



2024-2025 Assessment Guidance and Procedures



| Skill | Evaluation | Strategies |
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| Literacy | | |
| Draws a picture and dictates a sentence | Student can draw a picture and dictates a sentence to the teacher. 4- Draws a well-developed picture with labels and conveys meaning 3- Draws a well-developed picture without student labels, but conveys meaning 2- Draws a picture (lines, symbols, and shapes); no labels/does not convey meaning 1- Attempts to create a drawing using controlled scribble | Use Brigance Readiness Binder for suggested activities. |
| Draws a Person | Student can draw distinct, recognizable body parts. 4- 13 to 11 body parts 3- 10 to 7 body parts 2- 6 to 4 body parts 1- 3 to 1 body parts | Refer to page 30 (B-5) in Brigance Inventory Manual. Use Brigance Readiness Binder for suggested activities. The teacher would ask questions like: "Can you walk with no knees? How do you bend your legs?" "How do you turn your head?" Model creating an anchor chart in real-time and place materials in the art center to make self-portraits and pictures of their family and friends. |
| Prints first name | Student can print first name legibly and score leniently. 4- Prints first name with capital letter and in the correct sequence, no reversals, and clear distinction between uppercase/lowercase size 3- Prints first name in the correct sequence with a combination of uppercase/lowercase with reversals accepted 2- First letter and attempts to additional letters 1- Attempts to write first name (tracing included) | Refer to page 31 (B-5) in Brigance Inventory Manual. Use Brigance Readiness Binder for suggested activities Create name plates, sign-in for students only, have students to print names on their paper. Tracing- use a highlighter to write the student's name and have the students can practice. BFA- use index cards write the first letter in red and other letters in black. |
| Print last name | Student can print last name legibly, and score leniently. 4- Prints last name with capital letter and in the correct sequence, no reversals, and clear distinction between uppercase/lowercase size 3- Prints last name in the correct sequence with a combination of uppercase/lowercase with reversals accepted 2- Last letter and attempts to additional letters 1- Attempts to print last name (tracing included) | Refer to page 31 (B-5) in Brigance Inventory Manual. Use Brigance Readiness Binder for suggested activities. Create student name plates, sign-in for students only, have students to print names on their paper. Tracing- use a highlighter to write the student's name and have the students can practice. BFA- use index cards write the first letter in red and other letters in black. |
| Prints Uppercase Letters in Sequence | Student can print uppercase letters legibly, and score leniently. 4- 21 to 26 letters in correct sequence, no reversals 3- 18 to 20 letters in correct sequence, some reversals 2- 5 to 17 letters in correct sequence, some reversals some reversals 1- 0 to 5 letters in correct sequence, | Refer to page 33 (B-7) in Brigance Inventory Manual. Teacher observation; Use Brigance Readiness Binder for suggested activities; Utilize whiteboards and activities in writing center for printing uppercase letters in sequence |
| Claps out syllables | Student can clap out words and/or names into syllables. 4- 5/5 including 2 to 3 syllable words and first/last name 3- 4/5 including 2 to 3 syllable words and first/last name | The teacher will give the student the following words to clap out into syllables: baby, elephant, and giraffe. The teacher will also ask the student to clap out the syllables in his/her first and last name. The teacher will observe the correct |



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| | 2- 3/5 including 2 to 3 syllable words and first/last name 1-Attempts, but zero correctly executed | number of responses. If needed, the teacher can self-select different words with 2 and 3 syllables. |
| Asks/Answers questions about stories | Student can ask and answer questions about stories. 4- Frequently asks/answers questions without assistance 3- Occasionally asks/answers questions with prompting support 2- Few asks/answers questions with prompting and support 1- Attempts, but zero correctly asks/answers | The teacher will ask the student to name at least 2-3 comprehension questions from a recently- read story by asking, "What happen to Peter in Snowy day?" "How do you know...?" "Why...?" Use Bloom's Taxonomy or Center Question stems for additional guidance. |
| Identifies front and back of the book | Student can identify the front and back of the book. 4 - Identifies the front and back of the book 3 - No score 2 - No score 1 - Attempts to identify the front of and back of the book | The teacher gives the student a book. Ask the students to, show me the front of the book and show me the back of the book. |
