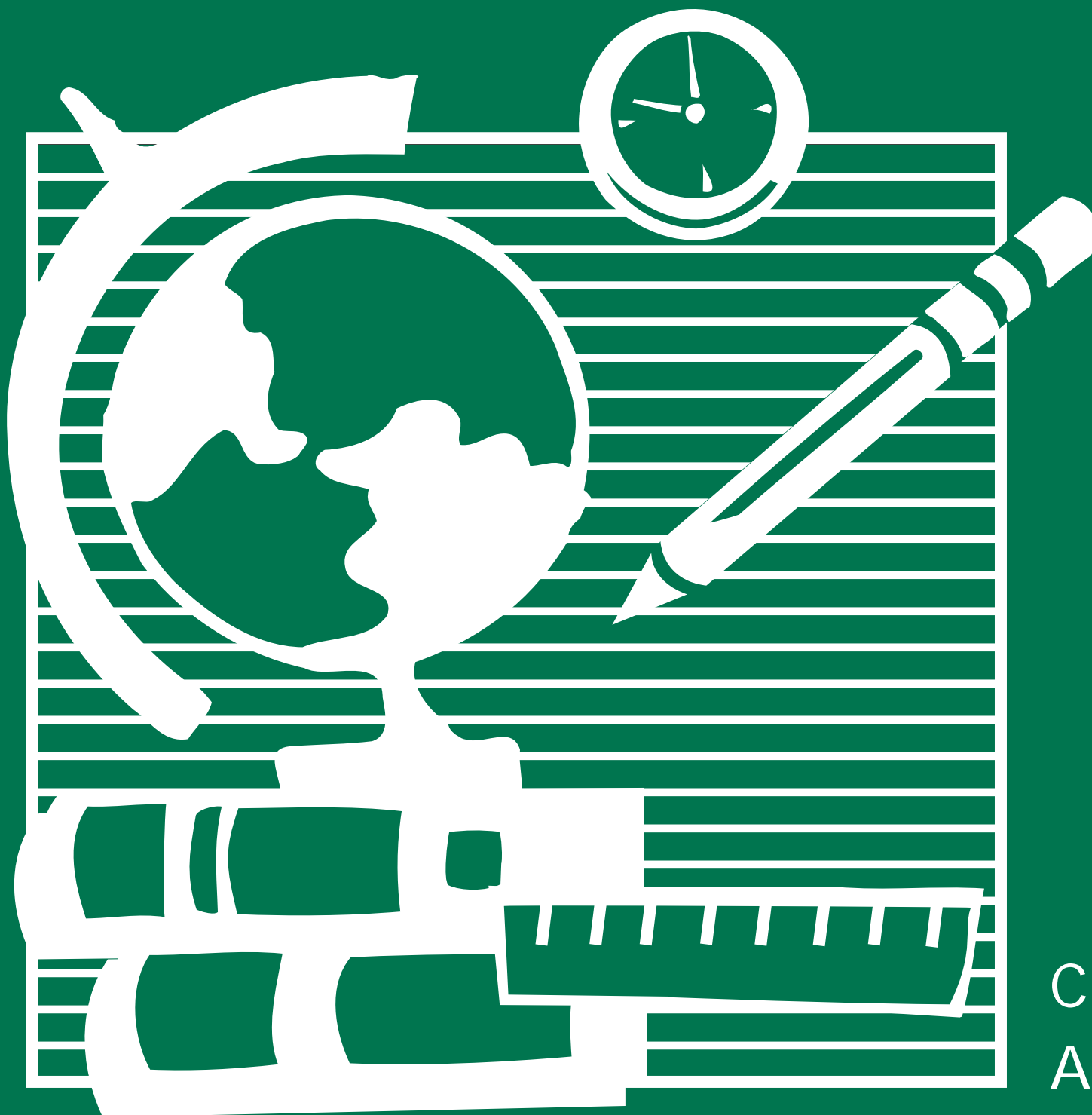


BRIGANCE® Diagnostic

# COMPREHENSIVE INVENTORY OF BASIC SKILLS

REVISED

by Albert H. Brigance



CURRICULUM  
ASSOCIATES®, Inc.

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## ASSESSMENTS and SUPPLEMENTAL AND RELATED LISTS/SKILL SEQUENCES

❖ Validated assessment. Standard score, percentile, and grade equivalent can be determined. You must adhere strictly to the DIRECTIONS for the assessments if you want to compare your student to the norms found in the *Standardization and Validation Manual for the CIBS—R*. In addition, there are standard methods of scoring—meaning when you start and stop administering items. Separate boxes for standardized scoring appear on the appropriate pages.

◆ Assessment used to create a composite score on the Readiness Assessments Standardized Scoring Sheet.

→ Assessment included in CIBS—R Screener and used to obtain Information Processing scores.

## METHODS OF ASSESSMENT

**Codes:** 2—Two Forms

o—Individual Oral Response

p—Individual Pointing Response

w—Individual or Group Written Response (Student page may be duplicated)

ob—Individual or Group Performance (Assessed by observation)

S—Supplemental List/Skill Sequence

R—Related List/Skill Sequence

C—Comprehensive List/Skill Sequence

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Codes: 2—Two Forms, o—Individual Oral Response, p—Individual Pointing Response, w—Individual or Group Written Response Student Page May be Duplicated), ob—Individual or Group Performance (assessed by Observation),  
S—Supplemental List/Skill Sequence, R—Related List/Skill Sequence, C—Comprehensive List/Skill Sequence



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## INTRODUCTION

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### **PURPOSE**

The *BRIGANCE® Comprehensive Inventory of Basic Skills—Revised (CIBS—R)* is designed primarily for use in elementary and middle schools. It can be a valuable resource in school programs emphasizing individualized instruction. The *CIBS—R* will be especially helpful in programs serving students with special needs.

The *CIBS—R*, the accompanying *Student Record Book*, and other components may be used:

1. **as an assessment instrument to identify**
  - a. what skills the student has mastered.
  - b. what skills the student has not mastered.
  - c. appropriate instructional objectives.
2. **as a diagnostic instrument to**
  - a. identify strengths and weaknesses.
  - b. obtain assessment data that can be used with other data to support a referral or diagnosis.
3. **as a recordkeeping and tracking system** that is efficient, ongoing, specific, and easily interpreted.
4. **as a tool for developing and communicating a student's individualized education program** that best meets the needs of the student.
5. **as a resource for curriculum and staff development.**
6. **as a standardized testing instrument when needed.**

In summary, the *CIBS—R* simplifies and combines the processes of assessing, diagnosing, recordkeeping, and instructional planning. Its use will provide continuity to your program and will document student progress.

### **PART OF THE BRIGANCE® SYSTEM**

This *CIBS—R* is part of the BRIGANCE assessment system—the elementary and middle school component. Other components of the BRIGANCE system and the population for which they were developed are as follows:

1. The *Inventory of Early Development—Revised* was developed for use with infants and children below the developmental level of seven years.
2. The *BRIGANCE Screens* were developed as quick screening assessments (12–15 minutes) for children from two years of age through the first-grade year. They include the following.
  - a. *Early Preschool Screen* with assessments for two-year-old and two-and-a-half-year-old children.
  - b. *Preschool Screen* with assessments for three-year-old and four-year-old children.
  - c. *K & 1 Screen—Revised* with assessments for children ending preschool/entering kindergarten, ending kindergarten/entering first grade, and those ending first grade/entering second grade.

Also available for use with the *Screens* are directions printed in Spanish and the *Technical Report for the BRIGANCE Screens*, detailing norming, standardization, reliability, and validity data, as well as additional guidelines for effective use of the *Screens*.

3. The *Assessment of Basic Skills—Spanish Edition* was developed for use with Spanish-speaking students from kindergarten through the eighth grade.
4. The *Inventory of Essential Skills* was developed for use with secondary-level students or adult learners with special needs.
5. The *Life Skills Inventory* was developed for use in vocational, secondary special education, ESL, and adult education programs.
6. The *Employability Skills Inventory* was developed for use in secondary, vocational, adult education, ESL, and job training programs.

## FEATURES

The *BRIGANCE® Comprehensive Inventory of Basic Skills—Revised (CIBS—R)*

1. **Is Comprehensive.** The *CIBS—R* includes 154 assessments in readiness, speech, listening, reading, spelling, writing, research and study skills, and math. (See the Table of Contents.) Its comprehensiveness provides a wealth of assessments from which to choose those that you anticipate will best meet your needs in each assessment situation.
2. **Is Criterion-Referenced.** The assessments are based on curriculum content and objectives. Thus, the results can be applied directly to planning and individualizing instruction.
3. **Is Text-Referenced.** Most of the skill sequences were developed by researching texts of different publishers to determine the sequence and the grade levels at which the skills are more frequently taught and when competency should be expected. Grade-level notations have been included as superscripts in the skill sequences, in the skill analyses on the examiner pages, and in the *Student Record Book*.
4. **Has Been Validated.** Many of the assessments in the *CIBS—R* were included in a national validation study conducted by Frances Page Glascoe, Ph.D., of Vanderbilt University, Nashville, Tennessee. For assessments that have been validated a ♦ is listed next to the title of the assessment. On these measures, if you plan to compare a student's performance to that of other students around the country, you will need to adhere strictly to the directions listed in the **DIRECTIONS** box for each assessment. For some validated assessments, specific scoring information is included in a box following the **DIRECTIONS**. If administered and scored correctly, you may turn to standardized scoring tables in the *Standardization and Validation Manual for the CIBS—R*, and look up the grade equivalent, percentile, and standard score according to the age of the child tested. Detailed information about the validation research can be found in the *Manual*.

