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BRIGANCE[®]

family of products



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

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



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

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



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

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



BRIGANCE® Readiness Activities 26 (3–7 years)

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

The BRIGANCE® Early Childhood family of products

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

Screen
quickly and easily



Assess
strengths and needs



Instruct
and build school readiness



Report
and generate results

BRIGANCE®

Screen III Year Level Descriptions



SCREENS
0-35 MONTHS

INFANT

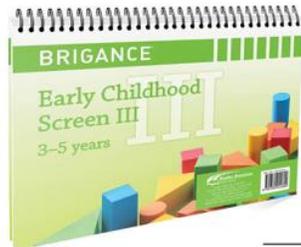
Birth through to 11 months of age

TODDLER

12 months to 23 months of age

2-YEAR-OLD

2 years, 0 months to 2 years, 11 months of age



SCREENS
3-5 YEARS

3-YEAR-OLD

3 years, 0 months to 3 years, 11 months of age

4-YEAR-OLD

4 years, 0 months to 4 years, 11 months of age

5-YEAR-OLD

5 years, 0 months to 5 years, 11 months of age

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

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



A. Child's Name Mia Thomas Date of Screening Year 2013 Month 9 Day 15 School/Program Hammond
 Parent(s)/Caregiver(s) Deborah and Rob Thomas Birth Date 2009 5 10 Teacher Ben Haywood
 Address 322 Flagstaff Drive Age 4 4 5 Examiner Ruth Yakaus

B. Core Assessments		C. Scoring			
Page	Domain	Directions: Assessments may be administered in any order. For each assessment, start with the first item and proceed in order. Give credit for a skill by circling the item number. ① For an incorrect response, slash through the item number. X.	Discontinue	Number Correct x Point Value for Each	Child's Score
18	Academic/Cognitive Development	1B Knows Personal Information ① First name ② Last name ③ Age ④ Street address	Stop after 3 incorrect responses in a row.	3 x 2.5	7.5/10
20	Language Development	2B Names Colors Names: ① blue ② green ③ yellow ④ red ⑤ orange ⑥ pink ⑦ black ⑧ purple ⑨ white 10. brown	Stop after 3 incorrect responses in a row.	6 x 1	6/10
22	Language Development	3B Identifies Pictures by Naming Names: ① scissors ② duck ③ snake ④ wagon ⑤ ladder ⑥ leaf ⑦ owl ⑧ nail	Stop after 3 incorrect responses in a row.	4 x 1	4/8
23	Academic/Cognitive: Literacy	4B Visual Discrimination—Forms and Uppercase Letters ① ○ ② □ ③ ○ ④ ○ ⑤ ○ ⑥ ○ ⑦ J ⑧ P ⑨ V ⑩ X	Stop after 5 incorrect responses in a row.	4 x 1	4/10
24	Physical Development	5B Visual Motor Skills ① Draws a circle ② Draws a plus sign ③ Draws an X ④ Draws a square ⑤ Draws a rectangle	Stop after 3 skills not demonstrated in a row.	4 x 2	8/10
26	Physical Development	6B Gross Motor Skills ① Walks forward heel-to-toe five steps ② Hops five hops on preferred foot ③ Hops five hops on other foot ④ Stands on one foot for ten seconds ⑤ Stands on other foot for ten seconds	Administer all items.	3 x 1	3/5
28	Language Development	7B Names Parts of the Body ① stomach ② neck ③ back ④ knees ⑤ thumbs ⑥ fingernails	Stop after 3 incorrect responses in a row.	4 x 2	8/12
29	Language Development	8B Follows Verbal Directions ① Follows two-step directions ② Follows three-step directions	Stop after 2 incorrect responses for 1 item.	1 x 4	4/8
31	Academic/Cognitive: Mathematics	9B Counts by Rote ① ② ③ ④ ⑤ ⑥ ⑦ 8 9 10	Stop after the first error.	6 x .5	3/5
32	Academic/Cognitive: Mathematics	10B Recognizes Quantities ① three ② five ③ eight	Stop after 2 incorrect responses.	2 x 4	8/12
33	Language Development	11B Verbal Fluency and Articulation ① Uses sentences of at least three words ② At least 90% of speech is intelligible	Administer both items.	1 x 5	5/10
Total Score = 60.5/100					

D. Notes/Observations: Very attentive and focused.

E. Next Steps: Below cutoff of <69. Refer for further evaluation.

Parent Report—Self-help and Social-Emotional Scales

SOCIAL AND EMOTIONAL SKILLS			
D. Relationships with Adults			
13.	Does your child respond with feelings of pride and enthusiasm when he/she earns positive feedback?	Rarely/No	Sometimes
14.	Does your child look forward to sharing his/her feelings with you when he/she is happy?	Rarely/No	Sometimes
F. Motivation and Self-Confidence			
21.	Does your child maintain interest when engaged in a small-group activity or project?	Rarely/No	Sometimes
22.	Does your child show that he/she likes to finish what he/she starts, perhaps by dawdling less than at an earlier age?	Rarely/No	Sometimes
23.	Does your child approach new tasks with confidence and a "can-do" attitude?	Rarely/No	Sometimes
24.	Does your child remain focused on what he/she has been asked to do even when there are minor distractions, such as a car making noise outside or someone tapping a pencil?	Rarely/No	Sometimes
G. Prosocial Skills and Behaviors			
25.	If supervised by an adult, does your child take turns without undue objection?	Rarely/No	Sometimes
26.	Does your child understand or accept the need to share and take turns, perhaps willingly taking turns even if he/she isn't asked to?	Rarely/No	Sometimes
27.	Does your child ask an adult for permission before using things that belong to others or before engaging in an activity that may be restricted, such as going to the bathroom or leaving the classroom?	Rarely/No	Sometimes
28.	Does your child react to a disappointment or failure in an acceptable manner by being a good sport and refraining from shouting or getting upset?	Rarely/No	Sometimes

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

Self-help and Social-Emotional Scales

“We have had the biggest unplanned social learning experiment Over the last two years which has effected parents and children. Hence a big shift with Social & Emotional, so now is the time to Be using the extra assessment with parents to build a better profile For each child”.

