School/Program Connic Health Care Provider Teacher \_\_\_\_ Vear Month
Date of Screening 2020 09
Birth Date Age A. Child's Name Parent(s)/Caregive Address \_ Phone\_\_\_



L		EXAMINITE .			
m	B. Core Assessments	TATA A TOTAL TOT	所は、一定時代は、一次		
Page	e Domain	Directions: Assessments may be administered in any order. For each assessment, start with the first temand proceed, in order. For a skill not demonstrated (an incorrect resonates) selections.	Scoting.	Number Correct	, 7 1: 12 1: 12
42	Language Development	1C Identifies Parts of the Body Points to: 1. ears 2. head 3 teath / lars /E finance / A f	Stop after 3 Incorrect	7	Score
43	Language Development	2C Identifies Pictures by Naming 1. cat 2. dog 3. key 4 annle 5 car 6 cm	Stop after 3 Incorrect	× 1.5	6
44	Language Development	bjects	responses in a row.	6 × 2	112
45	Academic/	<u>. 1</u>	Administer all items.	₩ ×4 \	1/2/
	Cognitive	Repeats sentence of: 1. three syllables 2. four syllables	responses for both a	Z × 3	~
46	Physical Development	3. Stands on one foot for one second 2. Walks backward four steps 4. Walks on tintoe three steps	Administer all items.		- 1 -
47	Academic/ Cognitive	6C Understands Concepts of Number and Size Understands: 1. just one 2. one more 3. big 4.   #  p	A designation of the second of	- ×2.5 L	/10
		)	Administer dii Hems.	1 × 2 × 7	8
49	Physical Development	Scribbles with crayon; strokes are not purposeful or well controlled and frequently lose contact with the paper Scribbles with crayon; strokes are purposeful or well controlled so seldom lose contact with the paper 3. Draws somewhat recognizable picture that is meaningful to the child, but perhaps not meaningful to adult for skills 1–3, give credit for the highest skill demonstrated and for any lower skills.) 4. Holds crayon with fingers, perhaps incorrectly, with hand not fisted 5. Uses one hand consistently.	Administer all items.	1	
	- January	8C Builds Tower with Blocks		8 ×1.5 \	7.5
20	Development	Builds a tower with: 1. two blocks 2. three blocks 3. four blocks 4. five blocks 5 e/v blocks	Stop after 2 attempts.	0	
51	Academic/ Cognitive	4 vellow 5 monaro	A de la contrata del contrata de la contrata del contrata de la contrata del contrata de la contrata de la contrata de la contrata del contrata de la contrata del contrata de la contrata de la contrata del contrata de la contrata de la contrata de la contrata del contrata del contrata del contrata de la contrata del contrata del contrata del contrat	1 1	/10
52	Language Development	on lich words relate in c	Administer all items	L×1.5 C	7.5
		The control of the computation of the computation of the control		N × e	/18
0.	D. Notes/Observations:			Total Score = $\{ \gamma_i \}$	/100
	4	E. Next Steps:		7/	
			3	(1)	

# BRIGANCE® Screen III Infant (birth-11 months) Data Sheet

Year Month Day

Parent(s)/Caregiver(s)

A. Child's Name

	Parent(s)/Caregiver(s) Address	giver(s) ¿	Birth Date of Screening AC 10 9	Health Care Provider		
l	Phone		Months & Days Premature	School/Program  Teacher W O V S C S S S S S S S S S S S S S S S S S	3	
m	3. Core Assessi	B. Core Assessments	-   ·	Examiner	, A   F   E	
		Directions: Assessments may he admir-	· · · · · · · · · · · · · · · · · · ·			
Pa	Page Domain	3 skills not demonstrated in a row. Give credit for a Once the child receives credit for a kills in a constant of the child receives credit for a kills in a constant of the child receives credit for a kills in a child of the c	3 skills not demonstrated in, or autimistered in any order. For each assessment, start with the item indicated by the Entry for the child's are stronged the child's are stronged to a skill by circling the item number. For a skill man indicated by the Entry for the child's are stronged to a skill by circling the item number. For a skill man indicated by the Entry for the child's are stronged to a skill by circling the item number.	idicated by the Entry for the child's and ston stone	C. Scoring	
m			a row, give credit for any lower-level skills.  6.3 Sits briefly unergonated.	monstrated, slash through the item number.	Number Correct × Point Value for Each	Child's
	Development	Rolls from back to extend	R@@	(10.) Pulls to standing position (11.) Walks with one hand held 12. Walks without for		
<u>u</u>	Physical	2A Fine Motor Skills (1) Places fist in mouth	Ų.	13. Runs, but not necessarily well 14. Stands on one foot with one hand held	×	11/
D	۵	S clances at hands briefly S Plays with hands and fingers A Has hands predominantly open	A Symbits a one-handed visually directed reach (S. ) Holds bottle (sippy cup) independently (S. ) Oxes objects, using index finger (S. ) Uses a neat pincer records	(1) Puts objects into a container (12) Takes objects out of a container (13) Grans and released		
	-	3A Receptive Language Skills	10: Squeaks toy with hand	14. Unwraps objects easily	×	W.
<u>თ</u>	Language Development	2. Notices faces of others 3. Responds with a smile or coo 4. Turns head to find sound 5. Shows inderessed.	.,	(11) Waves "bye-bye" (12) Responds to the word give (with gesture)		
		(e.g., bye-bye, mama)  4A Expressive 1 and 1	0,0	•		
12	Language	To Makes sounds other than crying	55. Vocalizes at others	dasii oli command	CX XX	QG /30
!	Development	3. Coos and gurgles 4. Babbles, making varying	6. "Talks" to objects 2. Says multiple syllables 8. Shakes head for no or points to the	10. Pretend talks 11. Holds up objects for attention 12. Points to objects		
Ĺ	Adaptive:	5A Self-help Skills To Sucks well, forming a tight form	(g) Imitates sounds or words (d) Refuses excess food	- 1	\ \ \ \	<u> </u>
?	Self-help	around nipple when sucking  2. Brings hands to mouth	5. Munches.or mouths food 6. Holds bottle (sippy cup) independently 7. Feeds self gradian	9. Chews and swallows		× /14
		6A Social and Emotional Skills	8. Drinks from cup held by adult	12. Assists in dressing		•
17	Adaptive: Social-	Visually follows person		्री हैं Gives affection	X	_/12
	emotional	A Gets excited when a toy is presented	8 Plays peekaboo 9 Explores the contract			
			(10. Plays pat-a-cake			
Ž O	D. Notes/Observations:	tions:		Explores and returns to parent/caregiver	10 × 1 16 /16	116
			E. Next Steps:	Tota	Total Score = 🖘 🗸 /	/ 100
$\ $				#6	C	T
				1		1

A. Ch Par	Child's Name (Parent(s)/Caregiver(s)	Date of Screening 20 08 25 Health Care Provide	•		
Ad	Address	4000	J		1
Ph(	Phone	- Age	1510		
m B	Core Assessments				
		tared in an	C. Scoring		
Page	Domain	Give credit for a skill by circling the term number.  For a skill not demonstrated (an incorrect response).		Number Correct	
42	Language	1C Identifies Parts of the Body	Discontinue	x Point Value for Each	Score
(	Language	Points to: (1) ears (2) head (3) teeth (4) legs (5) fingers 6. arms	Stop after 3 incorrect responses in a row.	5 × 1.5	7.5/9
η η	Development	(1) cat (2) dog (3) key (4) apple (5) car (6) cup	Stop after 3 incorrect	<	
44	Language	S	responses in a row.	X X	10×/12
1	Academic/	Nnows use of: Jrcar 2. bed 3. chair 4C Repeats Sentences	Administer all items.	\ \ \ \ \ \ \ \	0/12
Ç4	Cognitive	Repeats sentence of: مراير three syllables 2. four syllables	Stop after incorrect responses for hoth a		a
,	Physical	5C Gross Motor Skills	and b for a single item.	m X	9/0
440	Development	U Jumps off floor with both feet (2) Stands on one foot for one second (4) Walks on tintog these three	Administer all items.	1	(*
47	Academic/ Cognitive	er an		T×2.5	10 /10
		7C Visual Motor Skills	Administer all items.	Z ×2	4
		(a) Scribbles with crayon; strokes are not purposeful or well controlled and feedback with crayon; strokes are not purposeful or well controlled and feedback with crayon; strokes are not purposeful or well controlled and feedback with crayon;			
49	Physical Development	<ol> <li>Scribbles with crayon; strokes are purposeful or well controlled so seldom lose contact with the paper</li> <li>Draws somewhat recognizable nicture that is manifed in the paper</li> </ol>			
		(For skills 1–3, give credit for the highest skill demonstrated and for any lower skills.)  (4) Holds crawon with finance.	Administer all items.		
		(5) Uses one hand consistently			Ĭ
7.0	Physical	8C Builds Tower with Blocks		X 1.5	1.7 7.5
3	Development	U two blocks (2) three blocks (3) four blocks (4) five blocks	Stop after 2 attempts.	U	(co
(51)	Academic/ Cognitive			-×2	710
	T	Fluency and	Administer all items.	2 × 1.5	7.5/7.5
52	Language Development	Uses two-word phrases in which words relate in combination  (3) At least 50% of speech is intelligible	Administer all itoms		
		-	, d	) × 0 ×	<u>0</u> 2
2	Notes/Observed			Total Score = 7	75 1100
;	ופין כחים מו	lons: E. Next Steps:			
	٠	ň			1
				1	1

#### Two-Year-Old Child Data Sheet BRIGANCE® Screen III

Health Care Provider

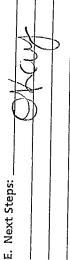
Date of Screening

Birth Date

Parent(s)/Caregiver(s)