To enable users of the *CIBS—R* to derive standard scores for many of the assessments, it was necessary to consecutively number items in the assessments that span several grade levels (e.g., reading comprehension, with passages ranging from primer through ninth-grade levels). For other assessments that are strictly designed as criterion-referenced assessments, the numbering system (1.a, b, c; 2. a, b, c) allows for the convenient identification of skills and/or grade levels and ease of presenting several items within a skill area that may or may not be in a developmental order.

5. **Has Two Forms for Some Assessments.** Fourteen assessments have two Forms—Form A and Form B. If needed, one Form may be used as a pretest and the alternate Form as a post test. Also, if validity of the results obtained from administering one Form is questionable, the alternate Form can be administered to confirm the validity of the results.
6. **Has an Easy-to-Follow Format.** When the assessments are to be administered on an individual basis, the *CIBS—R* can be opened to an assessment and placed on a table between the examiner and the student. The printed material on each page is then in the proper position for use.
7. **Does Not Require Rigid Administration Procedures.** Most of the assessments can be adapted to accommodate different assessment situations. Many of the assessments can be given either to individuals or to groups.
8. **Does Not Require Specialized Training in Testing.** The *CIBS—R* uses a direct approach to assessment. When used as an informal assessment instrument, it does not require the complex statistical procedures for deriving and interpreting results. The assessment procedures are simple; many of them can be administered, with supervision, by a paraprofessional.
9. **Does Not Require Specialized Materials.** The basic materials include the *CIBS—R*, the *Student Record Book*, a pencil for the student, and a pencil or pen of the appropriate color for recording the responses. Permission is granted to copy the student pages in the *CIBS—R* to facilitate either individual or group administration. If using the *CIBS—R* to derive standard scores including percentiles, a copy of the *Standardization and Validation Manual for the CIBS—R* will be needed.

(continues)

(continued)

10. **Simplifies and Integrates the Processes of Assessing/Diagnosing, Recordkeeping, and Instructional Planning.** See pages xii and xiv.
11. **Offers a Recordkeeping System That Is Efficient, Specific, and Easily Interpreted.** See **DIRECTIONS FOR RECORDING RESULTS AND IDENTIFYING OBJECTIVES IN THE STUDENT RECORD BOOK**, on page xiv, and **ILLUSTRATION OF THE RECORDKEEPING SYSTEM**, on page xv. A *Class Record Book* and IEP software are available as optional items.
12. **Was Designed to Meet Requirements of Programs Serving Students with Special Needs.** Most programs serving students with special needs are required to conduct an assessment that identifies the student's present performance level and the level to be achieved. The *CIBS—R* yields this type of data. See **Appendix B**, page 442.

## **GENERAL DIRECTIONS FOR CONDUCTING AN ASSESSMENT**

1. **Identify Skill Areas to Be Assessed:** The *Comprehensive Inventory of Basic Skills—Revised (CIBS—R)* is much too extensive to administer in its entirety. Thus, personnel using the instrument should keep the following questions in mind when selecting the assessments to be administered.
  - a. Which assessments are the most relevant to the immediate concern or the reason for referral?
  - b. Which assessments will be more likely to yield the most valuable data within the time allowed for conducting the assessment?
  - c. Which assessments can best be administered in a particular setting?
  - d. Which assessments meet program needs and requirements?
2. **Identify the Most Appropriate Skill Level Within the Sequence for Initiating the Assessment:** Some of the skill sequences have a range of several grade levels. Thus, in order to save time, you should review and evaluate any available student data to determine the most appropriate grade level for initiating an assessment. This data might include school placement, school history, performance data from previous assessments, reports from the teacher, or your observations. Plan to initiate the assessments at a skill level one grade below the anticipated grade performance.
3. **Select the Best Assessment Method:** Different assessment methods may be used to accommodate different situations. In addition to eliciting individual oral or written response, the *CIBS—R* offers a variety of possibilities: parent interview, teacher observation, group administration, and informal appraisal of the student's performance in daily schoolwork. For the best use of assessment time and the most valuable results, select the assessment method you believe will be the best for each particular situation. See pages xviii–xix for **RECOMMENDATIONS FOR MORE EFFECTIVE USE OF THE COMPREHENSIVE INVENTORY OF BASIC SKILLS—REVISED (CIBS—R)**.

4. **Organize Materials:** Have available the *CIBS—R*, the *Student Record Book* (or reproduced Supplemental and Related Lists/Skill Sequences) and a pencil or pen of the color to be used for recording. Check the examiner's page of each assessment to determine what additional **MATERIALS** will be needed, such as
  - a. pencil for the student
  - b. paper
  - c. timepiece
  - d. reproduced copies of the student pages
5. **Follow the Assessment Procedures (but adapt if appropriate):** The directions and procedures for each assessment should be followed unless there is reason to believe an adaptation will yield more valid results and provide helpful diagnostic information.

Adaptations should be considered when there is reason to believe the student has not performed a skill because of factors such as a lack of confidence, difficulty in understanding directions, speech or language problems, vision problems, or reading difficulties. However, when adaptations are made, they should not include coaching. You may wish to record what adaptations were made in the *Student Record Book*.
6. **Test Down or Test Up in a Skill Sequence According to the Student's Response:** If the student does not respond to an item or the response is incorrect, test down by going to lower-level items. Conversely, if it becomes obvious the items are much too easy, test up by skipping to higher-level items.
7. **Record the Assessment Data:** As you obtain information regarding the skill the student has mastered, record it in the *Student Record Book*. See pages xiv and xv for illustrations and explanations of recommended recording procedures. Record your observations and make diagnostic notes as appropriate—Quick/Slow to respond to these items; Lacked confidence when performing this skill; Needs more practice for mastery.

# FORMAT FOR AN ASSESSMENT PROCEDURE WITH A STUDENT PAGE

## STUDENT PAGE (Oriented for the student facing the examiner)

- ◆ Used in a composite score for Readiness.
  - Validated assessment. Standard scores may be derived.
- SKILL:** A general statement of the skill being assessed.
- STUDENT RECORD BOOK:** The page on which the skill is listed in the *Student Record Book*.
- CLASS RECORD BOOK:** The page on which the skill is listed in the *Class Record Book*.
- ASSESSMENT METHODS:** The means recommended for assessing.
- MATERIALS:** The materials needed for the assessment.
- DISCONTINUE:** The time frame, or criteria and suggestions for discontinuing the assessment.
- TIME:** The recommended length of time an assessment should take.
- ACCURACY:** The explanation of scoring criteria.
- NOTES:** Notations regarding observations, adaptations, supplemental and related skill sequences, diagnosing difficulties, alternative assessment methods, and references.
- STUDENT-PAGE FORMAT, SKILL ANALYSIS, AND ANSWERS:** The facsimile of the student page, the analysis of specific skills assessed, the answers for the student page, and grade-level notations.
- EXAMINER'S PAGE NUMBER:** The page number on which the skill, assessment method, directions, notes, and objectives are listed.

S-35 ©Curriculum Associates, Inc. Comprehensive Inventory of Basic Skills—Revised
A-19 Reads Numerals

7. 

98 001 16 88

6. 

08 99 39 17

5. 

59 50 44 42

4. 

40 37 28 23

3. 

18 17 11 19

2. 

01 9 7 8

1. 

5 3 4 2

12-35
14-16

① ♦ A-19 READS NUMERALS

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②—SKILL: Reads numerals to 100<sup>1</sup>, 5<sup>2</sup>, 10<sup>3</sup>, 20<sup>4</sup>, 40<sup>5</sup>, 60<sup>6</sup>, 80<sup>7</sup>, 100<sup>8</sup>.

③—STUDENT RECORD BOOK: Page 4.

④—CLASS RECORD BOOK: Page 10.

⑤—ASSESSMENT METHOD: Individual oral response.

⑥—MATERIALS: S-35.

⑦—DISCONTINUE: Your discretion, or after the first failure.

⑧—TIME: Your discretion.

⑨—ACCURACY: 4/4 (100%) for each skill.

⑩—NOTES:

1. **Alternate Assessment of Receptive Skill:** If the student cannot read the numerals (expressive skill), you may wish to ask the student to point to each numeral as you read it (receptive skill).

2. **Screen If Necessary:** If it appears that the student is having difficulty focusing on one group of numerals at a time because of visual stimuli from other groups on the page, you may wish to cut a "window" in a sheet of paper and cover the other groups.

3. **Number or Numeral:** Math programs are inconsistent in terminology used to refer to the printed symbol for a quantity—*number* or *numeral*. If you are aware the student is in a math program that uses *number* instead of *numeral*, make this change in the **DIRECTIONS**. If the student appears to be confused by one term, try using the alternate term.

⑪—STUDENT-PAGE FORMAT AND SKILL ANALYSIS FOR S-35

Reads numbers to:				
1. 100 <sup>1</sup> (5)	2	4	3	5
2. 5 <sup>2</sup> (10)	8	7	6	10
3. 10 <sup>3</sup> (20)	19	11	17	18
4. 20 <sup>4</sup> (40)	23	28	37	40
5. 40 <sup>5</sup> (60)	42	44	50	59
6. 60 <sup>6</sup> (80)	71	63	66	80
7. 100 <sup>7</sup> (100)	88	91	100	86

**DIRECTIONS**

This assessment is made by asking the student to read the numerals listed on S-35.

