New!
BRIGANCE®

Early Childhood
Prepare every child for school success

- Screening
- Ongoing Assessment
- Instructional Activities
- Management System

Perfect for Title I
Buy before July 31st and save!
For more than 30 years, early childhood programs have trusted BRIGANCE® products. Now BRIGANCE has a new, integrated Early Childhood System to help ensure that children are prepared for Kindergarten.

1) Quickly and easily screen children to identify learning delays, giftedness, strengths and weaknesses in language, motor, self-help, social-emotional, and cognitive skills. (0-35 months, 3-5 years, K & 1)

2) Monitor individual progress toward early learning standards and outcomes and plan developmentally appropriate, individualized instruction, including objectives for IEPs. (0-6 years)

3) Build readiness skills with fun, easy-to-plan activities targeted to a child’s specific needs. (0-6 years)

4) Instantly generate reports and get specific instructional recommendations for each child. Reports are easy to understand and share with parents.

CURRICULUM ASSOCIATES®, Inc. • www.CurriculumAssociates.com • 800-225-0248
Early Childhood System

Aligned to State Standards

- Organized by domains that align to state early learning standards and make it easy to chart the way for every child to succeed in school.
  - Language Development
  - Literacy
  - Math and Science
- Based on 30 years of research and experience in early childhood development
  - Key assessments are standardized on representative samples of thousands of children nationwide.
  - Independent research studies confirm the assessments have a high degree of validity and reliability.
- How-to-Guides, 24/7 online training, and live workshops make it easy to learn how to use the system most effectively.

A Perfect Fit for Title I Funds

Stimulus Guidance requires money be used to strengthen early childhood programs.

The BRIGANCE Early Childhood System provides the perfect integrated solution to support your program.

- Aligns to state early learning standards
- Meets monitoring and screening requirements
- Complies with IDEA by sampling all developmental domains, identifying present levels of performance, and helping set measurable goals

Introductory Pricing—Purchase by July 31st and save!

Call (800) 225-0248 or visit www.BRIGANCE.com/BRIG-EC

<table>
<thead>
<tr>
<th>Product</th>
<th>Description</th>
<th>Included</th>
<th>0-35 months</th>
<th>3-5 years</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Price</td>
<td>Order #</td>
</tr>
<tr>
<td>Screening Kit</td>
<td>Complete screening materials for 20 children</td>
<td>Manual, 60 Data Sheets, Accessories, Online Training and Scoring</td>
<td>$249</td>
<td>11853</td>
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<td></td>
<td></td>
<td></td>
<td>$199</td>
<td>11830</td>
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<tr>
<td>Complete Assessment Kit</td>
<td>Screening and ongoing assessment materials for 20 children</td>
<td>Screening Kit, Developmental Inventory Kit (Manual, 20 Record Books, Manipulatives)</td>
<td>$399</td>
<td>11820</td>
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<td></td>
<td></td>
<td></td>
<td>$399</td>
<td>11821</td>
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<tr>
<td>Complete Readiness Kit</td>
<td>Screening, ongoing assessment, and instructional activities (20 children)</td>
<td>Complete Assessment Kit, Readiness Activities</td>
<td>$559</td>
<td>11885</td>
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<td>$559</td>
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<tr>
<td>Online Management</td>
<td>System to track assessment data and recommend instructional activities</td>
<td>Yearly license, 24/7 Online Training and Support</td>
<td>$7/child</td>
<td>11858</td>
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<td></td>
<td></td>
<td></td>
<td>$7/child</td>
<td>11858</td>
</tr>
<tr>
<td>Early Childhood System: 3-Year Subscription</td>
<td>Complete system: screening, ongoing assessment, instructional activities, management system (20 children)</td>
<td>Readiness Kit, Online Management System for 3 years</td>
<td>$999</td>
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<td></td>
<td></td>
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Additional Data Sheets: $19/15 pack
Additional Record Books: $39/10 pack
Additional children for 3-year subscription: 20 children for $219

CURRICULUM ASSOCIATES®, Inc. • www.CurriculumAssociates.com • 800-225-0248
Identify developmental needs quickly and accurately

BRIGANCE® Early Childhood Screens allow teachers to easily identify learning delays and giftedness in language, motor, self-help, social-emotional, and cognitive skills.

Screens are easy to score, either by hand or with the BRIGANCE® Online Management System, and include cutoff scores to help determine which children may need a referral for special services.

Results help identify areas in which to focus developmental assessment and instruction to help each child be prepared for Kindergarten.

Screens include Observations Forms to help teachers organize important observations and Parent’s Rating Forms to help parents provide input on their child’s skills.

