BRIGANCE®

Special Education

Brownsville Independent School District
November 2, 2011
Objectives

- Understand organization of the BRIGANCE Inventories
- Select appropriate assessments and entry levels
- Administer assessments
- Record results in the Record Books
- Locate helpful resources within the Inventories
The NEW 2010 BRIGANCE Special Education System

- Meet IDEA requirements
- Determine PLOP, PLAAFP
- Craft IEPs and guide instruction
- Track progress and develop reports
Inventory of Early Development II

- Developmental ages birth to 7 years
- Skill areas:
  - Physical Development
  - Language Development
  - Academic/Cognitive: Literacy
  - Academic/Cognitive: Mathematics
  - Daily Living
  - Social and Emotional Development
- Comprehensive Skill Sequences
- Milestone Skills by Developmental Age Level
Comprehensive Inventory of Basic Skills II

- Academic skills Pre-K to Grade 9
- 2 volumes:
  - English/Language Arts
    - Word analysis
    - Reading
    - Listening
    - Writing
  - Mathematics
    - Number sense
    - Algebra
    - Geometry
    - Measurement
    - Data collection
• More than 100 assessments organized into 4 areas of transition planning aligned with IDEA guidelines:
  - Academic Skills
  - Post-Secondary Opportunities
  - Independent Living
  - Community Participation

• TSI assessments cover a wide range of skills appropriate for students of varying ability levels
Step 1: Get Ready to Assess

- Become familiar with the materials.
- Read the Introduction for the appropriate Inventory.
- Read any Notes associated with assessments.
- You may want to conduct an assessment over a period of several days.
- It’s best not to make a student miss a treasured activity.
- Choose an appropriate setting in which to assess.
- Some assessments may be administered to a group of students.
Selecting Assessments

- Which of these assessments are most relevant to my immediate concerns for this student?
- Which if these assessments will yield the kind of results I need in order to plan meaningful instruction?
- Which assessments meet program needs and requirements?
- Refer to the student’s IEP.
- Refer to state standards.
- In the IED II, look at the Milestone Skills by Developmental Age Level.
- In the CIBS II, begin with appropriate Grade-Placement Tests.
Selecting Assessments

- Which assessments are most relevant to the immediate concern or reason for referral?
- Which assessments are more likely to yield the most valuable information?
- Which assessments can best be conducted in a particular setting?
- Which assessments meet program needs and requirements?
- Refer to Milestone Skills by Developmental Age Level
- Refer to the student’s IEP, if one exists
- Refer to your state standards (see Curriculum Associates website)

### B. PHYSICAL DEVELOPMENT: GROSS-MOTOR SKILL

**B-1: Standing**
- 3-0: Stands on one foot momentarily.
- 3-0: Stands on one foot for one second.
- 3-0: Stands on one foot for five seconds.
- 4-0: Stands on one foot for five seconds.

**B-2: Walking**
- 3-0: Walks forward heel-and-toe three steps.
- 3-0: Walks forward heel-and-toe four steps.
- 3-0: Walks forward heel-and-toe five steps.

**B-3: Stairs and Climbing**
- 3-0: Walks up stairs, alternating feet while holding rail.
- 3-0: Walks down stairs, alternating feet while holding rail.

**B-4: Running**
- 3-0: Runs leaning forward with most of weight on the balls of the feet and arms swinging at sides more than outward.
- 3-0: Runs on one foot.

**B-5: Jumping**
- 3-0: Broad-jumps over an object or string 2 inches (5 cm) high.
- 3-0: Broad-jumps a distance of 10 inches (25 cm).

**B-6: Hopping**
- 3-0: Hops on preferred foot one hop.
- 3-0: Hops on preferred foot two hops.
- 3-0: Hops on preferred foot three hops.
- 4-0: Hops on preferred foot five hops.
- 4-0: Hops on other foot one hop.
- 4-0: Hops on other foot two hops.

**B-7: Kicking**
- 3-0: Kicks playground ball with a definite backward and forward leg swing and with definite arm opposition (movement).

**B-9: Catching**
- 3-0: Catches a thrown playground ball by "hugging" it to the body.
- 3-0: Catches a thrown playground ball with hands and chest.
- 3-0: Catches a thrown playground ball by "scooping" under the ball and trapping it to the chest.
- 4-0: Catches a thrown playground ball with both hands.

**B-10: Rolling and Throwing**
- 3-0: Throws a playground ball by holding the ball above the shoulders, using almost exclusive arm movement, with no change in feet position and with little or no body rotation.

### C. PHYSICAL DEVELOPMENT: FINE-MOTOR SKILLS

**C-1: General Eye/Finger/Hand**

- **Manipulative Skills**
  - 2-6: Turns knobs (on TV, radio, toys).
  - 4-6: Moves fingers (digits) independently.
  - 4-6: Uses one hand consistently in most activities.

**C-2: Block Tower Building**
- 3-0: Builds a nine-block tower.
- 4-0: Builds a ten-block tower.

**C-3: Prehandwriting**
- 6: Draws somewhat recognizable picture that is meaningful to the child, but perhaps not to adult.

**C-5: Copies Forms**
- 3-0: Copies:
  - 1. vertical line
  - 2. horizontal line
  - 3. circle 4-0

**C-6: Cuts with Scissors**
- 3-0: Cuts a piece of paper 5 inches (12.5 cm) square in two.

### D. LANGUAGE DEVELOPMENT

**D-4: General Speech and Language Development**
- 3-0: Decoding simple written phrases.
  - 3-0: Answers "who" questions.
  - 3-0: Uses negative phrases.
  - 3-0: Uses past tense.
  - 40: Ninety percent of speech is intelligible.
  - 41: Relates experiences with some understanding of sequence and ending/closure.
  - 42: Answers "why" questions.
  - 3-6: Asks "when" questions.
  - 4-6: Asks "how" questions.
  - 45: Uses prepositions other than in and on.
  - 46: Answers "where" questions.
  - 47: Uses plurals other than by adding s.

**D-5: Length of Sentences**
- Average number of words used in sentences:
  - 3-0: 4 words
  - 5-0: 5 words

**D-6: Personal Data Response**
- 3-0: 4 words
  - 5: Sex
  - 6: Siblings

### D-7: Verbal Directions
- 3-0: 14. Put the block in your pocket.
- 15. Walk toward the door.
- 16. Bring me the ____.
- 17. Stand by the chair.
- 18. Stand next to the table.

