

BRIGANCE® Virtual Administration Guidance

Curriculum Associates Guidance Brief | May 2020

Overview

- At this time, we do not recommend remote administration of BRIGANCE for most use cases.
- For most uses of BRIGANCE, we suggest in-person administration of the assessment to the extent possible consistent with a district's school closure guidelines.
- In some limited circumstances, virtual use of BRIGANCE may be possible.

Can BRIGANCE be administered remotely?

Virtual administration of assessments within the BRIGANCE Screens III, the norm-referenced inventories (i.e., IED III Standardized, CIBS II Standardized) and, in some cases, the criterion-referenced inventories (i.e., IED III, CIBS II, TSI) is not recommended at this time for most common uses of BRIGANCE. The procedure for administering the BRIGANCE assessments does not easily lend itself to videoconferencing technology and, therefore, Curriculum Associates has not validated administration of BRIGANCE assessments through a virtual approach. Any scores resulting from a virtually administered version of BRIGANCE may not accurately reflect what a student knows and can do and, thus, should not be used for placement, classification, or other high-stakes purposes.

What are the challenges with administering BRIGANCE remotely?

Schools and educational providers interested in remote administration of BRIGANCE should be aware of the limitations of administering such assessments virtually. We have found that, because most BRIGANCE assessments are designed to be administered as one-on-one, in-person assessments, they do not lend themselves to administration through videoconference technology or by coached family members. As a result, there are significant concerns educators should be aware of when contemplating the possible remote administration of BRIGANCE, including:

- Many families do not have the internet or computer hardware required to support a videoconference-based administration of BRIGANCE assessments. For those students in families with no internet/hardware, videoconferencing would not be an option. This creates inequities in which students can and can't have the assessment administered with fidelity during extended school closures.
- Methods of administration for BRIGANCE assessments include highly specialized and standardized directions that could be challenging to most family members asked to assist in the remote administration of assessments. At best, family members would need extensive coaching and guidance, which may not be practical in this extraordinary time.
- Any scores for a standardized measure generated from a virtually administered version of BRIGANCE may not accurately reflect what a student knows and can do. Results from a virtually administered screening may not accurately reflect a child's developmental skill levels and could provide a false sense of readiness for many children. Thus, schools and educational providers should be highly suspicious of scores resulting from a virtually administered assessment or screening for placement, classification, or other high-stakes purposes.

How can districts remain consistent with their state’s BRIGANCE administration requirements?

During this extraordinary time, educators and assessment providers across the nation have been pleased to see state policy makers recognize that standard administration protocols for assessments that are used for “high-stakes purposes,” such as student placement and retention, are not always possible virtually. BRIGANCE, along with other similar assessments, measure constructs that do not lend themselves to virtual administration.

Many states have chosen to forgo the use of these types of assessments until students return to the classroom. We believe other states may choose to suspend assessment requirements in lieu of other approaches, such as teacher or parent evaluation. In all cases, we recommend that districts contact their state departments of education for guidance on any administration requirements relevant to state law or guidance.

In what scenarios should and shouldn’t BRIGANCE be used during extended school closures?

BRIGANCE is used in a variety of ways. Guidance for the administration of the BRIGANCE measures under the more common uses of BRIGANCE are outlined below.

1. BRIGANCE as a Normative Measure for Placement or Similar Purposes

At this time, we do not recommend remote administration of the BRIGANCE norm-referenced assessments (i.e., the IED III Standardized and the CIBS II Standardized). Because these assessments are designed to be administered as one-on-one, in-person assessments, they do not lend themselves to administration through videoconference technology. Any scores generated from a virtually administered version of BRIGANCE may not accurately reflect what a student knows and can do, potentially resulting in invalid scores. Thus, schools and educational providers should be highly suspicious of scores resulting from a virtually administered assessment for placement, classification, or other high-stakes purposes.

Districts will have the highest likelihood of achieving valid scores using the BRIGANCE normative measures under two approaches:

- **Delay Until Traditional In-Person Administration Is Possible:** Where possible, we recommend that educators wait to administer BRIGANCE until schools and other educational providers reopen their facilities. This will allow for the administration of BRIGANCE in a traditional testing environment using standard administration protocols. Under this scenario, we recognize the inherent delay in having BRIGANCE scores for student-level decisions and suggest that individuals use educator and family judgment and other data points pending the administration of BRIGANCE.
- **Administer In-Person Assessments Consistent with COVID-19 Protocols:** In areas of the country where it is deemed sufficiently safe, we recognize that some schools and educational providers may wish to proceed with BRIGANCE testing prior to the formal reopening of schools and provider facilities and in a way consistent with their COVID-19 protection protocols. Under this scenario, educators would likely schedule time for students to come to educational facilities for one-on-one testing. Some considerations for this approach include:
 - Educators may wish to schedule students a minimum of 30 minutes apart to minimize the likelihood of different families interacting with one another.