The development of social & emotional skills in early childhood is essential for long-term Health & wellbeing, and these skills are critical for children to set the foundation for success in school And life.

SELF HELP & SOCIAL EMOTIONAL ASSESSMENTS in both screens – follow the tab in the back of screens.

BE PREPARED BEFORE USE = photocopy reports (parent and teachers)

EXPLAIN TO PARENTS= WHY, WHEN TO ASSESS & HOW, ALL THE QUESTIONS TO BE ANSWERED, & TIME LINE.

Self Help & Social Emotional Domains

P 77-88. 0-35 m screener book

P 102-116. 3-5 y screener book

- For 2 year olds plus
- Option of adding Brigance self help and social emotional scales to the core assessments.
- Can be scored, which adds these two important domains to your assessment

Screens III Step 1: Additional Forms

(3 tabs for 0-35mths and 4 tabs for 3-5 years)

- Screening Information Forms
 - Screening Observations Form (for use post Screen)
 - [Teacher & Parent Feedback Forms by Age](#)
- Self-help and Social-Emotional Scales
 - [Parent Reports](#)
 - [Teacher Report & Scoring Form](#)
- Reading Readiness Scale (3-5 screener)
 - [Parent Reports](#)
 - [Teacher Report & Scoring Form](#)

SELF-HELP AND SOCIAL-EMOTIONAL SCALES

Overview

The Self-help and Social-Emotional Scales provide a standardised measure of self-help skills in eating, dressing and toileting, as well as social and emotional skills in playing and getting along with others. These scales can be used to gain a broader understanding of the child's developmental level and, if needed, to derive standardised scores in these areas. See the *BRIGANCE® Screens III Technical Manual* for background information on the scales and for additional scoring details.

AGE RANGE

Standardised scores can be obtained for children within the age range of 2 years, 0 months to 2 years, 11 months.

RECORDING AND SCORING RESPONSES

Two forms can be used to administer these scales – the Parent Report and the Teacher Report and Scoring Form. The reproducible Parent Report can be found on page 80; the reproducible Teacher Report and Scoring Form can be found on page 83.

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All items in the Self-help and Social-Emotional Scales have been standardised and validated. Standard scores, percentiles and age equivalents can be determined. You must adhere strictly to the Directions and Scoring Information if you want to compare a child's scores to the norms found in the BRIGANCE® Screens III Technical Manual.

SELF-HELP AND SOCIAL-EMOTIONAL SCALES

Overview

The Self-help and Social-Emotional Scales provide a standardised measure of self-help skills in eating, dressing and toileting as well as social and emotional skills in playing and getting along with others. These scales can be used to gain a broader understanding of the child's developmental level and, if needed, to derive standardised scores in these areas. See the *BRIGANCE® Screens III Technical Manual* for background information on the scales and for additional scoring details.

AGE RANGE

Standardised scores can be obtained for children within the age range of 3 years, 0 months to 6 years, 6 months.

RECORDING AND SCORING RESPONSES

Two forms can be used to administer these scales – the *Parent Report* and the *Teacher Report and Scoring Form*. The reproducible Parent Report can be found on pages 105 and 106; the reproducible Teacher Report and Scoring Form can be found on pages 109 and 110.

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All items in the Self-help and Social-Emotional Scales have been standardised and validated. Standard scores, percentiles and age equivalents can be determined. You must adhere to the Directions and Scoring Information if you want to compare a child's scores to the norms found in the BRIGANCE® Screens III Technical Manual.

Self Help and Social Emotional scales

Parent report of child's:

- Eating, dressing, toileting skills
- Relationship with adults and peers
- Play skills
- Self confidence and self regulatory skills
- Can be done by parent at home prior, or with nurse

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

SOCIAL AND EMOTIONAL SKILLS			
D. Relationships with Adults			
13.	Does your child respond with feelings of pride and enthusiasm when he/she earns positive feedback?		
	Rarely/No	Sometimes	Most of the time
14.	Does your child look forward to sharing his/her feelings with you when he/she is happy?		
	Rarely/No	Sometimes	Most of the time
15.	Does your child enjoy sharing information with you about himself/herself, such as things he/she likes, names of his/her family members or pets, or what he/she did over the weekend?		
	Rarely/No	Sometimes	Most of the time
16.	Does your child share his/her thoughts and ideas with you?		
	Rarely/No	Sometimes	Most of the time
E. Play and Relationships with Peers			
17.	Does your child have several friends but one who is a special or best friend?		
	No	Yes	
18.	Does your child have a best friend with whom he/she is close and who reciprocates by coming over for play dates or extending an invitation to a party?		
	No	Yes	
19.	Does your child play cooperatively in a large-group game, such as duck-duck-goose, tag, or kickball?		
	Rarely/No	Sometimes	Most of the time
20.	Does your child give verbal directions or incorporate verbal directions into play activities?		
	Rarely/No	Sometimes	Most of the time

F. Motivation and Self-Confidence			
21.	Does your child maintain interest when engaged in a small-group activity or project?		
	Rarely/No	Sometimes	Most of the time
22.	Does your child show that he/she likes to finish what he/she starts, perhaps by dawdling less than at an earlier age?		
	Rarely/No	Sometimes	Most of the time
23.	Does your child approach new tasks with confidence and a "can-do" attitude?		
	Rarely/No	Sometimes	Most of the time
24.	Does your child remain focused on what he/she has been asked to do even when there are minor distractions, such as a car making noise outside or someone tapping a pencil?		
	Rarely/No	Sometimes	Most of the time
G. Prosocial Skills and Behaviors			
25.	If supervised by an adult, does your child take turns without undue objection?		
	Rarely/No	Sometimes	Most of the time
26.	Does your child understand or accept the need to share and take turns, perhaps willingly taking turns even if he/she isn't asked to?		
	Rarely/No	Sometimes	Most of the time
27.	Does your child ask an adult for permission before using things that belong to others or before engaging in an activity that may be restricted, such as going to the bathroom or leaving the classroom?		
	Rarely/No	Sometimes	Most of the time
28.	Does your child react to a disappointment or failure in an acceptable manner by being a good sport and refraining from shouting or getting upset?		
	Rarely/No	Sometimes	Most of the time