### D-8: Picture Vocabulary
- 3-0: Points to when examiner names:
  - 16. boat
  - 17. kite
  - 18. wagon
  - 19. ladder
  - 20. scissors
  - 21. leaf
  - 23. duck
  - 24. fish
  - 25. fish

- 3-9: Names when examiner points to:
  - 14. pencil
  - 15. sock
  - 16. boat
  - 17. kite
  - 18. wagon
  - 19. ladder
  - 20. scissors
  - 21. leaf

**D-9a: Body Parts (Receptive)**
- 3-0: 17. chest
  - 18. back
  - 19. knees
  - 20. chin
  - 21. fingers

**D-9b: Body Parts (Expressive)**
- 2-6: 5. feet
  - 6. ears
  - 7. head
  - 8. legs
  - 9. arms
  - 10. fingers
  - 11. thumbs
  - 12. toes
  - 13. neck
  - 14. stomach
  - 3-6: 15. chest
  - 16. back
  - 17. knees
  - 18. chin
  - 19. fingers

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395 BRIGANCE Inventory of Early Development II

Developmental Age Level—Three Years to Four Years
Selecting Entry Points

- Many assessments (esp. IED II and CIBS II) span several age or grade levels.
- Evaluate any data you already have about student’s skill levels.
- Don’t assess skills far below student’s skill level.
- Use the age-level references in the IED II and/or the grade-level references in the CIBS II.
- Always initiate assessments slightly below where you expect the student to be successful.
### If the developmental age is approximately . . .
- 6 months
- 9 months

### begin assessing skills at the . . .
- 3-month level
- 6-month level

### SKILL
Gives personal data verbally

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<th>First name</th>
<th>Last name</th>
<th>Middle name</th>
<th>Gender</th>
<th>Age</th>
<th>Siblings</th>
<th>Name of city/town</th>
<th>Street address</th>
<th>Birthday</th>
<th>Parents’ names</th>
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**BRIGANCIE**
### STUDENT-PAGE FORMAT AND SKILL ANALYSIS FOR PAGE S-259

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<td>now</td>
<td>toil</td>
<td>raw</td>
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</table>

Notes:
- *oo* (ōo) and *ei* (ēi) are sometimes confused.
- *oi* (oi) and *ue* (uə) are often confused.
- *ie* (i) and *ee* (e) can be challenging.

**Brigance**
Assessment Methods

- **Observation** - observe the child in the natural environment
- **Performance** - one-on-one with the student as he/she points to or matches items, or verbally responds
- **Interview** - interview questions provided; especially helpful for Daily Living and Social-Emotional Development assessments
- **Written Response** - individual or group
- **Oral Response** - for students who are unable to write a response
- **Physical Response** - students points to or otherwise indicates answer choice
Step 2: Conduct the Assessment

- See the Introduction for assessment tips and precautions for testing.
- Be sure to look through the Directions for the assessments you will administer.
- Introduce the assessment to the student.
- Remember that you can use a number of assessment methods.
Inventory of Early Development II

- Developmental ages birth to 7 years
- Skill areas:
  - Physical Development
  - Language Development
  - Academic/Cognitive: Literacy
  - Academic/Cognitive: Mathematics
  - Daily Living
  - Social and Emotional Development
- Comprehensive Skill Sequences
- Milestone Skills by Developmental Age Level
Organization of the IED II

A PHYSICAL DEVELOPMENT: PREAMBULATORY MOTOR SKILLS
B PHYSICAL DEVELOPMENT: GROSS-MOTOR SKILLS
C PHYSICAL DEVELOPMENT: FINE-MOTOR SKILLS
D LANGUAGE DEVELOPMENT
E ACADEMIC/COGNITIVE: LITERACY
F ACADEMIC/COGNITIVE: MATHEMATICAL CONCEPTS
G DAILY LIVING
H SOCIAL AND EMOTIONAL DEVELOPMENT

E ACADEMIC/COGNITIVE: LITERACY

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Objective for Writing IEPs

By (date), when looking at three pictures and hearing two words or two word parts blended to make a single word, (student's name) will identify the picture that represents the blended word.

Notes

- **Approaches to Learning**: See page 15 for a reproducible Approaches to Learning Tracking Chart.

- **Eliminating Visual Distractions**: If a student has difficulty focusing on a specific row of pictures and appears distracted by the other pictures on the page, cover the other rows with blank sheets of paper. Adjust the blank sheets as needed.

- **Segmenting a Word into Parts**: When you segment a syllable or word into parts and are saying a consonant in isolation, it is important to remember not to add a vowel sound to the isolated consonant sound. For example, the phonemes in pig should be pronounced /p/ /i/ /g/, not /puh/ /i/ /g/.

- **Diacritical Marks**: When you see a vowel printed as a capital letter (/A/), the capital letter signifies the long sound of the vowel (/A/ as in tape).
33. Uses the words no and not in combination with other words.
34. Uses two-word phrases. (22)*
35. Average sentence length of two words.
36. Has an expressive vocabulary of 51–300 words.
37. Refers to self by pronoun (me do).
38. Asks for another (another cracker).
39. Can sing phrases of songs (often not on pitch).
40. Uses facial expressions, gestures, and body movements for communication.
41. Uses three-word phrases. (23)*
42. Fifty percent of speech is intelligible. (24)
43. Responds appropriately to questions involving choices. (Do you want to go or stay? or Do you want a cracker or an apple?)
44. Uses the words my and mine to indicate possession. (25)
45. Uses three-word sentences. (26)
46. Asks simple questions. (27)
47. Uses his or her to indicate possession.
48. Seventy-five percent of speech is intelligible. (28)
49. Can talk briefly about what he or she is doing.
50. Imitates adult phrase heard on previous occasions.
51. Responds to simple yes or no questions related to visual information. (29)
52. Uses possessive nouns. (30)
53. Uses pronouns to refer to others. (31)
54. Has expressive vocabulary of 300–450 words.
55. Uses prepositions in and on.
56. Shows signs of frustration if not understood.
57. Average sentence length of three words.
58. Enjoys use of telephone, but unable to sustain long conversation.
59. Uses adjectives such as blue, pretty, new, etc.
60. Uses plurals adding s. (32)
61. On request tells what action is going on in a picture.
62. Asks “what” questions. (What is it?)
63. Asks “where” questions. (33)
64. Asks “why” questions. (34)
65. Asks “how” questions. (35)
66. Asks “whom” questions. (36)
67. Adds the suffix -ing. (37)
68. Uses quantifiers such as some, a lot, all, one, and one.
69. Uses words to make requests (other than for food, water, and toileting).
70. Responds to and makes verbal greetings.
71. Delivers one-item verbal messages.
72. Answers “whose” questions.
73. Uses simple sentences with pronouns. (38)
74. Answers “who” questions. (39)
75. Uses negative phrases. (40)
76. Understands relationship expressed by if, then, or because sentences.
77. Uses past tense. (41)
78. Ninety percent of speech is intelligible. (42)
79. Relates experiences with some understanding of sequence and ending/closure. (43)
80. Can recite some nursery rhymes.
81. Uses expanded noun phrases. (See the big dog.)
82. Answers “why” questions. (44)
83. Repeats most three-syllable words of appropriate comprehension level (i.e. elephant, dinosaur, pineapple).
84. Asks “when” questions. (45)
85. Asks “how” questions. (46)
86. Asks “how many” questions for quantities of one and two.
87. Says the word please appropriately.
88. Acknowledges compliments/service (thank you).
89. Asks “where” questions. (47)
90. Uses plurals other than by adding s. (48)
91. Uses prepositions other than in and on. (49)
92. Uses prepositions other than by adding s. (50)
93. At least 95 percent of speech is intelligible (disregarding articulation problems and incorrect grammar).
94. Uses the words can, may, might, will, would, and could.
95. Uses the words/phrases today, last night, and tonight accurately.
Analyze Results