A. Child's Name

0 / 7.5 Child's £ 7.5 10/10 B 112 9/0 1.5/10 Score 18/18 Vumber Correct for Each X Point Value U × 1.5 × 2.5 X 7.5 X 1.5 X X X 4 50 × 6 m X X × Chelsey 4 4 3 N N 3 0 Stop after incorrect responses for both a and b for a single item. Stop after 3 Incorrect Stop after 3 incorrect responses in a row. Administer all Items. Administer all Items. Stop after 2 attempts. Administer all items. Administer all items. responses in a row. Administer all items. Administer all items. Discontinue ž C. Scoring Kan SS Directions: Assessments may be administered in any order. For each assessment, start with the flist lemand proceed in order School/Program 👃 Examiner M (1) Scribbles with crayon; strokes are not purposeful or well controlled and frequently lose contact with the paper (2) Scribbles with crayon; strokes are purposeful or well controlled so seldom lose contact with the paper (3) Draws somewhat recognizable picture that is meaningful to the child, but perhaps not meaningful to actual (3) At least 50% of speech is intelligible Draws somewhat recognizable picture that is meaningful to the child, but perhaps not meaningful to adult Teacher (5) six blocks (For skills 1-3, give credit for the highest skill demonstrated and for any lower skills.) (6) arms For a skill not demonstrated (an incorrect response) នាងនាំបើពាល់រថ្នាំ the item វិបាញ់ទំនួ (3). Stands on one foot for one second 4. Walks on tiptoe three steps (5) fingers (4) five blocks (4) little Holds crayon with fingers, perhaps incorrectly, with hand not fisted 9 Uses three-word phrases in which words relate in combination Uses two-word phrases in which words relate in combination (2) four syllables o, (4.) yellow (5.) orange (4) legs 3. big Age (5) car (3) four blocks 3. chair (2) one more 6C Understands Concepts of Number and Size (3). teeth Give credit for a skill by circling the item number. apple (i) three syllables Œ 2. bed (2) three blocks (1) Jumps off floor with both feet (2) Walks backward four steps (2) head 10C Verbal Fluency and Articulation (3) green 2C Identifies Pictures by Naming (1) cat (2) dog 3. key 1C Identifies Parts of the Body Uses one hand consistently (1) just one 8C Builds Tower with Blocks 3C Knows Uses of Objects Knows use of: 1. car Repeats sentence of: Builds a tower with: 7C Visual Motor Skills (1) ears Repeats Sentences Gross Motor Skills (2) blue 9C Matches Colors Understands: (1.) two blocks Points to: 1) red **回る** 4C 20 B. Core Assessments Language Development Language Development Language Development Physical Development Physical Development Physical Development Language Development Academic/ Cognitive Academic/ Cognitive Academic/ Cognitive Domain Address Phone\_ Page 42 43 44 45 46 49 47 (5) 20 52



**DING** 

12

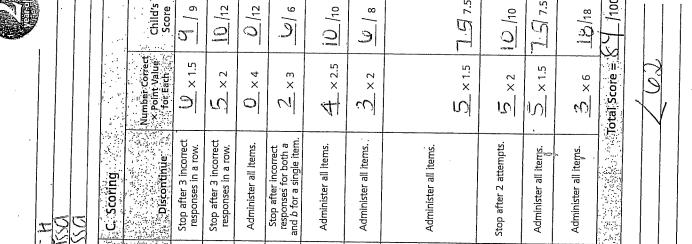
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D. Notes/Observations: WOLKING

12/100

Total Score

Ą.	Child's Name Parent(s)/Caregiver(s)	Date of Screening 20 08 25 Pirth Date of Screening 18 01 17	107 108 1	·	
	Address				
	Phone	4+6	155ZI		
ш	B. Core Assessments	ents	C. Scoring		
-		Directions: Assessments may be administered in any order. For each assessment, start with the flist temand proceed in order.	n i		
Δ.	Page Domain	one creating a skill by directing the item number.  For a skill not demonstrated (an incorrect response), slash, thirting the item number.	Discontinue	Number Correct X Point Value	
	42 Language Development		Stop after 3 incorrect responses in a row	© × 1.5	2 2 0
	43 Language Development	2C Identifies Pictures by Naming  (1) cat (2) dog (3) key (4) apple (5) car (6. cup	Stop after 3 incorrect responses in a row.	7 × 2	10 /12
	44 Language Development	3C Knows Uses of Objects Knows use of: 1. car 2. bed 3. chair	Administer all items.	O	0 1,3
7	45 Academic/ Cognitive	4C Repeats Sentences Repeats sentence of: (1) three syllables (2) four syllables	Stop after incorrect responses for both a		1010
7	Physical Development	SC Gross Motor Skills  Q Jumps off floor with both feet  Q Walks backward four steps  A Walks on tintoe three steps	and <i>b</i> for a single item. Administer all items.	. !	
7	47 Academic/ Cognitive	one n	Administer all items.	11 .	01/03
		7C Visual Motor Skills		7×7	» •
7	Physical Development	<ul> <li>5 Scribbles with crayon; strokes are not purposeful or well controlled and frequently lose contact with the paper</li> <li>2 Scribbles with crayon; strokes are purposeful or well controlled so seldom lose contact with the paper</li> <li>3 Draws somewhat recognizable picture that is meaningful to the child, but perhaps not meaningful to adult</li> <li>6 For skills 1-3, give credit for the highest skill demonstrated and for any lower skills.)</li> <li>4 Holds crayon with fingers, perhaps incorrectly, with hand not fisted</li> <li>5 Uses one hand consistently</li> </ul>	Administer all items.	ν. ,	IJ
<u>ш</u>	Physical Development		Stop after 2 attempts.	?	3
19	51) Academic/ Cognitive	rs		- × 2	10 70
	-	10C Verbal Fluency and Articulation	Administer all Items.	√ ×1.5	1.5/ 7.5
u	52 Development	(1) Uses two-word phrases in which words relate in combination (2) Uses three-word phrases in which words relate in combination (3) At least 50% of speech is intelligible (4) Uses three-word phrases in which words relate in combination (5) Uses two-word phrases in which words relate in combination (6) Uses two-word phrases in which words relate in combination (7) Uses two-word phrases in which words relate in combination (8) At least 50% of speech is intelligible	Administer all items.	<i>w</i>	56/18

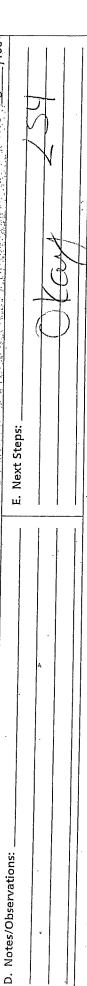


E. Next Steps:

D. Notes/Observations:

#### Two-Year-Old Child Data Sheet BRIGANCE® Screen III

A. Child's Name Parent(s)/Caregiver(s) Address	er(s)	Birth Date Screening 20 08 25 Health Care Provider  8 04 10 School/Program 11 M	H SSQ /	13114J W	
Phone		Examiner M15.5 · K			5 1
B. Core Assessments		は 一般の できない できない はい	C. Scoring		
Directions: Assessments may be administered in Give credit for a skill by circling the item number	Directions: Assessments may be administered in any. Give credit for a skill by circling the item number.	any order. For each assessment, start with the flistillem and proceed in order		Number Correct	
쓰	For a skill not demonstrated (an incorrect response); s	ash through the Item number	Discontinue	X Point Value for Each	
It ldentifies Parts of the Body  Points to: (1) ears (2) head (3) teeth	Points to: (1) ears (2) head (3) teeth	(4) legs (5) fingers (6) arms	Stop after 3 incorrect responses in a row.	:	10
aming key 🚱 apple	2C Identifies Pictures by Naming  Cat 2 dog 3 key 4 apple	Scar (6) cup	Stop after 3 incorrect responses in a row.	×   ×     ×     ×   ×   ×   ×   ×   ×	
Language 3C Knows Uses of Objects  Development Knows use of: 1.7. car	3C Knows Uses of Objects Knows use of: ~1. car ~2. bed		Administer all items.	-     X   4 X	4
Academic/ 4C Repeats Sentences Cognitive Repeats sentence of: 1. three syllables 2. fo	f: パ. three syllables	군. four syllables	Stop after incorrect responses for both a	O X	-
Physical Development Developme	5C Gross Motor Skills  (1) Jumps off floor with both feet (2) Walks backward four steps	3) Stands on one foot for one second 4.) Walks on tinhae three stans	And D for a single frem. Administer all items.	4	
Academic/ 6C Understands Concepts of Number and Size Cognitive Understands: (1) just one (2) one more 7.8	6C Understands Concepts of Number and Size Understands: (1) just one (2) one more	معر big مهر التلاه	Administer all Items.	7	1 4
7C Visual Motor Skills  (1) Scribbles with crayon; strokes are not purposeful or well controlled and frequently lose contact with the paper Physical  2) Scribbles with crayon; strokes are purposeful or well controlled so seldom lose contact with the paper Development  (2) Draws somewhat recognizable picture that is meaningful to the child, but perhaps not meaningful to  (4) Holds crayon with fingers, perhaps incorrectly, with hand not fisted  (5) Uses one hand consistently	5,2(2)w) (4)w)	Visual Motor Skills  Scribbles with crayon; strokes are not purposeful or well controlled and frequently lose contact with the paper  Scribbles with crayon; strokes are purposeful or well controlled so seldom lose contact with the paper  Draws somewhat recognizable picture that is meaningful to the child, but perhaps not meaningful to adult  For skills 1–3, give credit for the highest skill demonstrated and for any lower skills,  Holds crayon with fingers, perhaps incorrectly, with hand not fisted	Administer all items.	i v	



75/7.5

× 1.5

N

Administer all items.

10/10

×2×

Stop after 2 attempts.

(5) six blocks

(4) five blocks

(3) four blocks

(1) two blocks (2) three blocks

9C Matches Colors (1) red

Academic/ Cognitive

(5)

8C Builds Tower with Blocks Builds a tower with

Physical Development

20

(5.)orange

(4.) yellow

(2.)blue (3.)green

10C Verbal Fluency and Articulation

Language Development

22

N × 1.5

Total Score =  $8 \frac{100}{100}$ 

6/3

3 ×6

Administer all items.

(3) At least 50% of speech is intelligible

U Uses two-word phrases in which words relate in combination Uses three-word phrases in which words relate in combination

	A. Child's N Parent(s), Address	Child's Name Parent(s)/Caregiver(s) Address	Date of Screening 20 08 25 Birth Date			
L	Phone	Je	Teacher Framing			
\	B. Cor	Core Assessments	The Market of the American Control of the American Con			
	Page	Domain	ered in an	C Scoring	Number Correct	
	42	Language Development	siash through the itemini	Discontinue	X Point Value for Each	Child's Score
	43	Language Development	Electures by Naming	responses in a row.	V   ×  × 1:5	7.5/9
	44	Language Development	Uses of Objects	Stop after 3 incorrect responses in a row.	\ \ \ \ \ \ \	10/12
L	45	Academic/	4C Repeats Sentences	Administer all items.	O × 4×	0/12
	,	Physical	Kepeats sentence of: (1.) three syllables 2. four syllables 5C Gross Motor Skills	Stop after incorrect responses for both a and b for a single item	x 3	3/6
	04	Development	(1) Jumps off floor with both feet (2) Walks backward four steps (4) Walks on tings the	Administer all Itams		
	47	Academic/ Cognitive	ber an	יבוווווסרכן מון וופוווס	<b>1</b> ×2.5	10/10
<u> </u>	-		7C Visual Motor Skills	Administer all Items	$\frac{2}{x^2}$	4/8
	49	Physical Development	Scribbles with crayon; strokes are not purposeful or well controlled and frequently lose contact with the paper Scribbles with crayon; strokes are purposeful or well controlled so seldom lose contact with the paper Draws somewhat recognizable picture that is meaningful to the child, but perhaps not meaningful to adult  For skills 1–3, give credit for the highest skill demonstrated and for any lower skills.) Holds crayon with fingers, perhaps incorrectly, with hand not strate.	Administer all items.		
	50	Physical			X X X 1.5	7-5 / 7.5
		Academic/	Two blocks (2) three blocks (3) four blocks (4) five blocks (5) six blocks	Stop after 2 attempts.	3	10 1.
	$\dashv$	Cognitive	1) red 2) blue 3) green 4) yellow (5) orange	Administration	7 \ _	01/10
<u></u>	52 D	Language Development		Administer all Item's.	X 1.5	1.5/7.5
			3	Administer all items.	(0) ×	<u>8</u> /18
	. Note	D. Notes/Observations:			Total Score	17,4/100
		-	E. Next Steps:	70	-	
					TEV	

#### Toddler (12-23 months) Data sneet BRIGANCE® Screen III

Sych 3 Date of Screening

Birth Date

Parent(s)/Caregiver(s)

Address Phone \_

Child's Name

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Age

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Health Care Provider School/Program\_ Teacher

エンド

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Number

C. Scoring

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Examiner

Months & Days Premature

Corrected Age

Core Assessments

α.