Point to S-35, and

Say: **Look at each numeral (number) and say its name. Begin here.**

Point to the numeral 2.

Point to each numeral and pause for the student's response.

If necessary, give encouragement.

**If you plan to derive standard scores including percentiles on this assessment, you must adhere strictly to the DIRECTIONS given.**

**BASAL:** None.

**CEILING:** 4 consecutive incorrect responses (one entire block of numerals).

**NOTES: (continued)**

4. **Supplemental Assessment:** See Section N, Numbers, on page 335, if you wish to assess more advanced math skills.

5. **Correlated BRIGANCE® Prescriptive Teaching Material:** Pages 233-59 of the *BRIGANCE® Prescriptive Readiness: Strategies and Practice*.

6. **References:** (See Bibliography, pages 446-49.)

Brigance (1991): 237      Linder: 107      McAfee: 246

**OBJECTIVE**

By \_\_\_\_ (date) \_\_\_\_, when shown four numerals in random order of a value of \_\_\_\_ (numeral) \_\_\_\_ or less, \_\_\_\_ (student's name) \_\_\_\_ will read them with 100% accuracy.

**OBJECTIVE**  
(STATED FOR PRETEST/POST-TEST COMPARISON):

By \_\_\_\_ (date) \_\_\_\_, \_\_\_\_ (student's name) \_\_\_\_ will increase the numerals he/she can read with an accuracy of 4/4 (100%) from \_\_\_\_ (highest numeral read in pretest) \_\_\_\_ to \_\_\_\_ (highest numeral to be read in post test) \_\_\_\_.

## EXAMINER'S PAGE (Assessment Procedure)

**STUDENT PAGE:** When the assessment is oral, the student works directly from this page. When the assessment is written by an individual or by a group, this page is reproduced in sufficient quantity so that each student works on a copy of the page.

- DIRECTIONS:** The recommended directions for assessing the particular skill. Suggested phrasing of instructions or questions is clearly labeled.
- PROCEDURE FOR EXAMINER PLANNING TO DERIVE STANDARD SCORES:** Special directions (when needed) and recommended Entry, Basal, and Ceiling are included.
- OBJECTIVE:** The objective for the skill being assessed is stated and is an available resource for developing an Individualized Education Plan (IEP).
- LETTER, NUMBER, AND TITLE:** The letter of the section, the number of the assessment in that section, and the title of the assessment.

## **DIRECTIONS FOR RECORDING RESULTS AND IDENTIFYING OBJECTIVES IN THE STUDENT RECORD BOOK**

The *Student Record Book*, which accompanies and correlates with the *Comprehensive Inventory of Basic Skills—Revised (CIBS—R)*, serves as a means of

1. tracking the progress of an individual student.
2. communicating information in the parent conference.
3. communicating student data to other school personnel.

**Color-Coding:** An ongoing, graphic, specific, and easily interpreted record of the student's performance level and progress can be developed by color-coding data recorded in the *Student Record Book*. This color-coding procedure consists of using a pencil and pens of different colors to circle the skills for which the student demonstrates mastery and underlining the skills set as objectives. See **ILLUSTRATION OF THE RECORDKEEPING SYSTEM**, on page xv.

### **Suggested Steps for Recording Assessment Data and Identifying Instructional Objectives:**

1. Record the first assessment by using a pencil to circle the numeral for all skills for which the student demonstrates mastery.
2. Use a blue pen to underline the numeral for all skills you wish to identify as objectives for the next instructional period.
3. To record the second assessment, use the blue pen to circle the numeral for all skills for which the student demonstrates mastery.
4. After completing the second assessment, use a red pen to underline the numeral for all skills you wish to identify as objectives to be mastered during the next instructional period.
5. To record the third assessment, use the red pen to circle the numeral for all skills for which the student demonstrates mastery. Make any notations you think would be appropriate or helpful such as observations or incorrect responses.

For various reasons, some skills will be skipped or omitted. This can be shown with a notation such as "DNA" to indicate "Did Not Administer."

**Alternate Recording Method:** If a student does not complete all items in a skill sequence, you may wish to record the performance as a fraction of the number of correct responses out of the number of items **attempted**, rather than recording the total number of items in the skill sequence. For example, if the assessment has a total of 70 items, such as those on O-1, page 344, "Addition Facts," and the student gives 55 correct responses out of 60 attempted, his/her performance may be recorded as 55/60 rather than 55/70.

### **Identifying Instructional Objectives for the Next Instructional Period:**

The student data obtained from an assessment can be used as baseline data for developing an Individualized Education Program (IEP). The skills immediately following those circled as mastered in a skill sequence are, in most cases, logical skills to be identified as objectives for the next instructional period.

These skills can be identified as instructional objectives by underlining them, or their numbers, with a pen of the designated color for recording the next assessment.

**Interpreting Information from the Student Record Book:** After following the above recommended recording procedures, you can interpret each skill record to determine

1. the student's performance level when first assessed (circled in pencil).
2. the student's progress shown by skills mastered between the first and second assessments (circled in blue).
3. the objectives identified for the student to master between the second and third assessments (underlined in red).

For example, the record on page xv is interpreted as follows:

1. The student demonstrated mastery of skills 1, 2 and 3 when the first assessment was made in September.
2. Skills 4 and 5 were identified as objectives, and mastery was obtained between Sept. 18 and January 23.
3. Skill 6 was identified as an objective to be attained between January 23 and April 10.

## ILLUSTRATION OF THE RECORDKEEPING SYSTEM

### Sample from page 1 of the *Student Record Book*

Evaluation	Color	Date	Examiner
1st	Pencil	9/18/98	Murphy
2nd	Blue	1/22/99	Murphy
3rd	Red	4/8/99	Murphy
4th	Black		
5th	Green		
6th	Purple		
Comments:			

### Explanation of Recording Procedure

1. The date of the first assessment and all assessment data are recorded in pencil. Skills for which mastery is demonstrated are circled, using the pencil.
2. The date for the second assessment is recorded in blue. Objectives set for mastery by the date of the second assessment date are underlined in blue.
3. Assessment data for the second assessment are recorded by circling the skills for which mastery is demonstrated, using the blue pen.
4. The date of the third assessment is recorded in red. Objectives set for mastery by the date of the third assessment are underlined in red.
5. This procedure is repeated, using pens of the different colors in the order listed.

### Skills for which mastery was demonstrated after the second evaluation

P-2	354	<b>ADDITION OF WHOLE NUMBERS: Adds whole numbers with</b>		
		<sup>1</sup> ①. 2 digits without regrouping <sup>2</sup> ②. 2 digits with 1 regrouping	<sup>3</sup> ③. 3 digits without regrouping <sup>3</sup> <u>④</u> . 3 digits with 1 regrouping	<sup>5</sup> <u>⑤</u> . 3 digits with 2 regroupings <sup>4</sup> <u>⑥</u> . 4 digits with 3 regroupings <sup>5</sup>
Assessment procedure letter and number	Page in <i>Inventory</i> to use for assessing this skill sequence	This numeral indicates that the following skills are normally introduced in the third grade. Skills listed prior to this numeral are normally introduced prior to the student entering the third grade.		This numeral indicates that all the skills have normally been achieved before the fifth grade.

## THE CLASS RECORD BOOK—AN OPTIONAL ITEM

In some programs or situations, the teacher may find the *Class Record Book*, which accompanies and correlates with the *Comprehensive Inventory of Basic Skills—Revised (CIBS—R)*, to be a helpful resource. The *Class Record Book* makes it possible to compile the data for an entire class.

As illustrated in the right column, the skills assessed by the *CIBS—R* are listed across the top of the pages. Students' names can be listed on the cover flap. The flap can be folded over to show the names on each page as it is used. Space for the students' names is also provided on the left side of each double page.

By using recording symbols such as those shown in the illustration, the *Class Record Book* can be used to identify those students who have the same instructional objectives and those who might be grouped for instructional purposes.

## Procedure for Recording

1. For each student, place an X in any box for which mastery of the skill was demonstrated during the assessment.
2. Then, place a dot in any box to identify a skill that has been assessed and set as an objective.

An analysis of the entry of dots in a specific skill column enables any personnel working with the students to determine quickly those students who might be grouped for instructional purposes.

3. When instruction for the skill has begin initiated, draw a diagonal slash mark across the skill box to indicate that the skill has been introduced.
4. When a student has mastered the skill set as an objective, draw a second diagonal slash mark to form an X in the skill box.

Using these recording procedures in the *Class Record Book* makes it possible, by examining the recording symbols, to quickly determine the progress of any and all students in the program.

Obviously, maintaining a dual recordkeeping or tracking system will require more time. Thus, the *Class Record Book* is considered an optional item to be used in programs in which it might be helpful or in which class records are required.

### Sample from the *Class Record Book*

[illegible]



## USING PARTS OF THE COMPREHENSIVE INVENTORY OF BASIC SKILLS—REVISED (CIBS—R) TO MEET STANDARDIZED TESTING REQUIREMENTS

When a school program or system requires formal standardized testing, the newly validated portions of the *CIBS—R* are well suited to meet such needs. Some of the questions that may arise are addressed below.