If you have additional concerns and wish to explore further:

- Turn to the appropriate Comprehensive Skill Sequences
- Useful for students with delays
- Measure growth in smaller increments
- Use the Supplemental Skill Sequences for assessing skill areas through informal observation.

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**C-75 PUZZLES**

Assessment procedures not included in this Inventory. Assess informally by observation in the school program.

**A.** Completes simple inset puzzle consisting of a circle, triangle, or square.

**B.** Completes inset puzzle of the following number of pieces:

- 2-6: 3–8 pieces
- 3-0: 9–12 pieces
- 4-03: 13–16 pieces
- 5-04: 17–20 pieces

**C.** Completes puzzle, not inset, of the following number of pieces:

- 3-01: 6–8 pieces
- 4-02: 9–12 pieces
- 5-03: 13–25 pieces
- 6-04: 26–50 pieces

**Note:** The above should be considered as a general guide in selecting puzzles for different developmental ages. Many manufacturers of puzzles list the developmental age for which the puzzle is appropriate.

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**C-85 PAINTING WITH BRUSH**

Assessment procedures not included in this Inventory. Assess informally by observing the student's reaction while painting with a brush and/or talking with the student about his/her painting.

1. Makes whole-arm strokes that may form arc and go off page.
2. Makes some wrist/scrubbing action.
4. Regards process as more important than end product.
5. Experiments with vertical and horizontal lines, dots, or circular movements.
6. Smears and dabs paint.
7. Gives name to picture that may or may not be readily identified by others.
8. Objects and designs are crude or imperfect in size and space relationships, but usually recognizable.
9. Concerned more with end product than with process.
10. Evaluates and criticizes own painting.
11. Selects colors with care.
12. Objects and designs are more detailed and integrated, improved in size and space relationships, and more recognizable.
13. Shares opinions about pictures and other artistic items.

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**C-95 CLAY**

Assessment procedures not included in this Inventory. Assess informally by giving the student soft clay or play dough and observing the reactions and skills shown. If necessary or appropriate, demonstrate a skill and encourage the student to imitate it.

1. Manipulates clay.
2. Pounds clay.
3. Squeezes clay.
4. Pulls clay apart.
5. Makes flat, round cakes.
7. Makes rolled ropes.
8. Makes crude objects not always recognizable by others (i.e.: person, toy, or animal).
9. Makes refined objects that are recognizable by others (i.e.: person, toy, or animal).
10. Makes objects that are more detailed, integrated, improved in size and space relationships, and more recognizable.
Comprehensive Inventory of Basic Skills II

- **Academic skills Pre-K to Grade 9**
- **2 volumes:**
  - **English/Language Arts**
    - Word analysis
    - Reading
    - Listening
    - Writing
  - **Mathematics**
    - Number sense
    - Algebra
    - Geometry
    - Measurement
    - Data collection
Organization of the CIBS II

• **Reading/ELA volume** - contains the Introduction and Table of Contents for both volumes

• **Mathematics volume** - all math assessments and math reproducibles
Form B

DIRECTIONS: Read the story below. Then answer each question about the story by circling the letter of the best answer.

Andy dribbled the basketball to the opposite end of the court. Andy’s team needed two points for victory. He hoped he was bouncing the victory ball.

As Andy approached the basket, cheers thundered from the crowd. His teammates and the fans depended on him. He knew he must remain calm and steady. As the ball left his hands, Andy saw it head straight into the basket.

36. Andy got the basketball to the opposite end of the court by
   a. throwing it.
   b. making two points for his team.
   c. holding victory in his hand.
   d. dribbling it.

37. What happened first?
   a. Andy approached the basket.
   b. The crowd cheered.
   c. The team and fans were depending on Andy.
   d. Andy’s team was one point behind.

38. Victory was in Andy’s hands because
   a. he was dribbling the basketball.
   b. if he scored, his team would be ahead.
   c. the fans were cheering for him.
   d. he was calm and steady.

39. In this story, the word calm means
   a. thundering with cheer.
   b. victory.
   c. cool and unrushed.
   d. skill.

40. The best title for this story would be:
   a. Andy’s Chance to Win
   b. The Crowd Cheered for Andy
   c. Andy Stays Calm and Steady
   d. Andy Dribbles for the Team
**DIRECTIONS:** Read the article below. Then answer each question about the article by circling the letter of the best answer.

Swimmers at Ocean City Beach were startled yesterday when a deer ran through the crowded beach. The doe emerged from a wooded area behind the beach. Picking out a path among large boulders, it bounded toward the beach. Several sun-bathers reported that the deer was moving very fast, leading to the conclusion that fear had driven it from the woods.

