

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

The *IED III Standardized* is a norm-referenced assessment tool. A norm-referenced tool allows educators to compare a child's performance to that of a nationally representative sample of children the same age. The *IED III Standardized*, a selection of 55 key assessments, generates standardized scores, which can support identification of special needs and provide documentation for referrals. Assessment results can be used for benchmarking and standardized reporting.

Publisher	Curriculum Associates, LLC
Website for information	www.curriculumassociates.com
Cost	Inventory of Early Development III Standardized (IED III Standardized) = \$189.00 IED III Record Book 10-Pack = \$39.00 100-Pack = \$359.00 Inventory of Early Development III Standardization and Validation Manual = \$59.00
Age range	Birth through seven years
Purpose	This inventory is designed to help educators: <ul style="list-style-type: none"> <li>• address ongoing developmental assessment requirements.</li> <li>• derive a range of standardized (normative) scores to support reporting needs.</li> <li>• communicate normative scores to parents/caregivers.</li> <li>• support referrals for further evaluation or special services and/or confirm a diagnosis.</li> <li>• monitor individual and group progress.</li> </ul>
Skill areas included	<ul style="list-style-type: none"> <li>• Physical Development: Gross Motor and Fine Motor</li> <li>• Language Development: Receptive and Expressive</li> <li>• Academic Skills/Cognitive Development: Literacy</li> <li>• Academic Skills/Cognitive Development: Mathematics</li> <li>• Adaptive Behavior: Daily Living</li> <li>• Social and Emotional Development: Interpersonal and Self-Regulatory</li> </ul>
Time to administer	If administering all age-appropriate assessments, the battery requires, on average, between 30 minutes (for infants and toddlers) and 60 minutes (for most five- to seven-year olds). Less time is needed if only select assessments are administered.

Note: Draft developed by staff at Curriculum Associates, LLC and was reviewed the Early Childhood Technical Assistance (ECTA) Center. Revisions were made based on preliminary feedback from users and the tool publisher and/or developers. The draft may be subject to further changes. We welcome your feedback to [ectacenter@unc.edu](mailto:ectacenter@unc.edu).

**Summary Information (cont):**

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Scored	Administration of the IED III Standardized generates standard scores, percentiles, age equivalents, instructional ranges, and total developmental score.
Age norms	Yes
Age ranges given for items	Yes
How frequently it can be given	The IED III Standardized supports annual measurement of growth (through administration as a pretest and posttest) as well as more frequent progress monitoring, as needed.
Standardized tasks	Yes, the directions for administration and for scoring have been field-tested and are explicitly stated so that the test can be administered in exactly the same way by different examiners.
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, prescribed directions, specific questions, and exact wording are included.
Data provided on reliability	Yes, internal consistency, standard error of measurement, test-retest reliability, and inter-rater reliability data is provided. (See Chapter 6 of the Inventory of Early Development III Standardization and Validation Manual.)
Data provided on validity	Yes, test content (content validity), internal structure and fairness (construct validity), and criterion-related validity are verified. (See Chapter 7 of the Inventory of Early Development III Standardization and Validation Manual.)
Web-based data entry	No
Electronic scoring	Yes, the IED III Standardized Online Scoring Tool generates normative scores by converting raw scores into standard scores, percentiles, age equivalents, instructional ranges, and total developmental score.

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Other languages	No
Who administers	The assessments can be administered by a range of professionals, including 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.

**BRIGANCE® Inventory of Early Development III Standardized (2013)  
Crosswalk to Child Outcomes**

Because the *Inventory of Early Development III Standardized (IED III Standardized)* is a norm-referenced, standardized instrument, the subdomains within the domains are the smallest units of information that can be used to reach conclusions about the extent to which a child demonstrates each of the functional outcomes and where the child performs relative to same-age peers. This table shows how each subdomain maps to each of the 3 functional outcomes. For each subdomain, an X indicates the outcome area to which the assessments in the subdomain contribute information. The assessment titles below the X show the rationale for classifying the subdomain as providing information for that outcome.

	Outcome 1 Positive social relationships	Outcome 2 Acquires and uses knowledge and skills	Outcome 3 Takes appropriate action to meet needs
<b>A Physical Development</b>			
<b>Gross Motor*</b>			<b>X</b>
			<ul style="list-style-type: none"> <li>▪ Early Gross Motor Skills*</li> <li>▪ Standing*</li> <li>▪ Walking, Skipping and Galloping*</li> <li>▪ Jumping and Hopping**</li> <li>▪ Stair Climbing*</li> <li>▪ Rolling, Throwing, and Catching**</li> </ul>
<b>B Physical Development</b>			
<b>Fine Motor*</b>		<b>X</b>	<b>X</b>
		<ul style="list-style-type: none"> <li>▪ Draws a Person**</li> <li>▪ Prints Personal Data</li> <li>▪ Writes Numerals in Sequence</li> <li>▪ Prints Uppercase Letters in Sequence</li> <li>▪ Quality of Printing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Early Fine Motor Skills*</li> <li>▪ Builds Tower with Blocks**</li> <li>▪ Visual Motor Skills</li> </ul>

\* 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.

