

BRIGANCE® Screen III Foundation Data Sheet



A. Child's Name: _____ **Date of Screening:** _____ **Year:** _____ **Month:** _____ **Day:** _____ **School/Program:** _____
Parent(s)/Caretaker(s): _____ **Birth Date:** _____ **Teacher:** _____
Address: _____ **Age:** _____ **Examiner:** _____

B. Core Assessments			C. Scoring		
Page	Domain	Directions: Assessments may be administered in any order. For each assessment, start with the first item and proceed in order. Give credit for a skill by circling the item number. Ⓢ For a skill not demonstrated (or incorrect response), slash through the item number. /	Instructions	Number Correct = Point Value for Each	Child's Score
1	Academic/Cognitive	1A. Knows Personal Information Knows: 1. first name 2. last name 3. age 4. birthday month and day 5. telephone number 6. street address	Stop after 3 incorrect responses in a row.	____ = 1.5	____ / 5
2	Language Development	1A. Names Parts of the Body Names: 1. thumb 2. fingernails 3. chin 4. chest 5. elbow 6. shoulder	Stop after 3 incorrect responses in a row.	____ = 1	____ / 5
3	Physical Development	1A. Gross Motor Skills 1. Stands on one foot for ten seconds. 2. Stands on other foot for ten seconds. 3. Stands on one foot for one second with eyes closed. 4. Stands on other foot for one second with hands raised. 5. Stands backward for ten seconds. 6. Stands backward for ten seconds.	Stop after 3 skills not demonstrated in a row.	____ = 1	____ / 5
4	Physical Development	1A. Visual Motor Skills Draws: 1. an X 2. a square 3. a rectangle 4. a triangle 5. a diamond	Stop after 3 skills not demonstrated in a row.	____ = 1.5	____ / 3
10	Physical Development	1A. Prints Personal Information Prints: 1. first name 2. last name	Administer both items.	____ = 3	____ / 5
12	Academic/Cognitive: Literacy	1A. Writes Alphabet (1 point per group) 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.	Stop after the first error.	____ = 1	____ / 5
13	Academic/Cognitive: Mathematics	1A. Sorts Objects (by Size, Color, Shape) Sorts by: 1. size and color 2. size and shape	Administer both items.	____ = 3	____ / 5
14	Academic/Cognitive: Mathematics	1A. Counts by Ones (2 points per group) Counts to: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Stop after the first error.	____ = 3	____ / 5
15	Academic/Cognitive: Mathematics	1A. Matches Quantities with Numerals Matches quantity with numeral for: 1. 2. 2. 4. 5. 5. 6. 6. 7. 7.	Stop after 2 incorrect responses in a row.	____ = 2	____ / 4
16	Academic/Cognitive: Mathematics	1A. Determines Total of Two Sets Counts two groups of objects for a sum up to ten. 1. 3 stars + 2 stars = 5 stars 2. 4 stars + 2 stars = 6 stars 3. 5 stars + 3 stars = 8 stars	Administer all items.	____ = 3	____ / 5
17	Academic/Cognitive: Literacy	11A. Reads Uppercase Letters O 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	Give credit for only one assessment - Reads Uppercase Letters OR Reads Lowercase Letters. OR 11B. Reads Lowercase Letters O 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	Stop after 3 incorrect responses in a row.	____ = 0.5
18		11B. Reads Lowercase Letters O 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		Stop after 3 incorrect responses in a row.	____ = 0.5
19	Academic/Cognitive: Literacy	11A. Experiences with Books and Text 1. Holds the book and looks at a book. 2. Understands that text progresses from left to right. 3. Understands that text progresses from top to bottom.	Administer all items.	____ = 1.5	____ / 4.5
21	Language Development	11A. Verbal Fluency and Articulation 1. Uses sentences of at least five words. 2. At least 90% of speech is intelligible.	Administer both items.	____ = 5	____ / 10
				Total Score = _____ / 100	
D. Notes/Observations: _____			E. Next Steps: _____		

Brigrance Screen Scoring Sheet

Linda L. Murphy

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the name bar.

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Resources in Education ,1997 **Tests in Print** Oscar Krisen Buros,2006 **Practitioner's Guide to Developmental and Psychological Testing** Glen P. Aylward,2013-06-29 The practice of primary health care has expanded beyond the traditional medical model Primary care physicians and allied professionals are called upon more frequently to address parental concerns about develop mental delays poor school performance or behavioral problems As a result pediatricians family practitioners pediatric nurses social workers and speecManguage specialists are faced with the issue of developmental and psychological testing The degree of the clinician s involvement in testing varies from interpretation of reports to performing screening or assessments In many cases the primary health care professional assumes the role of case manager Unfortunately cooperation between disciplines often has been lim ited because of poor communication particularly in regard to develop mental and psychological testing where acronyms statistics and jargon abound Even professionals from mental health disciplines such as child psychiatrists or psychiatric social workers sometimes are overwhelmed The purpose of this book therefore is to provide the clinician with practical information regarding developmental and psychological testing thereby making the health care professional an educated consumer This text does not simply describe how psychologists perform testing rather it provides information to help clinicians understand what the tests con tain what their strengths and limitations are and how they can be incorporated into practice **Tests in Print 6** Linda L. Murphy,2002 Consists of descriptive listings of commercially published tests It serves as a comprehensive index to all the Mental Measurement Yearbooks published to date 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 *Tests in Print VI* Linda L. Murphy,2002 Consists of descriptive listings of commercially published tests It serves as a comprehensive index to all the Mental Measurement Yearbooks published to date The Tenth Mental Measurements Yearbook Buros Center,Jane Close Conoley,1989 Customers who place a standing order for the Tests in Print series or the Mental Measurements Yearbook series will receive a 10% discount on every volume To place your standing order please call 1 800 848 6224 in the U S or 919 966 7449 outside the U S The most widely acclaimed reference series in education and psychology the Mental Measurements Yearbooks are designed to assist professionals in selecting and using standardized tests The series initiated in 1938 provides factual information critical reviews and comprehensive bibliographic

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Tests in Print IV Linda L. Murphy, Jane Close Conoley, James C. Impara, 1994 Customers who place a standing order for the Tests in Print series or the Mental Measurements Yearbook series will receive a 10% discount on every volume To place your standing order please call 1 800 848 6224 in the U S or 919 966 7449 outside the U S Designed to complement the Mental Measurements Yearbooks Tests in Print fills a pressing need for a comprehensive bibliography of all commercially available English language tests in print Although these volumes are useful in and of themselves their maximum usefulness requires the availability and use of the Mental Measurements Yearbooks Although information on available tests and specific test bibliographies is valuable the greatest service which Tests in Print can perform is to encourage test users to choose tests more wisely by consulting the MMY test reviews test reviews from journals and the professional literature on the construction use and validity of the tests being considered Tests in Print IV contains information on over four thousand instruments Along with a brief description entries includes population scoring pricing publisher information and a reference list of professional literature citing articles relevant to individual instruments Indexes of titles classified subjects names and scores as well as a publisher s directory and index are included with notations for out of print instruments Information is given for tests is a wide range of areas including education psychology counseling management health care career planning sociology child development social science and research Tests in Print IV also provides a comprehensive index to the Mental Measurements Yearbook by directing readers to the appropriate volume for reviews of specific tests

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