Example of the Completed Teacher Report and Scoring Form – Self-help and Social-Emotional Scales

A. Child's Name Hannah Sorenson Date of Screening 2013 9 12 School/Program Hammond School
 Parent(s)/Caregiver(s) Alice Sorenson Birth Date 2009 7 7 Teacher Jennifer Woods
 Age 4 2 5 Examiner Sarah Goodale

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

SELF-HELP SKILLS			
A. Eating Skills			
1.	Does _____ use a spoon? If yes, does _____ place the spoon in his/her mouth without turning the spoon upside down, with little or no spilling of food?	Rarely/No = 0 Sometimes = 0 Most of the time = 1	1 / 1
2.	Does _____ use the side of the fork for cutting soft food, such as a piece of baked potato or a piece of cake?	Rarely/No = 0 Sometimes = 0 Most of the time = 1	1 / 1
3.	Does _____ hold a fork in his/her fingers, not in his/her fist?	Rarely/No = 0 Sometimes = 0 Most of the time = 1	1 / 1
Total for A. Eating Skills <u>3</u> / 3			
B. Dressing Skills			
4.	Does _____ put on his/her shoes? Criteria: Buckling, tying or Velcro® fastening is not required for credit.	No = 0 Yes (sometimes on wrong feet) = 1 Yes (each shoe on correct foot 90% of the time) = 2	1 / 2
5.	Does _____ dress himself/herself unsupervised?	Rarely/No = 0 Sometimes = 0 Most of the time, except for help with difficult fasteners = 1 Yes (completely dresses himself/herself, putting all clothes on correctly and fastening all fasteners) = 2 Yes (completely dresses himself/herself, including tying shoelaces and fastening all fasteners) = 3	1 / 3
6.	Does _____ put on his/her socks?	Rarely/No = 0 Sometimes = 0 Most of the time = 1	1 / 1
Total for B. Dressing Skills <u>3</u> / 6			

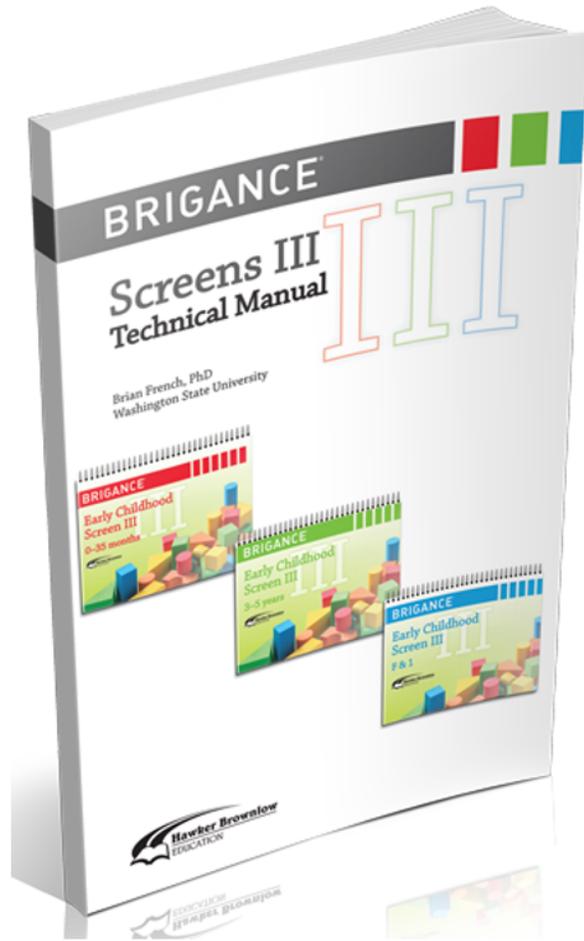
C. Toileting Skills			
7.	Does _____ get on the toilet or potty by himself/herself (even if he/she needs help with clothing)?	Rarely/No = 0 Sometimes = 0 Most of the time = 1	1 / 1
8.	Does _____ have bowel movements ("poo") in the toilet or potty (no more than one accident a week)?	Rarely/No = 0 Sometimes = 0 Most of the time = 1	1 / 1
9.	Does _____ urinate ("wee") in the toilet or potty (no more than one accident a week)?	Rarely/No = 0 Sometimes = 0 Most of the time = 1	1 / 1
10.	Does _____ attempt to wipe himself/herself after toileting? <i>OR (Answer only the more appropriate of these two questions.)</i> Does _____ wipe himself/herself independently after toileting?	Rarely/No = 0 Sometimes = 0 Most of the time = 1 Most of the time = 2	2 / 2
11.	Does _____ take care of his/her toileting needs?	Rarely/No = 0 Sometimes = 0 Yes (flushing the toilet most of the time after using it) = 1 Yes (flushing the toilet and washing and drying his/her hands most of the time) = 2	1 / 2
12.	Does _____ go to the bathroom on his/her own without being asked or reminded?	Rarely/No = 0 Sometimes = 0 Most of the time = 1	1 / 1
Total for C. Toileting Skills <u>7</u> / 8			
TOTAL FOR SELF-HELP (A. Eating Skills, B. Dressing Skills, C. Toileting Skills) <u>13</u> / 17			

Example of the Completed Self-help and Social-Emotional Scales (continued)

SOCIAL AND EMOTIONAL SKILLS					
D. Relationships with Adults					
13.	Does _____ respond with feelings of pride and enthusiasm when he/she earns positive feedback?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	1 / 1
14.	Does _____ look forward to sharing his/her feelings with you when he/she is happy?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	0 / 1
15.	Does _____ enjoy sharing information with you about himself/herself, such as things he/she likes, names of his/her family members or pets, or what he/she did over the weekend?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	1 / 1
16.	Does _____ share his/her thoughts and ideas with you?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	0 / 1
Total for D. Relationships with Adults				2 / 4	
E. Play and Relationships with Peers					
17.	Does _____ have several friends but one who is a special or best friend?	No = 0	Yes = 1		1 / 1
18.	Does _____ have a best friend with whom he/she is close and who reciprocates by coming over for play dates or extending an invitation to a party?	No = 0	Yes = 1		1 / 1
19.	Does _____ play cooperatively in a large-group game, such as duck-duck-goose, chasey or kickball?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	0 / 1
20.	Does _____ give verbal directions or incorporate verbal directions into play activities?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	0 / 1
Total for E. Play and Relationships with Peers				2 / 4	