| Identifies character, events, and setting | Student can identify characters, events, and settings. 4 – 3/3 identifies 3 characters, all events and setting(s) 3 – 2/3 identifies 2 characters, most events and setting(s) 2 – 1/3 identifies 1 character, an event, and setting 1 – Attempts to identify the author and illustrator but zero answered correctly | The teacher will ask the student to name at least 2-3 characters from a recently read story by asking, "Who are the characters in this story?" |
| Tracks print from left to right and top to bottom | Student can track print from left to right and top to bottom. 4-Tracks print from left to right 3-No score 2-No score 1-Attempts to track print from left to right | The teacher will be intentional with read-aloud by modeling that he/she is reading from left to right. Saying, at times, I am going to read this word after or next. |
| Recites Alphabet (names letters only) | Student can recite letters in the alphabet. 4- 21 to 26 letters recited correctly 3- 18 to 20 letters recited correctly 2- 5 to 17 letters recited correctly 1- 0 to 5 letters recited correctly | Ask the child to recite the alphabet. Ask, "Can you say the ABCs? A...B... C...? Remind students that you want them to say the letters and not sing them. |
| Visual Discrimination: Same and Different | Student can identify similarities and differences correctly. 4 – 9 to 10 identifies similarities and differences correctly (forms and letters) 3 – 6- 8 identifies similarities and differences correctly (forms and letters) 2 -3-5 identifies similarities and differences correctly (forms and letters) 1- 0-2 identifies similarities and differences correctly (forms and letters) | Ask the child to point to the form or letter that is different in each box on page C –90." One of the pictures in this box is different. Put your finger on the picture that is different. |
| Identifies Uppercase Letters | Student can identify uppercase letters. 4- 21 to 26 letters identified correctly 3- 18 to 20 letters identified correctly 2- 6 to 17 letters identified correctly 1- 0 to 5 letters | Use blackline master to record results. The teacher will look point to a letter and ask, "What letter is this?" |



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| Identifies Lowercase Letters | Student can identify lowercase letters. 4- 21 to 26 letters identified correctly 3- 18 to 20 letters identified correctly 2- 6 to 17 letters identified correctly 1- 0 to 5 letters | Use blackline master to record results. Refer to page 95 (D-6) in Brigance Inventory Manual. The teacher will look point to a letter and ask, "What letter is this?" |
| Identify Beginning Sounds | Student can identify beginning sounds. 4- 5 beginning sounds identified correctly 3- 4 beginning sounds identified correctly 2- 3-2 beginning sounds identified correctly 1- 1 beginning sounds identified correctly | Use blackline master to assess and record results. Refer to page 97(D-6) in Brigance Inventory Manual. Tell the student that you are going to say two words. If they sound just the same, I want you to say same. Listen to each word: cat, bat. Are they the same or not the same? |
| Identify Ending Sounds | Student can identify ending sounds. 4- 5 ending sounds identified correctly 3- 4 ending sounds identified correctly 2- 3-2 ending sounds identified correctly 1- 1 ending sounds identified correctly | Refer to page 97(D-6) in Brigance Inventory Manual. Tell the student that you are going to say two words. If they sound just the same, I want you to say same. Listen to each word: cat, bat. Are they the same or not the same? |
| Word Recognition | Student can identify words/sight words. 4- 15-20 words recognized 3- 19-9 words recognized 2- 8-3 words recognized 1- 2-0 words recognized | Refer to page 104 (D-9) in Brigance Inventory Manual. Point to page C-104 and point to the first word. Say: I want you to look at each word and read it aloud. <i>If the student hesitates on a word for more than three seconds, point to the next word in the list.</i> |
| Recites new song, rhyme, or poem | Student can recite a new song, rhyme, or poem. 4-Student can recite/sing a new song, nursery rhyme, or poem. 3-No score 2-No score 1-Attempts to recite new song, rhyme, or poem but is unsuccessful | The teacher will ask the student to sing a song or recite a nursery rhyme or chant. If the student performs a song, rhyme, or chant, which he/she had mastered previously, the teacher will ask the student to perform a different one. |
| Rhyme Recognizes | Student can recognize rhyming words. 4- 5 rhymes identified correctly 3- 4 rhymes identified correctly 2- 3-2 rhymes identified correctly 1- Rhyme identified correctly | Use blackline master to assess skill and record results. Refer to page 95 (D-5) in Brigance Inventory Manual. Use the assessment manual for additional pictures. The teacher will point to a pair of rhyming words with pictures. "I'm going to say two words and you tell me if they rhyme. Cat...Hat. Do they rhyme?" The student will respond yes or no. Suggested word pairs to use: bug/mug, tree/bee, hat/bat, rock/sock, king/ring, mop/car." |
