

BRIGANCE® Inventory of Early Development III (IED III)

Crosswalk to

Early Childhood Outcomes (ECO)

January 2014



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Summary Information: BRIGANCE® Inventory of Early Development III (IED III; 2013)

The *IED III* is a criterion-referenced assessment tool. A criterion-referenced tool provides data on what a student knows in relation to certain specified skills and is used for ongoing assessment and progress monitoring. The *IED III* contains more than 100 assessments and can be used to determine present level of performance, develop measurable IEP goals and objectives, target instruction, and monitor progress. The inventory includes Comprehensive Skill Sequences, which break down skill sequences into incremental steps, allowing educators to show growth for lower-functioning students.

Publisher	Curriculum Associates, LLC
Website for information	www.curriculumassociates.com
Cost	Inventory of Early Development III (IED III) = \$229.00 IED III Record Book 10-Pack = \$39.00 100-Pack = \$359.00
Age range	Birth through developmental age seven
Purpose	This inventory is designed to help educators: <ul style="list-style-type: none"> • determine a student’s specific strengths and needs to support instructional planning. • monitor a student’s developmental and academic progress. • evaluate a student’s school readiness by tapping predictors of school success. • communicate a student’s development to parents/caregivers. • address ongoing developmental assessment requirements. • provide an appropriate student assessment system that aligns with curriculum standards. • support referrals for further evaluation or special services.
Skill areas included	<ul style="list-style-type: none"> • Physical Development: Preambulatory Motor, Gross Motor, and Fine Motor • Language Development: Receptive and Expressive • Academic/Cognitive: Literacy • Academic/Cognitive: Mathematics and Science • Daily Living: Self-help and Independent Living • Social and Emotional Development: Interpersonal and Self-Regulatory
Time to administer	The IED III is a resource to provide ongoing assessment throughout the program year.

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Summary Information (continued): BRIGANCE® Inventory of Early Development III (IED III; 2013)

Scored	Administration of the IED III generates criterion-referenced data related to developmental curricular objectives.
Age norms	No
Age ranges given for items	Yes
How frequently it can be given	The IED III is a resource to provide ongoing assessment throughout the program year.
Standardized tasks	No
Based on observations in natural settings	Yes, some assessments can be administered by observing the child in a natural setting. Specific assessment methods are indicated on the first page of each assessment.
Instructions related to parent role	Yes, some assessments can be administered by interviewing the parent/caregiver or someone who knows the child well. For these assessments, interview questions are provided.
Data provided on reliability	No
Data provided on validity	No
Web-based data entry	No
Electronic scoring	No
Other languages	No
Who administers	The assessments can be administered by classroom teachers, special educators, psychologists, health care providers, occupational and physical therapists, speech-language pathologists, and early childhood providers.
Training available through the publisher	Yes, the publisher offers CA101® e-Training, webinar training, and onsite workshops.

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BRIGANCE® Inventory of Early Development III (IED III) ©2013: Crosswalk to Early Childhood Outcomes

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
<p>H. Social and Emotional Development</p> <p>H-1 Relationships with Adults</p> <p>H-2 Play and Relationships with Peers</p> <p>H-3 Motivation and Self-Confidence</p> <p>H-4 Prosocial Skills and Behaviors</p>	<p>C. Physical Development: Fine Motor Skills</p> <p>C-4 Copies Forms</p> <p>C-5 Draws a Person</p> <p>D. Language Development</p> <p>D-1 Prespeech Receptive Language</p> <p>D-2 Prespeech Expressive Language</p> <p>D-3 General Speech and Language Development</p> <p>D-4 Length of Sentences</p> <p>D-5 Knows Personal Information</p> <p>D-6 Follows Verbal Directions</p> <p>D-7 Identifies Pictures</p> <p>D-8 Identifies Parts of the Body</p> <p>D-9 Identifies Colors</p> <p>D-10 Understands Directional/Positional Concepts</p> <p>D-11 Understands Qualitative Concepts</p> <p>D-12 Classifies Objects into Categories</p> <p>D-13 Knows Uses of Objects</p> <p>D-14 Repeats Numbers</p> <p>D-15a Repeats Sentences (with Picture Stimuli)</p> <p>D-15b Repeats Sentences (without Picture Stimuli)</p> <p>D-16 Uses Plural Nouns, -ing, and Prepositions</p> <p>D-17 Uses Meaningful Language in Context</p> <p align="right"><i>(Continues)</i></p>	<p>A. Physical Development: Preambulatory Motor Skills</p> <p>A-1 Supine Position Skills and Behaviors</p> <p>A-2 Prone Position Skills and Behaviors</p> <p>A-3 Sitting Position Skills and Behaviors</p> <p>A-4 Standing Position Skills and Behaviors</p> <p>B. Physical Development: Gross Motor Skills</p> <p>B-1 Standing*</p> <p>B-2 Walking*</p> <p>B-3 Stair Climbing*</p> <p>B-4 Running, Skipping, and Galloping*</p> <p>B-7 Kicking*</p> <p>*These are precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.</p> <p align="right"><i>(Continues)</i></p>