F. Motivation and Self-Confidence					
21.	Does _____ maintain interest when engaged in a small-group activity or project?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	1 / 1
22.	Does _____ show that he/she likes to finish what he/she starts, perhaps by dawdling less than at an earlier age?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	1 / 1
23.	Does _____ approach new tasks with confidence and a "can-do" attitude?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	1 / 1
24.	Does _____ remain focused on what he/she has been asked to do even when there are minor distractions, such as a car making noise outside or someone tapping a pencil?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	0 / 1
Total for F. Motivation and Self-Confidence				3 / 4	
G. Prosocial Skills and Behaviors					
25.	If supervised by an adult, does _____ take turns without undue objection?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	1 / 1
26.	Does _____ understand or accept the need to share and take turns, perhaps willingly taking turns even if he/she isn't asked to?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	0 / 1
27.	Does _____ ask an adult for permission before using things that belong to others or before engaging in an activity that may be restricted, such as going to the bathroom or leaving the classroom?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	1 / 1
28.	Does _____ react to a disappointment or failure in an acceptable manner by being a good sport and refraining from shouting or getting upset?	Rarely/No = 0	Sometimes = 0	Most of the time = 1	1 / 1
Total for G. Prosocial Skills and Behaviours				3 / 4	
TOTAL FOR SOCIAL-EMOTIONAL					
(D. Relationships with Adults, E. Play and Relationships with Peers, F. Motivation and Self-Confidence, and G. Prosocial Skills and Behaviours)				10 / 16	

Resources



- Standardisation details
- Interpreting results
- Discussing results with parents
- Appendix B has parenting tip sheets
 - Building Speech and Language Skills
 - Building preschool skills
 - Social development resources for parents
 - Page 180-190 Composite scores for Self Help & Emotional Scales

Next Steps: Sharing Results with Families

- Discuss results face-to-face
- Use the online Parent Report (in the OMS)
- Option: show a copy of the child's Data Sheet so that parents can see examples



Free Online Scoring Tool

BRIGANCE® Screens III Scoring Tool

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



You will need a filled in Data Sheet.

Child's Name

Examiner

* Child's Date of Birth

* Date Tested

Weeks Premature

- <https://oms.brigance.com/freescoreing/ScreensIII.aspx>
- <http://www.hbe.com.au/series-brigance/downloads-tools.html>

BRIGANCE® Screens III Scoring Tool

Child's Name: **ASH CLARK**
Examiner: **Karen Hofmann**
Child's Date of Birth: **11/24/2018**
Date Tested: **5/22/2022**
Chronological Age: **3-6**

Using the Three-Year-Old Child Data Sheet, enter the number of correct responses for each assessment.

Discontinue	Number Correct X Point Values for Each	Child's Score
Stop after 3 incorrect responses in a row.	___ X 2.5	___ / 10
Stop after 3 incorrect responses in a row.	___ X 1	___ / 10
Stop after 3 incorrect responses in a row.	___ X 1	___ / 8

- 1A Knows Personal Information:
- 2A Identifies Colors:
- 3A Identifies Pictures by Naming:
- 4A Knows Uses of Objects:
- 5A Visual Motor Skills:
- 6A Understands Number Concepts:
- 7A Builds Tower with Blocks:
- 8A Gross Motor Skills:
- 9A Identifies Parts of the Body:
- 10A Repeats Sentences:
- 11A Uses Prepositions and Irregular Plural Nouns:

Submit

BRIGANCE® Screens III Scoring Tool

Child's Name: **Sally Holmes**
Examiner: **Karen Tole**
Child's Date of Birth: **6/16/2010**
Date Tested: **2/3/2015**
Chronological Age: **4-8**

Data Sheet	Total Score	Cutoff	Age Equivalent
Four-Year-Old Child Data Sheet	34.5 (Below Cutoff)	<71	2 yrs - 9 mos

Domain	Score	Performance Summary	Age Equivalent
Academic/Cognitive	10.5	Below Average	2 yrs - 7 mos
Language Development	19.0	Below Average	2 yrs - 11 mos
Physical Development	5.0	Below Average	3 yrs - 9 mos

Print

Start Again



BRIGANCE® Online Management System

Generate user-friendly reports and simplify your data management



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

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

Use the **Online Management System** to report the results from the **Early Childhood Screens III** and the **Inventory of Early Development III** and inform instruction.



BRIGANCE® Early Childhood

Online Management System III

✉ karen.hofmann@hbe.com.au

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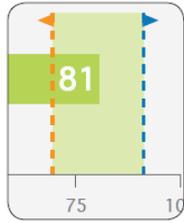
[Forgot Password?](#)

Login

[Download Administrator User Guide](#)

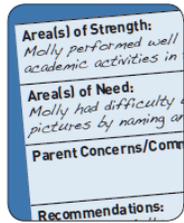
[Download Teacher User Guide](#)

Individual Student Reports



Screening Summary Report

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



Parent Report

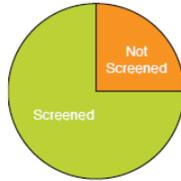
Informs parents of their child's performance and help bridge the gap between school and home



Screening Progress Report

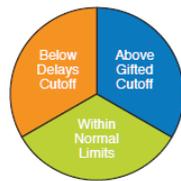
Plots a child's progress across multiple screening sessions

Class/District Reports



Screened/Not Screened Report

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



Group Screening Summary Report

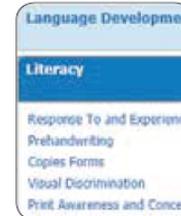
Provides an overview of screening performance and cutoff implications for a group of children