- 1. Why have some assessments in this revised edition been validated for use as standardized testing?** Certain assessments were selected for validation and standardization. The entire readiness test was selected because it is widely used to decide if at-risk students and those with special needs are ready for kindergarten. Other assessments were chosen because they measure some of the most critical school or survival skills (e.g., the ability to sound out words, comprehend what is read, understand what is said, communicate clearly, understand number relationships, construct a meaningful and legible sentence, and so forth).
- 2. When should I use the *CIBS—R* as an informal assessment instrument and when should I use it for formal standardized testing?** Most teachers will use the *CIBS—R* in an informal manner—as a way to identify skills for which a student needs particular assistance to select curricular materials, and to monitor progress. The formal administration of the *CIBS—R* is needed when a student is having significant academic difficulty or tremendous academic success and is receiving an evaluation or reevaluation for special services. In these cases, the validated portions of the *CIBS—R* may be used to partially fulfill eligibility and annual reevaluation criteria. The validated version may also be used when it is necessary to know the specific grade level or percentile at which a student is performing.
- 3. Can't I use the *CIBS—R* as an informal assessment instrument and still derive valid standard scores? Why is it important to follow standardized administration procedures rigidly in order to obtain valid normed scores?** When the *CIBS—R* was validated, it was administered to hundreds of children around the United States. Each student was given the *CIBS—R* in exactly the same way so that the scores could be combined and it was possible to determine what was average and what was not. Thus, if you want to know whether your student is performing like most other students, it is only fair to give the same test that other students were given. If you alter the directions or scoring and

then use the norms established for the *CIBS—R*, you are likely to end up with excessively high or excessively low scores. This can lead to serious mistakes about grade placement, classroom modifications, mainstreaming, selection of curricular materials, and so forth.

- 4. What parts have been validated to use for standardized testing?** All twenty-seven assessments in the Readiness section and ten assessments in the areas of basic reading, reading comprehension, math, written expression, and listening were selected for use when standard scores are required. The validated portions of the *CIBS—R* are indicated by a ♦ next to the title of the assessment and also in the table of contents.
- 5. Where do I find the information needed to use parts of the *CIBS—R* for standardized testing?** Directions for administration are listed in a box on the appropriate pages. When there are specific scoring instructions, these are listed in a separate box.
- 6. Where do I find the information needed to convert raw scores to standardized scores and where do I record them?** Reproducible standardized scoring sheets for this edition of the *CIBS—R* can be found in the *Standardization and Validation Manual for the CIBS—R*. The same scoring sheets are also available in 30-packs of triplicate-copy forms—one for converting raw scores on the readiness assessments and another for scores on the validated portions of the *CIBS—R* for first-grade through sixth-grade students. Write the raw score in the appropriate column. Then find the correct table in the *Manual* for the child's chronological age to convert the raw scores to quotients. In the column below the name of each assessment you will see quotients. Locate your student's raw score in either the far left or far right column and then follow the row in which the raw score appears to find the quotient for that assessment. Other tables in the *Manual* are used to convert quotients to percentiles, and to determine grade-equivalent and age-equivalent scores. Composite scores in the areas of general knowledge and language, gross-motor skills, graphomotor and writing skills, reading, and math can also be derived and recorded for the readiness assessments. Similarly, standard scores for the first-grade through sixth-grade assessments can be derived and recorded to produce composite scores for basic reading, reading comprehension, math, written expression, and listening. More detailed directions are listed in the *Manual*.

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## RECOMMENDATIONS FOR MORE EFFECTIVE USE OF THE COMPREHENSIVE INVENTORY OF BASIC SKILLS—REVISED (CIBS—R)

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### DO

1. Select only the skill sequences that you believe will be the most likely to yield helpful information and to be an efficient use of time.
2. Adapt the *CIBS—R* to best accommodate the needs of the student and your program.
3. Closely follow standardized administration procedures in order to obtain valid normed scores.
4. Strive to initiate an assessment at a level in the skill sequence that will promote a feeling of success for the student.
5. Identify skills in a skill sequence that are not administered because they are too easy (far below the student's skill level) by writing "DNA" (Did not administer) beside the skills in the *Student Record Book*.
6. Give an example or demonstrate the type of response expected if it appears the student does not understand the **DIRECTIONS**.
7. Rephrase verbal **DIRECTIONS** if this will help elicit the skill being assessed.
8. Give credit for skills that you know the student can perform well, perhaps because you have observed the student performing the skill in a functional manner in his/her environment.
9. When possible, check to be sure that the student who is able to perform certain skills during the assessment is also able to apply those skills to daily activities.
10. If performance or mastery of a skill is considered marginal or at the emerging level, don't give credit. Identify the skill as an objective and make a notation such as "Skill is at the emerging level. More practice needed for functional mastery."

### DO NOT

1. Never plan to use all of the assessments with a student.
2. Don't assume the assessment procedures have to be adhered to rigidly in order to be used effectively for criterion-referenced, informal testing. Allow for individual differences.
3. Don't vary standardized administration procedures when seeking valid normed scores.
4. Don't initiate or continue the assessment at a level that frustrates the student.
5. Don't waste time assessing skills that are far below the student's performance or skill level.
6. Don't hesitate to demonstrate how an item is to be performed if it appears that the student is not performing because the **DIRECTIONS** are not understood.
7. Don't coach, but be prepared to rephrase the **DIRECTIONS** if the student is having difficulty because of the vocabulary used in the **DIRECTIONS**.
8. Don't ignore other available sources of student data that might provide a more valid and comprehensive sampling of the student's functional and achievement level than can be obtained in a more formal assessment.
9. Don't assume that the student will apply or perform a skill in a functional manner in his/her environment just because mastery of the skill is demonstrated during the assessment.
10. Don't give credit for a skill if mastery is at the emerging or marginal level. Don't give credit if mastery is questionable.

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## DO

11. When a comprehensive assessment is needed, conduct it in several sessions, each session no longer than the student's attention span, and when the student is most alert.
12. When the amount of visual material on the student's page appears to distract the student, "screen" part of the page or cut a copy of the student page so that the items can be presented one at a time.
13. Use your discretion to adapt the methods of assessment in order to obtain the most efficient and valid results. However, if you are planning to compare a student's performance to that of other students, you must adhere strictly to the **DIRECTIONS** and scoring methods listed in the boxes regarding entry levels, basals, and ceilings.
14. Identify instructional objectives that are appropriate for the student's achievement levels and that meet his/her greatest needs.
15. Direct your teaching strategies toward helping the student master an objective or skill in a functional manner.
16. Use the grade-placement tests in the *CIBS—R* to quickly identify the student's general skill and achievement levels. Or, use the *CIBS—R* Screener to decide if additional testing is needed (see page xx).
17. Become familiar with the assessment procedures so that they can be administered in a natural manner.

## DO NOT

11. Don't conduct assessment procedures for long periods of time or when the student doesn't seem alert.
12. Don't assume that failure to respond correctly to an item indicates a lack of mastery if it appears the student is experiencing difficulty focusing on an item.
13. Don't waste time making individual assessments if observation or group administration will achieve similar or perhaps more valid results.
14. Don't identify a skill as an instructional objective unless there is reason to believe it is appropriate for the student and that it will meet the student's needs.
15. Don't use teaching strategies that only lead to "parroting" the correct response(s) to an assessment item. Teach for real meaning.
16. Don't interpret the scores on the grade placement tests as absolute. They are too abbreviated and assess only a limited number of skills within a given area.
17. Don't read **DIRECTIONS** or questions verbatim or in an awkward manner. Keep the assessments moving comfortably and informally.

## **CIBS—R SCREENER**

Teachers, guidance counselors, and school diagnosticians often need to quickly view a student's performance in order to decide if additional testing is indicated. To assist with this task, you may use the CIBS—R Screener, which consists of three assessments from the first-grade through sixth-grade battery. These assessments are F-2, Comprehends Passages at (Primer–Ninth Grade) Level, J-3, Sentence-Writing Grade-Placement Test, and M-1, Computational Skills Grade-Placement Test. Norms (percentiles, grade equivalents, age equivalents, and standard scores) are provided in the *Standardization and Validation Manual for the CIBS—R* for each assessment. In addition, if these three tests are timed during their administration, separate scores for Information Processing can be obtained. These tests are highly correlated with overall school performance. The CIBS—R Screener provides an accurate, quick picture of a student's need for further testing.

The CIBS—R Screener assessments are identified by a → in the *CIBS—R* and in the accompanying *Student Record Book*. Scores can be conveniently recorded on the *CIBS—R Standardized Scoring Sheet for the First-Grade through Sixth-Grade Assessments* (available as a reproducible in the *Manual* or separately in 30-packs of 3-part carbonless scoring sheets). See page 18 in the *Manual* for information about administering and scoring the CIBS—R Screener.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Examiner: \_\_\_\_\_

## Form A

**DIRECTIONS:** Read the story below. Then answer each question about the story by circling the letter of the best answer.

As Raul approached the lake, he felt lucky. Maybe he would catch twice as many fish today as he did last time.

He cast his line into the lake. His hook disappeared into the water.

He waited about two minutes. Then he began to pull on his line. He knew something heavy was on his line. Out of the water came an old boot filled with mud.

