

Kindergarten Data Sheet for the BRIGANCE® P/K/1 Screen

K

A. Student's Name _____ Date of Screening _____ Year _____ Month _____ Day _____ School/Program _____
 Parents/Guardian _____ Birth date _____ Teacher _____
 Address _____ Age _____ Examiner _____

| B. Basic Screening Assessments | | | C. Scoring | | |
|---|-------------------|--|--|-----------------|-----------------|
| Page | Assessment Number | Skill (Circle the skill for each correct response. Make notes as appropriate.) | Number of Correct Responses | Point Value | Student's Score |
| 3 | 1A | Personal Data Response: verbally gives 1. first name 2. full name 3. age 4. address (street or mailing) 5. birth date (month and day) | x | 2 points each | /10 |
| 4 & 5 | 2A | Colour Recognition: Identifies and names 1. red 2. blue 3. green 4. yellow 5. orange 6. purple 7. brown 8. black 9. pink 10. grey | x | 1 point each | /10 |
| 6 | 3A | Picture Vocabulary: Recognises and names pictures of: 1. dog 2. cat 3. key 4. girl 5. boy 6. aeroplane 7. apple 8. leaf 9. cup 10. car | x | 1 point each | /10 |
| 7 | 4A | Visual Discrimination—Forms and Uppercase Letters: Visually discriminates which one of four symbols is different: 1. ○ 2. □ 3. ○ 4. ○ 5. ○ 6. ○ 7. I 8. P 9. V 10. X | x | 1 point each | /10 |
| 8 | 5A | Visual-Motor Skills: Copies 1. _____ 2. ○ 3. + 4. □ 5. △ | x | 2 points ea. | /10 |
| 9 & 10 | 6A | Gross-Motor Skills: 1. Hops two hops on one foot. 2. Hops two hops on the other foot. 3. Stands on one foot momentarily. 4. Stands on the other foot momentarily. 5. Stands on one foot for five seconds. 6. Stands on the other foot for five seconds. 7. Walks forward heel-to-toe four steps. 8. Walks backward toe-to-heel four steps. 9. Stands on one foot momentarily with eyes closed. 10. Stands on the other foot momentarily with eyes closed. | x | 1 point each | /10 |
| 11 | 7A | Rate Counting: Counts by rote to: (Circle all numbers prior to the first error.) 1 2 3 4 5 6 7 8 9 10 | x | 5 point each | /5 |
| 12 | 8A | Identifies Body Parts: Identifies by pointing to or touching: 1. chin 2. fingernails 3. heels 4. ankles 5. jaw 6. shoulders 7. elbows 8. hips 9. wrists 10. waist | x | 5 point each | /5 |
| 13 & 14 | 9A | Follows Verbal Directions: Listens to, remembers and follows: 1. one-step direction 2. two-step direction | x | 2.5 points each | /5 |
| 15 | 10A | Numeral Comprehension: Matches quantity with numerals: 2 1 4 3 5 | x | 2 points ea. | /10 |
| 16 | 11A | Prints Personal Data: Prints first name Reversals: Yes _____ No _____ | x | 5 points | /5 |
| 17 | 12A | Syntax and Fluency: 1. Speech is understandable. 2. Speaks in complete sentences. | x | 5 points ea. | /10 |
| D. Observations | | | E. Recommendations | | |
| 1. Handedness: Right _____ Left _____ Uncertain _____ 2. Grasps pencil with: Fist _____ Fingers _____ 3. Hearing appeared to be normal: (See Functional Hearing and Vision) Yes _____ No _____ Uncertain _____ 4. Vision appeared to be normal: (See Functional Hearing and Vision) Yes _____ No _____ Uncertain _____ 5. Record other observations on another sheet. | | | Total Score = _____ _____ _____ _____ _____ _____ | | |

Sample Of Brigance Test For High School

Edward S. Shapiro, Nathan H. Clemens



Sample Of Brigrance Test For High School:

Preschool Assessment Marla R. Brassard, Ann E. Boehm, 2011-06-08 Comprehensive and user friendly this ideal professional reference and graduate text provides a developmentally informed framework for assessing 3 to 6 year olds in accordance with current best practices and IDEA 2004 guidelines The authors are leading clinician researchers who take the reader step by step through selecting appropriate measures integrating data from a variety of sources and using the results to plan and evaluate effective interventions and learning experiences Coverage encompasses screening and assessment of cognitive linguistic emotional and behavioral difficulties including mental retardation and autism Case studies illustrate key facets of assessing diverse children and families appendices offer concise reviews of over 100 instruments **Private**