<u>a</u> 100  $\frac{1}{2}$ 00  $\mathbf{Q}_{12}$ 12 12 12 8 / 741 Child's Score 3 Q 7.5 Point Value CA × Correct X. × × × ξ Ž × Total Score = for Each  $\overset{\sim}{\mu}$ × × × ()  $\overset{-}{\aleph}$  $\overset{\sim}{\overset{\sim}{\otimes}}$ 80 Stop after 3 incorrect responses in a row. Stop after 3 incorrect responses in a row. Stop after 3 incorrect responses in a row. Stop after 3 skills not demonstrated in a row. Stop after 3 skills not demonstrated in a row. Stop after 3 skills not demonstrated in a row. Stop after 3 skills not demonstrated in a row. Stop after 3 skills not demonstrated in a row. Discontinue not demonstrated Stop after 3 skills Administer both items. Administer all items. in a row. 2 Deliberately pours/dumps objects from container "e4es" Begins to anticipate/communicate toileting needs Directions: Assessments may be administered in any order. For each assessment, start with the item indicated by the Entry for the child's age. Give credit for a skill by circling the item number. For a skill not demonstrated (an incorrect response), slash through the item number. Insists upon doing things for himself/herself (a) Attempts to jump
(b) Walks erect with arms swinging
(c) Jumps (at least orle foot leaves the floor)
(f) Runs well Gives a block on command (no gesture) 及dolds cup with one hand and drinks buts a block into a box on command 3 8. Pretend talks with some real words Watches faces for emotional clues Puts a block into a box on command (8) Throws away trash on command Mimics adult activities

Mimics adult activities

Misists upon doing things for l Points to objects for attention to 625 Expressive Language Skills—Names Objects (If unsuccessful on 78, items 6, 2, and 8, do not administer 88,) Names: 1. cup (2) ball 3. spoon (4) book 5. chair 6. block 7. box 8. toy unsuccessful on 78, items 6, 7, and 8, do not administer 88 or 98.) Af unsuccessful on 7B, items 6.7, and 8, do not administer 9B.) & Inhitates scribble Condinwraps objects 8. Lemoves shoes Says real words to inted E. Next Steps: Shinitiates interactions with other children Explores and returns to parent/caregiver Uses two or three words in combination 74-Waves "bye-bye" 5. Responds to the word give (with gesture) Stands on one foot with one hand held Cooperates in dressing Adolds cup with both hands and drinks Once the child receives credit for 3 skills in a row, give credit for any lower-level skills. ( 6) ears 6 Grasps and releases objects easily 8. airplane Gentlement of the description of a container description of a container Explores and returns to parent<sup>o</sup>

Opens doors or cabinets

Minitates another child's actions Receptive Language Skills—General ( 3 Responds to simple commands A) Walks with one hand held Walks without frequent falling Runs, but not necessarily well Stands on one foot with one h 4. Pretend talks 5. Holds up objects for attention Of unsuccessful on 78, items Receptive Language Skills—Identifies Parts of the Body Points to: 1, g/es (2,70se (3,7et (4,7)air (5,70outh 6 Assists in dressing Sapple 5 Receptive Language Skills-Knows Sounds Animals Make 4. bird OR Count to 8 other object words used. 4 car Receptive Language Skills-Identifies Pictures 3. cow Expressive Language Skills-Uses Phrases 3. spoon Expressive Language Skills—General Shows interest in activities of others 2. dog moves about (or scoots on bottom) Goes for a toy that is out of reach Gets up on hands and knees and (1) Feeds self cracker

2) Drinks from cup held by adult
3) Chave and swallows (2.)dog Social and Emotional Skills 1.) Sits erect and unsupported soints to show preference 3) Pulls to standing position Responds to the word no Likses a neat pincer grasp Knows sound of: 1. cat Abooks at named objects Squeaks toy with hand Z. Shakes head for no or Says multiple syllables Chews and swallow: 5B Gross Motor Skills Plays pat-a-cake Fine Motor Skills Repeats phrases Gives affection 1. cup 10B Self-help Skills Points to: / D. Notes/Observations: 118 **e**B 78 88 98 ₽ ⁄ <u>1</u>B 2B 38 Adaptive: Social-Emotional Physical Development Physical Development Language Development Adaptive: Self-help Domain Page 38 36 34 32 24 27 28 30 7 23

# BRIGANCE® Screen III Toddler (12-23 months) Data Sheet

Date of Screening

Birth Date

Parent(s)/Caregiver(s)

Address Phone

Page.

2

23

24

27

Child's Name

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Age

Health Care Provider

のいいご School/Program 👃 M.C.

Com to CANY

Teacher.

Examiner.

Months & Days Premature

Corrected Age

8 Child's Score Correct ×
Point Value
for Each ) ×2 Number N × ×22 X X 61  $\Theta$ Stop after 3 incorrect responses in a row. Stop after 3 skills not demonstrated in a row. incorrect responses in a row. not demonstrated Stop after 3 skills Discontinue C. Scoring Administer all items. Stop after 3 in a row. Directions: Assessments may be administered in any order. For each assessment, start with the item indicated by the Entry for the childs: age. Give credit for a skill by circling the Item number. For a skill not demonstrated (an incorrect response), slash through the Item number. 9. Walks erect with arms swinging 10. Jumps (at least one foot leaves the floor) 6. Gives a block on command (no gesture) 7. Puts a block into a box on command 8. Throws away trash on command Attempts to jump 5. Responds to the word give (with gesture) Once the child receives credit for 3 skills in a row, give credit for any lower-level skills. airplane Walks with one hand held
 Walks without frequent falling
 Runs, but not necessarily well
 Stands on one 1B\_Receptive Language Skills—General (3) Responds to simple commands ဖ ó. 5. apple Receptive Language Skills—Knows Sounds Animals Make 4.) Waves "bye-bye" 2B Receptive Language Skills—Identifies Parts of the Body 4. bird 4. hair Receptive Language Skills—Identifies Pictures Points to: 1. cat 2. dog 3. key 4. car 3. cow 3. feet 2. dog moves about (or scoots on bottom) Gets up on hands and knees and 2. nose ( ). Sits erect and unsupported 2.2. Responds to the word no 3. Pulls to standing position (1) Looks at named objects Knows sound of: 1. cat 1. eyes **Gross Motor Skills** Points to: 38 48 B. Core Assessments Language Development Language Development Language Development Language Development Development Domain Physical

X 1.5 12×1 ; S ₩ X Total Score = Stop after 3 incorrect responses in a row. Stop after 3 skills not demonstrated in a row. Stop after 3 skills not demonstrated in a row. Administer both items. 7. Holds cup with one hand and drinks
8. Removes shoes
9. Begins to anticipate/communicate tolleting needs E. Next Stebs: Manelle 15 receiving 12. Insists ypon doing things for himself/herself Similarity interactions with other children 10 Watches faces for emotional clues is Shows pride in new accomplishments (11 Mimics adult activities (13) Likes to perform for others Expressive Language Skills—Uses Phrases (If unsuccessful on 7B, items 6, 7, and 8, do not administer 9B.) 2. Uses two or three words in combination 7. Explores and returns to parent/caregiver A Cooperates in dressing
5. Holds cup with both hands and drinks
6. Assists in dressing 8. Opens doors or cabinets 9. Imitates another child's actions OR Count up to 8 other object words used 4) Shows interest in activities of others 2.) Gives affection 3. Goes for a toy that is out of reach 2. Drinks from cup held by adult 11B Social and Emotional Skills 2. ball 3. Chews and swallows 1 Feeds self cracker Repeats phrases 1.) Plays pat-a-cake 10B Self-help Skills D. Notes/Observations: 98 Adaptive: Social-Emotional Language Development Language Development Adaptive: Self-help

<u>%</u>/S

(C)

Stop after 3 skills not demonstrated in a row.

8. Pretend talks with some real words

Expressive Language Skills—Names Objects (If unsuccessful on 7B, items 6, 7, and 8, do not administer 8B.)

5. Holds up objects for attention

points to show preference

2. Shakes head for no or 1) Says multiple syllables

Language Development

32

7. box

6. block

5. chair

4. book

3. spoon

7. GED

Names:

34

36

38

88

(b) Points to objects for attention 7. Says real words

do not administer 8B or 9B.)

(If unsuccessful on 7B, items 6.7, and 8.7)

3. Imitates sounds or words

4. Pretend talks

Expressive Language Skills—General

**7**B

Uses a neat pincer grasp 2) Squeaks toy with hand

Physical Development

30

28

6B Fine Motor Skills

Š

Stop after 3 skills not demonstrated in a row.

6. Unwraps objects
(7) Deliberately pours/dumps objects from container
8. Imitates scribble

11. Runs well

Stands on one foot with one hand held

(3) Purs objects into a container (4) Takes objects out of a container (5. Grasps and releases objects easily

×

S Adoo

100

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Services at

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Q

# BRIGANCE® Screen III Toddler (12–23 months) Data Sheet

Date of Screening

Birth Date

Parent(s)/Caregiver(s)

Address Phone \_

A. Child's Name

Age

Health Care Provider

School/Program\_

Months & Days Premature

Corrected Age

Teacher MO Examiner

SWOMSON

	C. Scor	
		-
- 1		l

1×1

8. Pretend talks with some real words

8. toy

7. box

C<sub>x</sub>

Stop after 3 incorrect responses in a row.

Administer both items.