**Screens Include:** 0–35 months, 3–5 years, K & 1

- Easy-to-use — just 10–15 minutes per child
- Nationally-normed and standardized with strong reliability and validity data
- Highly sensitive and accurate
- Sample developmental domains to comply with IDEA

Call (800) 225-0248 or visit [www.BRIGANCE.com/BRIG-EC](http://www.BRIGANCE.com/BRIG-EC)
## 10 Number Concepts

### Overview

The assessment focuses on the child's basic understanding of numbers. The child responds by giving specific quantities of concrete objects.

**DOMAIN**
Mathematics

**SKILL**
Demonstrates by giving a specific number of objects
1. Gives five
2. Gives seven
3. Gives nine

**MATERIALS**
A set of twelve small objects

### SCORING INFORMATION

- **Data Sheet:** Four-Year-Old Child
- **Time:** Allow as much time as you think the child needs.
- **Accuracy:** Give credit for each correct response.
- **Point Value:** 4 points for each correct response

### POSSIBLE OBSERVATIONS

- **One-to-One Correspondence:** Does she attribute only one number to each object?
- **Counting Skills:** Does she count it? Does she attribute only one number to each object?

### Directions

Place a set of twelve objects on a table in front of the child. Then, ask the child to give you a specific number of objects. Pause for the child to select the objects and give them to you. If the child does not respond, repeat the request. If helpful, gently encourage the child to attempt the task.

1. **Gives five**
   - Say: Give me five (name of objects).  
   - After the child gives you the objects, return the objects to the table.

2. **Gives seven**
   - Say: Give me seven (name of objects).  
   - After the child gives you the objects, return the objects to the table.

3. **Gives nine**
   - Say: Give me nine (name of objects).  

### Four-Year-Old Child Data Sheet for the BRIGANCE® Screen

<table>
<thead>
<tr>
<th>Page</th>
<th>Assessment Number</th>
<th>Domain</th>
<th>Skill Start with item and proceed in order. Circle each correct response.</th>
<th>Discontinue After (must be in a row)</th>
<th>Point Value For Each</th>
<th>Student’s Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>18</td>
<td>Language Development</td>
<td>Personal Data Response: Only gives: <strong>4. address (street or mailing)</strong></td>
<td>3 incorrect</td>
<td>3 2 6 /36</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>28</td>
<td>Language Development</td>
<td>Color Recognition: Points to <strong>yellow</strong></td>
<td>3 incorrect</td>
<td>6 1 6 /10</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>38</td>
<td>Language Development</td>
<td>Picture Vocabulary: Names pictures of <strong>ladder scissors leaf 4. rail 5. duck 6. fish 7. tractor 8. make</strong></td>
<td>3 incorrect</td>
<td>3 1 3 /8</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>48</td>
<td>Literacy</td>
<td>Visual Discrimination—Forms and Uppercase Letters: <strong>6 O X P V X /10</strong></td>
<td>5 incorrect</td>
<td>4 1 4 /10</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>58</td>
<td>Literacy</td>
<td>Visual Motor Skills: Copies <strong>X</strong></td>
<td>3 incorrect</td>
<td>4 2 8 /10</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>68</td>
<td>Physical Health &amp; Development</td>
<td>Gross-Motor Skills: <strong>4. jumps on one foot five hops</strong></td>
<td>2 incorrect</td>
<td>3 1 3 /5</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>78</td>
<td>Math</td>
<td>Role Counting: Counts by role to <strong>7 8 9 10</strong> first error</td>
<td>6 5 3 /5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>88</td>
<td>Science</td>
<td>Identifies Body Parts: Names body parts when pointed to <strong>6. feet</strong></td>
<td>3 incorrect</td>
<td>4 2 8 /16</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>98</td>
<td>Language Development</td>
<td>Follows Verbal Directions: <strong>2. three-step directions</strong></td>
<td>1 3 3 /8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>108</td>
<td>Math</td>
<td>Number Concepts: Demonstrates by giving <strong>3. nine</strong></td>
<td>2 incorrect</td>
<td>1 4 4 /12</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>118</td>
<td>Language Development</td>
<td>Syntax and Fluency: <strong>3. speech is understandable</strong></td>
<td>1 5 5 /16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Score:** 53 /100

### Recommendations

The BRIGANCE® Developmental Inventory provides flexible, valid, and reliable ongoing assessment of Kindergarten-readiness skills. It enables teachers to plan developmentally appropriate, individualized instruction, including objectives for IEPs, and to measure and report each child’s progress over time by early learning standards or foundations.

