

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

K

A. Student's Name \_\_\_\_\_  
 Parents/Guardian \_\_\_\_\_  
 Address \_\_\_\_\_

Date of Screening \_\_\_\_\_ Year \_\_\_\_\_ Month \_\_\_\_\_ Day \_\_\_\_\_  
 Birth date \_\_\_\_\_ School/Program \_\_\_\_\_  
 Age \_\_\_\_\_ Teacher \_\_\_\_\_  
 Examiner \_\_\_\_\_

## B. Basic Screening Assessments

Page	Assessment Number	Skill (Circle the skill for each correct response. Make notes as appropriate.)					Number of Correct Responses	Point Value	Student's Score
		1.	2.	3.	4.	5.			
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: Recognizes 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. <input type="circle"/> 2. <input type="checkbox"/> 3. <input type="circle"/> 4. <input type="circle"/> 5. <input type="circle"/> 6. O 7. I 8. P 9. V 10. X					x	1 point each	/10
8	5A	Visual-Motor Skills: Copies 1. <input type="checkbox"/> 2. <input type="circle"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="triangle"/>					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 rate 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	Numerical 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

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.

## E. Recommendations

Total Score = \_\_\_\_\_ /100

# Sample Of Brigance Test For High School

**Margaret Ann Richek, Lynne K.  
List, Janet W. Lerner**

## Sample Of Brigance Test For High School:

*Preschool Assessment* Marla R. Brassard, Ann E. Boehm, 2008-09-16 Education [Resources in Education](#), 1991 [The ETS Test Collection Catalog](#), 1993 [\*\*The ETS Test Collection Catalog\*\*](#) Educational Testing Service. Test Collection, 1993

The major source of information on the availability of standardized tests Wilson Library Bulletin Covers commercially available standardized tests and hard to locate research instruments *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 *Assessing Special Students* James A. McLoughlin, Rena B. Lewis, 1981

*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 *Reading Assessment for Placement and Programming* Judi Lesiak, Sharon Bradley-Johnson, 1983

*Assessment of Written Expression* Sharon Bradley-Johnson, Judi Lesiak, 1981 [Assessment of Exceptional Students](#) Ronald L. Taylor, 1993 [Assessment for Transitions Planning](#) Gary M. Clark, 1998 Approaches to evaluate students ability to transition from the classroom to the workplace [Assessing Students with Special Needs](#) James A. McLoughlin, Rena B. Lewis, 2004 This text not only combines current coverage of formal and informal assessment to meet federal initiatives but Assessing Students with Special Needs Sixth Edition takes extra steps showing how to really use assessments and their results to improve education for students with special needs The sixth edition prepares teachers and assessment professionals for all aspects of the assessment process from identifying students with special needs to monitoring accommodating and evaluating assessment tools based on the Assessment Question Model listed on the inside front cover of this text Features of the sixth edition of this accessible comprehensive text include Up to date coverage of the latest laws and regulations impacting how when and why students are assessed A thorough discussion of CEC skills and knowledge

competencies related to assessment Over 200 formal and informal tools including the most commonly used assessments emphasizing how they fit into the overall assessment process Assessment in Action cases to encourage critical thinking about assessing students with special needs More coverage on alternate assessments including observation criterion referenced testing curriculum based and portfolio assessment How to develop collaborative partnerships when assessing students with special needs A robust text specific website at [www.prenhall.com/mcloughlin](http://www.prenhall.com/mcloughlin)

**Indiana Special Education Test and Assessment Directory** Indiana. Division of Special Education, 1988

**Assessment of Children and Youth with Special Needs** Libby G. Cohen, Loraine J. Spenciner, 2003

Assessment of Children and Youth Second Edition is a comprehensive assessment book that provides balanced coverage of special education assessment of children and youth ages 3-20. Easy for readers to understand, the book reviews traditional and alternative assessment approaches and discusses the strengths and weaknesses of each. Coverage of informal and performance-based assessments across the curriculum teaches students how approaches in the general education classroom apply to students both with and without disabilities. For anyone interested in learning about the assessment of students with disabilities.

**Assessment of Children and Youth** Libby G. Cohen, Loraine J. Spenciner, 1998 Grade level 1-2-3-4-5-6-7-8-9-10-11-12

[kpeist.org](http://kpeist.org)

[The Psychoeducational Assessment of Preschool Children](http://www.pearsonhighered.com/9780131188303)

Bruce A. Bracken, 1991 discussion on assessment of preschool children with the McCarthy scales of children's abilities, Wechsler 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.

[Test Critiques](http://www.pearsonhighered.com/9780131188303), 1985

[Assessing Students with Special Needs](http://www.pearsonhighered.com/9780131188303) John Venn, 2007 Known for its practical applied approach, the fourth edition of John Venn's *Assessing Students with Special Needs* continues to focus on how teachers can use assessment as a guide to instruction. This noteworthy revision focuses on what teachers really need to know to include assessment in the curriculum. Coverage includes all of the core information expected of an assessment text but the book goes far beyond the basics by addressing multicultural

considerations, technology and assessment, high stakes testing and the reauthorization of IDEA. The book clearly shows how assessment is more than giving a test to a child but is an essential tool for teachers as they help students achieve, learn, develop and grow.

[Comprehensive Handbook of Psychological Assessment: Industrial and organizational assessment](http://www.pearsonhighered.com/9780131188303)

Michel Hersen, 2004 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.

**Reading Problems** Margaret Ann Richek, Lynne K. List, Janet W. Lerner, 1983

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