout
THANK YOU!

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