

Understanding and Using Your Brigance IED-III Data

Presented by
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Monday, February 17th, 2025

Division of Early Childhood



LEARN. LEAD. LEAVE A LEGACY.

Understanding and Using Your Brigance IED-III Data

Session Norms



- Be engaged.
- Be collaborative.
- Be solutions-oriented.
- Be open-minded.

Understanding and Using Your Brigance IED-III Data

Agenda



- What is the Brigance IED-III?
- Scoring the Brigance Assessments Accurately
- Interpreting the Data: What Does it Mean?
- Utilizing Data for Planning and Instruction



Today's Outcomes

Goals and objectives for the day

As a result of today's session, you will be able to:

- Develop a deeper understanding of the Brigance IED-III and scoring the data accurately.
- Interpret Brigance IED-III data.
- Utilize Brigance IED-III data to tier for small groups and support individualized instruction.





What is the Brigance IED-III?

The **Brigance Inventory of Early Development IED-III** is a standardized child development assessment.

It is designed to provide information on how a child is performing in 5 key developmental areas:

- Language Domain (*receptive and expressive*)
- Motor Domain (*gross motor and fine motor skills*)
- Academic-Cognitive (*general pre-reading foundational skills and math skills*)
- Daily Living Domain (*self-help and prevocational skills*)
- Social-Emotional Domain (*play skills and behavior and engagement/initiation skills*)





Brigance Materials

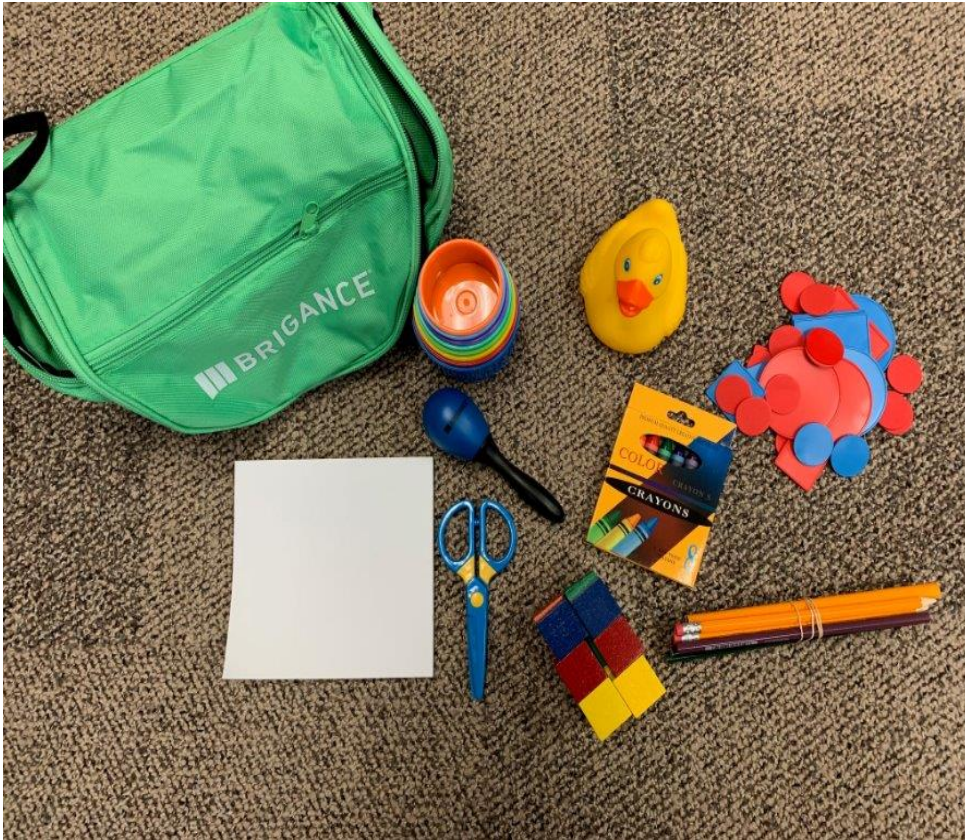


- Testing **cannot** occur without the use of **both** of these items.
- A **new** Record Book section **must** be used for each administration.
- 3rd Administration window-split student books





Brigance Materials



- Testing Kit: If you cannot locate this kit, use similar existing classroom materials.
- Not having this bag is not a valid reason to delay or skip testing.