Passing within a few feet of sun-bathers, the deer dashed into the water and began to swim straight ahead. Observers worried that the doe would soon become exhausted and drown. A quick-thinking beach-goer used her cell phone to contact police. Within minutes, the harbor patrol had arrived in two motorboats. Maneuvering the boats close to the deer, the officers blocked its path and forced it to turn back toward shore. Immediately, the two boats took positions alongside the deer to keep it headed toward shore.

Meanwhile, police officers on foot were clearing a wide path from the water’s edge to the woods, so that the deer would not be spooked by spectators when it splashed ashore. The doe made it back to shore and quickly disappeared into the woods. For swimmers, yesterday was not your average day at the beach!

31. The harbor patrol forced the deer to turn back to shore by
   a. clearing a path from the water to the woods.
   b. blocking the deer’s path.
   c. riding behind the deer.
   d. asking swimmers to move out of the way.

32. What caused observers to conclude that the deer was afraid?
   a. It began swimming out to sea.
   b. It emerged from a wooded area.
   c. It was a doe.
   d. It was running very fast.

33. What happened first?
   a. A doe emerged from a wooded area behind a beach.
   b. Someone called police on a cell phone.
   c. Swimmers were startled.
   d. A deer ran through a crowded beach.

34. How was the deer’s trip back to the woods different from its trip away from the woods?
   a. The deer was no longer frightened.
   b. Police led the deer to the woods.
   c. The deer had a wide path to run on.
   d. Swimmers didn’t notice the deer.

35. From information in the passage, you can conclude that
   a. the harbor patrol is part of the police department.
   b. deer like to swim in the ocean.
   c. Ocean City has more than one beach.
   d. deer are not afraid of people.
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<td>Addition and Subtraction Sentences for Number Stories</td>
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**Supplemental and Related Lists/Skill Sequences** ........................................... 271
Overview
This assessment measures the student's ability to read words with prefixes when the base words are pronounced.

SKILL
Reads words with prefixes when the base words are pronounced

ASSESSMENT METHOD
Individual Oral Response

MATERIALS
Page S-268

SCORING INFORMATION
Record results on page 22 of the Student Record Book. Accuracy of 2/2 (100%) constitutes mastery of a prefix.

BEFORE ASSESSING
Supplemental and Related Lists/Skill Sequences: Additional skill lists and sequences to help meet individual student or program needs can be found at the end of this section.

OBJECTIVE FOR WRITING IEPs
By ___(date)___, when seeing a base word and the base word with a prefix, and after hearing the base word pronounced, ___(student’s name)___ will pronounce the base word with the prefix. This task will be performed with an accuracy of 2/2 (100%) for ___(quantity)___ of fourteen prefixes.

Directions for Assessment: Oral Response
Pronounce each base word—the first word in each pair—and ask the student to pronounce the base word with the prefix added—the second word in the pair.

Point to the words on page S-268.

Say: The words in each pair are alike, except the second word has a beginning added to it. I am going to say the first word in each pair. Then you say the second word.

Point to the word happy.

Say: This word is happy. What is this word?
Point to the word unhappy

Pause for student's response. If the student responds correctly, continue with the same procedure for the other items in the assessment.

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<thead>
<tr>
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</tr>
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<tr>
<td>21. un happy unhappy fair unfair</td>
</tr>
<tr>
<td>32. dis appear disappear like dislike</td>
</tr>
<tr>
<td>3. re appear disappear count recount</td>
</tr>
<tr>
<td>4. im possible impossible pure impulse</td>
</tr>
<tr>
<td>5. in active inactive direct indirect</td>
</tr>
<tr>
<td>6. non stop nonstop sense nonsense</td>
</tr>
<tr>
<td>47. en danger endanger circle encircle</td>
</tr>
<tr>
<td>8. super market supermarket man superman</td>
</tr>
<tr>
<td>9. inter national international change interchange</td>
</tr>
<tr>
<td>10. de code decode form deform</td>
</tr>
<tr>
<td>11. mis lead mislead understand misunderstand</td>
</tr>
<tr>
<td>12. fore paw foresee foresee</td>
</tr>
<tr>
<td>13. pre dawn predawn pay prepay</td>
</tr>
<tr>
<td>14. ir regular irregular rational irrational</td>
</tr>
</tbody>
</table>
O-15 Translates and Evaluates Algebraic Expressions

Overview
This assessment focuses on the student's ability to translate words into expressions with variables and to evaluate expressions with variables.

SKILL
- Translates words into expressions with variables and evaluates expressions with variables

ASSESSMENT METHOD
- Individual or Group Written Response

MATERIALS
- Copy of page S-504
- A pencil
- Scratch paper

SCORING INFORMATION
- Record results on page 35 of the Student Record Book. Give credit for each correct response. Accuracy of 80% indicates mastery of translating and evaluating algebraic expressions.

BEFORE ASSESSING
- Students will likely use different symbols to represent multiplication and division. If there is a preference for particular symbols, you may want to make this known before beginning the assessment.
- Items 2i and 2j require understanding of the order of operations. Keep this in mind when making assignments.

OBJECTIVES FOR WRITING IEPs
1. By _____ (date) _____, when given verbal situations, (student's name) will translate them into expressions with variables with at least 80% accuracy.
2. By _____ (date) _____, when given expressions with variables and values for the variables, (student's name) will evaluate the expressions with at least 80% accuracy.

Directions for Assessment: Written Response
- Give the student a copy of S-504, a pencil, and scratch paper. Point out the DIRECTIONS to the student. If necessary, give help understanding the DIRECTIONS.

Section 1
- Say: Write an expression for each situation. Keep working until you are finished or I tell you to stop.

Section 2
- Say: Evaluate each expression by using the values of the variables given. Keep working until you are finished or I tell you to stop.