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

At-Risk Report

Provides detailed information to guide decisions about at-risk children

Instructional Resources



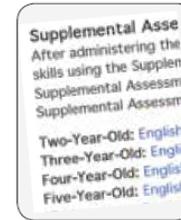
Readiness Activities

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



Family Connections

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



Additional Assessments

Provide supplemental assessment resources

At-Risk Report

Report Options

School/Class

Filter by Date

Start Date

End Date

Gender

Ethnicity/Race

Language

Breakfast Club

Include only the most recent Start

Filter Results

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

Export as CSV

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

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

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

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

Screening Summary Report

Screening Summary Report

Student Profile

Student Information

Risk Factors

Observations

Additional Assessment

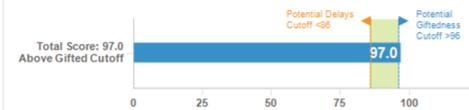
Student Reports

Screening Information

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

Chronological Age: 6-10
Examiner: HBE HBE

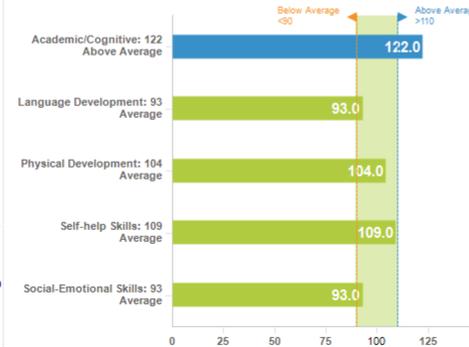
Total Score Compared to Cutoffs



Suggested Next Steps

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

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.

Clearly view the child's results compared to cutoff scores

Automatically identify individualised next steps

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

Receive recommendations for further assessment and instruction



Parent Report

Screening Results for the BRIGANCE® Screen III

Child's Name: Molly Lam

Parent Name(s): Trish and Mike Lam

Date of Screening: 10/09/2013

Date of Conference: 24/09/2013

Teacher Name and Contact Information:

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

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

Results of the BRIGANCE® Screen:

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

Domain levels:

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

Area(s) of Strength:

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

Area(s) of Need:

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

Parent Concerns/Comments:

Recommendations:

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

Resources (attach additional resources if appropriate):

Facilitate communication with parents regarding student screening results

Customise reports with comments to parents



Screening Progress Report

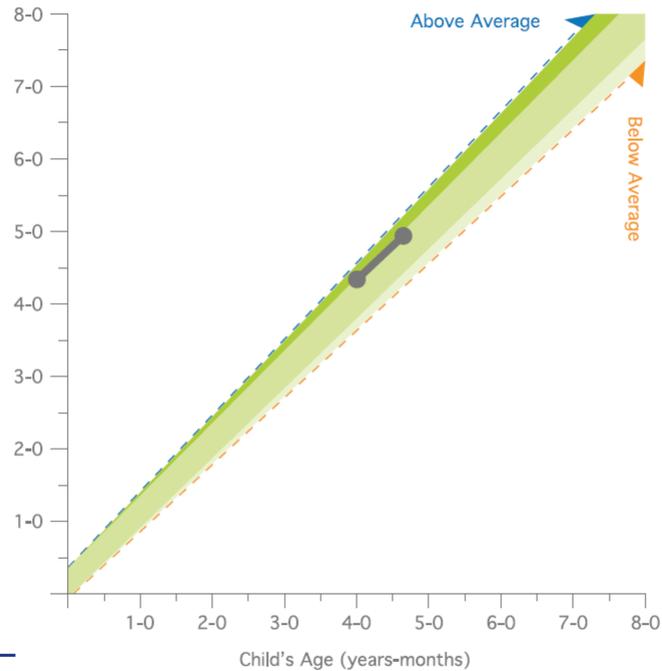
Screening Information

Student Name: Molly Lam

Total Score ▼

View progress by Total Score or by domain

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



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

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



Interpreting the Screening Progress Report:

Monitoring a child's progress is critical within and across school years. This report graphs age equivalent scores to describe a child's performance over time relative to the average performance of children of the same age. The **shaded areas** represent the 25th to 75th percentile ranges across domains and the Total Score.

The **gray line** indicates the child's progress across multiple screenings. If the slope of the gray line is steeper than that of the shaded region, the child's progress has increased relative to same-age peers. Conversely, if the slope of the gray line is gentler than that of the shaded regions, the child's progress has slowed relative to same-age peers. No line is presented if there is a lack of growth (negative trend). This is because true skill regression is uncommon; instead a negative trend is more likely due to measurement error. However, if a line is not presented, further evaluation should be considered.

Many factors influence growth or potential lack of growth when assessing children's skill mastery using the BRIGANCE® Screens III. See Chapter 6 in the Screens III Technical Manual for more information on monitoring progress with the Screens III.



Group Screening Summary Report

Report Options

School/Class:

Filter by Date:

Start Date:

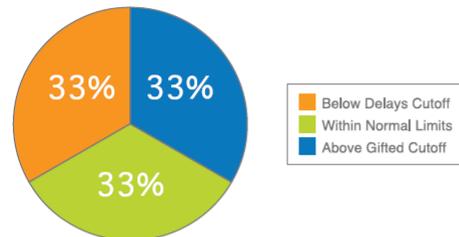
End Date:

Gender:

Ethnicity/Race:

Language:

Breakfast Club:



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

Include only the most recent

Start

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

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

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

Export as CSV

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



BRIGANCE Online Management System

My Students

My Account

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IED Quick Scoring Tool

Student List

 Add  Export



Filter:

-- Select School/Class --

Search

Delete

<input type="checkbox"/> Check All	Name ▲	ID# ▲	Age ▲	School/Class ▲	Date Last Assessed ▲	Actions
<input type="checkbox"/>	ASHLEIGH CLARK		7-2	Wangara Primary School	June 2020	 
<input type="checkbox"/>	Kate Dunn		5-6	Wangara Primary School	June 2020	 
<input type="checkbox"/>	Sandra Smith		5-0	Wangara Primary School		 