- Language Development
- Approaches to Learning
- Literacy
- Social and Emotional Development
- Math and Science
- Physical Health and Development

**How it works:**

1. A child’s screen identifies areas for further assessment and instruction.
2. Teachers administer easy-to-use assessments in the Developmental Inventory through observation, parent interview, or child performance.
3. Based on student results, specific Readiness Activities are recommended to help individual children and classrooms make progress toward Kindergarten readiness.
4. Student progress is easy to track, either by hand or through the BRIGANCE® Online Management System.

**Easy-to-use, reliable, ongoing assessment**

- For developmental ages birth through age 6
- Identifies present level of performance, sets goals, and measures progress to comply with IDEA
- Valid and reliable criterion-referenced assessments
- Correlated to the BRIGANCE® Screens and Readiness Activities
Response to and Experience With Books

Overview
This assessment focuses on book knowledge by evaluating the child's response to and familiarity with books.

**DOMAIN**
Literacy: Book Knowledge

**SKILL**
Demonstrates skills that indicate a readiness for books and reading.

**ASSESSMENT METHODS**
Observation or Interview Parent/Caregiver

**MATERIALS**
A setting where the child typically has experience with books, such as a library or reading corner.

**SCORING INFORMATION**
Record results and assessment method on the child's Head Start Record Book. Give credit for each positive answer.

**BEFORE ASSESSING**
Observe for indicators that may affect assessment results. See pages xi-xii for a list of indicators and a reproducible Observation Checklist.

**AFTER ASSESSING**
Use this assessment's purpose, its domain, and key administration information.

Directions for Assessment: Observation
Observe the child being read to or looking at a book. During this assessment, also observe for explanations and uses.

Directions for Assessment: Interview Parent/Caregiver
Interview the parent/caregiver about the entry points of the assessment. Ask the following questions to begin the interview.

**Notes**
- Book Appreciation: During this assessment, also observe for indicators of the child's appreciation for books, such as:
  - interest in a variety of fiction and nonfiction books and poetry
  - interest in reading related activities
  - choosing to look at books
  - engaging in pretend-reading
- Other Book Knowledge: During this assessment, additional information can be learned about a child's knowledge of book parts and how books work including:
  - pages in a book are sequenced from front to back
  - books have a title; author; and illustrator
- Approaches to Learning: See the Observation Checklist on page xi.

Comprehensive Skill Sequences

13. Asks to have a favorite book read.
14. Takes part in reading by "filling in" words and phrases. (9)
15. Recalls/Tells part of the story read.
16. Gains information from books about real things. (10)
17. Tries to read books from memory. (11)
18. Attends to story for eight minutes or more.
19. Follows along in a book being read. (12)
20. Can tell context of a story but may confuse facts. (13)

Helpful Comprehensive Skill Sequences break down skills step by step and list developmental age levels to help teachers and parents know which skills to look for and support next.

Objective for Writing IEPs/IFSPs
By (date), when presented with appropriate books and given encouragement, (child's name) will (list as appropriate)

Includes appropriately worded template for writing an IEP learning objective.
Build Kindergarten readiness with fun, easy-to-plan activities

By using results from the BRIGANCE® Early Childhood Screens and Developmental Inventory, teachers can easily find and plan Readiness Activities that build children’s skills so they are better prepared for school.

The Readiness Activities book includes instructional guidance to support teachers of all levels, including: learning objectives, rationale, sequence of skills and related skills, and teaching strategies.

Parent involvement is encouraged through take-home letters (in English and Spanish) and take-home learning plans and activities.

- Links assessment with instruction
- Easily reproducible student activity pages
- Correlated to the BRIGANCE® Screens and Developmental Inventory
- Builds home-school connections through letters and take-home learning plans and activities

Teaching Activities

1. Magnetic Match

   Materials:
   - Two sets of uppercase or lowercase magnetic letters.
   - A magnetic board.

   Group Size: Individual or small group.

   Procedure: Line up four or five letters vertically on the left-hand side of the magnetic board. On the right-hand side of the board, randomly place the same four or five letters. Point to one of the letters in the left-hand column, and say the name of the letter. Then, ask a child to find the same letter on the other side of the board. For example, point to a B and say, “This is a B.” Follow this procedure for all the letters that you wish to teach.

   Extension: Have the children match lowercase letters to their uppercase counterparts. For example, point to an uppercase B and say, “This is an uppercase B. Can you find a lowercase b on the board?” (Having the children handle the letters helps reinforce the letter shapes.)

2. Hungry Mice

   Materials:
   - Twenty-six tagboard wedges of cheese.
   - Twenty-six tagboard mice.
   - A marker.

   Group Size: Individual or small group.