SKILL ANALYSIS AND ANSWERS FOR S-504
1. Translates words into expressions with variables
   a. t + 20
   b. 2n or 2 \times n
   c. p = 15
   d. \( \frac{3}{4} \) or 3 \div 4
   e. 5L or 5 \times L

2. Evaluates expressions with variables
   a. 5
   b. 1
   c. 2
   d. 12
   e. 6
   f. 15
   g. 44
   h. 18
   i. 17
   j. 6
Supplemental and Related Lists/Skill Sequences

J-45 SPELLS SUFFIXES: (See J-4, Spells Suffixes, on page 311.)
Adds suffixes to base words.
1. age as in drainage
2. ary as in secondary
3. ate as in affectionate
4. dom as in kingdom
5. ent as in independent
6. ery as in greenery
7. hood as in childhood
8. ic as in atomic
9. ice as in service
10. ism as in terrorism
11. like as in lifelike

Notes: 

J-65 SPELLS PREFIXES: (See J-6, Spells Prefixes, on page 315.)
Adds prefixes to base words.
1. a as in adrift
2. auto as in autopilot
3. bi as in bimonthly
4. con as in concurrent
5. fore as in forefront
6. if as in illegal
7. mono as in monotone
8. over as in overrun
9. post as in postscript
10. sub as in subnormal
11. super as in supermarket
12. trans as in transatlantic
13. tri as in tripod
14. uni as in uniform

Notes: 

J-85a SPELLS/WRITES NAMES FOR DAYS OF THE WEEK: Spells correctly, capitalizes, and writes in sequence. Assessment procedures for these skills are not included in the inventory.
1. Sunday
2. Monday

J-85b SPELLS/WRITES ABBREVIATIONS FOR DAYS OF THE WEEK:
Spells, capitalizes, punctuates, and writes in sequence. Assessment procedures for these skills are not included in the inventory.
5. Sun.
6. Sat.

Notes: 

J-95a SPELLS/WRITES NAMES FOR MONTHS OF THE YEAR: Spells correctly, capitalizes, and writes in sequence. Assessment procedures for these skills are not included in the inventory.
4. January
2. February
3. March
4. April
5. May
6. June

J-95b SPELLS/WRITES ABBREVIATIONS FOR MONTHS OF THE YEAR:
Spells, capitalizes, punctuates, and writes in sequence. Assessment procedures for these skills are not included in the inventory.
7. Mar.

Notes: 

Codes: S—Supplemental List/Skill Sequence  R—Related List/Skill Sequence  C—Comprehensive List/Skill Sequence
### Place-Value Charts

#### 2. Place-Value Charts

<table>
<thead>
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<th>a.</th>
<th>hundreds</th>
<th>tens</th>
<th>ones</th>
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<tbody>
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<table>
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<tr>
<th>b.</th>
<th>hundred thousands</th>
<th>ten thousands</th>
<th>thousands</th>
<th>hundreds</th>
<th>tens</th>
<th>ones</th>
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<table>
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<tr>
<th>c.</th>
<th>hundred millions</th>
<th>ten millions</th>
<th>millions</th>
<th>hundred thousands</th>
<th>ten thousands</th>
<th>thousands</th>
<th>hundreds</th>
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<th>d.</th>
<th>tens</th>
<th>ones</th>
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<th>tenths</th>
<th>hundredths</th>
<th>thousandths</th>
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Transition Skills Inventory

• More than 100 assessments organized into 4 areas of transition planning aligned with IDEA guidelines:
  - Academic Skills
  - Post-Secondary Opportunities
  - Independent Living
  - Community Participation

• TSI assessments cover a wide range of skills appropriate for students of varying ability levels
# Organization of the TSI

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</table>
Meat
ground beef  spare ribs  lamb roast
pork chops  stew meat  hot dog

Turkey  ham  lamb

Fish/Seafood

Tuna  lobster  haddock  clams

Poultry

Chicken  duck

Nuts
Almonds  macadamia nuts  pecans

Dairy Products
Ice cream  sour cream  cottage cheese  cheese

Cream  milk  eggs  butter  yogurt  peanuts  walnuts
### Nutrition Facts

<table>
<thead>
<tr>
<th>Serving size</th>
<th>1/2 cup (114 g)</th>
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<tr>
<td>Servings per container</td>
<td>4</td>
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#### Amounts per serving

<table>
<thead>
<tr>
<th>Calories</th>
<th>260</th>
</tr>
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<tbody>
<tr>
<td>Calories from fat</td>
<td>120</td>
</tr>
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</table>

#### Percent of daily value

<table>
<thead>
<tr>
<th>Total fat</th>
<th>13 g</th>
<th>20%</th>
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</thead>
<tbody>
<tr>
<td>Saturated fat</td>
<td>5 g</td>
<td>25%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>30 mg</td>
<td>10%</td>
</tr>
<tr>
<td>Sodium</td>
<td>660 mg</td>
<td>28%</td>
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<table>
<thead>
<tr>
<th>Total carbohydrate</th>
<th>31 g</th>
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<tbody>
<tr>
<td>Dietary fiber</td>
<td>0 g</td>
<td>0%</td>
</tr>
<tr>
<td>Sugars</td>
<td>5 g</td>
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</table>

<table>
<thead>
<tr>
<th>Protein</th>
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<tbody>
<tr>
<td>Vitamin A</td>
<td>4%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>2%</td>
</tr>
<tr>
<td>Calcium</td>
<td>15%</td>
</tr>
<tr>
<td>Iron</td>
<td>4%</td>
</tr>
</tbody>
</table>

#### 2,000 calories

<table>
<thead>
<tr>
<th>Total fat</th>
<th>Less than</th>
<th>65 g</th>
<th>80 g</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturated fat</td>
<td>Less than</td>
<td>20 g</td>
<td>25 g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>Less than</td>
<td>300 mg</td>
<td>300 mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>Less than</td>
<td>2,400 mg</td>
<td>2,400 mg</td>
</tr>
<tr>
<td>Total carbohydrate</td>
<td>300 g</td>
<td>375 g</td>
<td></td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>25 g</td>
<td>30 g</td>
<td></td>
</tr>
</tbody>
</table>

1 g fat = 9 calories
1 g carbohydrate = 4 calories
1 g protein = 4 calories

#### Miscellaneous Information

27. Refrigerate After Opening
28. Sell by Feb 8
29. Best When Purchased by July 20
30. USDA Inspected

**NOTE:** Information in item 26 reflects the food-label requirements effective in 2006. Legal standards set by the government require that foods claiming to be “fat-free” must have less than 0.5 grams of fat per serving. “Lite” foods must contain 33% fewer calories or no more than 50% of the fat of higher-calorie, higher-fat versions; or no more than 50% of the sodium of higher-sodium versions.
Overview
This assessment focuses on the student’s ability to identify and use electronic devices.

SKILL
Identifies electronic device(s) and knows purpose/operation of electronic device(s)

ASSESSMENT METHODS
- Individual Oral Response
- Individual or Group Written Response
- Individual Physical Response
- Observation
- Interview

MATERIALS
- Page S-245 or a copy of page S-245
- A pencil

SCORING INFORMATION
Record results on page 31 of the student’s Record Book. Give credit for each correct answer given.

