BRIGANCE®

PCI Education®

BRIGANCE® • *PCI Reading Program*
Placement Guide

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North Billerica, MA 01862
&
PCI Education
San Antonio, TX 78249

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OVERVIEW

This BRIGANCE® • *PCI Reading Program* Placement Guide, used in conjunction with the *BRIGANCE® Comprehensive Inventory of Basic Skills II (CIBS II)* Reading/ELA volume or the *CIBS II Standardized* assessments, will help you optimize reading instruction and increase reading skill retention for your students. Within this guide you will find information about:

- establishing a student's reading goals and objectives
- selecting appropriate reading lessons for instruction
- determining a student's level for the *PCI Reading Program*
- monitoring student progress

ABOUT THE *PCI READING PROGRAM*

The *PCI Reading Program* is a scientifically research-based curriculum created specifically to teach students with intellectual disabilities, autism, and significant learning disabilities to read. Designed as a three-level system with 62 controlled-vocabulary books, the program helps nonreaders learn to read step by step, first through whole-word visual discrimination and then through basic decoding using onsets and rimes. As students progress through the three levels, they learn to read 405 words and become more independent in their ability to decode unknown words.

ABOUT THE *BRIGANCE® COMPREHENSIVE INVENTORY OF BASIC SKILLS II (CIBS II)* AND THE *CIBS II STANDARDIZED*

The *BRIGANCE® CIBS II* Reading/ELA inventory is one of two content-specific volumes that make up the comprehensive *CIBS II* collection of valid, reliable, and well-researched criterion-referenced reading, ELA, and math assessments for students at Pre-K to grade 9 levels. The *CIBS II* Reading/ELA assessments provide a complete range of information on students' academic skill levels and allow teachers to accurately pinpoint a student's present level of performance. Key assessments in the *CIBS II* have also been standardized and validated on students ages five to thirteen. The norm-referenced *BRIGANCE® CIBS II Standardized* may be used to derive quotients, percentiles, and grade and age equivalents.

HOW THE TWO PRODUCTS WORK TOGETHER

Learning to read is a complex task involving the acquisition of a number of skills. Each of these skills should be initiated at developmentally appropriate intervals, but identifying unique developmental sequences for each student can be difficult.

The *CIBS II* Reading/ELA and *CIBS II Standardized* assessments help special education teachers determine each student's present levels of academic achievement and functional performance (PLAAFP). Assessment results can then be aligned to the systematic progression of learning within the *PCI Reading Program* by level and skill area.

Using the *CIBS II* (either the criterion-referenced or norm-referenced inventory, as appropriate to your assessment needs) in combination with the *PCI Reading Program* will help you create a developmentally appropriate reading curriculum with personalized, differentiated instruction for each student in the classroom.

INFORMATION FOR USING THE *COMPREHENSIVE INVENTORY OF BASIC SKILLS II (CIBS II)*

The *PCI Reading Program* contains direct instruction in 11 skill areas assessed in the criterion-referenced *CIBS II*:

- Readiness
- Listening
- Word Recognition Grade Placement
- Oral Reading
- Reading Comprehension—Short Passages
- Reading Comprehension—Long Passages
- Word Analysis
- Functional Word Recognition
- Spelling
- Writing
- Responding to Writing Prompts