First | Previous | **1** | Previous | Next | Last

show active

Show

10

Total: 3

 Enter Screening Data

Kate Dunn



Data Sheet

Self-help & Social-Emotional Scales

Five-Year-Old Child/Foundation Data Sheet

Screened on March 2022 by Karen Hofmann

Domain	Select All	Assessments	Score
Academic/Cognitive	<input type="checkbox"/>	1 Knows Personal Information: <input checked="" type="checkbox"/> 1. First name <input type="checkbox"/> 2. Last name <input checked="" type="checkbox"/> 3. Age <input type="checkbox"/> 4. Birthday (month and day) <input type="checkbox"/> 5. Telephone number <input checked="" type="checkbox"/> 6. Street address	/9
Language Development	<input checked="" type="checkbox"/>	2 Names Parts of the Body: <input checked="" type="checkbox"/> 1. thumbs <input checked="" type="checkbox"/> 2. fingernails <input checked="" type="checkbox"/> 3. chin <input checked="" type="checkbox"/> 4. chest <input checked="" type="checkbox"/> 5. elbows <input checked="" type="checkbox"/> 6. shoulders	/6
Physical Development	<input checked="" type="checkbox"/>	3 Gross Motor Skills: <input checked="" type="checkbox"/> 1. Stands on one foot for ten seconds <input checked="" type="checkbox"/> 2. Stands on other foot for ten seconds <input checked="" type="checkbox"/> 3. Stands on one foot for one second with eyes closed <input checked="" type="checkbox"/> 4. Stands on other foot for one second with eyes closed <input checked="" type="checkbox"/> 5. Walks backward toe-to-heel four steps	/5



Enter Screening Data

Sandra Smith

[Data Sheet](#)**Self-help & Social-Emotional Scales**

Self-help and Social-Emotional Scales (3- to 7-Year-Old)

Screened on March 2022 by Karen Hofmann

Domain	Assessments	Score
Self-help Skills	<p>A. Eating Skills:</p> <p>1. Does the child use a spoon? If yes, does the child place the spoon in his/her mouth without turning the spoon upside down, with little or no spilling of food?</p> <p><input type="radio"/> Rarely/No</p> <p><input type="radio"/> Sometimes</p> <p><input checked="" type="radio"/> Most of the time</p> <p>2. Does the child use the side of the fork for cutting soft food, such as a piece of baked potato or a piece of cake?</p> <p><input type="radio"/> Rarely/No</p> <p><input type="radio"/> Sometimes</p> <p><input checked="" type="radio"/> Most of the time</p> <p>3. Does the child hold a fork in his/her fingers, not in his/her fist?</p> <p><input type="radio"/> Rarely/No</p>	/3



BRIGANCE Online Management System

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Screening Reports

Group Screening Summary Report

This report provides an overview of screening performance and cutoff implications for a group of children. Reported results can be sorted by performance to support aggregate reporting.

Children Screened/Not Screened

This report displays those children who have and have not been screened within a selected time period.

At-Risk Report

This report lists children who have scored below the potential developmental delays cutoff, their risk status based on the number of psychosocial risk factors captured in the student information section, and, if applicable (4+ risk factors), their performance compared to the at-risk cutoffs.

Student Reports

[Student Profile](#)[Student Information](#)[Risk Factors](#)[Observations](#)[Additional Assessment](#)[Student Reports](#)

Screens III Student Reports

Screening Summary Report

A summary of the child's screening results is displayed for the Core Assessments and, if administered, the Self-help & Social-Emotional Scales. The total score is compared to cutoffs and domain-level results are also provided.

Screening Progress Report

A chart shows the child's progress across two or more screening sessions.

Parent Report

A form is provided to easily share screening results with parents/caregivers.

[Five-Year-Old Child/Foundation Data Sheet -
28/6/2020 Parent Report](#)

[Four-Year-Old Child Data Sheet -
28/7/2019 Parent Report](#)

Sandra Smith — Risk Factors

[Student Profile](#)[Student Information](#)[Risk Factors](#)[Observations](#)[Additional Assessment](#)[Student Reports](#)

Psychosocial Risk Factors

- Child lives in a home where English is not the primary language.
- Child lives in a single-caregiver household.
- Four or more children live in the home.
- Family has moved more than twice in the past 12 months or child has changed schools frequently.
- Child has no prior participation in structured early-prevention programs.
- Child has a history of being abused or exposed to domestic or neighborhood violence.
- Child or siblings participate in breakfast club program and/or Medicaid.
- Parent(s) have less than a high school education.
- Parent(s) have limited literacy.
- Parent(s) are fewer than 18 years older than the oldest child in the family.
- Parent(s) are unemployed.
- Parent reports rarely or never reading to child.
- Parent reports being or appears to be distressed, sad, lonely, angry, depressed, helpless, numb, substance abusing, or lacking in self-esteem.
- Parent reports a single concern about child's behavior, social, self-help, or gross motor skills.
- Parent reports limited social support (e.g., no one else to help care for child or children).
- Parent reports high levels of anxiety (e.g., feeling pressured, stressed, or can't relax).
- Parent is not observed to teach child new things, to talk to child about toys and objects, or to play games with child.

Additional Assessment Resources

[Student Profile](#)[Student Information](#)[Risk Factors](#)[Observations](#)[Additional Assessment](#)[Student Reports](#)

Supplemental Assessments

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

[Two-Year Old](#)
[Three-Year Old](#)
[Four-Year Old](#)
[Five-Year Old](#)
[Foundation](#)
[Year One](#)

Reading Readiness Scale

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

[Download the Reading Readiness Scale Reports and Scoring Form](#)

Analysis: Self-help and Social-Emotional Scales Results

- Children's results are reported as Below Average, Average, and Above Average.
- Enter the results of each child's *Self-help and Social-Emotional Scales* into the Online Management System.
- View child's Screening Summary Report.