| Rhyme Production | Student can produce rhyming words. 4- 5 rhymes produced correctly 3- 4 rhymes produced correctly 2- 3-2 rhymes produced correctly 1- Rhyme produced correctly | Use blackline master to assess skill and record results. Refer to page 95 (D-5) in Brigance Inventory Manual. Use the assessment manual for additional pictures. The teacher will point to a pair of rhyming words with pictures. "I'm going to say two words and you tell me if they rhyme. Cat...Hat. Do they rhyme?" The student will respond yes or no. Suggested word pairs to use: bug/mug, tree/bee, hat/bat, rock/sock, king/ring, mop/car." |



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| Blending Syllables | Student can blend syllables to form compound words. 4- 5 blended to form compound words correctly 3- 4 blended to form compound words correctly 2- 3-2 blended to form compound words correctly 1- 1-0 blended to form compound words correctly | Use blackline master to assess skill and record results. Refer to page 95 (D-5) in Brigance Inventory Manual. |
| Segmenting Syllables | Student can segment compound words into two words. 4- 5 compound words segmented into two words correctly 3- 4 compound words segmented into two words correctly 2- 3-2 compound words segmented into two words correctly 1- compound words segmented into two words correctly | Use blackline master to assess skill and record results. Refer to page 95 (D-5) in Brigance Inventory Manual. |
| Adding/Deleting Word Parts | Student can identify word/word part when a word has been added/deleted from a compound word 4- 5 words/word parts identified correctly 3- 4 words/word parts identified correctly 2- 3-2 words/word parts identified correctly 1- 1-0 word/word part identified correctly | Use blackline master to assess skill and record results. Refer to page 95 (D-5) in Brigance Inventory Manual. |
| Segmenting Syllables | Student can segment specific two-syllable word parts in words. 4- 5 segmented word parts of two-syllable words identified correctly 3- 4 segmented word parts of two-syllable words identified correctly 2- 3-2 segmented word parts of two-syllable words identified correctly 1- 1-0 segmented word part of two-syllable word identified correctly | Use blackline master to assess skill and record results. Refer to TN Foundational Literacy Curriculum, "Manipulating Syllables". |
| Blending Syllables | Student can blend two syllables to form non-compound words. 4- 5 blended two syllables to form non-compound words correctly 3- 4 blended two syllables to form non-compound words correctly 2- 3-2 blended two syllables to form non-compound words correctly 1- 1-0 blended two syllables to form non-compound word correctly | Use blackline master to assess skill and record results. Refer to pages 100-101 (D-7) in Brigance Inventory Manual. |
| Blending Phonemes to Form Words | Student can blend phonemes to form words. 4- 5 blended phonemes to form words correctly 3- 4 blended phonemes to form words correctly 2- 3-2 blended phonemes to form words correctly 1- 1-0 blended phonemes to form word correctly | Use blackline master to assess skill and record results. Refer to pages 100-101 (D-7) in Brigance Inventory Manual. |
| Adding/Deleting Syllables/Phonemes | Student can identify the deleted syllables/phonemes in non-compound words. 4- 5 deleted syllables/phonemes identified from non-compound words correctly 3- 4 deleted syllables/phonemes identified from non-compound words correctly 2- 3-2 deleted syllables/phonemes identified from non-compound words correctly 1- 1-0 deleted syllables/phonemes identified from non-compound word correctly | Use blackline master to assess skill and record results. Refer to pages 100-101 (D-7) in Brigance Inventory Manual. |



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| Discriminating Initial Sound | Student can recognize if the initial sounds of two words are the same or different. 4- 5 initial sounds of two words are recognized as same or different correctly 3- 4 initial sounds of two words are recognized as same or different correctly 2- 3-2 initial sounds of two words are recognized as same or different correctly 1- 1-0 initial sound of two words are recognized as same or different correctly | Use blackline master to assess skill and record results. Refer to pages 97 (D-6) in Brigance Inventory Manual. |
| Discriminating Final Sound | Student can recognize if the final sounds of two words are the same or different. 4- 5 final sounds of two words are recognized as same or different correctly 3- 4 final sounds of two words are recognized as same or different correctly 2- 3-2 final sounds of two words are recognized as same or different correctly 1- 1-0 final I sound of two words are recognized as same or different correctly | Use blackline master to assess skill and record results. Refer to pages 97 (D-6) in Brigance Inventory Manual. |