At a Glance: How to Administer the Brigance

Step 1: Gather testing materials.

Testing Manual, Record Book, manipulatives

Step 2: Prepare Record Book.

Complete Child Information section, ensure you are in right section of book.

Step 3: Administer Assessment.

Follow all assessment instructions.

Step 4: Finalize and calculate Raw Scores.

Record Scores on the Scoring sheet located in student record book (pg. 30 or 30a)

IED III Standardized Scoring Sheet

A PHYSICAL DEVELOPMENT: GROSS MOTOR

SUBDOMAIN	GROSS MOTOR	RAW SCORE	SCALED SCORE Appendix A
ASSESSMENTS	A-1 Early Gross Motor Skills	/20	
	A-2 Standing	/9	
	A-3 Walking, Skipping, and Galloping	/12	
	A-4 Jumping and Hopping	/8	
	A-5 Stair Climbing	/10	
	A-6 Rolling, Throwing, and Catching	/4	
	COMPOSITE SCORE: GROSS MOTOR Appendix B		
	TOTAL RAW SCORE	/63	
	TOTAL SCALED SCORE		

B PHYSICAL DEVELOPMENT: FINE MOTOR

SUBDOMAIN	FINE MOTOR	RAW SCORE	SCALED SCORE Appendix A
ASSESSMENTS	B-1 Early Fine Motor Skills	/20	
	B-2 Builds Tower with Blocks	/11	
	B-3 Visual Motor Skills	/16	
	B-4 Draws a Person	/13	
	B-5 Prints Personal Information	/3	
	B-6 Writes Numerals in Sequence	/10	
	B-7 Prints Uppercase Letters in Sequence	/26	
	B-8 Quality of Printing	/8	
	COMPOSITE SCORE: FINE MOTOR Appendix B		
	TOTAL RAW SCORE	/107	
	TOTAL SCALED SCORE		

TOTAL DOMAIN: PHYSICAL DEVELOPMENT

SUBDOMAIN	TOTAL RAW SCORE	COMPOSITE SCORE	CONFIDENCE INTERVAL	PERCENTILE	AGE EQUIVALENT	INSTRUCTIONAL RANGE
SUBDOMAIN A GROSS MOTOR	/63					0-1
SUBDOMAIN B FINE MOTOR	/107					0-1
SUM OF A AND B	/170					
DOMAIN PHYSICAL DEVELOPMENT						0-1

IED III Standardized Scoring Sheet (continued)

C LANGUAGE DEVELOPMENT: RECEPTIVE

SUBDOMAIN	RECEPTIVE LANGUAGE	RAW SCORE	SCALED SCORE Appendix A
ASSESSMENTS	C-1 Early Receptive Language Skills	/20	
	C-3 Identifies Pictures (Points)	/26	
	C-4 Identifies Parts of the Body (Receptive)	/23	
	C-5 Understands Verbal Concepts	/14	
	C-6 Follows Verbal Directions	/3	
	C-8 Identifies Colors (Receptive)	/16	
	COMPOSITE SCORE: RECEPTIVE LANGUAGE Appendix B		
	TOTAL RAW SCORE	/102	
	TOTAL SCALED SCORE		

C LANGUAGE DEVELOPMENT: EXPRESSIVE

SUBDOMAIN	EXPRESSIVE LANGUAGE	RAW SCORE	SCALED SCORE Appendix A
ASSESSMENTS	C-2 Early Expressive Language Skills	/26	
	C-3 Identifies Pictures (Names)	/26	
	C-7 Knows Uses of Objects	/12	
	C-9 Repeats Sentences	/7	
	C-10 Identifies Parts of the Body (Expressive)	/23	
	C-11 Identifies Colors (Expressive)	/11	
	C-12 Verbal Fluency	/8	
	C-13 Articulation	/5	
	C-14 Uses Grammar and Language in Context	/10	
	COMPOSITE SCORE: EXPRESSIVE LANGUAGE Appendix B		
	TOTAL RAW SCORE	/128	
	TOTAL SCALED SCORE		

TOTAL DOMAIN: LANGUAGE DEVELOPMENT

SUBDOMAIN	TOTAL RAW SCORE	COMPOSITE SCORE	CONFIDENCE INTERVAL	PERCENTILE	AGE EQUIVALENT	INSTRUCTIONAL RANGE
SUBDOMAIN C RECEPTIVE LANGUAGE	/102					0-1
SUBDOMAIN D EXPRESSIVE LANGUAGE	/128					0-1
SUM OF C AND D	/230					
DOMAIN LANGUAGE DEVELOPMENT						0-1



At a Glance: How to Administer the Brigance

SCORING INFORMATION

Entry:

- For 2 years, start with item 1.
- For 3 years, start with item 3.
- For 5+ years, start with item 9.

