BRIGANCE®

# Online Management System for the Screens III

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

Report

Screen

Instruct

Easily enter your screening data from the Screens III.

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

Download and use the many Instructional Resources provided in the Online Management System to drive instruction based on screening results.

Individual Student Reports
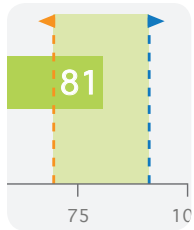
Screening Summary Report

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

Parent Report

Informs parents of their child's overall performance, strengths, and needs
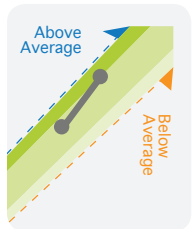
Screening Progress Report

Plots a child's progress across multiple screening sessions

Class/District Reports
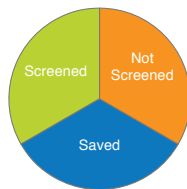
Screened/Not Screened Report

Provides class-/program-level information to show the percentage of children who have not yet been screened
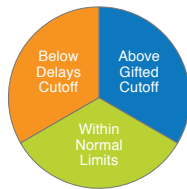
Group Screening Summary Report

Provides an overview of screening results compared to cutoff scores

At-Risk Report

Provides detailed information to guide decisions about at-risk children

Instructional Resources

Readiness Activities

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

Family Connections

Strengthens school–home connections with hundreds of take-home materials in English and in Spanish

Additional Assessment

Provides supplemental assessment resources to probe mastery of higher-level skills

Screening Summary Report

Screening Information

Student Name: Lam, Molly
Screen: Four-Year-Old Child Data Sheet
Date of Screening: 9/10/2018

Chronological Age: 4-0
Examiner: System Admin

Clearly view the child's results compared to cutoff scores

Total Score Compared to Cutoffs

Potential Delays
Cutoff <42

Potential Giftedness
Cutoff >83

Total Score: 63.0
Within Normal Limits

63.0

0   25   50   75   100

Automatically identify individualized next steps
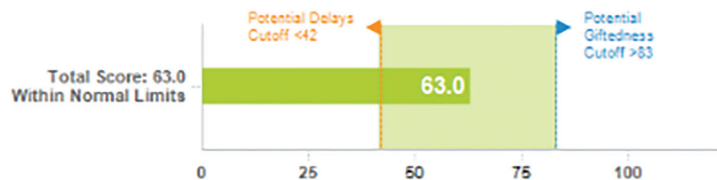
Suggested Next Steps

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

Results by Domain

Below Average
<90

Above Average
>110

Academic/Cognitive: 101
Average
101.0

Language Development: 88
Below Average
88.0

Physical Development: 106
Average
106.0

Self-help Skills: 126
Above Average
126.0

Social-Emotional Skills: 106
Average
106.0

0   25   50   75   100   125

Recommendations for Ongoing Assessment and Instruction

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

- Language Development

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

View the Screens III/IED III correlation chart.

Receive recommendations for further assessment and instruction

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

Parent Report

Screening Results for the BRIGANCE® Screen III

Child's Name: Molly Lam

Parent Name(s): Laura and Frank Lam

Date of Screening: 9/10/2018   **Date of Conference:** 09/24/18

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):

Children Screened/Not Screened

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

Report Options

School/Class   [Pauline Mason's Class ▼]

Filter by Date   ☐ Filter by Date

Start Date   [Screened After]

End Date   [Screened Before]
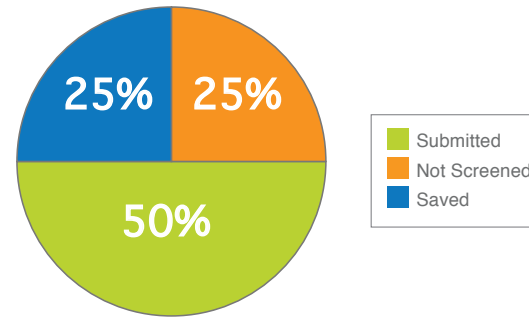
[Start]

"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.

25% **25%** **50%**

Legend:
- 🟩 Submitted
- 🟧 Not Screened
- 🟦 Saved

Easily import screening data into other programs

[Export as CSV]

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

Name ▲	Student ID ▼	Screening Status ▼	Date Last Assessed ▼
Cristina Alvarez	156813	Submitted	08/20/2018
Keshawn Brant	978313	Submitted	09/12/2018
Ashley Cheng	**455413**	**Not Screened**	**04/30/2018**
Sophia Ruiz	565782	Submitted	09/03/2018
Valerie Duncan	125872	Saved	09/01/2018
Elijah Ferguson	294811	Saved	09/24/2018
Dominic Cho	876530	Submitted	08/20/2018
Kayla Harvey	**458826**	**Not Screened**	**03/20/2018**
Molly Lam	787754	Submitted	09/10/2018
Isabella Martinez	**158888**	**Not Screened**	**03/20/2018**
Dylan McCabe	125469	Submitted	09/10/2018
Luis Vasquez	475125	Saved	08/01/2018