26. Raul was fishing in a
  - a. river.
  - b. lake.
  - c. mud hole.
27. What happened first?
  - a. An old boot appeared out of the water.
  - b. Raul waited about two minutes.
  - c. Raul's hook disappeared into the water.
28. Raul knew there was something heavy on his line because
  - a. he felt lucky.
  - b. his line was hard to pull.
  - c. he was very good at catching fish.
29. In this story, the word *cast* means
  - a. to feel lucky and go fishing.
  - b. to pull or fill.
  - c. to throw or flip.
30. A good title for this story would be
  - a. Fishing in the Lake
  - b. My Lucky Day
  - c. The Fishing Boat

## → ❖F-2f COMPREHENDS AT LOWER THIRD-GRADE LEVEL—FORM A

**SKILL:** Reads at lower third-grade level with comprehension.

**STUDENT RECORD BOOK:** Page 12.

**CLASS RECORD BOOK:** Page 18.

**ASSESSMENT METHODS:** (See pages 131–32.) Individual oral response; individual or group written response; nonreader assessment (oral response).

**MATERIALS:**

- S-148.
- Copy of S-148 and a pencil.

**DISCONTINUE:** Your discretion, or after failing to score with at least 80% comprehension accuracy on Form A or Form B for two consecutive levels.

**TIME:** Your discretion.

**ACCURACY:** At least 4/5 (80%) or 7/10 (70%) comprehension accuracy for each grade level. (See Introduction, pages 132–33, for discussions of accuracy and validity.)

**Rate of Reading:** When there is a need to assess a student's reading rate, refer to the directions given in the first box on page 131.

**QUESTIONS AND ANSWERS FOR S-148—FORM A**

Form A

- Raul was fishing in a  
(b. lake.)
- What happened first?  
(c. Raul's hook disappeared into the water.)
- Raul knew there was something heavy on his line because  
(b. his line was hard to pull.)
- In this story, the word *cast* means  
(c. to throw or flip.)
- A good title for this story would be  
(a. Fishing in the Lake)

**DIRECTIONS**

This assessment is made by asking the student to read silently one of the two stories, Form A on S-148 or Form B on S-149, for the lower third-grade level and answer the five multiple-choice questions with at least 80% comprehension accuracy.

**Individual Oral Response:**

Point to the story on S-148—Form A, and

Say: **I want you to read this story silently. After you have read the story, read each question and tell me the letter of the best answer.**

If necessary, give help reading the proper nouns.

If you wish to confirm the validity of the results obtained administering one Form, use the alternate Form. (See pages 132–33, for further discussion of accuracy and validity.)

Continue the assessment at higher or lower grade levels until you determine the highest grade level at which the student can read with 80% comprehension accuracy.

**Individual or Group Written Response:**

See pages 131–32 for individual or group written assessment procedures.

**Nonreader Assessment (Oral Response):** See page 132 for assessment procedures for nonreaders.

**If you plan to derive standard scores including percentiles, you must refer to the procedures for administering this assessment given in the second box on page 131.**

**OBJECTIVE**

By \_\_\_\_\_ (date) \_\_\_\_\_, when given a Fry-referenced story with a lower third-grade level, textbook-criterioned vocabulary of sixty-seven words, \_\_\_\_\_ (student's name) \_\_\_\_\_ will read the story silently and then silently read five multiple-choice questions and identify, by circling or orally stating, the best answer with a comprehension of at least 4/5 (80%) accuracy.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Examiner: \_\_\_\_\_

## FORM A

DIRECTIONS: Read each of the problems. Do as many as you can.  
Write your answers in the blanks.

1. Dan has 5 yellow cars. He has 3 red cars. How many cars does he have? \_\_\_\_\_ cars
2. There are 9 birds in a tree. Five fly away. How many birds are left? \_\_\_\_\_ birds
3. Carl had 5 dimes in his pocket. He had 3 dimes in his hand. He gave May 2 dimes. How many dimes does he have left? \_\_\_\_\_ dimes
4. Amy reads 25 minutes each day. She has read 14 minutes. How many more minutes does she need to read? \_\_\_\_\_ minutes
5. Sue has \$25.00. She wants to buy a shirt that costs \$14.00 and a gift that costs \$15.00. How much more money does she need to buy the shirt and gift? \$ \_\_\_\_\_
6. Tony had \$17.00. He bought 3 baseball cards that cost \$4.00 each. How much money did he have left? \$ \_\_\_\_\_
7. Maria bought 3 T-shirts for \$9.00 each. Then she bought a hairbrush for \$4.50. She had \$2.50 left. How much money did she have before she went shopping? \$ \_\_\_\_\_
8. The class was divided into 4 teams. Each team had 5 players. The remaining class members—Ty, Keesha, and Sam—served as scorekeepers. How many students were in the class?  
\_\_\_\_\_ students in class

## ❖M-2 PROBLEM-SOLVING GRADE-PLACEMENT TEST—FORM A

**SKILL:** Comprehends and computes word problems at grade level (first through eighth).

**STUDENT RECORD BOOK:** Page 31.

**CLASS RECORD BOOK:** Page 35.

**ASSESSMENT METHOD:** Individual or group written response.

**MATERIALS:** Copy of S-330 and S-331—Form A, or S-332 and S-333—Form B, a pencil, and scratch paper.

**DISCONTINUE: Individual:** After determining the highest grade level at which the student can solve at least one of the two word problems.

**Group:** When it appears the majority of the students have had as much time as they can use profitably.

**TIME:** Your discretion or approximately fifteen minutes.

**ACCURACY:** Give credit for the highest grade level at which at least one of the two word problems is solved correctly.

**NOTES:**

1. **Purpose:** See page 323.
2. **Level at Which Assessment Should Be Initiated:** See page 323.
3. **Two Forms:** See page 323.
4. **Use of Scratch Paper:** See page 324.
5. **Composition of Math Grade-Placement Assessments:** See page 324.

**GRADE LEVELS AND ANSWERS FOR S-330—FORM A**

Grade 1	
1. 8 cars	2. 4 birds
Grade 2	
3. 6 dimes	4. 11 minutes
Grade 3	
5. \$4.00	6. \$5.00
Grade 4	
7. \$34.00	8. 23 students

### DIRECTIONS

This assessment is made by asking the student to solve as many of the problems on Form A or Form B as possible.

Give each student a copy of S-330 and S-331—Form A, a pencil, and scratch paper. Point out the **DIRECTIONS** to the student.

Say: **When I tell you to begin, read each of the problems. Do as many as you can. Write your answers in the blanks.**

If necessary, give help understanding the **DIRECTIONS**.

When it appears the student understands and is ready to begin,

Say: **Begin working the problems. Keep working until you are finished or I tell you to stop.**

***If you plan to derive standard scores including percentiles on this assessment, you must adhere strictly to the DIRECTIONS given with the following exceptions:***

For students in grades 1–3,

Say: **I am going to read some math problems to you. You can read along on your paper. You can use scratch paper if you need it. When you have an answer, write it in the space next to the problem. You may reread the problem once.**

For students in grades 4–6,

Say: **When I tell you to begin, read each of the word problems. If you have trouble reading the words, please raise your hand and I will help you read them. Do as many problems as you can. Write your answers in the blanks.**

**ENTRY:** for grades 1–3 start with item 1; for grades 4–6 with item 3.

**BASAL:** 2 consecutive correct responses.

**CEILING:** 2 consecutive incorrect responses.



DIRECTIONS: Read the words in each box. Write a sentence using all the words. You may add other words and endings to the words so that your sentence makes sense. Study the EXAMPLE.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Examiner: \_\_\_\_\_

EXAMPLE: swam fish little The little fish swam.

1.

a. cat \_\_\_\_\_  
 play \_\_\_\_\_  
 fun \_\_\_\_\_

b. my \_\_\_\_\_  
 dog \_\_\_\_\_  
 see \_\_\_\_\_

2.

a. time \_\_\_\_\_  
 eat \_\_\_\_\_  
 soon \_\_\_\_\_

b. car \_\_\_\_\_  
 blue \_\_\_\_\_  
 fast \_\_\_\_\_

## →❖J-3 SENTENCE-WRITING GRADE-PLACEMENT TEST

**SKILL:** Constructs and writes sentences at grade level (first through eighth).

**STUDENT RECORD BOOK:** Page 27.

**CLASS RECORD BOOK:** Page 29.

**ASSESSMENT METHOD:** Individual or group written response.

**MATERIALS:** Copy of S-273, S-274, S-275, and S-276, and a pencil.

**DISCONTINUE:** Your discretion.

**Individually:** After determining the highest grade level at which the student can write at least one of the two sentences.

**Group:** When it appears the majority of the students (approximately 80%) have been allowed as much time as they can use profitably.

**TIME:** Your discretion.

**ACCURACY:** Using local standards and expectations, give credit for the highest grade level at which the student writes at least one acceptable sentence. (See **NOTE 3**.)

**NOTES:**

- 1. Purpose of This Assessment:** This assessment provides a quick estimate of the highest grade level of vocabulary the student can read and use to construct sentences accurately.
- 2. Determining Level at Which the Assessment Should Be Initiated:** In order to make more effective use of assessment time, you may wish to initiate the assessment either at a level comparable to the student's estimated achievement, or one grade level below the level the student achieved on the D-1, Word Recognition Grade-Placement Test, on page 114.
- 3. Text-Referencing and Selection of Words:** The words included for a designated grade level are words introduced at or below that grade level by at least three of the six spelling programs listed on page 449.