B	R Cora Accessments	- Confe			
i	III C Verence		C. Scoring		
Page	Domain	<b>Directions:</b> Assessments may be administered in any order. For each assessment, start with the item indicated by the Entry for the child's age. Give credit for a skill by <b>circling</b> the item number. For a skill not demonstrated (an incorrect response), <b>slash through</b> the item number. Once the child receives credit for 3 skills in a row, give credit for any lower-level skills.	Discontinue	Number Correct × Point Value for Each	Child's Score
21	Language Development	18 Receptive Language Skills—General (3) Responds to simple commands 6. Gives a block on command (no gesture) (2). Responds to the word no (5). Responds to the word no (6). Responds to the word no (7). Responds to the w	Stop after 3 skills not demonstrated in a row.	\   ×  -	8/5/
23	Language Development		Stop after 3 incorrect responses in a row.	S × 2	C7/12
24	Language Development	3B Receptive Language Skills—Identifies Pictures Points to: ①. cat ②dog 3. key (4, car 5. apple 6, airplane	3 inses	61.×2	S/12
27	Language Development	4B Receptive Language Skills—Knows Sounds Animals Make Knows sound of: 1. cat 2. dog 3. cow 4. bird		O×2	8/
28	Physical Development	Sits erect and unsupported  3. Sits erect and unsupported  3. Walks with one hand held  3. Walks without frequent falling  4. Walks without frequent falling  9. Walks erect with arms swinging  moves about (or scoots on bottom)  7. Stands on one foot with one hand held  11. Runs well	Stop after 3 skills not demonstrated in a row.	×	3/11
30	Physical Development	6B Fine Motor Skills  (3) Puts objects into a container (1) Uses a neat pincer grasp (4) Takes objects out of a container (2) Squeaks toy with hand (5) Grasps and releases objects easily (8) Initiates scribble	Stop after 3 skills not demonstrated in a row.	/ 1×1	7/8
32	Language Development	7B Expressive Language Skills—General (If unsuccessful on 7B, items 6, 7, and 8, do not administer 8B or 9B,)  1. Says multiple syllables 2. Shakes head for no or 4. Pretend talks points to show preference 5. Holds up objects for attention 8. Present talks with some real words	Stop after 3 skills not demonstrated in a row.	×	8/

(3) Imrates sounds or words
(4) Pretend talks
(5) Holds up objects for attention

points to show preference 2) Shakes head for no or

8B

Expressive Language Skills—Names Objects (If unsuccessful on 7B, items 6, 7, and 8, do not administer 8B.)
Names: 1. cup 2. ball 3. spoon 4. book 5. chair 6. block 7. box 8. toy OR Count up to 8 other object words used.

Language Development

34

35

9B-Expressive Language Skills—Uses Phrases (if unsuccessful on 7B, items 6, 7, and 8, do not administer 9B.) 2. Uses two or three words in combination

1.)Repeats phrases 10B Self-help Skills Language Development

Feeds self cracker
2 Drinks from cup held by adult

36

118 Social and Emotional Skills 3. Chews and swallows Adaptive: Self-help Adaptive:

Gaives affection
Gaiges for a toy that is out of reach
A Shows interest in activities of others Plays pat-a-cake Social-Emotional

38

D. Notes/Observations:

E. Next Steps:

100

Total Score = 55

x X

Stop after 3 skills not demonstrated in a row.

10? Watches faces for emotional clues
(1). Mimics adult activities
12. Insists upon doing things for himself/herself
13. Likes to perform for others

5: Initiates interactions with other children 6. Shows pride in new accomplishments 7: Explores and returns to parent/caregiver 8. Opens doors or cabinets (9. Imitates another child's actions

× (

Stop after 3 skills not demonstrated in a row.

7. Holds cup with one hand and drinks 8. Removes shoes 9. Begins to anticipate/communicate toileting needs

(A) Cooperates in dressing
5. Holds cup with both hands and drinks
6. Assists in dressing

# BRIGANCE® Screen III Infant (birth-11 months) Data Sheet

A. Child's Name

<b>A</b>	Child's Name Parent(s)/Caregiver(s)	wer(s)	Year Month Day  Date of Screening 20 8 26	Health Care Brack.		
<b>₹ ₫</b>	Address Phone			School/Program LAMC H		
ŗ			Months & Days Premature Corrected Age	Examiner	70	
<b>π</b>	Core Assessn	B. Core Assessments				
· . ·		Directions: Assessments may be administered in a support	Address of a Operation of the control of the contro			
Page	Domain	3 skills not demonstrated in a row. Give and any order, For each assessment, star Once the child receives credit for 3 skills in a row rive regit for 3 skills in 3 row rive regit for	3 skills not demonstrated in a row. Give credit for a skill by circling the item number. For a skill not demonstrated in a row. Give credit for a skill by circling the item number. For a skill not demonstrated slack through the child's age. Stop after	icated by the Entry for the child's age. Stop after	Number C	
		1A Gross Motor Skills  (2) Turns head in both directions	or area for any lower-level skills.	and the stem number.	× Point Value for Each	Child's
m 	Physical Development	(2) Steadies head (3) Rolls partway onto side (4) Has no head lag when pulled to sitting	Transfers objects from one hand to the other of street and unsupported	11. Walks with one hand held		
		2A Fine Motor Skills	moves about (or scoots on bottom)	13. Runs, but not necessarily well 14. Stands on one foot with one had		
9	Physical Development	(1) Places fist in mouth (2) Glances at hands briefly (3) Plays with hands and fingers (4) Has hands predominantly ones	6) Exhibits a one-handed visually directed reach (2) Holds bottle (sippy cup) independently (8) Pokes objects, using index finger	Puts objects into a container	<	7 14
.			(3). Uses a neat pincer grasp (0). Squeaks toy with hand	راعی ماه varaps and releases objects easily الط. Unwraps objects	<i>t</i> ,	17.1.
Q	Language Development	V Startles to loud noise  (2) Notices faces of others (3) Responds with a smile or coo (4) Turns head to find sound (5) Shows understanding of some words (6.q., bye-bye mann)	(b) Holds out or raises arms when a parent/caregiver says Come here or Up. (c) Responds to own name (d) Looks at named objects (e) Responds to the word no	Waves "bye-bye" 12. Responds to the word <i>give</i> (with gesture) 13. Gives a block on command (no gesture) 14. Puts a block into a box on command		4
	-	4A Expressive Language Skills			X2	2 2/30
12	Language Development	Makes varied sounds     S. Coos and gurgles     A. Babbles, making varying     consonant sounds	(5) Vocalizes at others (6) "Talks" to objects (7) Says multiple syllables (8) Shakes head for <i>no</i> or points to show preference	are.		
15	Adaptive: Self-help	ight seal cking	(4) Refuses excess food (5) Munches or mouths food (6) Munches excess food (7) Munches excess food	13. Says real words 14. Pretend talks with some real words 9. Chews and swallows	×	10/14
		IIIs	Feeds sold cracker  8. Drinks from cup held by adult  6. Gesture for the control of the control	11. Holds cup with both hands and drinks 12. Assists in dressing	3	
17	Adaptive: Social- Emotional	·.		(1). Gives affection (2). Goes for a toy that is out of reach (3). Shows interest in activities of others (3). Initiates interactions with other chirt.		217
		or attention	Plays	15. Shows pride in the accomplishments 16. Explores and returns to	5	5
D. No	Notes/Observations:	tions:			- 12.	1/16
			E. Next Steps:		otal store = 15	/ 100
		-		A STA	1100	

School/Program (191/1) Like Sc	Number Correct  * Point Value  * Point Value  * Form to Each  * Administer all items.  Stop after 3 incorrect  responses in a row.  Stop after 3 incorrect  * Stop after 3 incorrect  * The Point Value  * The Each  * The Eac	Administer all items. $\cancel{\mathcal{L}} \times 3$ $\cancel{\mathcal{L}}/12$ Stop after 2 attempts. $\cancel{\mathcal{L}} \times 3$ $\cancel{\mathcal{L}}/12$ Administer all items. $\cancel{\mathcal{L}} \times 3$ $\cancel{\mathcal{L}}/12$ Stop after 2 attempts. $\cancel{\mathcal{L}} \times 3$ $\cancel{\mathcal{L}}/12$	Administer all items. $3 \times 3 \times /9$ Stop after 3 incorrect responses in a row. $4 \times 1 \times /9$ Stop after incorrect b for a single item. $3 \times 3 \times /9 \times /9$ Administer both items.	Total Score = $8 \le 100$
Month Day	1 through the item number. 1.  Ilow (5, drange)  Igon (5, dadder (6) fish)	vizontal line (3.) a circle 4. a plus sign  (3) five  2. seven blocks 3. eight blocks 4. nine blocks  Chands on other foot for five seconds (3) walls for the seconds (3) walls (3) wall	(4) knees (5) thumbs (6) fingernails syllables (3. Aght syllables	E. Next Steps:
ections: Assessments may be administered in any or a skill by circling the item number. ①	1A Knows Personal Information Knows: (1) First name (2) Last name (3) Age (3) Points to: (1) red (2) blue (3) green (3) Names: (1) Age (2) Age (3) Resons (3) Age (4) Knows Uses of Objects Knows use of: (1) Anoly (2) Age (4) Age (4	5A Visual Motor Sigils  Draws: (1) a vertical line (2): a ho 6A Understands Number Concepts Understands: (1): two (2): three 7A Builds Tower with Blocks Builds a tower with: (1) six blocks 8A Gross Motor Skills (1) Stands on one foot for five seconds 9A Identifies Parts of the Body	Points to: Stomach Theck Repeats Sentences Repeats sentence of: 1 Jour syllable Uses Prepositions and Irregular Plur Uses: 1 prepositions 2 irregular p	ilons:
A. Child's Name Parent(s)/Caregiver(s) Address  B. Core Assessments Page Domain For a	A Academic/ Cognitive Language Development Development Language Development Development	Physical Development Physical Development The Physical Development The Development Development Development Development	14 Academic/ 10A Cognitive 11A Language 11A Development Language 11A D. Notes/Oberger	

# BRIGANCE® Screen III Infant (birth-11 months) Data Sheet

rear Month

Date of Screening

hild's Name arent(s)/Care

ddress one

Birth Date

Age

Health Care Provider

School/Program\_

A COOK

\$ 130 Score 100/100 x Point Value for Each G. Scoring × 7 × 7  $\langle \hat{\mathcal{N}} \rangle$ X N × Total Seare 7 3 Responds to the word give (with gesture) Stands on one foot with one hand held Gives a block on command (no gesture) Asian with the liter, incloseed by the Enry Torthe childs age 15 top after Initiates interactions with other children Puts a block into a box on command 11. Holds cup with both hands and drinks 12. Assists in dressing Explores and returns to parent/caregiver 90100 Shows pride in new accomplishments Foreskill borden on strated is its in through the reminimiser Pretend talks with some real words Takes objects out of a container Grasps and releases objects easily Shows interest in activities of others Throws away trash on command Walks without frequent falling Goes for a toy that is out of reach Runs, but not necessarily well Holds up objects for attention Points to objects for attention Puts objects into a container Walks with one hand held Pulls to standing position Cooperates in dressing Chews and swallows Waves "bye-bye" Unwraps objects Assists in dressing Says real words (A)(A) Gives affection Pretend talks PARCY Examiner 🛴 A Peacher V 13.7.7. 7. 2. 4. 7. 7.3.7. ė. <sup>6</sup>. 1. 4. 4. 4. 5. Shakes head for no or points to show preference Transfers objects from one hand to the other Exhibits a one-handed visually directed reach E. Next Steps: Holds out or raises arms when a parent Holds bottle (sippy cup) independently Holds bottle (sippy cup) independently Gestures for "up" by holding arms out moves about (or scoots on bottom) Gets up on hands and knees and Pokes objects, using index finger Months & Days Premature caregiver says Come here or Up Responds to simple commands for a skill by circling the tem numb wegive credit for any lower leversk Drinks from cup held by adult Sits erect and unsupported Shows shyness with strangers Responds to the word 'no Uses a neat pincer grasp Sits briefly unsupported Imitates sounds or words Munches or mouths food Responds to own name Looks at named objects Explores the environment Squeaks toy with hand Says multiple syllables Corrected Age Refuses excess food Vocalizes at others "Talks" to objects Feeds self cracker Plays pat-a-cake to be picked up Plays peekaboo 9 % .7 6 6. 9. 9. 0. o, 7.89.60 7.0.7.8.0 6.57 7. 8. 6 ಷ ೮ ರ Turns head in both directions
Steadies head
Rolls partway onto side
Has no head lag when pulled to sitting Shows understanding of some words Gets excited when a toy is presented (5.) Smiles, coos, or gurgles for attention Makes sounds other than crying Has hands predominantly open Sucks well, forming a tight seal Responds with a smile or coo 3. Plays with hands and fingers 4A Expressive Language Skills
Makes sounds other than cry
Amakes varied sounds
Coos and gurgles Rolls from back to stomach around nipple when sucking t denion strated in a low Looks attentively at your face Receptive Language Skills 6A Social and Emotional Skills 3) Responds with a smile or (4) Turns head to find sound (1) Places fist in mouth 2. Glances at hands briefly 4. Babbles, making varying Notices faces of others Brings hands to mouth (e.g., bye-bye, mama Visually follows person (3) Responds with a smile 5. Reaches for objects 1A Gross Motor Skills consonant sounds Fine Motor Skills 5A\_5elf-help Skills Opens mouth Directions:// Core Assessments lotes/Observations: Development Development Development Development Physical Physical Language Language Adaptive: Self-help Emotional Adaptive: Social-