Navigate directly to a child's record and view assessment results or enter new screening data

Screening Progress Report

Student Name: Molly Lam

Report Options

View progress by Total Score or by domain

✓ Total Score
Language Development
Academic/Cognitive
Physical Development

Start

Total Score

Examine a child's progress across multiple screening sessions with an easy-to-interpret graph

Age Equivalent (years-months) — vertical axis: 8-0, 7-0, 6-0, 5-0, 4-0, 3-0, 2-0, 1-0

Child's Age (years-months) — horizontal axis: 1-0, 2-0, 3-0, 4-0, 5-0, 6-0, 7-0, 8-0

Track a child's progress in terms of age equivalent scores
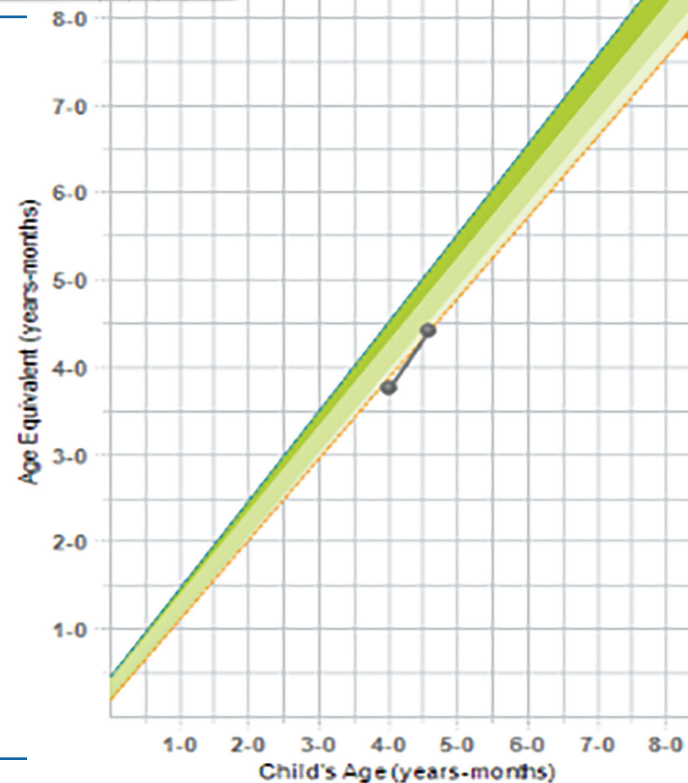
For a child with two or more screenings entered in the OMS, progress can be plotted across multiple screenings

Date of Screening ▼	Child's Chronological Age ▼	Age Equivalent Score ▼
9/10/2018	4-0	3-9
3/29/2019	4-7	4-5

Group Screening Summary Report

Report Options

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

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

Pie chart:
- 33% Below Delays Cutoff (orange)
- 33% Within Normal Limits (green)
- 33% Above Gifted Cutoff (blue)

Legend:
- Below Delays Cutoff
- Within Normal Limits
- Above Gifted Cutoff
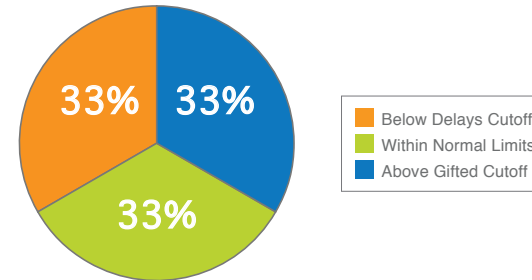
Sort by score or performance to facilitate data analysis and support planning

Name ▲	Date Screened ▼	Core Assessment ▼	Total Raw Score ▼	Performance ▼
Cristina Alvarez	08/20/2018	5-Year-Old/K Data Sheet	84.0	Within Normal Limits
Keshawn Brant	**09/12/2018**	**5-Year-Old/K Data Sheet**	**59.0**	**Below Delays Cutoff**
Sophia Ruiz	**09/03/2018**	**4-Year-Old Data Sheet**	**62.0**	**Below Delays Cutoff**
Valerie Duncan	09/01/2018	5-Year-Old/K Data Sheet	85.0	Within Normal Limits
Elijah Ferguson	09/24/2018	4-Year-Old Data Sheet	93.0	Above Gifted Cutoff
Dominic Cho	**08/20/2018**	**4-Year-Old Data Sheet**	**67.0**	**Below Delays Cutoff**
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

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

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

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 `X`

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

Name	Date of Birth	Weeks Premature	Gender	Ethnicity/ Race	Language	Free/Reduced Lunch
Keshawn Brant	08/06/2013	1	Male	African-American	English	No
Sophia Ruiz	01/03/2014	3	Female	Hispanic	Spanish	Yes
Dominic Cho	11/17/2013	6	Male	Asian	English	Yes

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

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

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

Readiness Activities

Correlation to the IED III	▾

Physical Development	▾

Language Development	▾

Literacy	▾

Response to and Experience with Books
Prehandwriting
Copies Forms
Visual Discrimination
Print Awareness and Concepts
Reads Uppercase and Lowercase Letters
Prints Uppercase and Lowercase Letters in Sequence
Prints Personal Data
Phonological Awareness Skills

Mathematics	

Self-help & Social-Emotional Skills	

Get immediate access to more than 300 developmentally appropriate activities and streamline individualized instruction

Reads Uppercase and Lowercase Letters

Objective
To read uppercase and lowercase letters.
ˢᵃ A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ˢᵃ
ˢᵃ a b c d e f g h i j k l m n o p q r s t u v w x y z ˢᵃ

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 S
Visual Di
Prints U
Prints Pe

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.