Basal: 4 in a row correct

If the child begins with item 1 and does not reach a basal, go to A-1 Early Gross Motor Skills on page 1 (unless A-1 has already been administered).

Ceiling: 4 in a row incorrect

If a basal is achieved on A-2, A-3, and A-4, give credit for all items in A-1.

Assessment

A-3 Walking, Skipping, and Galloping [page 9]

1. Walks backward two steps
2. Walks backward four steps
3. Walks on tiptoe three steps
4. Walks on tiptoe four steps
5. Walks forward heel-to-toe three steps
6. Walks forward heel-to-toe four steps
7. Walks forward heel-to-toe five steps
8. Skips on one foot
9. Gallops, but inefficiently
10. Walks backward toe-to-heel four steps
11. Skips, alternating feet
12. Gallops skillfully, without difficulty

____/12

NOTES: _____

- Read and follow the scoring information instructions
- Determine entry point, basal, and ceiling
- Review any special instructions/notes



At a Glance: How to Administer the Brigance

Determine Entry Point



Establish Basal



Establish Ceiling





At a Glance: How to Administer the Brigance

Step 1: Determining the Entry Point

- Most assessments have at least one entry point.
- To determine the correct entry point, start with the age **closest** to the student's chronological age **without** going over.
- A plus (+) by an age means "and up."
- Use student's **current** chronological age to help determine entry point.
- If no entry point is indicated, then test as instructed.





At a Glance: How to Administer the Brigance

Step 2: Determining the Basal

- A basal is a series of **initial** correct items, usually 2-5 in a row.
- This is the point in the assessment at which you can be confident the student would receive credit for all earlier items.
- A basal is indicated by the following marks: //
- If no basal is achieved, go back to an earlier starting point (if there is one).
- **It is possible that no basal can be established, or that there is no basal rule.**





At a Glance: How to Administer the Brigance

Step 3: Determining the Ceiling

- A ceiling is a short series of incorrect items, usually 3-5 in a row.
- This is the point in the assessment at which you can be confident the student would not receive credit for any later items.
- A ceiling is indicated by the following marks: ///
- Stop the assessment once a ceiling has been achieved.
- **It is possible that no ceiling can be established, or that there is no ceiling rule.**





Marking the Brigance Assessments

Correct Answer:

circle number 4

Incorrect Answer:

slash through number 5

Untested Answer:

left blank





Scoring the Brigance Assessments Accurately

- Give credit for all correct answers before ceiling.
- Do not give credit for correct answers after ceiling.
- Give credit for all unanswered questions before basal.
- It is imperative to count and score correctly.

SCORING INFORMATION	Assessment																								
Entry: • For 3 years, start with item 1. • For 4+ years, start with item 15. Basal: 5 in a row correct <i>If the child starts with item 1 and does not reach a basal, go to C-4 Identifies Parts of the Body (Receptive) on page 9 (unless C-4 has already been administered).</i> Ceiling: 5 in a row incorrect	C-10 Identifies Parts of the Body (Expressive) [page 71] Names Parts of the Body <table><tbody><tr><td>1. eyes</td><td>9. teeth</td><td>17. knees</td></tr><tr><td>2. nose</td><td>10. legs</td><td>18. thumbs</td></tr><tr><td>3. mouth</td><td>11. fingers</td><td>19. fingernails</td></tr><tr><td>4. hair</td><td>12. arms</td><td>20. chin</td></tr><tr><td>5. feet</td><td>13. toes</td><td>21. elbows</td></tr><tr><td>6. ears</td><td>14. stomach</td><td>22. chest</td></tr><tr><td>7. head</td><td>15. neck</td><td>23. shoulders</td></tr><tr><td>8. tongue</td><td>16. back</td><td></td></tr></tbody></table> 19/23	1. eyes	9. teeth	17. knees	2. nose	10. legs	18. thumbs	3. mouth	11. fingers	19. fingernails	4. hair	12. arms	20. chin	5. feet	13. toes	21. elbows	6. ears	14. stomach	22. chest	7. head	15. neck	23. shoulders	8. tongue	16. back	
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	For each correct response for Names Parts of the Body, also give credit for the item for C-4 Identifies Parts of the Body (Receptive) on page 9. If the child gives an incorrect response for Names Parts of the Body, go to C-4 on page 9 (once you have finished administering this assessment) to assess the child's knowledge of the body part at the receptive level (Points to Parts of the Body).																								
NOTES: _____																									