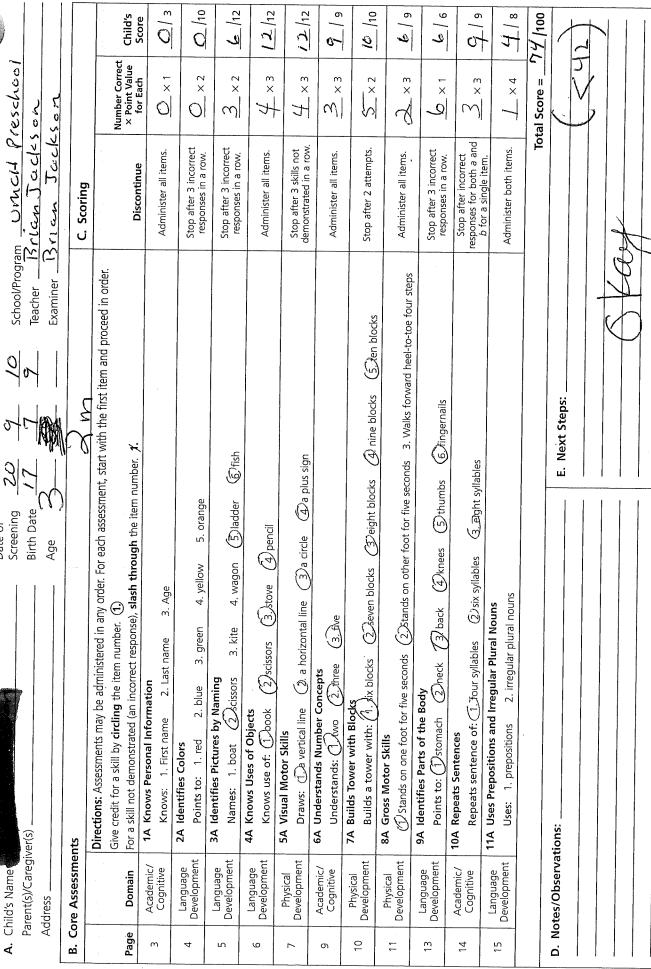
Vrenkolet

School/Program UMCIt Preschool
Teacher Brian Jackson
Examiner Brian Jackson Month 2 Year Date of Screening Birth Date Age Parent(s)/Caregiver A. Child's Name Address \_\_

				1000	
<u>a</u>	B. Core Assessments	ents	Coring		
		<b>Directions:</b> Assessments may be administered in any order. For each assessment, start with the first item and proceed in order	+		
Page	Domain	Give credit for a skill by <b>circling</b> the item number. ① For a skill not demonstrated (an incorrect response), <b>slash through</b> the item number 1		Number Correct × Point Value	Child's
19	Academic/ Cognitive	1B Knows Personal Information  Knows: (1) First name (2) Last name (3) Age 4 Street address	Stop after 3 incorrect	for Each	Score
20	Language	28 Names Colors	responses in a row.	X 2.5	110
	Development		Stop after 3 incorrect responses in a row	(0 < 1	01/01
22	Language Development	3B Identifies Pictures by Naming Names: (2) duck (3) knake (4) wanno (5) yddox (6) ydd	Stop after 3 incorrect		2 - 2
כר	Academic/	and Uppercase Letters	responses in a row.	×	8
57	Literacy	00 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Stop after 5 incorrect responses in a row.	10 ×1	10/10
24	Physical Development	Draws: $(1,2)$ circle 2. a plus sign 3. an $\times$ $(4,2)$ square 5. a rectangle	Stop after 3 skills not demonstrated in a row	\\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\	17 1/2
			deriversed in a low.	×	
56	Physical Development	Walks forward heel-to-toe five steps		C	١
		in seconds 5. Stands on other foot for ten secon	Administer all items.	√  × -×	5/5
28	Language Development	Names: (1) stomach (2) neck (3) back (4) knees (5) thumbs 6, fingernalls	Stop after 3 incorrect	1	101,
29	Language				711
	Development Academic/	Follows: (1.) two-step directions (2) three-step directions	Stop after 2 incorrect responses for 1 item.	₩ × 4	8
31	Cognitive: Mathematics	Solution to the contraction of	17 17 17 17 17 17 17 17 17 17 17 17 17 1		271
,,	Academic/		Stop after the first error.	_ × 0.5	٥٠٥ / 5
75	Cognitive: Mathematics	Recognizes and names quantities of: (1) three (2) five (3) eight	Stop after 2 incorrect	W	12 1/2
33	Language			+ < -	711
	Development	$\bigcirc$ Uses sentences of at least three words $\bigcirc$ At least 90% of speech is intelligible	Administer both items.	<u> </u>	10 /10
				Total Con X	8/2 1900
o.	D. Notes/Observations:				3 6
		E. Next Steps:		(	_

E. Next Steps:

			בים השום ה	ra Sheet
	÷.	Year Month	.h Day	Pic-less.
l's Name	Screening	20 9	0	School/Program Wrycld Preschool
nt(s)/Caregiver(s)	Birth Date	Birth Date 17 7 9		Teacher 13 rtcm 1 a c/2 o c
ess	Age //			Evaminar Brigar Torle



Stop after 3 incorrect responses in a row.  Stop after 2 incorrect responses or 1 item.  Stop after 2 incorrect responses for 1 item.  Stop after 2 incorrect responses.	4	A. Child's Name Parent(s)/Caregiver(s)	ver(s) Date of Screening $\frac{20}{10}$ School/Program Birth Date $\frac{16}{16}$ $\frac{4}{16}$ $\frac{11}{16}$ School/Program	20 5	Preschae	Den de la companya de
Total seasonments may be administered in any order. For each assessment, start with the first item and proceed in order.  Sall and demonstrated (an incorrect response), slash through the farm number. \$\mathcal{I}\$.  Sall and demonstrated (an incorrect response), slash through the farm number. \$\mathcal{I}\$.  Sall and demonstrated (an incorrect response), slash through the farm number. \$\mathcal{I}\$.  Sall and demonstrated (an incorrect response), slash through the farm number. \$\mathcal{I}\$.  Sall and demonstrated (an incorrect response), slash through the farm number. \$\mathcal{I}\$.  Sall and demonstrated (an incorrect response), slash through the farm number. \$\mathcal{I}\$.  Sall and demonstrated (an incorrect response), slash through the farm number. \$\mathcal{I}\$.  Sall and demonstrated (an incorrect response), slash through the farm number. \$\mathcal{I}\$.  Sall and demonstrated (an incorrect response), slash through the farm number. \$\mathcal{I}\$.  Sall and demonstrated (an incorrect response), slash through the farm of the farm slash through through the farm slash through the farm slash through the farm slash through through the farm slash through through the farm slash through through through		Address	Age 1, 52 306W	ال, إ	7057	
Continue describing the team number. G. Storest address through the liter team and proceed in order. Continue and contin		ore Assessme		Coring		
Sell not demonstrated an incorrect partners. (**Authorison to prevent and the contract partners of the partner			Directions: Assessments may be administered in any order. For each assessment, start with the first item and proceed in order.	ginione :		
Krows Personal Information   Supplementation	Page		For a skill not demonstrated (an incorrect response), <b>slash through</b> the frem number •		Number Correct  × Point Value	
Names Colors  Na	19	Academic/ Cognitive	18 Knows Personal Information  Knows: (1) First name (2) Last name (3) Ana (3) Ana (4) Chroat addition	Stop after 3 incorrect	for Each	
Identifies Pictures by Naming   Stop after 3 stoke   Control of Stop after 5 incorrect	20	Language Development	ae Qureen (3) yellow (4) red (5) hark (8) windo	responses in a row. Stop after 3 incorrect	×	원 ( )
Visual Discrimination—forms and Uppercase Letters       Visual Discrimination—forms and Uppercase Letters       Stop after 5 incorrect       CZ → 1         Stop Act of the Case of the Stop of Stop of the Stop of Stop of the Stop of Stop of the Stop of Stop of Stop of the Stop of Stop	22	Language Development	Senake August (2) cooking along the state of	Stop after 3 incorrect	×	0 /10
Visual Motor Skills  Draws: (1.) a circle  C. 2 plus sign  S. 4. a square  S. a rectangle  Genomitated in a row.  Stop after 3 kills not  Administer all items.  Stop after 3 incorrect  C. 2 plus sign  S. 2 places  Administer all items.  S. 2 places  S. 2 places  S. 2 places  S. 2 places  S. 3 places  S. 4 places  S. 4 places  S. 4 places  S. 4 places  S. 5 places  S.	23	Academic/ Cognitive: Literacy	Address Cow	Stop after 5 incorrect	1 1	
Gloss Motor Skills  Walks forward heel-to-toe five steps  Chois five hops on preferred foot  Administer all items.  Administer both items.  Administer bot	24	Physical Development	(2.3 plus sign (3.2n X 4. a square 5. a rectangle	Stop after 3 skills not	×   :	10/10
Vames Parts of the Body.       Vames Parts of the Body.       Administer all tems.       Image:	26	Physical Development	Gross Motor Skills  Walks forward heel-to-toe five steps  A Stands on one foot for ten seconds  5. Stands on other foot for ten seconds	מבויסו מהמפרים ווו מ וסמע.	7× 7	2 7
Stop after 2 incorrect responses if a now. — X 2  Stop after 2 incorrect responses for 1 item. — X 2  Stop after 2 incorrect responses for 1 item. — X 2  Stop after 2 incorrect responses for 1 item. — X 2  Stop after 2 incorrect responses for 1 item. — X 2  Stop after 2 incorrect responses for 1 item. — X 2  Stop after 2 incorrect responses of 2 incorrect responses. Stop after 3 incorrect responses. Stop after 2 incorrect responses. Stop after 2 incorrect responses. Stop after 3 incorrect responses. Stop after 3 incorrect responses. Stop after 4 incorrect responses. Stop after 2 incorrect responses. Stop after 3 incorrect responses. Stop after 4 incorrect responses. Stop after	28	Language Development	heck (3) back (4) knees (5) thumps	Stop after 3 incorrect	11	7   5
counts by Rote  Counts to: (1) (2) (3) (4) (5) (6) 7 8 9 10  Recognizes Quantities  Recognizes Quantities  Recognizes Quantities of: (1) Africe (2) Aive (3) eight  Recognizes and names quantities of: (1) Africe (2) Aive (3) eight  Recognizes and names quantities of: (2) At least 90% of speech is intelligible  Administer both items. (2) At least 30% of speech is intelligible  E. Next Steps:  Total Score = \$4.	29	Language Development	tions (24hree-step directions	Stop after 2 incorrect	×	
Stop after the first error. \$2 \text{ incorrect}\$   Recognizes Quantities \$2 \text{ five}\$   Recognizes and names quantities of: (1) three (2) five (3) eight (2) three (2) five (3) eight (2) three (3) eight (4)	31	Academic/ Cognitive: Mathematics	(2) (3) (4) (5) (6) 7 8 9	responses for 1 item.	X X	_   -
Perbal Fluency and Articulation   Perponses.   2 × 4     Just Seas sentences of at least three words   2 At least 90% of speech is intelligible   Administer both items.   2 × 5     Total Score = 36	32		quantities of: Ahree Africa	Stop after the first error. Stop after 2 incorrect	o	-
E. Next Steps:	33	·	Nords	responses.	√ √ × 4	17/12
E. Next Steps:					tal Score = 16	
hors)	ź	otes/Observat	ui .			
						5+)
						V