BEFORE ASSESSING
Review the Notes at the end of this assessment for additional information.

AFTER ASSESSING
To support transition planning, use the Objective for Writing IEPs at the end of this assessment or go to www.BRIGANCE.com.

Directions for Assessment: Oral Response
Point to page S-245 and

Say: In some school, work, and daily living situations, you will need to identify certain electronic devices and how they are used. Read the name of each electronic device aloud and then point to the device in the picture. Start with the first item on the list.

If the student is unable to read the words, you may read them for the student.

STUDENT-PAGE FORMAT AND ANSWERS FOR PAGE S-245
DIRECTIONS: In some school, work, and daily living situations you will need to know these electronic devices and what they are used for. Label each electronic device using the words listed below.

1. MP3 player
2. cell phone
3. digital camera
4. television
5. CD/DVD player
6. stereo
Assessing Comprehension: Ask follow-up questions to determine if the student knows how to operate the electronic device as needed. Use your professional judgment in assessing if the answer given is an appropriate use of the device.

- Which device would you use to make a telephone call?
  How would you use that device to make a telephone call?
- Which device would you use to listen to music?
- Which device would you use to take pictures?
  Which button would you use to take a picture?
- Which device would you use to play a DVD?
  Where would you put a DVD into that device?
- Which device would you use to keep track of your schedule?
- Which device would you use to watch a TV show?
  How would you change the channel?
- Which device would you use to listen to the radio?
  How would you change the station?

Directions for Assessment: Written Response

Give the student a copy of page S-245 and a pencil, then point to the directions.

Say: In some school, work, and daily living situations, you will need to identify certain electronic devices and their uses.
  Point to the student page and

Say: I will say a word or words. Find the word or words in the list and write the word or words on the line beside the electronic device in the picture. Pause for the student’s response. Continue to name each electronic device listed.

Directions for Assessment: Physical Response

If the student uses non-verbal communication but is able to demonstrate mastery of skill(s) by physical means, adapt the directions for Oral Response to use an appropriate method of physical response.

Directions for Assessment: Observation

Observe and note in the student’s Record Book the student’s mastery of the skill in the classroom or in any other appropriate setting. If you have any doubt of mastery, use another assessment method to confirm.

Directions for Assessment: Interview

Interview someone with knowledge of the student’s mastery of the skill(s). If you have any doubt of mastery, use another assessment method to confirm.
Notes

- Variations in Appearance of Devices: Electronic devices can vary in their appearance, intended use, and operation. This assessment uses pictures to visually represent the electronic devices to accommodate as many students as possible. Some students may be familiar with some of the electronic devices but may not be able to identify them in the picture. For example, PDAs come in many different sizes, shapes, and colors. The examiner should use his or her judgment to adapt the assessment as necessary for these students.

- Vocabulary Adaptation: Adaptations may also need to be made to accommodate the writing and vocabulary level of the student. For example, some students may be able to use an MP3 player but may know it by a different name.

- Assistive Technology and Other Purposes of Devices: Some students may use assistive technology (AT) devices in place of some of these electronic devices or a listed device for a purpose that is not covered in this assessment. For these students, the assessment should be modified to allow for these variations. For example, students may use a PDA as an augmentative and alternative communication device (AAC). The examiner should include this purpose as part of the assessment.

- Students with Limited Reading Skills: For the student with limited reading skills, you may wish to refer to the list and ask the student to point to each electronic device as you name it.

Objective for Writing IEPs

By _____(date)____, _____(student's name)_____ will identify

1. an MP3 player.
2. a cell phone.
3. a digital camera.
4. a stereo.
5. a PDA.
6. a television.
7. a CD/DVD player.
DIRECTIONS: In some school, work, and daily living situations you will need to know these electronic devices and what they are used for. Label each electronic device using the words listed below.

- stereo
- television
- CD/DVD player
- cell phone
- MP3 player
- digital camera
- PDA

1. [Image of digital camera]
2. [Image of cell phone]
3. [Image of MP3 player]
4. [Image of stereo]
5. [Image of television]
6. [Image of CD/DVD player]
7. [Image of PDA]
Supplemental and Related Lists/Skill Sequences

Student’s Name: ___________________________ Date: ___________________________

E-15a IEP PROCESS
The student understands the IEP process.
__ 1. What an IEP is.
__ 2. Attends IEP meetings.
__ 3. Helps plan IEP meetings.
   a. Location
   b. Time
   c. Participants
   d. Agenda
__ 4. Participates in IEP meetings.
__ 5. Knows the goals listed in the IEP.
   a. Academic
   b. Social
   c. Behavior
   d. Post-secondary training
   e. Employment
   f. Independent living
__ 6. Provides input on IEP goals.
__ 7. Present level of performance (PLEP).
__ 8. Assessment/testing results.
__ 10. Their abilities and disabilities.

E-15b VOCATIONAL EDUCATION
For students interested in vocational education—The student understands
__ 1. Local/regional vocational education options.
__ 3. Programs/degrees offered.
__ 4. Entrance requirements.
__ 5. Demands of vocational education programs.
   a. Academic
   b. Social
   c. Financial
__ 6. Length of time required to complete program/earn degree.
__ 7. Services/accommodations available for students with disabilities.

E-15c COMMUNITY COLLEGE
For students interested in community college—The student understands
__ 1. Local/regional community college options.
__ 2. Advantages/disadvantages of attending community college.
__ 3. Programs/degrees offered.
__ 4. Entrance requirements.
__ 5. Demands of community college.
   a. Academic
   b. Social
   c. Financial
__ 6. Length of time required to complete program/earn degree.
__ 7. Services/accommodations available for students with disabilities.

Codes: S—Supplemental List/Skill Sequence  R—Related List/Skill Sequence
S & R—Supplemental and Related List/Skill Sequence

BRIGANCE® Transition Skills Inventory ©Curriculum Associates, Inc.
Directions:
1. Read each item, and decide how well it applies to you or to the person you are rating.
2. Place a check (✔) in the column to the right that best describes how each item applies to you or to the person you are rating.