Secondary Schools Peterson's, 2011-05-01 Peterson's Private Secondary Schools is everything parents need to find the right private secondary school for their child This valuable resource allows students and parents to compare and select from more than 1 500 schools in the U S and Canada and around the world Schools featured include independent day schools special needs schools and boarding schools including junior boarding schools for middle school students Helpful information listed for each of these schools include school's area of specialization setting affiliation accreditation tuition financial aid student body faculty academic programs social life admission information contacts and more Also includes helpful articles on the merits of private education planning a successful school search searching for private schools online finding the perfect match paying for a private education tips for taking the necessary standardized tests semester programs and understanding the private schools admission application form and process **Resources in Education**, 1997 Assessing Special Students James A. McLoughlin, Rena B. Lewis, 1981 Curriculum, Assessment, and Instruction for Students with Disabilities June L. Bigge, Colleen Shea Stump, 1999 This book combines curriculum and instruction studies with assessment which is very popular in higher education today New laws in special education focus on assessment and the new tools and forms provided here Strategies and practical applications for teaching special education are combined in one source **EdPsych Modules** Cheryl Cisero Durwin, Marla Reese-Weber, 2024-12-16 EdPsych Modules uses an innovative modular approach integrating case studies drawn from real life classroom situations to address the challenge of effectively connecting theory and research to practice The Fifth Edition includes thorough coverage of the latest developments in education such as artificial intelligence virtual reality the latest neuroscience research and updated coverage of disabilities *Comprehensive Handbook of Psychological Assessment, Volume 4* Jay C. Thomas, 2003-09-18 In one volume the leading researchers in industrial organizational assessment interpret the range of issues related to industrial organizational tests including test development and psychometrics clinical applications ethical and legal concerns use with diverse populations computerization and the latest research Clinicians and researchers who use these instruments will find this volume invaluable as it contains the most comprehensive and up to date information available on this important aspect of practice **Assessing Students**

with Special Needs James A. McLoughlin, Rena B. Lewis, 2001 Appropriate for assessment courses in special education This clear comprehensive guide to the assessment of students with mild disabilities retains the hallmark of its previous editions by presenting a balanced coverage of formal and informal assessment The text equips future teachers to understand all phases of the assessment process from helping them select the proper assessment tool to using the results to adapt instruction to improve education for special students Reading Assessment for Placement and Programming Judi Lesiak, Sharon Bradley-Johnson, 1983 **Quality ESL Programs** Judith Simons, Mark Connelly, 2000-11-08 This book is the first and only comprehensive guide for administrators building ESL programs The guide provides insight into the development administration and evaluation of programs for ESOL students It stresses the importance of facilitating policy decisions and creating a solid infrastructure for quality programming The variety of integrated perspectives presented enables administrators to better make valid grounded decisions related to the education of their increasing numbers of culturally and linguistically diverse CLD students Autism Brenda Scheuermann, Jo Webber, 2002 This practical accessible book was written for practitioners who work with children and youth with autism It presents the vital material required by special educators to plan and implement effective programs to meet the needs of students with autism It begins with an overview of autism including etiology characteristics diagnosis and definition followed by in depth coverage of teaching methodologies Throughout the book the authors present state of the art information in a step by step user friendly format The book's optimistic viewpoint is grounded in the premise that well planned and accurately implemented applied behavior analytical interventions will increase the potential for more independent and mainstream functioning Multifaceted Assessment for Early Childhood Education Robert J. Wright, 2010 Multifaceted Assessment in Early Childhood is ideal for those on upper division undergraduate courses and first level graduate courses in early childhood education assessment The book covers the various measures used in a range of assessment dimensions and includes valuable information regarding young children with special needs and English Language Learners which has rarely been touched upon in other textbooks The chapters are focused on student accessibility and include practical applications of key concepts Features and benefits Covers a range of assessment concepts including Formative uses feedback from learning to adapt teaching Summative i e tests quizzes Authentic focuses on complex deeper tasks Standardized STAR SAT Includes coverage of assessment for English language learners and children with special needs topics that are not provided enough coverage in other books including Wortham McAfee Puckett and Mindes Wright's writing style grabs and engages the reader in the topic Two of our reviewers who use Wortham specifically cited Wright's writing style as a reason they would adopt our book A McAfee reviewer is likely to switch for the same reason **Assessment of Written Expression** Sharon Bradley-Johnson, Judi Lesiak, 1981 **The Psychoeducational Assessment of Preschool Children** Bruce A. Bracken, 1991 discussion on assessment of preschool children with the McCarthy scales of children's abilities Weschler preschool and primary scale of intelligence revised the

fourth edition of the Stanford Binet intelligence scale Differential ability scales and the Kaufman assessment battery for children It also includes sections on assessing the multicultural child the severely handicapped child and the gifted child