| Discriminating Medial Sound | Student can recognize if the medial sounds of two words are the same or different. 4- 5 medial sounds of two words are recognized as same or different correctly 3- 4 medial I sounds of two words are recognized as same or different correctly 2- 3-2 medial sounds of two words are recognized as same or different correctly 1- 1-0 medial I sound of two words are recognized as same or different correctly | Use blackline master to assess skill and record results. Refer to TN Foundational Literacy Curriculum, "Medial Sound". |
| Math | | |
| Understand Number Concepts | Student can demonstrate an understanding of number concepts to ten using small identical objects. 4- 7-10 objects counted correctly 3- 4-6 objects counted correctly 2- 1-3 objects counted correctly 1- Attempts, but zero counted correctly | Ask the student to give you a specific number of objects. If the child does not respond, repeat the question. Refer to pg. 108 (E-1) in Brigance Inventory Manual. |
| Counts to 30 | Student can count aloud in the correct sequence. 4-Student can count beyond 30. 3-Student can count to 30. 2-Student can count beyond 10, but unable to count to 30. 1-Attempts to count to 10 | Ask the student to orally count aloud to the highest number he/she can in sequence from memory. Teacher observation refer to pg. 110 (E-2) in Brigance Inventory Manual. |
| Compares Different Amounts | Student can compare the number of objects in two groups that have different quantities of identical objects. 4- 5-7 objects compared correctly 3- 3-4 objects compared correctly 2- 1-2 objects compared correctly 1- Attempts, but zero objects compared correctly | Ask the child to tell which of the two given groups of objects (page c-111) has more objects. Refer to pg. 111 (E-3) in Brigance Inventory Manual. |
| Sorts Objects (color, shape, size) | Student can sort objects by one, two, and three attributes. 4-Student can sort objects by more than three attributes. 3-Student can sort objects by three attributes. 2-Student can sort objects by two attributes. | Arrange the sixteen objects in a random array on the table in front of the child. Students will sort by attributes. "I want you to sort these <u>name of objects</u> for me. Now put all the large blue ones in a group." Continue with small, large blue, |



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| | 1-Student can/attempts to sort objects by only one attribute | small circles, large red circles, and small blue squares. Refer to pg. 113 (E-4) in Brigance Inventory Manual. |
| Matches Quantities (0-10) | Student can demonstrate an understanding of numerals 0-10 by matching quantity with numeral. 4-Students can match quantities with numerals beyond 10. 3-Students can match quantities with numerals 0-10. 2-Students can match quantities with numerals 0-5, but unsuccessful beyond the quantity of 5. 1-Student attempts to match quantities to 5 but is unsuccessful. | Place twelve small objects in front of the child and use a blank sheet of paper to cover the bottom row of numerals on pg. C-115. Then point to the numeral and have the student show or give you the quantity of objects. Say, "Show me this many <u>name of objects</u> or Give me this many <u>name of objects</u> ." Refer to pg. 115 (E-5) in Brigance Inventory Manual. Strategies for practice: Practice this skill by holding up number cards and having students show the quantity using their fingers. |
| Reads Numerals (0-10) | Student can identify/read numerals 0-10. 4-Student can name and identify numerals beyond 10. 3-Student can name and identify numerals 0-10. 2-Student can name and identify numerals 0-5, but unsuccessful beyond 5. 1-Student attempts to name and identify numerals to 5 but is unsuccessful. | Students can identify numerals 0-10. Show the students numbers (out of order) and ask, "What is the name of this number?" Refer to pg. 116 (E-6) in Brigance Inventory Manual. |
| Writes Numerals (0-10) | Student can write numerals 0-10. 4-Student can write numerals 0-10, no reversals. 3-Student can write numerals 0-10, some reversals. 2-Student can write numerals 0-5, but unsuccessful beyond the numeral 5. 1-Student attempts to write numerals to 5 but is unsuccessful. | Teacher observation; Use Brigance Readiness Binder for suggested activities; Utilize whiteboards and activities in writing center for printing/writing numerals. |
| Solves Word Problems | Student can solve simple oral word problems. 4- 5 word problems solved correctly 3- 3-4 word problems solved correctly 2- 1-2 word problems solved correctly 1- Attempts, but zero word problems solved correctly | Point to the box of pictures on pg. C-117 for each word problem and ask the corresponding questions. Refer to pg. 117 (E-7) in Brigance Inventory Manual. |