(continues on page 274)

**GRADE LEVELS AND WORDS FOR S-273**

First Grade	Second Grade
1. a. cat    play    fun	2. a. time    eat    soon
b. my    dog    see	b. car    blue    fast

**DIRECTIONS**

This assessment is made by asking the student to use the words in each box on S-273–S-276 to construct and write a sentence. See **NOTE 2** regarding the level for initiating the assessment.

**Individual Written Response:** Give the student a copy of S-273, S-274, S-275, and S-276 (appropriate levels for grade) and a pencil. Point out the **DIRECTIONS** to the student.

Say: **I want you to read the words in (box number and letter). Then write a sentence using all the words. You may add other words and endings to words so that your sentence makes sense.**

If the student writes an acceptable sentence using the “a” words of a level, have him/her proceed to the “a” words of the next higher level. If the student has difficulty in writing a sentence with the “a” words, direct him/her to the “b” words of the same level. If the student is unable to write the second sentence of the level, direct him/her to the “a” words of the preceding level.

**Group Written Response:** Give the student a copy of S-273, S-274, S-275, and S-276 (appropriate levels for grade) and a pencil.

Direct the student's attention to the **DIRECTIONS**, and

Say: **Read the words in each box. Write a sentence using all the words. You may add other words and endings to words so that your sentence makes sense.**

Give help understanding the **DIRECTIONS**, if needed.

Allow the student to use either manuscript or cursive writing. Do not give help reading the words or spelling the words the student wants to use in constructing the sentences. (See **NOTE 4** on page 274.)

***If you plan to derive standard scores including percentiles on this assessment, you must adhere strictly to the directions on page 269 for procedures for administering the assessment, whether timing to determine the writing rate, or just to view the student's written language skills.***

## P. SUPPLEMENTAL AND RELATED LISTS/SKILL SEQUENCES

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Examiner: \_\_\_\_\_

### Supplemental Skill Sequences and Related Lists for Computation of Whole Numbers

See Appendix C, page 443, for explanations and uses.

#### P-2Ra COMPREHENDS ADDITION VOCABULARY: Comprehends:

- |             |                |                 |           |
|-------------|----------------|-----------------|-----------|
| 1. add      | 5. column      | 9. digit        | 13. plus  |
| 2. addition | 6. combine     | 10. increase    | 14. sum   |
| 3. addend   | 7. compute     | 11. join        | 15. total |
| 4. check    | 8. computation | 12. place value | 16. tally |

#### P-2Rb ADDITION OF WHOLE NUMBERS WITH CALCULATOR: (See P-2, Addition of Whole Numbers, page 354.) Uses calculator to compute addition of

- |   |   |  |
|---|---|--|
| <sup>1</sup> 1. 2 digits without regrouping | <sup>3</sup> 4. 3 digits without regrouping | 5. 3 digits with 2 regroupings                           |
| <sup>2</sup> 2. 2 digits with 1 regrouping  | <sup>3</sup> 4. 3 digits with 1 regrouping  | <sup>4</sup> 6. 4 digits with 3 regroupings <sup>5</sup> |

**P-2C ADDITION OF WHOLE NUMBERS (Comprehensive):** (See P-2, Addition of Whole Numbers, page 354.) The skills in boldface type are the same skills that are assessed in P-2 and are referred to as “milestone” skills. The additional skills listed below are considered “intermediate” and, combined with the “milestone” skills, can be used to conduct a more comprehensive assessment. Adds:

- |  |  |
|--|--|
| <sup>1</sup> 1. 2 digits to 1 digit without regrouping | 6. <b>3 digits without regrouping (3)</b>                          |
| 2. 2 digits to 1 digit with regrouping                 | <sup>3</sup> 7. <b>3 digits with 1 regrouping (4)</b>              |
| 3. <b>2 digits without regrouping (1)</b>              | 8. <b>3 digits with 2 regroupings (5)</b>                          |
| <sup>2</sup> 4. <b>2 digits with 1 regrouping (2)</b>  | <sup>4</sup> 9. <b>4 digits with 3 regroupings<sup>5</sup> (6)</b> |
| 5. 2 digits with regrouping ones and tens              |  |

#### P-3Ra COMPREHENDS SUBTRACTION VOCABULARY: Comprehends:

- |                |              |                 |                |                 |               |
|----------------|--------------|-----------------|----------------|-----------------|---------------|
| 1. subtract    | 4. take away | 7. column       | 10. less than  | 13. minuend     | 16. regroup   |
| 2. subtraction | 5. minus     | 8. digit        | 11. decrease   | 14. place value | 17. rename    |
| 3. subtrahend  | 6. check     | 9. greater than | 12. difference | 15. prove       | 18. remainder |

#### P-3Rb SUBTRACTION OF WHOLE NUMBERS WITH CALCULATOR: (See P-3, Subtraction of Whole Numbers, page 355). Uses calculator to compute subtraction of

- |   |   |  |
|---|---|--|
| <sup>1</sup> 1. 2 digits without regrouping | <sup>3</sup> 4. 3 digits without regrouping | 5. 3 digits with 2 regroupings                           |
| <sup>2</sup> 2. 2 digits with 1 regrouping  | <sup>3</sup> 4. 3 digits with 1 regrouping  | <sup>4</sup> 6. 4 digits with 3 regroupings <sup>5</sup> |

Codes: S—Supplemental List/Skill Sequence R—Related List/Skill Sequence C—Comprehensive List/Skill Sequence

Student's Name \_\_\_\_\_

## STUDENT RECORD BOOK

BRIGANCE® Diagnostic

# COMPREHENSIVE INVENTORY OF BASIC SKILLS

REVISED

by Albert H. Brigance



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# STUDENT RECORD BOOK

Student's Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_ Telephone: \_\_\_\_\_  
 Parents: \_\_\_\_\_ School/Program: \_\_\_\_\_  
 Home Address: \_\_\_\_\_ Address: \_\_\_\_\_  
 Comments: \_\_\_\_\_

## RECORDING PROCEDURES AND COLOR CODE

Mark each evaluation in a different color to develop a graphic profile of progress.

- **Circle** skills for which mastery is demonstrated.
- **Underline** objectives to be mastered by the next evaluation with the next color as listed below.
- See page xv of the *Comprehensive Inventory of Basic Skills—Revised* for further discussion.

## Testing Observations

Write the letters “S” or “N” and circle “Yes” or “No” in the designated box to describe the student’s responses during testing. Use a pencil or pen of the color indicated on the left.

S—Satisfactory    N—Needs to improve

<i>Evaluation</i>	<i>Color</i>	<i>Date</i>	<i>Examiner</i>	<i>Cooperation</i>	<i>Persistence</i>	<i>Attention Span</i>	<i>Concentration</i>	<i>Confidence</i>	<i>Rapport</i>	<i>Apparently Good Hearing</i>	<i>Apparently Good Vision</i>
1st	Pencil									Yes   No	Yes   No
2nd	Blue									Yes   No	Yes   No
3rd	Red									Yes   No	Yes   No
4th	Black									Yes   No	Yes   No
5th	Green									Yes   No	Yes   No
6th	Purple									Yes   No	Yes   No
Comments:											

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15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

## F. READING COMPREHENSION (CONTINUED)

Assessment Page

→❖F-2a 141–163  
through  
F-2m

**COMPREHENDS PASSAGES:** Reads a selection and answers questions with at least 80% comprehension accuracy. (Circle letter for grade levels with at least 80% comprehension accuracy.) If you plan to derive standard scores, circle the numbers of all items answered correctly.

**FORM A:**

- |  |   |   |
|--|---|---|
| <p>a. Primer (page 141)<br/>1. 2. 3. 4. 5.</p> <p>b. Lower First Gr. (page 142)<br/>6. 7. 8. 9. 10.</p> <p>c. Upper First Gr. (page 143)<br/>11. 12. 13. 14. 15.</p> <p>d. Lower Second Gr. (page 144)<br/>16. 17. 18. 19. 20.</p> <p>e. Upper Second Gr. (page 146)<br/>21. 22. 23. 24. 25.</p> | <p>f. Lower Third Gr. (page 148)<br/>26. 27. 28. 29. 30.</p> <p>g. Upper Third Gr. (page 150)<br/>31. 32. 33. 34. 35.</p> <p>h. Fourth Gr. (page 152)<br/>36. 37. 38. 39. 40.</p> <p>i. Fifth Gr. (page 154)<br/>41. 42. 43. 44. 45.</p> <p>j. Sixth Gr. (page 156)<br/>46. 47. 48. 49. 50.</p> | <p>k. Seventh Gr. (page 158)<br/>51. 52. 53. 54. 55.</p> <p>l. Eighth Gr. (page 160)<br/>56. 57. 58. 59. 60.</p> <p>m. Ninth Gr. (page 162)<br/>61. 62. 63. 64. 65.</p> |
|--|---|---|

**FORM B:**

- |  |   |   |
|--|---|---|
| <p>a. Primer (page 141)<br/>1. 2. 3. 4. 5.</p> <p>b. Lower First Gr. (page 142)<br/>6. 7. 8. 9. 10.</p> <p>c. Upper First Gr. (page 143)<br/>11. 12. 13. 14. 15.</p> <p>d. Lower Second Gr. (page 145)<br/>16. 17. 18. 19. 20.</p> <p>e. Upper Second Gr. (page 147)<br/>21. 22. 23. 24. 25.</p> | <p>f. Lower Third Gr. (page 149)<br/>26. 27. 28. 29. 30.</p> <p>g. Upper Third Gr. (page 151)<br/>31. 32. 33. 34. 35.</p> <p>h. Fourth Gr. (page 153)<br/>36. 37. 38. 39. 40.</p> <p>i. Fifth Gr. (page 155)<br/>41. 42. 43. 44. 45.</p> <p>j. Sixth Gr. (page 157)<br/>46. 47. 48. 49. 50.</p> | <p>k. Seventh Gr. (page 159)<br/>51. 52. 53. 54. 55.</p> <p>l. Eighth Gr. (page 161)<br/>56. 57. 58. 59. 60.</p> <p>m. Ninth Gr. (page 163)<br/>61. 62. 63. 64. 65.</p> |
|--|---|---|

**READING RATE** (Optional) See page 131 for directions for timing the reading passages. Refer to the *Standardization and Validation Manual for the CIBS-R* to convert raw scores to quotients and to grade/age equivalents.