   Preparation: Make a set of lowercase letter cards by printing a different lowercase letter on each wedge of cheese. Make a set of uppercase letter cards by printing a different uppercase letter on each mouse.

   Procedure: Place both sets of letter cards in front of the child. Have her match each mouse with its corresponding wedge of cheese.
2. Hungry Mice

Teaching Activities

BRIGANCE Readiness Activities

Procedure:
- Teach mouse.
- of uppercase letter cards by printing a different uppercase letter.

Preparation:
- Make a set of lowercase letter cards by printing.

Individual or small group.

Group Size:
- A marker.
- Twenty-six tagboard mice.
- Twenty-six tagboard wedges of cheese.

Materials:
- Adapt the materials so that the activity will require the child to match.
- The child can match uppercase or lowercase letters, adapt the materials so that the activity will require the child to match uppercase letters to lowercase letters. For example, print the lowercase alphabet on the box, and print uppercase letters on the clothespins.

Extension:
- Call Attention to Similarities and Differences in Letters
  - Differentiating between very similar letters may be difficult for a child. Help the child distinguish a letter by giving her special tips for that letter. For example, if the child confuses b with d, point out that b can be made into b, but d cannot.
  - Provide extra practice for letters that the child has difficulty discriminating. You may also teach just one of the difficult letters until it is learned.
  - Then, introduce the letters that are similar to the first one in appearance.

Overview
To read uppercase and lowercase letters.
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

Rationale
A child needs to recognize letters in order to begin to learn to read, write, and spell. Some research findings indicate that having knowledge of letter names prior to the beginning of reading instruction is the best predictor of first-grade reading success regardless of the reading method used.

3. Match and Snap

Materials:
- A shoe box.
- Twenty-six wooden, spring-type clothespins.
- A marker.

Group Size: Individual.

Preparation: Print the uppercase or lowercase alphabet along the top of the open box. The alphabet should be printed about an inch below the rim. You may split the alphabet so that half the letters are on one side of the box and the other half are on the other side. Using the marker, print a different uppercase or lowercase letter on each clothespin.

Procedure: Show the child how to attach the clothespins to the edge of the box. Position each clothespin on the box above the letter that the clothespin matches. Then, let the child match the remaining clothespins to their corresponding letters.

Extension: Once the child can match uppercase or lowercase letters, adapt the materials so that the activity will require the child to match uppercase letters to lowercase letters. For example, print the lowercase alphabet on the box, and print uppercase letters on the clothespins.

Recommendations For Effective Teaching

1. Teach Uppercase Letters First
   - According to current learning theory, it is best to teach uppercase letters first because they are more easily discriminated than lowercase letters.
   - Once the children can readily identify the uppercase letters, introduce the lowercase letters.

2. Teach the Child to Read Alternate Forms
   - The letters a and g can be written in two different ways. To avoid confusion, make the child aware of the alternate forms, and teach her to read them.

3. Call Attention to Similarities and Differences in Letters
   - Differentiating between very similar letters may be difficult for a child. Help the child distinguish a letter by giving her special tips for that letter. For example, if the child confuses b with d, point out that b can be made into b, but d cannot.
   - Provide extra practice for letters that the child has difficulty discriminating. You may also teach just one of the difficult letters until it is learned.
   - Then, introduce the letters that are similar to the first one in appearance.

MY LEARNING PLAN

I am learning to read the letters of the alphabet.
Bring it all together with a powerful online management system

Essential data management and reporting are now in one easy-to-access and use system.

- Target instruction
- See progress
- Communicate with families
- Manage your program and meet reporting requirements

The BRIGANCE® Online Management System guides administrators and teachers step by step through each process, ensuring consistent and accurate data and reports. Administrators can customize screen cutoff scores to meet specific program needs.

Also included are downloadable BRIGANCE® Readiness Activities and parent take-home letters that can be printed or emailed to engage parents and caregivers in supporting their child’s development at home.

Free online training and telephone support.
Information for Administrators
Administrator reports provide at-a-glance program-level information, such as identifying children who have not yet been screened. Easily analyze screening and ongoing assessment data for individual children, classrooms, and your whole program.

Information for Teachers
Screening results page clearly shows the child’s results compared to cutoff scores, and automatically identifies individualized next steps, including recommendations for the Developmental Inventory, Readiness Activities, and home-school connections.

Information for Parents
Easy-to-share parent reports show a child’s current development and progress, and engage caregivers in supporting their child’s development at home.
Purchase by July 31st and save!

Call now or visit online for exclusive BRIGANCE® Early Childhood System Pre-Publication Offers:

- Early Childhood Screens
- Developmental Inventory
- Readiness Activities
- Online Management System

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