| Demonstrates addition with objects (0-5) | Student can demonstrate addition with objects 0-5. 4- 5 addition problems solved correctly 3- 3-4 addition problems solved correctly 2- 1-2 addition problems solved correctly 1-Attempts, but zero problems solved correctly | The teacher will lay out small classroom objects (crayons, pencils, etc.) on the table. Using 5 objects, the teacher will divide objects into 2 groups. The teacher will say, "I have 2 crayons here and I'm going to add 3 more crayons. How many crayons do I have all together?" The teacher will continue with additional problems to 5. |
| Demonstrates subtraction with objects (0-5) | Student can demonstrate subtraction with objects 0-5. 4- 5 subtraction problems solved correctly 3- 3-4 subtraction problems solved correctly 2- 1-2 subtraction problems solved correctly 1-Attempts, but zero problems solved correctly | The teacher will lay out small classroom objects (crayons, pencils, etc.) on the table. Using 5 objects, the teacher will divide objects into 2 groups. The teacher will say, "I have 4 crayons here and I'm going to take away 1 crayon. How many crayons do I have left?" The teacher will continue with subtraction problems to 5. |
| Social and Emotional Development | | |
| Gives best effort each day | Student can give their best effort daily. 4-Frequently | Refer to e-DECA report and the Brigance Readiness Activity manual for behavioral strategies that support individual student needs. |



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| | 3-Occasionally 2-Some 1-Rarely | |
| Gives affection and shows warmth | Student can give affection and show warmth. 4-Frequently 3-Occasionally 2-Some 1-Rarely | Refer to e-DECA report and the Brigance Readiness Activity manual for behavioral strategies that support individual student needs. |
| Interacts with peers and adults respectfully | Student can interact with peers and adults respectfully. 4-Frequently 3-Occasionally 2-Some 1-Rarely | Refer to e-DECA report and the Brigance Readiness Activity manual for behavioral strategies that support individual student needs. |
| Responds appropriately to directions the 1st time | Student can respond appropriately to directions the 1st time. 4-Frequently 3-Occasionally 2-Some 1-Rarely | Refer to e-DECA report and the Brigance Readiness Activity manual for behavioral strategies that support individual student needs. |
| Asks for help | Student can ask for help. 4-Frequently 3-Occasionally 2-Some 1-Rarely | Refer to e-DECA report and the Brigance Readiness Activity manual for behavioral strategies that support individual student needs. |
| Shares feelings with peers and adults | Student can share their feelings with peers and adults. 4-Frequently 3-Occasionally 2-Some 1-Rarely | Refer to e-DECA report and the Brigance Readiness Activity manual for behavioral strategies that support individual student needs. |
| Shares information, thoughts, and ideas | Student can share information, thoughts, and ideas. 4-Frequently 3-Occasionally 2-Some 1-Rarely | Refer to e-DECA report and the Brigance Readiness Activity manual for behavioral strategies that support individual student needs. |
| Maintains a positive attitudes during activities | Student can maintain a positive attitude during activities. 4-Frequently 3-Occasionally 2-Some | Refer to e-DECA report and the Brigance readiness Activity manual for behavioral strategies that support individual student needs. |



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| | 1-Rarely | |
| Listens and takes feedback well | Student can listen and take feedback well. 4-Frequently 3-Occasionally 2-Some 1-Rarely | Refer to e-DECA report and the Brigance Readiness Activity manual for behavioral strategies that support individual student needs. |
| Likes to finish what he/she starts | Student can finish what he/she starts. 4-Frequently 3-Occasionally 2-Some 1-Rarely | Refer to e-DECA report and the Brigance Readiness Activity manual for behavioral strategies that support individual student needs. |
| Participates in small/whole group activities | Student can participate in small/whole group activities. 4-Frequently 3-Occasionally 2-Some 1-Rarely | Refer to e-DECA report and the Brigance Readiness Activity manual for behavioral strategies that support individual student needs. |
| States personal information (name, age, birthdate and year, address, telephone number) | Student can state personal information (name, age, birthdate and year, address, telephone number). 4- States name, age, birthdate and year, address, telephone number 3- States name, age, birthdate and year, address 2- States name, age, birthdate and year 1-States name, age, birthdate | Refer to e-DECA report and the Brigance Readiness Activity manual for behavioral strategies that support individual student needs. |