Teaching Students With High-Incidence Disabilities Mary Anne Prater, 2016-12-29 To ensure that all students receive quality instruction Teaching Students with High Incidence Disabilities prepares preservice teachers to teach students with learning disabilities emotional behavioral disorders intellectual disabilities attention deficit hyperactivity and high functioning autism Focusing on research based instructional strategies Mary Anne Prater gives explicit instructions and strategies for teaching students with special needs and includes examples throughout in the form of scripted lesson plans Real world classrooms are brought into focus through teacher tips embedded case studies and technology spotlights to enhance student learning The book also emphasizes diversity with a section in each chapter devoted to exploring how instructional strategies can be modified to accommodate diverse exceptional students

Challenging the School Readiness Agenda in Early Childhood Education Miriam B. Tager, 2017-03-27 Challenging the normative paradigm that school readiness is a positive and necessary objective for all young children this book asserts that the concept is a deficit based practice that fosters the continuation of discriminatory classifications Tager draws on findings of a qualitative study to reveal how the neoliberal agenda of school reform based on high stakes testing sorts and labels children as non ready affecting their overall schooling careers Tager reflects critically on the relationship between race and school readiness showing how the resulting exclusionary measures perpetuate the marginalization of low income Black children from an early age Disrupting expected notions of readiness is imperative to ending practices of structural classism and racism in early childhood education

The Culture of Education Policy Sandra Stein, 2004 This powerful book shows the many unintended ways in which social and educational policy can shape if not constrain the work of educating students Focusing on the creation and history of Title I of the Elementary and Secondary Education Act ESEA from its inception in 1965 to the present Stein shows how underlying assumptions of policymakers and bureaucratic red tape actually interfere with both educational practice and the goals of the legislation itself This examination is especially timely given the recent passage of the No Child Left Behind Act and its sweeping attempts to raise achievement and reduce failure especially for underserved populations This invaluable volume Offers an innovative framework for the analysis of education policy that can be applied to other government initiatives particularly those directed at the poor Challenges prevailing assumptions about children and poverty and the organizational strategies for addressing their needs Brings the reader into the halls of Congress analyzing the language of Congressional floor debates showing shifts in how students have been characterized and their needs defined over time Presents a fresh perspective on the controversial No Child Left Behind Act the most recent reauthorization of ESEA as well as federal desegregation and bilingual policies Provides intimate portraits of nine elementary schools presenting the language and routines of schooling to demonstrate how practitioners react to the culture of education policy in practice This

book breaks new ground Stein demonstrates the ways in which the language and symbols that are used work to delimit not only our understanding of the problems federal policy addresses but the range of solutions it deploys A foundational piece of work Jean Anyon Graduate Center City University of New York Using Data to Improve Student Learning David Bateman, Jenifer Cline, 2016-04-01 This 6 page quick reference laminated guide is designed for classroom teachers to assist them in deriving meaning from all types of data both standardized and non standardized It explores how and when data can be used effectively to improve student learning as well as how teachers can interpret different forms of data to meet students diverse needs and assess ongoing progress **Academic Skills Problems** Edward S. Shapiro, Nathan H. Clemens, 2023-06-30 Now in a revised and expanded fifth edition that reflects current research and best practices in direct assessment and intervention this text addresses a perennial need for school practitioners and practitioners in training Presented is a comprehensive problem solving based approach for working with K 12 students who are struggling with reading writing or mathematics The book provides a framework for evaluating the instructional environment as well as each student s context and unique learning needs planning instructional modifications and monitoring progress The companion workbook available separately contains practice exercises and reproducible forms New to This Edition Revised throughout by new coauthor Nathan H Clemens while retaining the core elements of Edward S Shapiro s approach New emphasis on the central role of language in reading mathematics and writing development and difficulties and implications for working more effectively with linguistically and culturally diverse students Fresh perspectives on behaviors that facilitate learning such as attention to task and following directions Updated and expanded coverage of key topics universal screening progress monitoring intensive individualized academic skills interventions and more See also **Academic Skills Problems Fifth Edition Workbook** which provides the reproducible forms discussed in the text practice exercises and additional useful materials in a convenient large size format The Transition to Kindergarten Robert C. Pianta, Martha J. Cox, 1999 Today s kindergarten is the onset of formal schooling for children the first time families schools teachers and communities come together to form an educational partnership In this thought provoking issues focused book the experts explore the research on early schooling and give you a starting point with which to reexamine your beliefs policies and practices regarding the first years of school Scholars researchers and other professionals will discover why early school transitions need to be improved and how these critical transitions affect children s future educational success You ll learn about readiness assessment entrance ages grade retention classroom structure family school community partnerships cultural diversity children with disabilities children in poverty This book is part of a series edited by Donald B Bailey Jr Ph D and developed in conjunction with the National Center for Early Development and Learning NCEDL Visit NCEDL s website for information on the center s research upcoming meetings and free online publications

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