Scoring the Brigance Assessments Accurately

Entry: 2+ years Basal: None Ceiling: None Give credit for each numeral up to the first error.	E-2 Counts by Rote [page 110] Counts by rote to: <table border="0"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr></table>	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	7 /30
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																							
NOTES: _____ _____ _____																																

If a test was not administered due to age, record a score of 0 and make a notation in the notes section.

Entry: - For 2 years, start with item 1. - For 6+ years, start with item 4. Basal: 3 in a row correct Ceiling: 3 in a row incorrect	F-4 Knows Personal Information [page 135] <table border="0"><tr><td>1</td><td>First name</td></tr><tr><td>2</td><td>Last name</td></tr><tr><td>3</td><td>Age</td></tr><tr><td>4</td><td>Birthday (month and day)</td></tr><tr><td>5</td><td>Telephone number</td></tr><tr><td>6</td><td>Street address</td></tr><tr><td>7</td><td>Complete mailing address</td></tr><tr><td>8</td><td>Year of birth</td></tr></table>	1	First name	2	Last name	3	Age	4	Birthday (month and day)	5	Telephone number	6	Street address	7	Complete mailing address	8	Year of birth	5 /8
1	First name																	
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8	Year of birth																	
NOTES: _____ _____ _____																		

SCORING INFORMATION	Assessment																																	
Entry: - For birth, start with item 1. - For 8 months, start with item 5. - For 12 months, start with item 8. - For 2+ years, start with item 11. Basal: 4 in a row correct Ceiling: 4 in a row incorrect	F-1 Eating [page 127] <table border="0"><tr><td>1.</td><td>Sucks well</td></tr><tr><td>2.</td><td>Brings hands to mouth</td></tr><tr><td>3.</td><td>Opens mouth</td></tr><tr><td>4.</td><td>Refuses excess food</td></tr><tr><td>5.</td><td>Munches or mouths food</td></tr><tr><td>6.</td><td>Feeds self cracker</td></tr><tr><td>7.</td><td>Drinks from cup held by adult</td></tr><tr><td>8.</td><td>Chews and swallows solid food</td></tr><tr><td>9.</td><td>Holds cup with both hands and drinks</td></tr><tr><td>10.</td><td>Returns cup or glass to table after drinking</td></tr><tr><td>11.</td><td>Asks for food when hungry</td></tr><tr><td>12.</td><td>Holds cup with one hand and drinks</td></tr><tr><td>13.</td><td>Inserts spoon in mouth without turning it upside down, moderate spilling</td></tr><tr><td>14.</td><td>Inserts spoon in mouth without turning it upside down, with little or no spilling</td></tr><tr><td>15.</td><td>Uses side of fork for cutting soft food</td></tr><tr><td>16.</td><td>Holds fork in fingers (not in fist)</td></tr></table>	1.	Sucks well	2.	Brings hands to mouth	3.	Opens mouth	4.	Refuses excess food	5.	Munches or mouths food	6.	Feeds self cracker	7.	Drinks from cup held by adult	8.	Chews and swallows solid food	9.	Holds cup with both hands and drinks	10.	Returns cup or glass to table after drinking	11.	Asks for food when hungry	12.	Holds cup with one hand and drinks	13.	Inserts spoon in mouth without turning it upside down, moderate spilling	14.	Inserts spoon in mouth without turning it upside down, with little or no spilling	15.	Uses side of fork for cutting soft food	16.	Holds fork in fingers (not in fist)	14 /16
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NOTES: _____ _____ _____																																		



Interpreting the Data

- Analysis and interpretation of data should support the fundamental purpose of assessment: *establishing and understanding where learners are in an aspect of their learning at the time of assessment.*

- This is the domain of teacher **professional judgement**, where teachers work together to make sense of *data and other forms of assessment evidence* to see what this reveals about where students are in their development.