Be sure to
1. give a rating for each item.
2. be as accurate as possible.
3. mark your ratings carefully.
4. ask for help reading and understanding an item, if needed.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. knows to be dressed and groomed appropriately for the interview.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>2. knows to arrive on time for the interview.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>3. knows to arrive alert, relaxed, and rested.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>4. knows to complete the job application form accurately, completely, and neatly.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>5. has collected the materials that he/she should take to the interview.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>6. has organized his/her materials so that he/she can find them easily.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>7. can state his/her personal data clearly.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>8. knows how to respond correctly when being introduced (firm handshake, correct verbal greeting).</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>9. knows to maintain appropriate eye contact.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>10. is aware of his/her own positive body language.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>11. knows about the job in terms of the salary and the requirements of the job.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>12. is aware of the personal characteristics that make a person desirable for a certain type of job.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>13. understands words and expressions that the interviewer is likely to use.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>14. listens carefully to the interviewer's questions and explanations.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>15. is prepared to respond appropriately to questions that the interviewer is likely to ask.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>16. is prepared to explain why he/she is interested in the job and why he/she can do the job well.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>17. is prepared to ask appropriate questions about the job.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>18. is prepared to discuss, without being evasive, any unfavorable topics, such as a previous poor work record.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>19. knows to refrain from such behaviors as chewing gum or criticizing previous employers.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>20. understands when and how an interview should end.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

TOTAL CHECKS (✔) IN EACH COLUMN
Step 3: Record Results in the Record Books

Record Book for the Inventory of Early Development II

Student’s Name

Birth Date

Telephone

Parent/Caregiver

School Program

Home Address

Address

Comments

For each evaluation, complete the chart below:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Color</th>
<th>Date</th>
<th>Examiner</th>
<th>Approaches to Learning</th>
<th>Tracking Chart Composite</th>
<th>Appropriately Good Learning</th>
<th>Appropriately Good Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Pencil</td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2nd</td>
<td>Blue</td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3rd</td>
<td>Red</td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>4th</td>
<td>Black</td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>5th</td>
<td>Green</td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>6th</td>
<td>Purple</td>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

RECORDING PROCEDURES
Mark assessment results for each evaluation in a different color to show progress.
- For the skill number of each evaluation, use the color of the chart associated with the next evaluation.
- Indicate the assessment method used to obtain the results by placing an L, O, or P before the name of the assessment.
  - L = Interview/Parent/Caregiver
  - O = Observation
  - P = Performance (Student)

See pages 20 and 21 of the Inventory of Early Development II for further discussion.
Complete the Approaches to Learning Tracking Chart (optional), found in the back of the Record Book.
Response to and Experience with Books

1. Looks in the direction of a brightly colored book with photographs when being read the book.
2. Steadies head in an effort to look at bright photographs.
3. Smiles at photographs of smiling faces.
4. Stares longer at unusual faces.
5. Imitates an adult who is imitating what the student is doing.
6. Reaches toward pages.
7. Responds to pictures.
8. Likes to be read a book.
9. Pats pictures on a page.
10. Tries to turn pages.
12. Tries to imitate new sounds or words.
13. Points as a request to the reader to name a picture.
14. Turns a picture book "right-side up."
15. Indicates a desire to be read a book.
16. Says unique sounds or words at pictures in books.
18. Repeats familiar phrases.
19. Turns several (stiff) pages in a book at once.
20. Points to pictures of animals or common objects.
21. Looks at pictures selectively.
22. Turns a book "right-side up."
23. Pretends to read (e.g., to dolls/action figures/self).
24. Selects a book at nap-time or bed-time.
25. Attends for 3–5 minutes.
26. Turns stiff pages individually.
27. Points to a picture and tells what it is, when read a familiar book.
28. Points to pictures of animals or common objects when requested.
29. Points to and tries to name simple pictures.
31. Asks to have pictures named.
32. Understands open and close.
33. Is interested in "read-to-me" books.
34. Imitates phrases in a book with repetitions.
35. Understands "right-side up."
36. Labels actions in familiar books (without hints).
37. Talks about actions in books.
38. Takes part in reading by "filling in" words and phrases.
39. Has several favorite books.
40. Tells two parts of a short story.
41. Asks questions about stories.
42. Notices finger trailing.
43. Sings songs or recites nursery rhymes.
44. Knows the parts of a book.
45. Knows the parts of a page.
46. Gains information from books about real things.
47. Tries to read books from memory.
48. Follows along in a book being read.
49. Asks to have specific words read.
50. Tells the context of a story but may confuse facts.
51. Recognizes own name written on paper.
52. Points to a picture that has been described.
53. Tells the main idea.
54. Describes settings.
55. Retells the story from a picture book, recalling at least two parts of the story (the beginning, middle, and/or end).
56. Trails words with finger.
57. Turns a non-picture book "right-side up."
58. Points to words when they are read.
59. Retells a story with a beginning, middle, and end.
60. Distinguishes between fantasy and reality.
61. Talks about characters' feelings.
62. Anticipates events in stories.
63. Tries to read words by using phonics, context clues, or picture clues.
64. Reads independently for meaning.
65. Answers "why" questions about stories.
Overview
This assessment measures the student’s ability to read with comprehension at the lower third-grade level.

SKILL
Reads at lower third-grade level with comprehension

ASSESSMENT METHODS
Individual Oral Response, Individual or Group Written Response
See page 169 for assessment procedures for written response and for nonreaders.

MATERIALS
• Copy of page S-187
• A pencil

SCORING INFORMATION
Record results on page 16 of the Student Record Book. Accuracy of at least 4/5 (80%) constitutes mastery. To assess rate of reading, see directions on page 169.

AFTER ASSESSING
To confirm the validity of the results obtained on Form B, use Form A.

OBJECTIVE FOR WRITING IEPs
By ____ (date)____, when given a Fry-referenced story with a lower third-grade level, textbook-criterional vocabulary of sixty-six words, ____________ will read the story silently and then silently read five multiple-choice questions and identify, by circling or orally stating, the best answer with a comprehension of at least 4/5 (80%) accuracy.

Directions for Assessment:
Oral Response
Ask the student to read silently the story on page S-187 and answer the five multiple-choice questions.

Point to the story on page S-187, and

Say: Read this story silently. After you have read the story, read each question and tell me the letter of the best answer.

If necessary, give help reading the proper nouns.

Continue the assessment at higher or lower grade levels until you determine the highest grade level at which the student can read with 80% comprehension accuracy.