<b>∀</b>	A. Child's Name	Date of Year Month Day School/Program	UNCH	Preschie	year-old
r. «	rarent(s)/Caregiver(s) Address	Birth Date 16 25	10 m d	cockson	
		Age	Brian Ja	ackson	
ک م	Core Assessments	ents	C Scoring		
		Directions: Assessments may be administered in any order. For each assessment, start with the first item and proceed in order.	5		
Page	Domain	Daily a default for a skill by <b>circling</b> the item number. (1)  For a skill not demonstrated (an incorrect response), <b>slash through</b> the item number. 1		Number Correct × Point Value	Child's
19	Academic/ Cognitive	1B Knows Personal Information	Stop after 3 incorrect	for Each	Score
		28 Names Colors	responses in a row.	X × 2.5	75/10
20	Language Development		Stop after 3 incorrect	2	101
22	Language	3B Identifies Pictures by Naming	Ston after 3 incorrect	(C × 1	7 70
	Academic/	48 Visual Discrimination—Forms and Unconstitution	responses in a row.	× ×	8/8
57	Literacy	TR Vicinal Mater Chills	Stop after 5 incorrect responses in a row.	\$\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	7 /10
24	Development		Stop after 3 skills not demonstrated in a row.	η ×	0 /10
26	Physical Development	g 			1
		(4) Stands on one foot for ten seconds (5) Stands on other foot for ten second 78 Names Parts of the Body.	Administer all items.	£×1	4/5
788	Development	Names: 1. stomach (2. neck (3. back (4.) knees (5) thumbs 6. fingernails	Stop after 3 incorrect responses in a row.	<u>L</u> × 2	3
29	Language Development	8B Follows Verbal Directions Follows: (1.7wo-step directions (2) three-step directions	Stop after 2 incorrect		7117
31	Academic/ Cognitive:		responses for 1 item.	4×4	8 / 8
23	Mathematics Academic/	Tob Recognizes Quantities	Stop after the first error.	$\cancel{O} \times 0.5$	10/5
	Mathematics		Stop after 2 incorrect responses.	4	4.5
33	Language Development	118 Verbal Fluency and Articulation  (1) Uses sentences of at least three words (2) At least one, of many in the many of many in the many of many of many in the many of many of many of many of many or many			71
			Administer both items.	× 5	10/10
D. No	Notes/Observations:			Total Score = $86$ .	<u>.S</u> /100
		E. Next Steps:		1	1
			Est 1		4
			7		_
			P		1

School/Program UMCH, Preschool
Teacher Brien Jackson
Examiner Brien Jackson C. Scoring **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. ① Month Year Date of Screening Birth Date Age Parent(s)/Caregiver(s) B. Core Assessments A. Child's Name Address \_

Δ.	Page	Domain	For a skill not demonstrated (2) increases.		Number Correct	:
		Academic/	18 Knows Personal Information	Discontinue	× Point Value for Each	Score
	<u>5</u>	Cognitive	Knows: (1, Pirst name (2) Last name (3) Age 4. Street address	Stop after 3 incorrect	7,	75-12
		-	2B Names Colors	יייים מייים מייים מייים מייים מייים	X 2.5	110
	20	Language Development	Je 2 green 3 yellow 4 red	Stop after 3 incorrect		
Ľ,	-	Language	ss bv Namina	responses in a row.	)    -  -	10 /10
	77	Development	Names: Oscissors (2) Suck (3) Snake (4) Wagon (5) Jachder (6) Bast (7) Sull (6)	Stop after 3 incorrect		1 2
	23	Academic/ Cognitive: Literacy	ase Letters	Stop after 5 incorrect		8/6
L	2,0	Physical	r Skills	responses in a row.	10×1	10 /10
1		Development	Draws: (1.) a circle 2. a plus sign 3. an X 4. a square 5. a rectangle	Stop after 3 skills not demonstrated in a room	``	7 7
···				מייים מיים מייים מייים מייים מייים מייים מייים מייים מייים מייים מ	7 Y T	110
	26 D	rnysical Development	(1.) Walks forward heel-to-toe five steps (2.) Hops five hops on preferred foot (3.) Hops five hops on other foot (4.) Stands on one foot for ten seconds	, i ci cur	U	1-7
	ac	Language		Auminister all Items.	\ \ \ 	2 / 2
4	$\dashv$	Development	Names: (1. stomach (2.) neck (3.) back (4. knees (5.) thumbs (6.) fingernails	Stop after 3 incorrect		.7 (.
	79	Language		esponses in a row,	7 × -	112
1	$\dashv$	Development	Follows: (1) two-step directions (2) three-step directions	Stop after 2 incorrect		
m		Academic/ Cognitive:	9B Counts by Rote	יייין ויייין	4 X	8/8
	$\dashv$	Mathematics	Counts to: (1) (2) (3) (4) (6) (6) (7) (9) (9) (10)	Ston after the first		Ţ
.m	32	Academic/ Cognitive:	)	מופן חוב ווואר בעוסו.	(× 0.5	2/5
		Mathematics	Recognizes and names quantities of: $(1)$ three $(2)$ five $(3)$ eight	Stop after 2 incorrect		
'n	33	Language	\ 	responses.	-×4	12
	-	Development	$(1)$ Uses sentences of at least three words $\sqrt{2}$ At least 90% of speach is intallicital.			
			\	Administer both items.	×5 ×5	<i>CO</i> /10
'				<u>.</u>	Total Score = 89 -5 /100	5/100
<u> </u>	. Note	<ul><li>U. Notes/Observations:</li></ul>	tions:			/
-				1		_



# BRIGANCE® Screen III Toddler (12–23 months) Data sneet

Date of Screening

Birth Date

Parent(s)/Caregiver

Address Phone.

A. Child's Name

めてナノタ School/Program \_

Months & Days Premature

Corrected Age

Teacher

Health Care Provider

Examiner

11/11  $\frac{\tilde{}}{\tilde{}}$ 8/12 2/12  $\frac{8}{8}$  $\frac{1}{2}$  $\infty$ ന σ Child's Score Ñ Ø  $L \times 1.5$ Point Value for Each Correct X. Number ×× ; | |Č  $\overset{\sim}{O}$ **∞** × X  $\tilde{\mathcal{Q}}_{\stackrel{\times}{-}}$ × × X 4 Stop after 3 incorrect responses in a row. Stop after 3 incorrect responses in a row. Stop after 3 incorrect responses in a row. Stop after 3 skills not demonstrated in a row. Stop after 3 skills not demonstrated in a row. Stop after 3 skills not demonstrated in a row. Stop after 3 skills not demonstrated in a row. Stop after 3 skills not demonstrated not demonstrated Stop after 3 skills Discontinue C. Scoring Administer both items. Administer all items. in a row. in a row. Deliberately pours/dumps objects from container Begins to anticipate/communicate toileting needs Directions: Assessments may be administered in any order. For each assessment, start with the item indicated by the Entry for the child's age. Give credit for a skill by circling the item number. For a skill not demonstrated (an incorrect response), slash through the item number. nsists upon doing things for himself/herself Owalks erect with arms swinging Octobers (at least orle foot leaves the floor) 6. Gives a block on command (no gesture) Holds cup with one hand and drinks Removes shoes Says real words Affectend talks with some real words (10) Watches faces for emotional clues 8. Throws away trash on command Points to objects for attention Names Objects (If unsuccessful on 78, items 6,7, and 8, do not administer 88.) Lunsuccessful on 7B, items 6, 7, and 8, do not administer 8B or 9B. Expressive Language Skills—Uses Phrases (If unsuccessful on 78, Items 6, 7, and 8, do not administer 9B.) Attempts to jump 6 Unwraps objects 8. Inditates scribble A. Cooperates in dressing
A Holds cup with both hands and drinks
A Assists in dressing
S Initiates interactions with other children
Shows pride in new accomplishments
A Explores and returns to parent/caregiver
Opens doors or cabinets
I Initiates another child's actions 1B Receptive Language Skills—General (3 Responds to simple commands (2 Jooks at named objects (4 Mayes "bye-bye" (4 Mesponds to the word no 5 Responds to the word give (with gesture) Stands on one foot with one hand held Uses two or three words in combination Once the child receives credit for 3 skills in a row, give credit for any lower-level skills. 5. Grasps and releases objects easily 6. airplane Takes objects out of a container 5 Holds up objects for attention Walks without frequent falling Runs, but not necessarily well 3. Puts objects into a container A Walks with one hand held Swalks without frequent fall Runs, but not necessarily w 3. Initates sounds or words 2B Receptive Language Skills—Identifies Parts of the Body Spple Pple 4B Receptive Language Skills—Knows Sounds Animals Make 4. bird Pretend talks OR Count up to 8 other object words used Receptive Language Skills—Identifies Pictures
Points to: (1) at (2) (4) (4) 3. COW 3 4500on 7B Expressive Language Skills—General J. Plays pat-a-cake C. Gives affection Goes for a toy that is out of reach Shows interest in activities of others 2. dog moves about (or scoots on bottom) Gets up on hands and knees and Sprinks from cup held by adult 8B Expressive Language Skills—Names: C) cup (2.5all C (Sits erect and unsupported 11B Social and Emotional Skills points to show preference 3/Pulls to standing position Uses a neat pincer grasp Knows sound of: 1. cat Squeaks toy with hand 2) Shakes head for no or Says multiple syllables Chews and swallows 5B Gross Motor Skills Fine Motor Skills Repeats phrases Self-help Skills 98 10B 38 **e**B B. Core Assessments Social-Emotional Language Development Physical Development Development Adaptive: Self-help Adaptive: Domain **Physical** Page 38 21 23 24 27 28 30 32 34 35 36