Downloading Summary Report OMS III

- Left click on the Summary Report link to open the webpage with the results

Welcome HBE HBE [HBE Test] | [Support](#) | [Logout](#)

BRIGANCE Online Management System

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ASHLEIGH CLARK — Profile i

Student Profile

- Student Information
- Risk Factors
- Observations
- Additional Assessment
- Student Reports

Screens III Activity + Enter New Screening Data

Date of Screening	Core Assessments	Self-help & Social Emotional Scales	Reports
May 2022	Year One Child Data Sheet Examiner: Karen Hofmann Status: Submitted	Self-help and Social-Emotional Scales (3- to 7-Year-Old) Examiner: Karen Hofmann Status: Submitted	Summary Report Parent Report
June 2020	Five-Year-Old Child/Foundation Data Sheet Examiner: Karen Hofmann Status: Submitted	Self-help and Social-Emotional Scales (3- to 7-Year-Old) Examiner: Karen Hofmann Status: Saved	Summary Report Parent Report
July 2019	Four-Year-Old Child Data Sheet Examiner: Karen Hofmann Status: Submitted	Self-help and Social-Emotional Scales (3- to 7-Year-Old) Examiner: Karen Hofmann Status: Saved	Summary Report Parent Report

- If you hover over the information i there is an explanation on how to print the report

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BRIGANCE Online Management System

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Screening Summary Report

Student Profile

- Student Information
- Risk Factors
- Observations
- Additional Assessment
- Student Reports**

Screening Information

Student Name: CLARK, ASHLEIGH
 Screen: Year One Child Data Sheet
 Date of Screening: 11/05/2022

Chronological Age: [redacted]
 Examiner: Kare [redacted]

Total Score Compared to Cutoffs

Total Score: 0.0
Below Delays Cutoff

Potential Delays Cutoff <86

Potential Giftedness Cutoff >96

Suggested Next Steps

- Refer for evaluation
- 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

To share these results, you can print the Parent Report from the Student Reports page or use your browser print feature to print this Screening Summary report.

- You can either right click anywhere on the page or click on the hamburger menu from the browser window
- Now select print to print the summary report

Welcome HBE HBE [HBE Test] | Support | Logout

BRIGANCE Online Management System

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Screening Summary Report

Student Profile

Student Information
 Student Name: CLARK, ASHLEIGH
 Screen: Year One Child Data Sheet
 Date of Screening: 11/05/2022

Chronological Age: 7-3
Examiner: Karen Hofmann

Risk Factors

Observations

Additional Assessment

Student Reports

Screening Information

Total Score Compared to Cutoffs

Total Score: 0.0
 Below Delays Cutoff

Suggested Next Steps

- Refer for evaluation
- Follow up on
- Communicate
- Provide ongoing instruction.

Results by Domain

Domain	Score	Average
Academic/Cognitive	61.0	Below Average <90
Language Development	61.0	Below Average
Physical Development	52.0	Below Average

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:

- Academic/Cognitive
- Language Development
- Physical Development
- Self-help Skills

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

View the Screens III/IED III correlation chart.

Contextual Information: A right-click context menu is open over the 'Print...' option, showing various browser actions like Back, Forward, Reload, Save as..., Print..., Cast..., Search images with Google Lens, Create QR Code for this page, Translate to English, Adobe Acrobat: PDF edit, convert, sign tools, View page source, and Inspect.

- Make sure you change the destination from the printer to Save as PDF
- Now click save and select where you want to save the PDF

The screenshot displays the BRIGANCE Online Management System interface. The main content area shows a 'Screening Summary Report' for a student named CLARK, ASHLEIGH, with a chronological age of 7:3. The report includes a 'Total Score Compared to Cutoffs' bar chart showing a score of 81.0, and a 'Results by Domain' bar chart with scores for Academic/Cognitive (81.0), Language Development (81.0), Physical Development (82.0), Self-help Skills (86.0), and Social-Emotional Skills (99.0). A print menu is open on the right, with 'Save as PDF' highlighted in yellow. The 'Save' button is visible at the bottom right of the print menu.

Screening Summary Report

Student Profile
 Student Information
 Risk Factors
 Observations
 Additional Assessment
 Student Reports

Screening Information

Student Name: CLARK, ASHLEIGH
 Screen: Year One Child Data Sheet
 Date of Screening: 11/05/2022
 Chronological Age: 7:3
 Examiner: Karen Hofmann

Total Score Compared to Cutoffs

Total Score: 81.0
 Below Delay's Cutoff

Results by Domain

Domain	Score
Academic/Cognitive: 81 Below Average	81.0
Language Development: 81 Below Average	81.0
Physical Development: 82 Below Average	82.0
Self-help Skills: 86 Below Average	86.0
Social-Emotional Skills: 99 Average	99.0

Print 1 page

Destination: Save as PDF

Pages: All

Layout: Portrait

More settings

Save Cancel

BRIGANCE Online Management System

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[Group Reports](#)

[Resources](#)

[IED Quick Scoring Tool](#)



Readiness Activities



Correlation to the IED III



Physical Development



Language Development



Literacy



Mathematics



Self-help & Social-Emotional Skills



Readiness Activities



Correlation to the IED III

Readiness Activities that Correlate to Assessments in the BRIGANCE® Inventory of Early Development III

Physical Development

Standing
Walking
Jumping and Hopping
Running (Skipping and Galloping)
Ball Skills (Kicking, Catching, Rolling, and Throwing)
Holding And Manipulating Objects
Cuts With Scissors

Language Development

Body Parts
Colors

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

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



BRIGANCE Online Management System



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Readiness Activities



Correlation to the IED III



Physical Development



Language Development



Literacy



Mathematics



Self-help & Social-Emotional Skills



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

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Family Connections



General Letters and Forms

Letters to Send Home

Parent Report

Parent Feedback Form



Physical Development

Letters to Send Home

Learning Plans



Language Development

Letters to Send Home

Learning Plans



Literacy

Letters to Send Home

Learning Plans

Take-Home Activities



Mathematics

Letters to Send Home

Learning Plans

Take-Home Activities



Self-help & Social-Emotional Skills

Letters to Send Home

Learning Plans



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Family Connections

**General Letters and Forms**

Letters to Send Home

Parent Report

Parent Feedback Form

Introductory Letter to Families

Self-help and Social-Emotional Scales
(Two-Year Old)
Self-help and Social-Emotional Scales
(Three-to-Seven-Year Old)Two-Year Old Child
Three-Year Old Child
Four-Year Old Child
Five-Year Old Child
Foundation
First Grade**Physical Development**