- Data, information and artifacts become evidence when used to determine the presence or absence of what students know, understand, can do and are becoming.





- 



Interpreting the Data

Without data, all we
have is an opinion.

-Edward Deming





Interpreting the Data

Teachers should always make sure their data is *current* to ensure that they have the most recent account of the academic progress or struggles your students are facing. **This knowledge should help drive instruction to support students' mastery of the skills necessary for kindergarten success.**





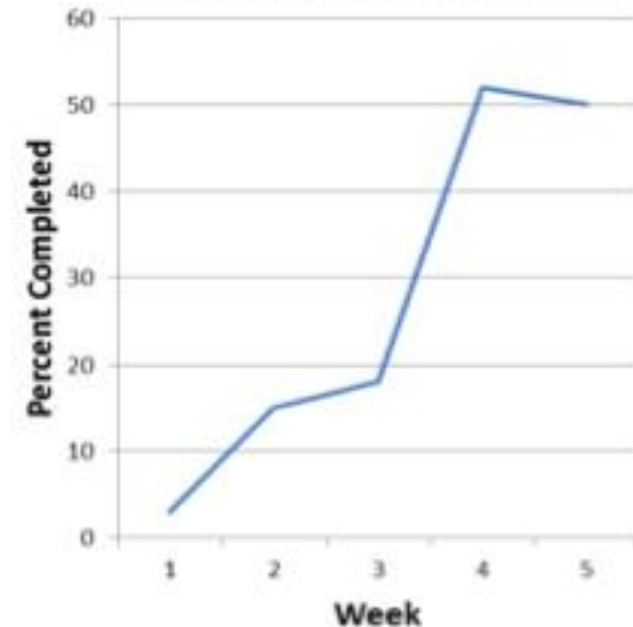
Interpreting the Data

INTERPRETING ASSESSMENT DATA: WHEN A CHILD IS PROGRESSING

Continue with what you have been doing.



**Tyler-complete activity
despite frustration**





Interpreting the Data

INTERPRETING ASSESSMENT DATA: WHEN A CHILD ISN'T MAKING PROGRESS

Change what or how you are teaching.

- Make the goal or task simpler
- Change the setting or schedule
- Increase learning opportunities or time allotted
- Adjust the type of assistance
- Provide additional resources





Interpreting the Data

INTERPRETING ASSESSMENT DATA:
WHEN A CHILD HAS REACHED A GOAL

Move on to something more challenging.

Purposefully plan for groups & individuals
(differentiate lessons).

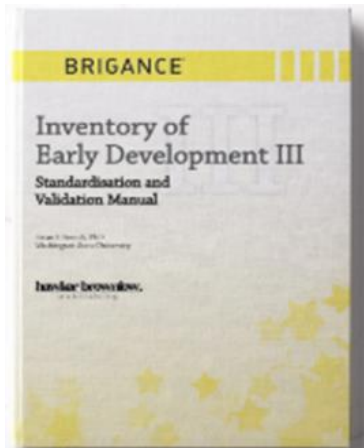




Interpreting the Data

Scale for Brigance Inventory Composite Scores

- < 70 Very weak
- 70-79 Weak
- 80-89 Below Average
- 90-110 Average
- 111-120 Above Average
- 121-130 Strong
- > 130 Very Strong



Reference pg. 28 in manual

BRIGANCE® IED III Standardized Scoring Tool

Child's Name: **John Smith**
 Examiner: **Heather Moore**
 Child's Date of Birth: **1/1/2020**
 Date Tested: **1/8/2025**
 Chronological Age: **5-0**