TEACHING SEQUENCE
1. **Initially, Teach at the Receptive Level**
Initially, teach a child to read letters at the receptive level. For example, have the child match identical letters. When the child can consistently match identical letters, have her point to a letter when you say the letter name.
2. Next, Teach at the Expressive Level identify letters, teach her to

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.

b d

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.

a a g g

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.

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

Letters to Send Home	Learning Plans	Take-Home Activities
Count Up to Ten Objects English | Spanish	I Am Learning to Count Things	Counts in Order
Count Aloud from Memory English | Spanish	I Am Learning to Say Numbers in Order	Counts Objects
Read the Numerals 0–100 English | Spanish	I Am Learning to Read Numerals	Reads Numbers
What Quantity Each Numeral from 0–10 Represents English | Spanish	I Am Learning What Numerals Stand For	Understands Numbers
Writing Numerals in Order English | Spanish	I Am Learning to Write Numerals in Order	Writes Numbers in Order
Develop an Understanding of These Differences English | Spanish	I Am Learning about Size, Weight, and	
Directional and Positional Concepts English | Spani		

Self-Help & Social-Emotional Skills
Letters to Send Home

Dear Families,
　Your child is working on **writing numerals in order**. There are many things you can do at home to help your child learn this important skill. Use the following numeral formations as a guide when working with your child:

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

Here are some activities to try with your child:
1. Make a **numeral tracing card**. Use a 9" × 12" sheet of heavy-grade paper or cardboard. Write the numerals 0–9 on the card. Clip a piece of tracing paper over the card, and have your child trace each numeral.
2. **Use dotted lines to write the numerals 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 numeral.
3. **Leave blanks for missing numerals** as you write the numerals 0–9 on a sheet of paper. Have your child write the missing numerals.
4. **Use different media** (paint, markers, chalk, crayons) to make practicing writing numerals more fun. You might also let your child finger paint the numerals in paint, shaving cream, or even pudding!
5. Have your child **make a numeral chart** on a large piece of cardboard or paper. Have your child decorate the chart. Hang it in a prominent place (on the refrigerator door, or on your child's bedroom door).
6. Make a set of **numeral flashcards 0–9** out of index cards. Show your child a numeral, and have your child write the numeral that comes before and the numeral that comes after that numeral.
7. **Read books with your child** that show numerals in sequence. Here are a few suggestions that you might find at your local library:
　Lobel, Anita. *One Lighthouse, One Moon.*
　Micklethwait, Lucy. *I Spy Two Eyes: Numbers in Art.*
　Morozumi, Atsuko. *One Gorilla: A Counting Book.*

MI PLAN DE APRENDIZAJE
Estoy aprendiendo a escribir los números en orden.

12　BRIGANCE® *Readiness Activities*　©Curriculum Associates, LLC

My Learning Plan: Mathematics 5

My name is _____

I am learning to write numbers in order.

4 5 6

©Curriculum Associates

Additional Assessment Resources

Student Profile
Student Information
Risk Factors
Observations
Additional Assessments
Student Reports

Use the Supplemental Assessments to assess a child's higher-level skills

Use the all-new Reading Readiness Scale for a standardized measure of skills and behaviors related to children's emergent literacy

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: English | Spanish
Three-Year-Old: English | Spanish
Four-Year-Old: English | Spanish
Five-Year-Old: English | Spanish
Kindergarten: English | Spanish
First Grade: English | Spanish

Reading Readiness Scale

The Reading Readiness Scale allows educators to measure skills related to a child's emergent literacy. This standardized 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 sec[tion]... [Note: normative] scoring information is available for 5-year-old child...

Reading Readiness Scale Reports and Scoring Form: English | Spanish

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Teacher Report and Scoring Form—Reading Readiness Scale

Child's Name ___ Parent(s)/Caregiver(s) ___

Date of Screening ___ Birth Date ___ Age ___ School/Program ___ Teacher ___ Examiner ___   Year / Month / Day

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

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

Raw Score—Number of "yes" responses: ___/10

Reading Readiness Level: (See Table I: Interpreting Reading Readiness Scores on page 93.)
Below Average   Average   Above Average

Do you have any concerns about how well this child will do learning to read? — Yes / No   If yes, please list.

Have you observed responses or reactions from this child that cause you to suspect he/she may have a vision or hearing problem? — Yes / No   If yes, please indicate the nature of the suspected problem.

Reading Readiness Scale