\*\* This assessment includes significant content that is not precursor to or a component of the specified outcome.

	<b>Outcome 1 Positive social relationships</b>	<b>Outcome 2 Acquires and uses knowledge and skills</b>	<b>Outcome 3 Takes appropriate action to meet needs</b>
<b>C Language Development: Receptive and Expressive</b>			
<b>Receptive Language</b>		<b>X</b>	
		<ul style="list-style-type: none"> <li>▪ Early Receptive Language Skills</li> <li>▪ Identifies Pictures (Points)</li> <li>▪ Identifies Parts of the Body (Receptive)</li> <li>▪ Understands Verbal Concepts</li> <li>▪ Follows Verbal Directions</li> <li>▪ Identifies Colors (Receptive)</li> </ul>	
<b>Expressive Language</b>		<b>X</b>	
		<ul style="list-style-type: none"> <li>▪ Early Expressive Language Skills</li> <li>▪ Identifies Pictures (Names)</li> <li>▪ Knows Uses of Objects</li> <li>▪ Repeats Sentences</li> <li>▪ Identifies Parts of the Body (Expressive)</li> <li>▪ Identifies Colors (Expressive)</li> <li>▪ Verbal Fluency</li> <li>▪ Articulation</li> <li>▪ Uses Grammar and Language in Context</li> </ul>	

	<b>Outcome 1 Positive social relationships</b>	<b>Outcome 2 Acquires and uses knowledge and skills</b>	<b>Outcome 3 Takes appropriate action to meet needs</b>
<b>D Academic Skills/ Cognitive Development</b>			
<b>Literacy</b>		<b>X</b>	
		<ul style="list-style-type: none"> <li>▪ Experience with Books and Text</li> <li>▪ Recites Alphabet</li> <li>▪ Visual Discrimination</li> <li>▪ Uppercase Letter Knowledge</li> <li>▪ Familiarity with Sounds: Phonological Awareness</li> <li>▪ Auditory Discrimination</li> <li>▪ Familiarity with Sounds: Phoneme Manipulation</li> <li>▪ Reads Words from Common Signs</li> <li>▪ Word Recognition</li> </ul>	
<b>Mathematics</b>		<b>X</b>	
		<ul style="list-style-type: none"> <li>▪ Understands Number Concepts</li> <li>▪ Counts by Rote</li> <li>▪ Compares Different Amounts</li> <li>▪ Sorts Objects (by Size, Color, Shape)</li> <li>▪ Matching Quantities with Numerals</li> <li>▪ Reads Numerals</li> <li>▪ Solves Word Problems</li> <li>▪ Knows Missing Numerals in Sequences</li> <li>▪ Adds Numbers</li> <li>▪ Subtracts Numbers</li> </ul>	

	<b>Outcome 1 Positive social relationships</b>	<b>Outcome 2 Acquires and uses knowledge and skills</b>	<b>Outcome 3 Takes appropriate action to meet needs</b>
<b>F Adaptive Behavior</b>			
<b>Daily Living</b>		<b>X</b>	<b>X</b>
			<ul style="list-style-type: none"> <li>▪ Eating</li> <li>▪ Dressing and Undressing</li> <li>▪ Toileting and Bathing</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Knows Personal Information</li> </ul>	
<b>G Social and Emotional Development</b>			
<b>Interpersonal</b>	<b>X</b>		
	<ul style="list-style-type: none"> <li>▪ Relationships with Adults (younger than 3 years)</li> <li>▪ Relationships with Adults (3 years through 7 years)</li> <li>▪ Play and Relationships with Peers (younger than 3 years)</li> <li>▪ Play and Relationships with Peers (3 years through 7 years)</li> </ul>		
<b>Self-Regulatory</b>	<b>X</b>		
	<ul style="list-style-type: none"> <li>▪ Motivation and Self-Confidence (younger than 3 years)</li> <li>▪ Motivation and Self-Confidence (3 years through 7 years)</li> <li>▪ Prosocial Skills and Behaviors (younger than 3 years)</li> <li>▪ Prosocial Skills and Behaviors (3 years through 7 years)</li> </ul>		