Primer Passage: _____ seconds	Fourth-Grade Passage: _____ seconds
Lower First-Grade Passage: _____ seconds	Fifth-Grade Passage: _____ seconds
Upper First-Grade Passage: _____ seconds	Sixth-Grade Passage: _____ seconds
Lower Second-Grade Passage: _____ seconds	Seventh-Grade Passage: _____ seconds
Upper Second-Grade Passage: _____ seconds	Eighth-Grade Passage: _____ seconds
Lower Third-Grade Passage: _____ seconds	Ninth-Grade Passage: _____ seconds
Upper Third-Grade Passage: _____ seconds	

# J. WRITING (CONTINUED)

Assessment Page

→❖J-3	273–276	<b>SENTENCE-WRITING GRADE-PLACEMENT TEST: Constructs and writes sentences at grade level.</b> Number of sentences <i>completed</i> in 120 seconds: _____ Refer to the <i>Standardization and Validation Manual for the CIBS-R</i> to convert raw scores to quotients and to grade/age equivalents. Highest grade level (page 273) (page 274) (page 275) (page 276) using “a” words: 1. First 2. Second 3. Third 4. Fourth 5. Fifth 6. Sixth 7. Seventh 8. Eighth Highest grade level using “b” words: 1. First 2. Second 3. Third 4. Fourth 5. Fifth 6. Sixth 7. Seventh 8. Eighth							
J-4	277–279	<b>QUALITY OF WRITING—MANUSCRIPT AND CURSIVE:</b> Writes manuscript with acceptable 1. slant 2. size 3. shape 4. spacing 5. alignment 6. neatness Writes cursive with acceptable 1. slant 2. size 3. shape 4. spacing 5. alignment 6. neatness							
J-5	280	<b>WRITES PERSONAL DATA: Reads personal data form and legibly writes</b> 1. Name 4. Address 7. Grade 10. Parent(s) or Guardian(s) 12. Name of Family Physician 2. Age 5. Telephone 8. Teacher 11. In Case of an Emergency, Contact 13. Signature 3. Date of Birth 6. School 9. Room							
J-6	281–282	<b>CAPITALIZATION—Level I (3rd grade and below): Capitalizes</b> <b>Note:</b> Listed below are each skill, the items assessing the skill, and the number of occurrences of the skill. 1. Beginnings of sentences: items 1–13 (13) 24. Days of the week: items 3–5 (3) 37. Streets and roadways: items 6–8 (3) 10. Countries: items 9–11 (3) 2. Pronoun <i>I</i> : items 1–3 (3) 5. Special days: items 4–6 (3) 8. Cities: items 7–9, 12 (4) 11. Titles of people: items 10–13 (4) 3. Names of people: items 2–4, 10–13 (7) 6. Months of the year: items 5–7 (3) 9. States: items 8–10, 13 (4) 12. Initials: items 11–12 (2) <sup>4</sup>							
J-6	284	<b>CAPITALIZATION—Level II (4th grade and above): Capitalizes</b> <b>Note:</b> Listed below are each skill, the items assessing the skill, and the number of occurrences of the skill. 41. Bodies of water and landforms: items 1–2 (4) 55. Titles of books, stories, magazines, and newspapers: items 5–7 (3) 9. Historical events and periods: items 9–11 (4) 2. First word in direct quotation: items 1–2, 5 (3) 6. Business firms, brand names: items 6–7 (2) 10. Religions and nationalities: items 10–12 (8) 3. Special groups: items 3–4 (2) 7. Government groups: items 6–8 (3) 11. Directions as regions: items 11–12 (3) 4. Continents: items 3–6 (4) 8. Proper adjectives: items 9–11 (6) 12. Ships, trains, and planes: item 13 (3) <sup>8</sup>							

# M. MATH GRADE PLACEMENT

Assessment Page

→❖M-1 326–329 **COMPUTATIONAL SKILLS GRADE-PLACEMENT TEST: Computes at least three of four problems at grade level.**

Number of problems completed in 60 seconds: \_\_\_\_\_

Refer to the *Standardization and Validation Manual for the CIBS-R* to convert raw scores to quotients and to grade equivalents.

Form A (page 326) Grade Level: 1 2 3 4 5 6 7 8

Form B (page 328) Grade Level: 1 2 3 4 5 6 7 8

**FORM A** (pages 326–327)

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1. 5	5. 81	9. 596	13. 2,284	17. 75,088	21. $\frac{43}{48}$	25. $8\frac{5}{8}$	29. 302
2. 2	6. 16	10. 114	14. 142 r 1	18. 413 r 2	22. 87,483	26. $5\frac{5}{6}$	30. $21\frac{1}{8}$
3. 17	7. 209	11. 48	15. $\frac{3}{8}$	19. $\frac{2}{15}$	23. $1\frac{1}{8}$	27. 9	31. 1.2
4. 8	8. 819	12. 5	16. 5	20. 44.041	24. 4.65	28. 9	32. 62.5%

**FORM B** (pages 328–329)

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1. 5	5. 82	9. 499	13. 4,386	17. 142,560	21. $\frac{25}{42}$	25. $14\frac{1}{2}$	29. 127
2. 5	6. 28	10. 282	14. 158	18. 424 r 3	22. 5,156	26. $9\frac{2}{7}$	30. $20\frac{29}{30}$
3. 17	7. 209	11. 48	15. $\frac{7}{8}$	19. $\frac{5}{12}$	23. $1\frac{24}{25}$	27. 18	31. .3145
4. 7	8. 628	12. 6	16. 5	20. 9.453	24. 5.45	28. 16	32. 37.5%

❖M-2 330–333 **PROBLEM-SOLVING GRADE-PLACEMENT TEST: Solves at least one of two problems at grade level.**

Form A (page 330): Grade Level: 1 2 3 4 5 6 7 8

Form B (page 332): Grade Level: 1 2 3 4 5 6 7 8

**FORM A** (pages 330–331)

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1. 8 cars	3. 6 dimes	5. \$4.00	7. \$34.00	9. 10 minutes	11. \$33.55	13. \$5.50	15. \$16,782.00
2. 4 birds	4. 11 minutes	6. \$5.00	8. 23 students	10. \$13.50	12. \$21.00	14. 150 homes	16. \$13.34

**FORM B** (pages 332–333)

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1. 8 fish	3. 4 rolls	5. \$4.00	7. \$20.50	9. 4 minutes	11. \$27.45	13. 38 students	15. $47\frac{1}{2}$ inches
2. 12 cars	4. 6 dimes	6. \$3.00	8. 7 people	10. 8 inches	12. 30 minutes	14. 20%	16. \$299.20



STANDARDIZATION  
AND  
VALIDATION MANUAL  
FOR THE BRIGANCE<sup>®</sup> DIAGNOSTIC  
COMPREHENSIVE INVENTORY OF  
BASIC SKILLS—REVISED (CIBS—R)

Frances Page Glascoe, Ph.D.

CURRICULUM ASSOCIATES<sup>®</sup>, Inc.

## ABOUT THE AUTHOR

**Frances Page Glascoe** has been a professor of pediatrics at the Child Development Center at Vanderbilt University since 1987. Prior to completing a Ph.D. in 1986, she worked for nine years in private and public schools, teaching kindergarten, first grade, resource, and early childhood special-education classes. Her responsibilities at Vanderbilt include assessing children suspected of various disabling conditions, teaching future doctors about child development, and conducting research on developmental and school readiness screening. She is the

author of more than forty papers published in journals of pediatrics and early childhood special education. Dr. Glascoe's research has focused on the importance of parental concerns in detecting behavioral and developmental problems, and she has assessed the validity of such tests as the *Denver Developmental Inventory Screening Test*, the *Denver-II*, the *Developmental Profile-II*, the *Battelle Developmental Inventory Screening Test*, the *Child Development Inventory*, the *Parents' Evaluation of Developmental Status*, and the *Brigance Screens*.



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# CHAPTER 1. RATIONALE FOR THE DEVELOPMENT, STANDARDIZATION, AND VALIDATION OF THE *BRIGANCE*<sup>®</sup> *DIAGNOSTIC COMPREHENSIVE INVENTORY OF BASIC SKILLS—REVISED (CIBS—R)*

Until its recent revision, the *Comprehensive Inventory of Basic Skills* was exclusively a criterion-referenced measure, widely used in curricular planning, assessment of readiness skills, and in the development of Individual Educational Programs (IEP). With the publication of the *CIBS—R*, the test is also standardized and validated on children five to thirteen years of age. Educational personnel can now obtain not only detailed information about students' skill levels, but also validated grade-equivalent and age-equivalent scores, percentile ranks, and quotients (with a mean of 100 and a standard deviation of 15). This enables the measure to be used for diagnostic, as well as classroom, assessment. Changes from the previous to the current edition are described in its introductory section. This manual focuses exclusively on the standardization and validation of the *CIBS—R* and includes the norm tables.