Letters to Send Home

Learning Plans

Talk To Your Child
Standing Skills
Walking and Balancing Skills
Jumping and Hopping Skills
Running and Skipping Skills
Ball Skills Letter
Fine-Motor Skills
Cutting With Scissors SkillsI Am Learning To Walk In Different Ways
I Am Learning To Balance and Jump and
Hop
I Am Learning To Run, Skip, And Gallop. I
Am Learning To Kick Balls and Throw and
Catch Balls
I Am Learning To Use My Hands and Fingers
To Do Many Things
I Am Learning To Cut With Scissors
I Am Learning How To Take Care Of Myself**Language Development**

Letters to Send Home

Learning Plans

Name Parts of Body
Learn About ColorsI Am Learning Body Parts
I Am Learning Colors**Literacy**

Letters to Send Home

Learning Plans

Take-Home Activities

Mathematics

Letters to Send Home

Learning Plans

Take-Home Activities

Self-help & Social-Emotional Skills

Letters to Send Home

Learning Plans

Social and Emotional Skills
Know and State Basic Facts About
Themselves
Self-Help SkillsI Am Learning About Myself and Others
I Am Learning To Tell Special Things About
Myself



Report



Screen

Item	Score	Target	Notes
1. Letter Recognition	15	20	Needs more practice
2. Sound Recognition	18	20	Needs more practice
3. Letter-Word Association	22	25	Needs more practice
4. Phonological Awareness	25	30	Needs more practice
5. Reading Readiness	30	35	Needs more practice
6. Letter Knowledge	35	40	Needs more practice
7. Phonics	40	45	Needs more practice
8. Reading Comprehension	45	50	Needs more practice
9. Writing Readiness	50	55	Needs more practice
10. Spelling	55	60	Needs more practice
11. Grammar	60	65	Needs more practice
12. Punctuation	65	70	Needs more practice
13. Reading Fluency	70	75	Needs more practice
14. Reading Comprehension	75	80	Needs more practice
15. Writing Fluency	80	85	Needs more practice
16. Spelling	85	90	Needs more practice
17. Grammar	90	95	Needs more practice
18. Punctuation	95	100	Needs more practice



BRIGANCE Online Management System

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Screening Summary Report

Screening Information
 Student: Natalie Curtis
 Screen: Four-Year-Old Child
 Date of Screening: 08/15/2013

Total Score Compared to Cutoffs

Total Score: 81

Suggested Next Steps

- Follow up on Data Shows Appropriateness
- Communicate results
- Provide ongoing appropriate instruction



Instruct

MY LEARNING PLAN

I am learning to read the letters of the alphabet.

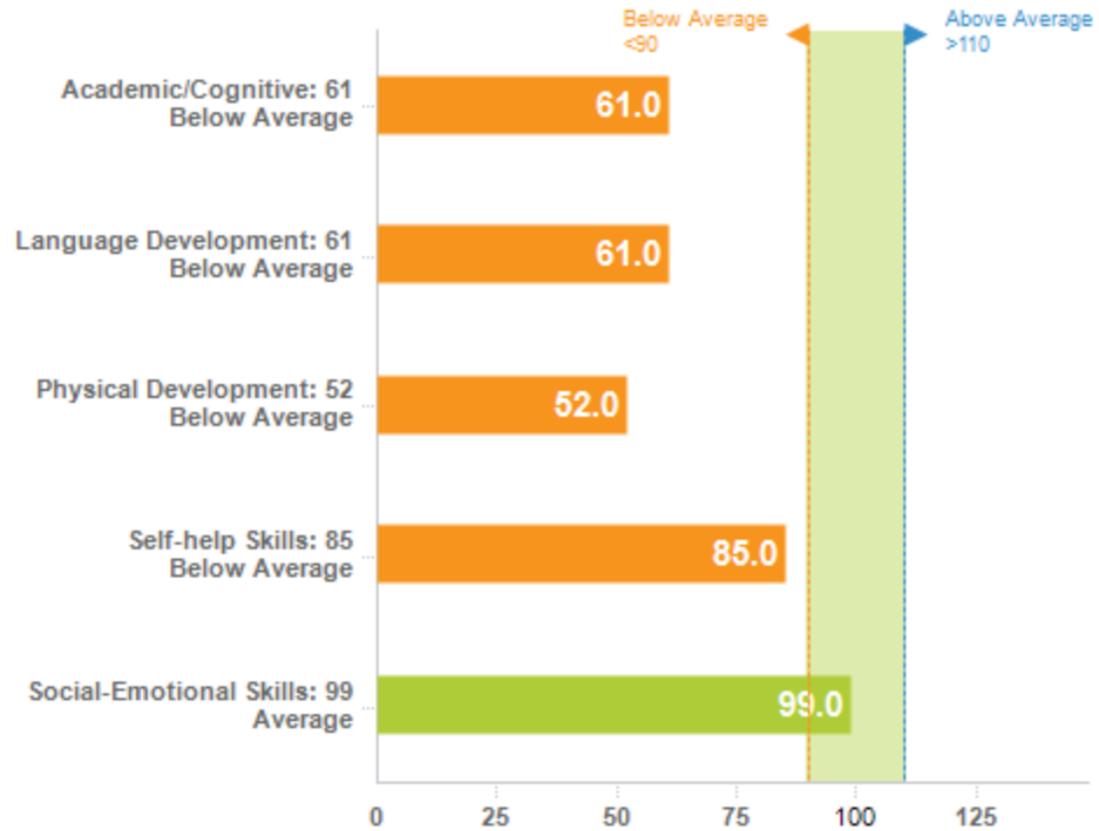
0 1 2 3 4 5 6 7 8 9
 0 1 2 3 4 5 6 7 8 9

Easily enter your screening results from the Screens III.

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

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

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:

- Academic/Cognitive
- Language Development
- Physical Development
- Self-help Skills

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

[View the Screens III/IED III correlation chart.](#)

Notes / Observation

- Early Childhood Screens III



- Inventory of Early Development (IED) III



- Online Management System



- Readiness Activities and Take-Home Activity Books



Thank you

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