- Educators may wish to consider beginning testing earlier (or later) in the calendar year than usual to accommodate the necessary social distancing precautions exercised by the educational provider.
- Proper cleaning approaches consistent with state or district guidelines should be followed for all BRIGANCE materials.

We suggest in-person administration of the assessment to the extent possible, consistent with a district's school closure guidelines. For further assistance, please email BRIGANCE@brigance.com.

2. BRIGANCE Screens III as a Developmental Screener or Kindergarten Entry Assessment

At this time, we do not recommend remote administration of the BRIGANCE Screens III. Because most screening tasks are designed to be administered as one-on-one, in-person child performance tasks, they do not lend themselves to administration through videoconference technology and make measuring the constructs with fidelity challenging. Because of the challenges posed by virtual administration, any scores from a virtually administered version of the Screens III may not accurately reflect what a child knows and can do and could provide a false sense of readiness for many children. Thus, scores resulting from a virtually administered screening should not be used for placement, classification, or other high-stakes decisions.

Districts will have the highest likelihood of achieving valid scores using the BRIGANCE Screens III under two approaches:

- **Delay Until Traditional In-Person Screenings Are Possible:** Where possible, we recommend that educators wait to administer the Screens III until schools and other educational providers reopen their facilities. This will allow for the administration of the Screens III in a traditional screening environment using standard administration protocols. Under this scenario, we recognize the inherent delay in having BRIGANCE scores for child-, program-, and district-level decisions and suggest that individuals use educator and family judgment and other data points pending the administration of the Screens III.
- **Conduct In-Person Screenings Consistent with COVID-19 Protocols:** In areas of the country where it is deemed sufficiently safe, we recognize that some schools and educational providers may wish to proceed with BRIGANCE screenings prior to the formal reopening of schools and provider facilities and in a way consistent with their COVID-19 protection protocols. Under this scenario, educators would likely schedule time for children to come to educational facilities for one-on-one screenings. Some considerations for this approach include:
 - Educators may wish to schedule children a minimum of 30 minutes apart to minimize the likelihood of different families interacting with one another.
 - Educators may wish to consider beginning screening earlier in the calendar year than usual to accommodate the necessarily social distancing precautions exercised by the educational provider.
 - Proper cleaning approaches consistent with state or district guidelines should be followed for all BRIGANCE materials.

We suggest in-person administration of the age-specific screens to the extent possible, consistent with a district's school closure guidelines. For further assistance, please email BRIGANCE@brigance.com.

3. BRIGANCE as a Criterion-Referenced Measure for Ongoing Progress Monitoring of Students

Another common use of BRIGANCE is administering criterion-referenced assessments for the ongoing progress monitoring of students in relation to their Individualized Education Program (IEPs). For this use of BRIGANCE, we recommend educators consider which specific IEP goals are being monitored and whether the specific BRIGANCE assessments that include these skills can be used virtually to assist in the ongoing progress monitoring of these goals. For additional guidance on which assessments may lend themselves to being assessed virtually for progress monitoring purposes, please email BRIGANCE@brigance.com.

4. BRIGANCE as a Resource for Higher-Education Courses

BRIGANCE is also commonly used in teacher and school psychologist preparation programs. Under this use case, BRIGANCE materials are used to help teach higher-education students how to use the BRIGANCE measures to accurately assess young children and special education students, but the actual assessment of individual students or the actual use of scores based on assessment does not take place. This use of BRIGANCE is likely minimally impacted while higher-education students are being taught remotely, but please email BRIGANCE@brigance.com for further assistance with this use of BRIGANCE.

Additional Questions about the Remote Administration of BRIGANCE

Are digital versions of BRIGANCE available to facilitate remote administration?

Some BRIGANCE criterion-referenced assessments may be available in PDF form. For information on acquiring these digital versions, please email BRIGANCE@brigance.com with the inventory title (i.e., IED III, CIBS II-Rdg/ELA, CIBS II-Math, TSI) and the specific assessments needed.

Who do I contact with more questions about the use of BRIGANCE?

Please email BRIGANCE@brigance.com.