## **Purpose of the *CIBS—R***

As with its criterion-referenced application, the *CIBS—R* is designed to be administered in classroom settings, by teachers. Accordingly, the standardization and validation of the *CIBS—R* was conducted largely by teachers who administered the test to their own students in classroom settings. This means that the *CIBS—R* produces a complete range of data on students' skill levels as demonstrated under real-life, everyday conditions.

The standardized portions of the *CIBS—R* are designed to meet state and federal assessment requirements. This means that the *CIBS—R* can be used as the educational portion of the battery that identifies children with learning disabilities, giftedness, or other exceptionalities. Specifically, the *CIBS—R* produces grade equivalents, age equivalents, percentiles, and quotients in six of the seven areas of achievement designated under the Individuals with Disabilities Education Act, for the detection of learning disabilities (basic reading skills, reading comprehension, math calculation, math reasoning, written language, and listening comprehension). The *CIBS—R* also provides data on students' information-processing skills in order to detect students with learning disabilities caused by processing deficits.

Ultimately, the *CIBS—R* shows how students are progressing and identifies their strengths and weaknesses across skill areas. Consequently, the measure continues to be indispensable in IEP development and program planning.

## Components of the Standardized Portions of the *CIBS—R*

**READINESS ASSESSMENTS.** The twenty-seven Readiness assessments of the *CIBS—R* are designed for kindergarten students. Twenty-six of these were standardized and validated in the 1998 study, and the remaining assessment was validated in 1995 with the *BRIGANCE Screens* standardization study. The twenty-seven assessments cluster into five composites: general knowledge and language, gross-motor skills, graphomotor and writing skills, reading skills, and math skills.

The Readiness assessments can be used to determine whether a child is adequately prepared for either kindergarten or first grade, to show progress during the kindergarten year, and to provide evidence of learning strengths and weaknesses. The Readiness assessments produce grade-equivalent scores, quotients (at both age and grade), and percentiles. Although useful for almost every student, caution should be observed with students who are being tested for academic giftedness. The *CIBS—R* focuses on basic skills likely to have been mastered by such students. More information on when the *CIBS—R* is and is not appropriate to use with a child suspected of academic giftedness is included in Chapter 2.

**FIRST-GRADE THROUGH SIXTH-GRADE ASSESSMENTS.** Among the many assessments in the *CIBS—R* designed for first-grade through sixth-grade students, ten were included in the national standardization and validation study. These assessments cluster into the following composites: basic reading skills, reading comprehension, mathematics, written expression, and listening comprehension. In addition, three assessments, if timed, can generate separate scores on a critical and central aspect of information processing and its efficiency; i.e., processing speed in the areas of reading rate, computational rate, and rate of written expression. Slow processing speed can be an indicator of problematic control processes in regulating the flow of information through various stages of learning and thinking; i.e., in such areas as selective attention, coding, organization, short-term and long-term memory, rehearsal, or retrieval (Sattler 1990).

Many of the first-grade through sixth-grade assessments are presented in two forms, Form A and Form B. These equivalent versions produce identical scores. The availability of two separate but equivalent forms enables the *CIBS—R* to be used for pretesting and post-testing without the potential for score inflation due to practice effects.

**CIBS—R SCREENER.** Three assessments from the ten first-grade through sixth-grade assessments can be used as a quick screening tool to decide whether further testing is needed. These assessments are Comprehends Passages, Sentence Writing, and Computational Skills. Each is a strong predictor of overall success in school, and all tap critical school skills. Each of the three assessments in the *CIBS—R* Screener, if timed, can also yield scores for Reading Information Processing, Writing Information Processing, and Math Information Processing. The symbol → denotes the *CIBS—R* Screener assessments.

## CIBS—R STANDARDIZED SCORING SHEET

Student's Name \_\_\_\_\_ Teacher's Name \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_ Date Tested \_\_\_\_\_  
year month day

Examiner's Name \_\_\_\_\_ Date of Birth \_\_\_\_\_  
year month day

Check one: ☐ age norms  
☐ grade norms

Rounded Chronological Age (in years and months) \_\_\_\_\_  
(See Chapter 2 for directions)                      years                      months                      days

## Record of *CIBS—R* Scores: Readiness Assessment

Assessments and Composites	Raw Score	Quotient See App. IA or IC	Percentile See App. II	Grade Equivalent See App. IIIA	Instructional Range (optnl) See Ch. 2
A-2 Recognizes Colors ( <i>supplemental</i> )					
A-3 Self-help Skills ( <i>supplemental</i> )					
A-1 Personal Data Response					
A-7 Identifies Body Parts					
A-26 Understands Directional and Positional Concepts					
<b>GENERAL KNOWLEDGE AND LANGUAGE</b>	(sum of nonshaded assessmts)	<input type="text"/>	See App. IB or ID	<input type="text"/>	
A-25 Running and Skipping Gross-Motor Skills ( <i>supplemental</i> )					
A-23 Standing Gross-Motor Skills					
A-24 Walking Gross-Motor Skills					
<b>GROSS-MOTOR SKILLS</b>	(sum of nonshaded assessmts)	<input type="text"/>	See App. IB or ID	<input type="text"/>	
A-4 Draws Person ( <i>supplemental</i> )					
A-5 Visual Motor Skills—Forms ( <i>supplemental</i> )					
A-12 Prints Lowercase Letters in Sequence ( <i>supplemental</i> )					
A-13 Prints Uppercase Letters Dictated ( <i>supplemental</i> )					
A-14 Prints Lowercase Letters Dictated ( <i>supplemental</i> )					
A-11 Prints Uppercase Letters in Sequence					
A-15 Prints Personal Data					
A-22 Writes Numerals in Sequence					
<b>GRAPHOMOTOR AND WRITING SKILLS</b>	(sum of nonshaded assessmts)	<input type="text"/>	See App. IB or ID	<input type="text"/>	
A-6 Visual Discrimination—Forms, Letters, and Words ( <i>supplemental</i> )					
A-8 Traces Alphabet ( <i>supplemental</i> )					
A-9 Reads Uppercase Letters ( <i>supplemental</i> )					
A-10 Reads Lowercase Letters					
A-27 Readiness for Reading					
<b>READING</b>	(sum of nonshaded assessmts)	<input type="text"/>	See App. IB or ID	<input type="text"/>	
A-20 Joins Sets ( <i>supplemental</i> )					
A-21 Numeral Comprehension ( <i>supplemental</i> )					
A-16 Rote Counting					
A-17 Understands Quantitative Concepts					
A-18 Counts Objects					
A-19 Reads Numerals					
<b>MATH</b>	(sum of nonshaded assessmts)	<input type="text"/>	See App. IB or ID	<input type="text"/>	



## CIBS—R STANDARDIZED SCORING SHEET

Student's Name \_\_\_\_\_ Teacher's Name \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_ Date Tested \_\_\_\_\_  
year month day

Examiner's Name \_\_\_\_\_ Date of Birth \_\_\_\_\_  
 year month day

Check one: ☐ Form A  
☐ Form B

Rounded Chronological Age (in years and months)  
(See Chapter 2 for directions)

years	months	days

## Record of *CIBS—R* Scores: First-Grade Through Sixth-Grade Assessments

Assessments and Composites	Raw Score	Quotient See App. IE	Percentile See App. II	Grade Equivalent See App. IIB	Instructional Range (optnl) See Ch. 2
H-4 Warning and Safety Signs <i>(supplemental)</i>					
D-1 Word Recognition Grade-Placement Test					
G-1 Word Analysis Survey					
<b>BASIC READING COMPOSITE</b>	(sum D-1 + G-1 only) <input type="text"/>				
F-1 Reading Vocabulary Comprehension Grade-Placement Test					
→F-2 Comprehends Passages					
<b>READING COMPREHENSION COMPOSITE</b>					
→M-1 Computational Skills Grade-Placement Test					
M-2 Problem-Solving Grade-Placement Test					
<b>MATH COMPOSITE</b>					
I-1 Spelling Grade-Placement Test					
→J-3 Sentence-Writing Grade-Placement Test					
<b>WRITTEN EXPRESSION COMPOSITE</b>					
C-4 Listening Vocabulary Comprehension Grade-Placement Test					
<b>LISTENING COMPREHENSION INDICATOR</b>					
<i>Computational Rate (numbers of correctly completed items in 60 seconds from Computational Skills assessment [M-1])</i>		Appendix IE			
<b>MATH INFORMATION PROCESSING</b>					
<i>Writing Rate (numbers of correctly written sentences in 120 seconds from Sentence Writing assessment [J-3])</i>		Appendix IE			
<b>WRITING INFORMATION PROCESSING</b>					
<i>Reading Rate (using only highest passage read on the Comprehends Passages assessment [F-2] with at least 4 out of 5 questions answered correctly, raw score is number of seconds taken to read that passage)</i>		Appendix IF		Appendix IIIC	
<b>READING INFORMATION PROCESSING</b>					

→ Denotes subtests included in the CIBS-R Screener