Domain/Subdomain	Raw Score	Composite Score	Confidence Interval	Percentile	Age Equivalent*	Instructional Range**
Physical Development	95	77	72 - 82	7	3-11	3-10 to 4-0
Gross Motor	50	83	77 - 89	13	4-0	3-11 to 4-1
Fine Motor	45	80	74 - 86	9	3-10	3-9 to 3-11
Language Development	140	73	69 - 77	4	2-10	2-9 to 2-11
Receptive	46	73	66 - 80	4	1-11	1-10 to 2-0
Expressive	94	81	77 - 85	10	3-4	3-3 to 3-5
Academic/Cognitive	92	78	75 - 81	8	3-11	3-10 to 4-0
Literacy	47	77	74 - 80	7	3-9	3-8 to 3-10
Mathematics	45	81	77 - 85	10	4-5	4-4 to 4-6
Adaptive Behavior	41	96	89 - 103	39	5-3	5-2 to 5-4
Daily Living	41	96	89 - 103	39	5-3	5-2 to 5-4
Social and Emotional Development	46	114	110 - 118	82	>7-6	>7-5 to >7-7
Interpersonal	20	119	115 - 123	90	>7-3	>7-2 to >7-4
Self-regulatory	26	106	101 - 111	66	6-9	6-8 to 6-10
Total Developmental Score	414	85	82 - 88	16	3-6	3-5 to 3-7



*The Age Equivalent score is displayed as Year-Month (e.g., 1-3 = 1 year, 3 months)
 **The Instructional Range displays the low and high Age Equivalent scores defining the range (e.g., 1-3 to 1-6 = 1 year, 3 months to 1 year, 6 months)



Utilizing the Data for Planning and Instruction



How do you currently use data in
your classroom to plan for
instruction?

(Place your answer in the chat)



Utilizing the Data for Planning and Instruction

How Does the Brigance Inventory data help a classroom teacher?



The Brigance IED-III Student Record Book & score report should be used together to gather a full picture of the student's abilities in the following developmental areas:

- ❖ Language Domain (*receptive and expressive*)
- ❖ Motor Domain (*gross motor and fine motor skills*)
- ❖ Academic-Cognitive (*general pre-reading foundational skills and math skills*)
- ❖ Daily Living Domain (*self-help and prevocational skills*)
- ❖ Social-Emotional Domain (*play skills and behavior and engagement/initiation skills*)



Utilizing the Data for Planning and Instruction

How Does the Brigance Inventory data help a classroom teacher?



The Brigance IED-III Student Record Book & score report should be used together with parent/teacher reports, report card skills, and anecdotal notes to:

- Help a teacher determine where his/her students are developmentally and academically, how to group and tier students according to ability levels, and how/when to change groupings.
- Monitor the gains and progress from each Brigance Inventory period (Fall, Winter, and Spring)
- Support a teacher in determining how they should adjust their instruction to better address students' needs.





Tiering Using the Brigance Data:

- Teachers should look at the total Composite score and the composite score scale when determining if students are weak, below average, average, above average, or strong.
- The Age Equivalent Score is used to determine the current age-level of the child's performance compared to that of other children at a particular age. The Age Equivalent score is displayed as Year-Month (e.g., 1-3=1 year, and 3 months).
- The Age Equivalent score should be used along with the Composite score when making instructional decisions and grouping. The instructional range gives a specific range for tasks and activities.