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
	<p>E. Academic/Cognitive: Literacy</p> <p>E-1 Response to and Experience with Books</p> <p>E-2 Identifies Common Signs</p> <p>E-3 Blends Word Parts into One Word</p> <p>E-4 Identifies Blended Word Parts as Words</p> <p>E-5 Auditory Discrimination</p> <p>E-6 Visual Discrimination</p> <p>E-7 Recites Alphabet</p> <p>E-8a Matches Uppercase Letters</p> <p>E-8b Identifies Uppercase Letters</p> <p>E-9a Matches Lowercase Letters</p> <p>E-9b Identifies Lowercase Letters</p> <p>E-10 Prints Uppercase Letters in Sequence</p> <p>E-11 Prints Lowercase Letters in Sequence</p> <p>E-12 Prints Uppercase Letters Dictated</p> <p>E-13 Prints Lowercase Letters Dictated</p> <p>E-14 Prints Personal Information</p> <p>E-15 Identifies Rhymes</p> <p>E-16 Segments Words Into Word Parts</p> <p>E-17 Identifies Beginning Sounds</p> <p>E-18 Matches Beginning Sounds and Letters with Pictures</p> <p>E-19 Identifies Blended Phonemes as Words</p> <p>E-20 Deletes Word Parts and Phonemes in Words</p> <p>E-21 Reads Basic Vocabulary Words</p> <p>E-22 Reads Number Words</p> <p>E-23 Reads Color Words</p> <p>E-24 Reads Words from Common Signs</p> <p>E-25a Reads Passages at Preprimer Level—Forms A and B</p> <p>E-25b Reads Passages at Primer Level—Forms A and B</p> <p style="text-align: right;"><i>(Continues)</i></p>	<p>C. Physical Development: Fine Motor Skills</p> <p>C-1 General Eye/Finger/Hand Manipulative Skills</p> <p>C-3 Early Handwriting Skills</p> <p>C-6 Cuts with Scissors</p> <p>G. Daily Living</p> <p>G-1 Feeding/Eating</p> <p>G-2 Undressing</p> <p>G-3 Dressing</p> <p>G-4 Unfastening</p> <p>G-5 Fastening</p> <p>G-6 Toileting</p> <p>G-7 Bathing</p> <p>G-8 Grooming</p>

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	<p>E. Academic/Cognitive: Literacy (<i>continued</i>)</p> <p>E-25c Reads Passages at First-Grade Level—Forms A and B</p> <p>E-25d Reads Passages at Second-Grade Level—Forms A and B</p> <p>E-26 Writes Simple Sentences</p> <p>E-27 Quality of Printing</p> <p>F. Academic/Cognitive: Mathematics and Science</p> <p>F-1 Understands Number Concepts</p> <p>F-2 Counts by Rote</p> <p>F-3 Compares Different Amounts</p> <p>F-4 Identifies Shapes</p> <p>F-5 Sorts Objects (by Size, Color, Shape)</p> <p>F-6 Recognizes Quantities</p> <p>F-7 Matches Quantities with Numerals</p> <p>F-8 Understands Ordinal Position</p> <p>F-9 Reads Numerals</p> <p>F-10 Knows Missing Numerals in Sequences</p> <p>F-11 Writes Numerals in Sequence</p> <p>F-12 Writes Following and Preceding Numerals</p> <p>F-13 Writes Numerals Dictated</p> <p>F-14 Solves Word Problems</p> <p>F-15 Determines Total of Two Sets</p> <p>F-16a Knows Addition Facts</p> <p>F-16b Adds Numbers</p> <p>F-17a Knows Subtraction Facts</p> <p>F-17b Subtracts Numbers</p> <p>F-18a Knows Money (United States)</p> <p>F-18b Knows Money (Canada)</p> <p>F-19 Understands Time and Reads a Clock</p> <p>F-20 Understands Weather Concepts</p> <p>F-21 Understands the Five Senses</p> <p style="text-align: right;"><i>(Continues)</i></p>	

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	<p>F. Academic/Cognitive: Mathematics and Science (continued)</p> <p>F-22 Distinguishes Between Living and Non-Living Things</p> <p>F-23 Identifies Plants and Animals</p> <p>G. Daily Living</p> <p>G-9 Knows What to Do in Different Situations</p> <p>G-10 Knows What Community Helpers Do</p> <p>G-11 Knows Where to Go for Services</p>	

Note: Areas that are not precursor to or components of any of the three outcomes, and therefore are not included in the crosswalk, are:

B. Physical Development: Gross Motor Skills

- B-5 Jumping
- B-6 Hopping
- B-8 Balancing on a Beam
- B-9 Catching
- B-10 Rolling and Throwing

C. Physical Development: Fine Motor Skills

- C-2 Builds Tower with Blocks