E. Next Steps:

D. Notes/Observations:

Fotal Score = \$0. 5/100

<u>×</u>

Kikes to perform for others

# BRIGANCE® Screen III Toddler (12–23 montns) Data sneet

Date of Screening  $\frac{2020 \text{ Mpt.}}{8}$ 

m. Teacher MS Jewille

Age

Parent(s)/Caregiver(s)

Address Phone\_\_

A. Child's Name

School/Program CLIMCH Health Care Provider

Months & Days Premature

Corrected Age

B. Core Assessments

Examiner

E	Core Assessments	THE STATE OF THE S	C. Scoring		
		Directions Accommends the Later of the Control of t	<u>.  -</u>		
Page	e Domain	Directions, Assessments may be administered in any order. For each assessment, start with the item indicated by the Entry for the child's age. Give credit for a skill by <b>circling</b> the item number. For a skill not demonstrated (an incorrect response), <b>slash through</b> the item number. Once the child receives credit for 3 skills in a row, give credit for any lower-level skills.	Discontinue	Correct X. Point Value	Child's Score
21	Language Development		Stop after 3 skills not demonstrated in a row.	× × ×	
23	Language Development	2B Receptive Language Skills—Identifies Parts of the Body Points to: (1) eyes Chose 3 feet 4 pair 5 mouth 6 pars	Stop after 3 incorrect responses in a row.	\$\langle \( \int_{2\times 2} \)	12/12
24	Language Development	3B Receptive Language Skills—Identifies Pictures Points to: Lat 2 60g Ley 4 Fair 5. Apple 6 annihilane	Stop after 3 incorrect responses	L×2	D/12
27	Language Development		Administer all items.	82 × 2 × 2	4/8
28	Physical Development	Se Gross Motor Skills  (1) Sits erect and unsupported  (2) Gets up on hands and knees and motom)  (3) Pulls to standing position  (4) Walks erect with arms swinging to make about (or scoots on bottom)  (5) Stands on one foot with one hand held the motor search with the motor search with a search with a search with a search with the motor search with a search with the motor	Stop after 3 skills not demonstrated in a row.	×	1 1
30	Physical Development	Fine Motor Skills  Cluses a neat pincer grasp  Afakes objects out of a container  Agades objects out of a container  Agad	Stop after 3 skills not demonstrated in a row.		
32	Language Development	7B Expressive Language Skills—General of unsuccessful on 7B, items 6, 7, and 8, do not administer 8B or 9B.). (1) Says multiple syllables (2) Shakes head for no or (2) Shakes head for no or (3) Preference (4) Preference (5) Holds up objects for attention (3) Betand talks some real words	Stop after 3 skills not demonstrated in a row.	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
34	Language Development	ms 6.7, and 8, ck	Stop after 3 incorrect responses	4	$\frac{1}{2}$
35	Language Development	<b>Express</b> Repea	Administer	$\begin{vmatrix} q \\ \vdots \\ \vdots \\ \frac{\times}{1} \end{vmatrix}$	1 1
36	Adaptive: Self-help	10B Self-help Skills  Leeds self cracker  Drinks from cup held by adult  Sholds cup with both hands and drinks Shows and swallows Carbonia cup with one hand and drinks Shows and swallows Carbonia cup with one hand and drinks Carbonia cup with one hand drin	Stop after 3 skills not demonstrated in a row.	X	
38	Adaptive: Social-Emotional	is with other children (19) was accomplishments (11) is to parent/caregiver (13) binets ilds actions	Stop after 3 skills not demonstrated in a row.		
		では、 1000年の日本のでは、1000年の日本のでは	Total Sc	Total Score - 01	1100
<u>.</u>	Notes/Observations:	ations:	To more		. 1
			J		

# BRIGANCE® Screen III Toddler (12–23 montns) Data sneet

8.13 Date of Screening Birth Date

Parent(s)/Caregiver(s)

Address Phone\_

A. Child's Name

Teacher 35.

.. Health Care Provider School/Program\_\_

MS JENTLE IMMCH

Examiner

Months & Days Premature

Corrected Age

Language Development

23

Development

Language Domain

21

Page

ä

Language Development

27

Language Development

24

72 11/11  $\frac{1}{8}$ Child's Score M DO Point Value for Each  $\frac{C}{X}$ Correct X. Number × × × Ψ̈́ × Total Score = (<del>|</del> Stop after 3 incorrect responses in a row. Stop after 3 incorrect responses in a row. Stop after 3 incorrect responses in a row. Stop after 3 skills not demonstrated in a row. Stop after 3 skills not demonstrated in a row. Stop after 3 skills not demonstrated in a row. Stop after 3 skills not demonstrated in a row. Stop after 3 skills not demonstrated Stop after 3 skills not demonstrated in a row. Discontinue C. Scoring Administer all items. both items. Administer in a row, teliberately pours/dumps objects from container Directions: Assessments may be administered in any order. For each assessment, start with the item indicated by the Entry for the child's age. Give credit for a skill by circling the item number. For a skill not demonstrated (an incorrect response), slash through the item number. Once the child receives credit for 3 skills in a fow, give credit for any lower-level skills. Begins to anticipate/communicate toileting needs T. Wimics adult activities (2) Usists upon doing things for himself/herself (3) Likes to perform for others Walks erect with arms swinging Jumps (at least one foot leaves the floor) (a) Sives a block on command (no gesture) A Holds cup with one hand and drinks & Removes shoes 8. Pretend talks with some real words deswatches faces for emotional clues 6. Throws away trash on command Husuccessful on 78, items 6, 7, and 8, do not administer 88 or 98.)
3-shitates sounds or words Expressive Language Skills—Names Objects :(If unsuccessful on 7B, Items 6, 7, and 8, do not administer 8B,)
Names: 1. cup 2. ball 3. spoon 4. book 5. chair 6. block 7. box 8. toy 9B Expressive Language Skills—Uses Phrases (if unsuccessful on 7B, items 6, 7, and 8, do not administer 9B.) Celliberately pours/ Attempts to jump Says real words 9. Walks erect E. Next Steps: 4. Cooperates in dressing
6. Holds cup with both hands and drinks
6. Assists in dressing
6. Assists in dressing
6. Assists in dressing
6. Antitiates interactions with other children
6. Shows pride in new accomplishments
6. Splores and returns to parent/caregiver 5. Responds to the word give (with gesture) A Stands on one foot with one hand held 2. Uses two or three words in combination 6. ears 6. airplane Grasps and releases objects easily 3-Responds to simple commands 4. Waves "bye-bye" Dits objects into a container A pens doors or cabinets A Initates another child's actions Valks without frequent falling 5 Holds up objects for attention Walks with one hand held 5. mouth 5/apple Receptive Language Skills—Knows Sounds Animals Make Receptive Language Skills—Identifies Parts of the Body 4. bird **才が**etend talks OR Count up to 8 other object words used. 4. car Receptive Language Skills—Identifies Pictures 3. cow 3. feet 8. key 1B\_Receptive Language Skills—General Expressive Language Skills—General mbves about (or scoots on bottom) 2. dog shows interest in activities of others Gives affection
Goes for a toy that is out of reach Lets up on hands and knees and finks.from cup held by adult 2. nose gob, I. Its erect and unsupported 11B Social and Emotional Skills esponds to the word no points to show preference 3. Pulls to standing position 1. cat Leoks at named objects Ußes a neat pincer grasp 2. Squeaks toy with hand 1\_Says multiple syllables 2\_Shakes head for no or Shews and swallows eyes Gross Motor Skills 1/cat Knows sound of: 拒eds self cracker Fine Motor Skills Repeats phrases Plays pat-a-cake 10B Self-help Skills Points to: Points to: D. Notes/Observations: 2B 38 8 2B **e**B 88 Core Assessments

Language Development

32

Language Development

34

Language Development

32

Adaptive: Self-help

36

Social-Emotional

Adaptive:

38

Physical Development

30

Development

Physical

28

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CODA 1

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School/Program CAN
Teacher CONOIC
Examiner CANOIC Date of Screening  $\frac{262D}{2C1D} \frac{OG}{OG}$ Age Parent(s)/Caregiver(s) A. Child's Name 

B. Co	Core Assessments			C. Scoring		
о С		Directions: Assessments may be administered in any order. For each assessment, start with Give credit for a skill by circling the Item number. For a skill not demonstrated (an incorrect response) slash through the Item number.	ith the flistitem and proceed in order	Discontinue	Number Correct X Point Value	Child's Score
42	, , t	1C Identifies Parts of the Body Points to: 1. ears 2. head 3. teeth (4) legs (5) fingers 6 arms	SI	Stop after 3 incorrect responses in a row.	€ × 1.5	6/5/
43	Language	by Naming (3) key (4) apple (5) car (6)		Stop after 3 incorrect responses in a row.	K×2	1 <u>A</u> /12
44	Language Development	Ises of Objects		Administer all items.	ار 4× ک	13/12
45	Academic/ Cognitive	4C Repeats Sentences of: 1) three syllables (2,7our syllables		Stop after incorrect responses for both a and b for a single item.	K X X	9/0
46	Physical Development	5C Gross Motor Skills CD Jumps off floor with both feet CD Jumps off floor with both feet CD Jumps off floor with both feet CD Jumps off floor steps CD Jumps off floor with both feet CD Jumps off floor with feet CD Jumps off floor with		Administer all items.	3 × 2.5	7.5/10
47	Academic/ Cognitive	6C Understands Concepts of Number and Size Understands: (1.) just one (2.) one more		Administer all Items	-J+	<u>«</u> الحک
49	Physical Development	7C Visual Motor Sidils  1. Scribbles with crayon; strokes are not purposeful or well controlled and frequently lose contact with the par  2. Scribbles with crayon; strokes are purposeful or well controlled so seldom lose contact with the paper  2. Scribbles with crayon; strokes are purposeful or well controlled so seldom lose contact with the paper  2. Draws somewhat recognizable picture that is meaningful to the child, but perhaps not meaningful to adult for skills 1–3, give credit for the highest skill demonstrated and for any lower skills,  4. Holds crayon with fingers, perhaps incorrectly, with hand not fisted  5. Uses one hand consistently	well controlled and frequently lose contact with the paper I controlled so seldom lose contact with the paper ngful to the child, but perhaps not meaningful to adult nstrated and for any lower skills.)	Administer all items	× × × × × × × × × × × × × × × × × × ×	4.5/7.5
20	Physical Development	8C Builds Tower with Blocks Builds a tower with: (1) two blocks (2) three blocks (3) four blocks (4) five blocks	blocks	Stop after 2 attempts.	S × 2	10/10
51	Academic/ Cognitive	9C Matches Colors (7) red (2. blue (3.) green (4. yellow (5.) brange		Administer all items.	Ŋ. ×1.5	7cD1.5
52	Language Development	10C Verbal Fluency and Articulation (1) Uses two-word phrases in which words relate in combination 2. Uses three-word phrases in which words relate in combination	At least 50% of speech is intelligible	Administer all items.	×	C/18
			は の から は できる		Total Score	8/ 1100
0.	Notes/Observations:	ш <u>і</u>	Next Steps:			
	*	A				-