QUESTIONS AND ANSWERS FOR PAGE S-187

Form B

26. Carlos was (b. twelve years old.)
27. What happened first? (c. Carlos waited for his turn.)
28. Carlos wanted to be a winner, (b. so he held on tightly.)
29. In this story, the word pound means to (a. make a thumping sound.)
30. A good title for this story would be: (a. Carlos’s First Rodeo Ride)
Form B

DIRECTIONS: Read the story below. Then answer each question about the story by circling the letter of the best answer.

Carlos had wanted to perform in a rodeo for seven years. Now he was twelve. This would be his first chance to ride.

As Carlos sat waiting his turn, his heart began pounding. What was causing his heart to pound so rapidly? Was he nervous about riding?

The gate opened and his horse began bucking. Carlos held on tightly. Maybe he would be the next champion.

26. Carlos was
   a. the winner.
   b. twelve years old.
   c. afraid to ride in a rodeo.

27. What happened first?
   a. Carlos’s heart pounded rapidly.
   b. The gate opened.
   c. Carlos waited for his turn.

28. Carlos wanted to be a winner,
   a. but his heart was pounding too rapidly.
   b. so he held on tightly.
   c. so he had to wait seven years.

29. In this story, the word pound means to
   a. make a thumping sound.
   b. hit.
   c. hold on tightly.

30. A good title for this story would be:
   a. Carlos’s First Rodeo Ride
   b. Carlos’s Heart Pounded Rapidly
   c. A Wild Horse
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>F-2a–F2m</td>
<td>179</td>
</tr>
</tbody>
</table>

**Comprehends Passages**

Reads a selection and answers questions with at least 80% comprehension accuracy. (Circle letter for grade levels with at least 80% comprehension accuracy.) If you plan to derive standard scores, circle the numbers of all items answered correctly.

**FORM A:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>f. Lower Third Gr. (page 186) &amp; g. Upper Third Gr. (page 188) &amp; h. Fourth Gr. (page 190) &amp; i. Fifth Gr. (page 192) &amp; j. Sixth Gr. (page 194)</td>
<td>26. 27. 28. 29. 30.</td>
</tr>
<tr>
<td>k. Seventh Gr. (page 196) &amp; l. Eighth Gr. (page 198) &amp; m. Ninth Gr. (page 200)</td>
<td>51. 52. 53. 54. 55.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Example of the Record-Keeping System

**Example of how to complete the chart on page 1 of the Record Book.**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Color</th>
<th>Date</th>
<th>Examiner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Pencil</td>
<td>9/15/09</td>
<td>Lopez</td>
</tr>
<tr>
<td>2nd</td>
<td>Blue</td>
<td>1/20/10</td>
<td>Lopez</td>
</tr>
<tr>
<td>3rd</td>
<td>Red</td>
<td>4/06/10</td>
<td>Lopez</td>
</tr>
<tr>
<td>4th</td>
<td>Black</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>Green</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6th</td>
<td>Purple</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Explanation of Color-Coded Recording Procedures

- **Assessment (see skill 1)**
- **Objectives (see skill 2)**
- **Skills mastered (see skill 3)**
- **Objectives (see skill 5)**

### H Post-Secondary: Communication & Technology Skills (continued)

#### H-3 240
**Computer Parts**
- Identifies computer parts and related devices
  1. Central Processing Unit/Tower
  2. Computer on/off button
  3. CD-ROM/DVD drive
  4. Monitor
  5. Speakers
  6. Printer
  7. Mouse
  8. Keyboard
  9. CD-ROM/DVD

**Notes:**

#### H-4 242
**Computer Skills**
- Knows how to use a computer and related devices
  1. Turn on and off the computer.
  2. Turn on and off the monitor.
  3. Use the mouse to open and close a program.
  4. Use the keyboard to enter information into the computer.
  5. Insert a CD-ROM/DVD into the computer’s CD-ROM/DVD drive.
  6. Use a computer to print a document.
  7. Use speakers and adjust their volume.

**Notes:**

#### H-5 245
**Everyday Technology Skills**
- Identifies electronic device(s) and knows purpose/operation of electronic devices
  1. MP3 player
  2. Cell phone
  3. Digital camera
  4. Stereo
  5. PDA
  6. Television
  7. CD/DVD player

**Notes:**
### H Post-Secondary: Communication & Technology Skills (continued)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>H-3</td>
<td>240</td>
</tr>
</tbody>
</table>

**Computer Parts** Identifies computer parts and related devices

1. Central Processing Unit/Tower
2. Computer on/off button
3. CD-ROM/DVD drive
4. Monitor
5. Speakers
6. Printer
7. Mouse
8. Keyboard
9. CD-ROM/DVD

**Notes:**

---

<table>
<thead>
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**Computer Skills** Knows how to use a computer and related devices

1. Turn on and off the computer.
2. Turn on and off the monitor.
3. Use the mouse to open and close a program.
4. Use the keyboard to enter information into the computer.
5. Insert a CD-ROM/DVD into the computer’s CD-ROM/DVD drive.
6. Use a computer to print a document.
7. Use speakers and adjust their volume.

**Notes:**

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**Everyday Technology Skills** Identifies electronic device(s) and knows purpose/operation of electronic devices

1. MP3 player
2. Cell phone
3. Digital camera
4. Stereo
5. PDA
6. Television
7. CD/DVD player

**Notes:**

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Step 4: Analyze Results

- When interpreting results, consider:
  - Health, environment, and cultural factors
  - Observations recorded during assessment
  - More in-depth assessment

- What do you already know (analysis of performance)?
  - Consider reasons the student performed poorly.

- What other information do you need?
  - Look at other subtests within the same skill areas.
  - What other factors might be affecting performance?

- Would adaptations to the assessment make a difference?
Step 5: Identify Next Steps

- Depending upon analysis, you may assess other areas in a particular Inventory, or move to another Inventory.

- There may be a need for assessment in smaller increments with the Comprehensive Skill Sequences (IED II).

- Use Observation charts and/or Rating Scales to assess more subjective areas.

- Write objectives, plan instruction.
• Access to all 5 Inventories in one system:
  - IED II (criterion-referenced and standardized)
  - CIBS II (criterion-referenced and standardized)
  - Transition Skills Inventory

• Allows you to:
  - Measure and track progress
  - Develop IEPs and target instruction
  - Record observations
  - Communicate with families using clear reports
  - Manage data easily and effectively
Thank you!

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