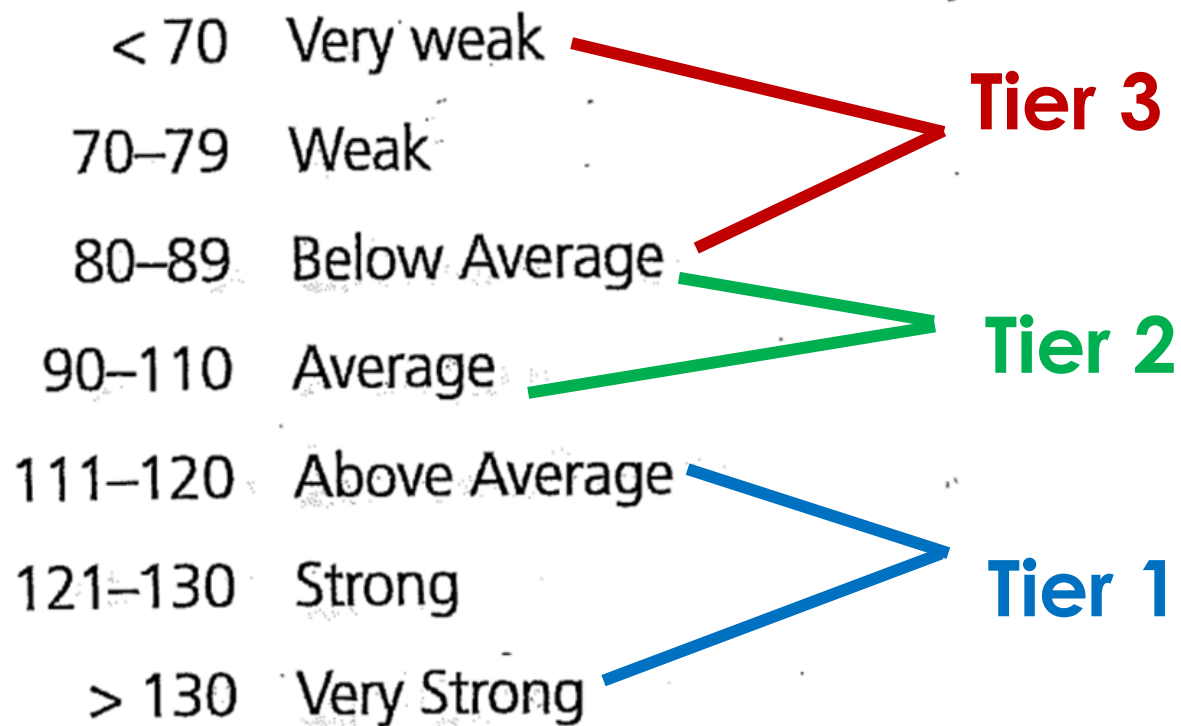
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< 70	Very weak
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111-120	Above Average
121-130	Strong
> 130	Very Strong



Tiering Using the Brigance Data:

Scale for Brigance Inventory Composite Scores



- Utilize the Composite Score Scale when grouping students for small group or individualized instruction.
- Instructional groups should **not** stay the same all year. New groupings should be established after each benchmark period using the Brigance composite scores and scale.



Utilizing the Data for Planning and Instruction



What activities or tasks do you do daily with your students to help practice Brigance skills?

(Place your answer in the chat)





Using Brigance Data to Plan for Transitions or Movement Breaks

- Teachers should use transitions and movement breaks as opportunities to practice Brigance skills.
- Gross motor activities (such as hopping, balancing, walking heel-to-toe, walking on tip toes) are quick ways to allow students daily practice. (*Brigance skills A-1 to A-6*)
- Using common signs during the day (*Brigance Skill D-8*)
Ex: Ms. Smith calls boys to line up, but instead of saying "Boys line up" Ms. Smith could hold up a sign:

BOYS

GIRLS

EXIT

STOP

DANGER





Using Brigance Data to Plan for Morning Meeting:

Select a new morning song for the nine weeks. Sing the song every morning until all students know the song.
(Report Card Skill)

What letter does boys/girls begin with?
Call on a student who is struggling with identifying letter/letter sounds. Provide hints and clues if needed. **(Brigance)**

Call on a student to read the second sentence and provide the answers. Count the words in the sentence. **(Brigance)**

Good Morning _oys and _irls,

Today is Wednesday, January 29, 2025. The weather outside is ____ and _____. We have been in school 99 days. What different types of wheels are there? Have a wonderful Wednesday.

Your teachers,
Mrs. Baker and Dr. Beard

Share! Use a sentence starter to allow students to share their answer: *What types of wheels are there?*
Guide 2-3 students in generating questions about the answer choice. For example, "How do you use the wheels? Where have you seen the wheels?"
(Brigance, Curriculum, TEM 5)

How are the first letters in wonderful and Wednesday alike? How are they different? Can you find another lowercase w?
(Brigance, Report Card Skill)

Call on a student to circle and name the uppercase letters they know. Have students to circle sight words they know.

LEARN. LEAD. LEAVE A LEGACY.



Using Brigance Data to Plan for Foundational Literacy:

Practice identifying onset and rimes when students "Pair the Rhyme". Say /g/ + /ave/ and have students give you the word. Delete the onset and ask student to identify the rime. (Brigance)

Rhyme Time

(Brigance)

gave, save
real, deal
most, make
hold, cold
dig, wig

Break it Up

(Brigance)

panda
freezer
farmer
basket
folder

Snatch the Sound (Initial)

choose, chase
chip, chop
made, mide
peak, park

Snatch the Sound (Final)

choose, chase
chip, chop
made, mide
peak, park

Have students repeat the sentence. (Brigance)

Silly Sentence

I use orange paper to make an origami owl.