C		
٠	٠	

57/ 125 Child's <u>5</u> *M* 6 120 120 Score 8/7 Number Correct K×1.5 Total Score x Point Value X 2.5 X 1.5 X 1.5 for Each ر ك ك X 4 X X Z JX × 6 m X 0 7 5 3 Q Stop after incorrect responses for both a and b for a single item. Administer all Items. Stop after 2 attempts. Stop after 3 incorrect responses in a row. Stop after 3 incorrect Administer all items. responses in a row. Discontinue C. Scoring Directions: Assessments may be administered in any order. For each assessment, start with the flist item and proceed in order. Give credit for a skill by circling the teem number. Health Care Provider School/Program At least 50% of speech is intelligible 👤 Scribbles with crayon; strokes are not purposeful or well controlled and frequently lose contact with the paper Scribbles with crayon; strokes are purposeful or well controlled so seldom lose contact with the paper 3. Draws somewhat recognizable picture that is meaningful to the child, but perhaps not meaningful to adult Examiner Teacher Scribbles with crayon; strokes are purposeful or well controlled so seldom lose contact with the paper Next Steps: six blocks (For skills 1–3, give credit for the highest skill demonstrated and for any lower skills.) arms Stands on one foot for one second (4. Walks on tiptoe three steps ш For a skill not demonstrated (an incorrect response), spash, through the Item number 6. Ŋ, m 5./fingers (4. five blocks Date of Screening Holds crayon with fingers, perhaps incorrectly, with hand not fisted Ittle 之心ses three-word phrases in which words relate in combination 6. cup Uses two-word phrases in which words relate in combination 2. fbur syllables 6. ogange Birth Date (4. Jegs big 3. Four blocks Car m. (4. yellow Understands Contepts of Number and Size 2 one more 3. teleth three syllables 4. ápple Amps off floor with both feet 2. Ithree blocks Verbal Fluency and Articulation (2. Mead 2C-ldentifies Rictures by Naming green & Walks backward four steps 1C Identifies Parts of the Body Uses one hand consistently 1. Just one **Builds Tower with Blocks** 3C Knows Uses of Objects Repeats sentence of: gars 7C Visual Motor Skills Builds a tower with Knows use of: (1. **Gross Motor Skills** 4C Repeats Sentence blue, 2. dog Matches Colors Understands: 1. Awo blocks Points to: 1> /red 1./cat D. Notes/Observations: . 9 10C 20 B. Core Assessments Physical Development Language Development Parent(s)/Caregiver Language Development Language Development Language Development Physical Development Development Academic/ Cognitive Academic/ Cognitive Academic/ Cognitive Domain A. Child's Name 🖢 Address Phone\_ Page 49 52 42 43 4 45 46 47 20

A. A.	Child's Name Parent(s)/Caregiver(s)	) 			
∢ ;	Address	Birth Date 2018 02 06 School/Program (	SWYCH		
۵.	Phone	Age A & 12 Teacher COND	11 2	04	
m	Core Assessments	ants			
			C. Scoring		
Page	e Domain	Give credit for a skill by circling the ltem number. For a skill not demonstrated (an incorract resconded and activities of the contract of th		Number Correct	<u>برنا</u> :
42	Language Development	1C Identifies Parts of the Body	Discontinue	0/44 40 - 24	Child's Score
43		ictures by Naming	Stop after 3 Incorrect responses in a row.	)    -  -  -	6/5
44	Language	3C Knows Uses of Objects	Stop after 3 Incorrect responses in a row.	W × 2	12 K
45	Academic/	4C Repeats Sentences	Administer all Items	$\bigotimes_{4}$	22
70	Physical	Kepeats sentence of: (1. three syllables 2. four syllables 55, Gross Motor Skills	Stop after incorrect responses for both a and b for a single item.	m X	$\sum_{\epsilon}$
7	Development		Administer 11 to	17	
47	Academic/ Cognitive	oer and Size	Administer all Items,		عُ ا
		7C Visual Motor Skills	Administer all Items.	Š	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
49	Physical Development	Scribbles with crayon; strokes are not purposeful or well controlled and frequently lose contact with the paper Scribbles with crayon; strokes are purposeful or well controlled so seldom lose contact with the paper 3. Draws somewhat recognizable picture that is meaningful to the child, but perhaps not meaningful to adult 1-3, give credit for the highest skill demonstrated and for any lower skills.)  4. Holds crayon with fingers, perhaps incorrectly, with hand not fisted.	Administer all items.	. (	
50	Physical Development			X   X   X   1.5	$\bigcup_{7.5}$
51	Academic/	(1. two blocks (2. three blocks (3. four blocks (4. flye blocks (5. glx blocks 9. Watches Colors	Stop after 2 attempts.	\( \frac{\chi}{\chi} \)	1 O/10
7.7		105 Verbal Fluency and Articulation	Administer all items.	\(\frac{\chi}{\times 1.5}\)	7,5 7.5
75	Development	1. Uses two-word phrases in which words relate in combination 3. At least 50% of speech is intelligible 2. Uses three-word phrases in which words relate in combination	Administer all items.		ela
D. No	Notes/Observations:				118
		E. Next Steps:			
				(103)	
				}	

A. Child's Name

10/10 Child's Score 10/12 Lo2/12 120/10 6/2 19/2 \_/100 ot Number Correct × Point Value for Each X ў Х М × m X m X Ž  $\overset{\circ}{\not\sim}$ £ × 1 8 m X S Total Score 7 3 San of Administer all items. Stop after 3 incorrect responses in a row. Stop after 3 skills not demonstrated in a row. Stop after 3 Incorrect responses in a row. Stop after incorrect responses for both a and b for a single item. Administer all items. Discontinue Administer all items. Stop after 2 attempts. Stop after 3 incorrect responses in a row. Administer all items. Administer both items. C. Scoring School/Program **Directions:** Assessments may be administered in any order. For each assessment, start with the first item and proceed in order. Teacher 1. Stands on one foot for five seconds (2. Stands on other foot for five seconds 3. Walks forward heel-to-toe four steps 6. fingernails E. Next Steps: For a skill not demonstrated (an incorrect response), slash through the item number.  $\chi$ 6. fish f. a plus sign 3. elght syllables (a. ejght blocks Birth Date Screening (5. Thumbs (5. ordnge (5. Adder Date of (4. péncil C circle (4. knjees 4. wagon 4. yellow (2. sjk syllables Zseven blocks 3. stdve 3. Ag 6. a/horizontal line 2. imegular plural nouns (3. green (3. back 3. five 11A Uses PjeAositions and Irregular Plural Nouns 3. kite 2. Last name 2. scissors Repeats sentence of: (1. four syllables 4. six blocks 2. three (2. spissors 2. blue tetares by Naming 6A Understands Number Concepts 4A Knows Uses of Objects 1. book Draws: (1. ahertical line 1. Fyst name Builds Tower with Blo 1. tw6 Builds a tower with: 5A Visual MotorySkills .1. boat 1./prepositions Grass Motor Skills 10A Repeats Sentences Knows use of:/ Understands: Points to: ( 3A Identifies 2A Identifies Knows: Names ( Parent(s)/Caregiver(s) \_ B. Core Assessments Z 9A D. Notes/Observations: Language Development Language Development Language Development Domain Academic/ Cognitive Physical Development Physical Development Physical Development Academic/ Cognitive Language Development Address \_ Language Development Academic/ Cognitive Page m 9 ^ Q 10 3 14 15

Health Care Provider

Date of Screening

Parent(s)/Caregiver(s)

Address

Child's Name

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Birth Date

Child's D /12 Score 12/12 130 M 2/7.5 9/0 15/ 7.5  $\frac{1}{2}$ C/10 Total Score = (U) /100 Number Correct X. Point Value for Each × 1.5 X × 2.5 × 5 × 6 Ø × 1.5 ₹.1.5  $\overset{\circ}{\swarrow}$ X 4 ×X X 1.5 <u>۲</u> ۲ い × s 3 4 5 Stop after incorrect responses for both a and b for a single item. Stop after 3 incorrect Stop after 3 incorrect responses in a row. Administer all items. responses in a row. Administer all items. Administer all Items. Discontinue Stop after 2 attempts. Administer all items. Administer all items. Administer all items. C. Scoring 01000 7 DO C Directions: Assessments may be administered in any order. For each assessment, start with the first lemand proceed in order School/Program \_ Examiner Teacher Scribbles with crayon; strokes are not purposeful or well controlled and frequently lose contact with the paper 3. Draws somewhat recommend are purposeful or well controlled so seldom lose contact with the paper At least 50% of speech is intelligible Draws somewhat recognizable picture that is meaningful to the child, but perhaps not meaningful to adult l Scribbles with crayon; strokes are purposeful or well controlled so seldom lose contact with the paper E. Next Steps: 5. six blocks (3) fingers Os. arms (For skills 1–3, give credit for the highest skill demonstrated and for any lower skills.) For a skill not demonstrated (an incorrect response) slash through the item number 3. Stands on one foot for one second 4. Walks on tiptoe three steps 4. five blocks 4. little Holds crayon with fingers, perhaps incorrectly, with hand not fisted 6. cup 2. four syllables Uses three-word phrases in which words relate in combination 1. Uses two-word phrases in which words relate in combination (4) legs orange Age 3. big 5. car 3. four blocks Ŋ. chair (3) teeth 2. one more 6C Understands Concepts of Number and Size 4. yellow 4. apple ന് 1. three syllables 2. bed (2) head 1. Jumps off floor with both feet 2C Identifies Pictures by Naming 10C Verbal Fluency and Articulation 1C Identifies Parts of the Rody 2. three blocks 3. key 2. Walks backward four steps 3. green Understands: 1. just one Uses one hand consistently 3C Knows Uses of Objects 8C Builds Tower with Blocks Knows use of: 1. car Repeats sentence of: Points to: (1) ears 4C Repeats Sentences 5C Gross Motor Skills 7C Visual Motor Skills Builds a tower with: 2. dog 2. blue 9C Matches Colors 1. two blocks 1. cat 4. 7. B. Core Assessments D. Notes/Observations: Language Development Language Development Language Development Physical Development Academic/ Cognitive Domain Physical Development Cognitive Development Academic/ Development **Physical** Academic/ Language Cognitive Phone\_\_ Page 42 3 4 45 46 47 49 20 52 51