| Physical Development | | |
| Walks on tiptoes 4 steps | Student can walk using different walking steps (tiptoe). 4-Walks on tiptoes 4 or more steps 3-No score 2-No score 1-Attempts to walk on tiptoes at least 4 steps, but unsuccessful | The teacher will ask the student to perform the skill. Say, "I want you to walk on tiptoes like this". Demonstrate skill. Count the number of correct steps taken on tiptoes. Refer to pg. 9 (A-3) in Brigance Inventory Manual. |
| Walks heel-to-toe five steps | Student can walk using different walking steps (heel-to-toe). 4-Walks heel-to-toe 5 or more steps 3-No score 2-No score 1-Attempts to walk heel-to-toe at least 5 steps, but unsuccessful | The teacher will ask the student to perform the skill. Say, "I want you to walk heel-to-toe like this". Demonstrate skill. Count the number of correct steps taken heel-to-toe. Refer to pg. 9 (A-3) in Brigance Inventory Manual. |
| Skips on one foot | Student can walk using different walking steps (skipping). 4-Skips with alternating both feet 3-Skips on one foot only 2-No score | The teacher will ask the student to perform the skill. Say, "I want you to skip like this". Demonstrate skill. Count the number of correct skips on one foot. Say, "Skip on both feet like this". Demonstrate skipping with alternating feet. Refer to pg. 10 (A-3) in Brigance Inventory Manual. |



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| | 1-Attempts to skip on one foot, but unsuccessful | |
| Gallops efficiently | Student can walk using different walking steps (galloping). 4-Gallops skillfully, without difficulty 3-Basic gallops but may have difficulty 2- No score 1-Attempts to gallop, but unsuccessful and inefficiently with difficulty | The teacher will ask the student to perform the skill. Say, "I want you to gallop like this". Demonstrate skill. Galloping combines a walk and a leap with the same foot. Score the student with score of 3 if the student performs a basic gallop but has difficulty. Score the student with a score of 4 if the gallop is well coordinated and performed without difficulty. Refer to pg. 10 (A-3) in Brigance Inventory Manual. |
| Hops on 1 foot | Student can demonstrate jumping and hopping skills. 4-Hops on preferred foot without losing balance or touching foot to floor then alternates and hops on the other foot 3-Hops on one foot without losing balance or touching foot to floor 2-No score 1-Attempts to hop on one foot, but unsuccessful | The teacher will ask the student to perform the skill. Say, "I want you to hop on one foot like this, as far as you can". Demonstrate skill. Count the number of hops (5 hops). Refer to pg. 11 (A-4) in Brigance Inventory Manual. |
| Jumps backward 5 times consecutively | Student can demonstrate jumping and hopping skills. 4-Jumps backwards <u>more</u> than 5 consecutive jumps 3-Jumps backwards only 5 consecutive jumps 2-Jumps backwards only 2 consecutive jumps 1-Attempts to jump backwards, but unsuccessful | The teacher will ask the student to perform the skill. Say, "I want you to jump backwards on both feet like this". Demonstrate skill. Count the number of jumps backwards (5 backwards jumps consecutively). Refer to pg. 12 (A-4) in Brigance Inventory Manual. |
| Throws a ball overhead and catches with hand and chest | Student can demonstrate throwing and catching objects. 4-Throws a playground ball overhead with both hands and catches ball with hands and chest, as well as catches a tennis ball with both hands 3-Throws a playground ball overhead with both hands and catches ball with hands and chest. 2-Throws a playground ball overhead with both hands, but cannot catch with hands 1-Attempts to throw and/or catch the ball, but is unsuccessful at both | The teacher will provide the student with a playground ball. The student will throw the ball overhead to the teacher. The teacher will throw the ball to the student and catch it with hands and chest. Refer to pg. 15 (A-6) in Brigance Inventory Manual. |
| Builds a 12-block tower | Student can build a 12-block tower. 4-Builds a tower with more than twelve blocks. 3-Builds a tower with exactly twelve blocks. 2-Builds tower with 4-11 blocks 1-Attempts twice but is unsuccessful in building tower with more than 3 blocks. | The teacher will give the student twelve 1-inch wooden cubes. The teacher will demonstrate by building a tower. Teacher will say, "Now you build a tower as high as you can." The student will stack all 12 blocks, one on top of the other. Students may try twice. Refer to pg. 24 (B-2) in Brigance Inventory Manual. |
| Holds writing tools correctly | Student can hold writing tools correctly. 4-Frequently 3-Occasionally 2-Some 1-Rarely | The teacher will give the student a pencil and ask the student to pick it up and draw a picture. The student will hold the pencil with a tripod grip. |