Using Brigance Data to Plan for Foundational Literacy:



Example: *Brigance Skill D-6 Auditory Discrimination*

four—four

same

golf—loft

not the same

peg—beg

not the same

sip—sip

same





Using Brigance Data to Plan for Small Group Instruction

BRIGANCE® IED III Standardized Scoring Tool

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Examiner: **Heather Moore**
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Mathematics	45	81	77 - 85	10	4-5	4-4 to 4-6
Adaptive Behavior	41	96	89 - 103	39	5-3	5-2 to 5-4
Daily Living	41	96	89 - 103	39	5-3	5-2 to 5-4
Social and Emotional Development	46	114	110 - 118	82	>7-6	>7-5 to >7-7
Interpersonal	20	119	115 - 123	90	>7-3	>7-2 to >7-4
Self-regulatory	26	106	101 - 111	66	6-9	6-8 to 6-10
Total Developmental Score	414	85	82 - 88	16	3-6	3-5 to 3-7

*The Age Equivalent score is displayed as Year-Month (e.g., 1-3 = 1 year, 3 months)

**The Instructional Range displays the low and high Age Equivalent scores defining the range (e.g., 1-3 to 1-6 = 1 year, 3 months to 1 year, 6 months)

- Determine student's current level using the composite score scale for the subdomains of Literacy and Math; pay close attention to student's instructional range
- Utilize small group plans and TN-ELDs standards to develop and plan effective small group lessons.
- These lessons can include:
 - Literacy:** letter recognition, letter sound identification, visual and auditory discrimination, sound isolation (beginning, middle, ending sounds), building and reading CVC words, etc.
 - Math:** number recognition, counting, counting with one-to-one correspondence, matching and reading numbers, sorting, and addition/subtraction.
- Utilize the **Brigance Readiness Activities Binder**

LEARN. LEAD. LEAVE A LEGACY.

Using Brigance Data to Plan for Independent Practice



BRIGANCE® IED III Standardized Scoring Tool

Child's Name: **John Smith**
 Examiner: **Heather Moore**
 Child's Date of Birth: **1/1/2020**
 Date Tested: **1/8/2025**
 Chronological Age: **5-0**

Domain/Subdomain	Raw Score	Composite Score	Confidence Interval	Percentile	Age Equivalent*	Instructional Range**
Physical Development	95	77	72 - 82	7	3-11	3-10 to 4-0
Gross Motor	50	83	77 - 89	13	4-0	3-11 to 4-1
Fine Motor	45	80	74 - 86	9	3-10	3-9 to 3-11
Language Development	140	73	69 - 77	4	2-10	2-9 to 2-11
Receptive	46	73	66 - 80	4	1-11	1-10 to 2-0
Expressive	94	81	77 - 85	10	3-4	3-3 to 3-5
Academic/Cognitive	92	78	75 - 81	8	3-11	3-10 to 4-0
Literacy	47	77	74 - 80	7	3-9	3-8 to 3-10
Mathematics	45	81	77 - 85	10	4-5	4-4 to 4-6
Adaptive Behavior	41	96	89 - 103	39	5-3	5-2 to 5-4
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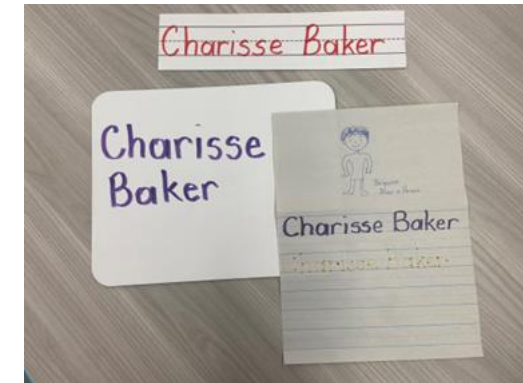
Focus: **Writing Center**

B5 Prints Personal Information

I can print my name.
 Based on the data, this student will practice this skill in the writing center.

B4 Draw a Person

I can draw a picture of myself.



Focus: **Literacy Center**

B7 Prints letters in Sequence

Based on the data, this student will practice this skill in the literacy center or writing center. I can sequence the letters of the alphabet.

Students can write, trace, or use manipulatives.