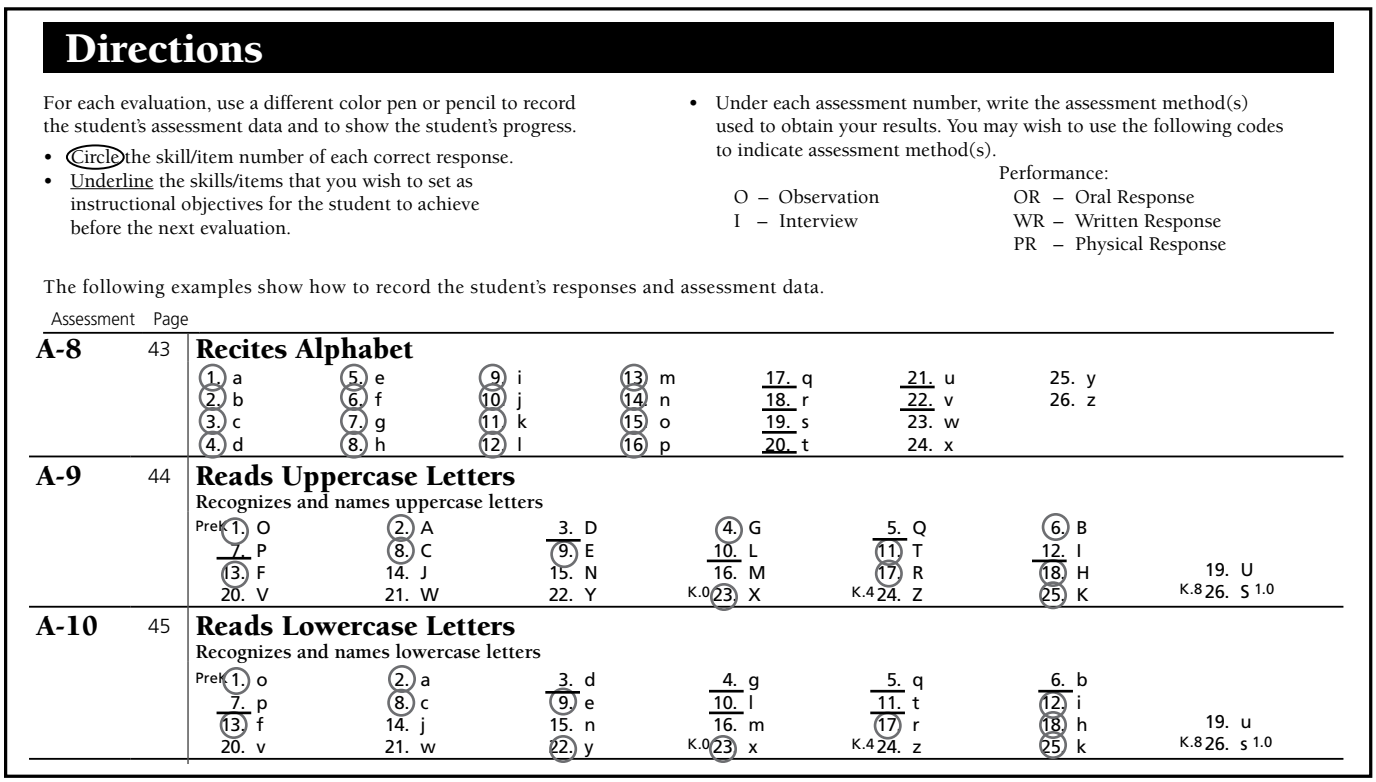
You can use the results of the *CIBS II* assessments, documented in a student's *Record Book*, to determine skill areas that you wish to set as instructional objectives. The Placement Table: *CIBS II* Assessments (see pp. 9–12) correlates these 11 *CIBS II* skill areas to lessons within the *PCI Reading Program* that provide instruction in those skill areas.

For example, if the *CIBS II* indicates that an appropriate instructional goal for a student is reading readiness, you can teach and reinforce readiness skills by selecting one or more of the lessons for readiness recommended on the Placement Table: *CIBS II* Assessments. The location of the lessons within the *PCI Reading Program* are provided by level, component name, and page number for easy reference. In addition, the Teacher's Guide page number(s) associated with each activity is listed.

USING THE *CIBS II* TO DETERMINE SKILL AREA OBJECTIVES AND CORRESPONDING LESSONS

1. Administer the *CIBS II* Reading/ELA assessments.

2. Document the assessment results in the student's *Record Book*, circling items the student has mastered and underlining the skills/items that you wish to set as instructional objectives for the student.



Directions

For each evaluation, use a different color pen or pencil to record the student's assessment data and to show the student's progress.

- Circle the skill/item number of each correct response.
- Underline the skills/items that you wish to set as instructional objectives for the student to achieve before the next evaluation.
- Under each assessment number, write the assessment method(s) used to obtain your results. You may wish to use the following codes to indicate assessment method(s).

O – Observation
I – Interview

Performance:
OR – Oral Response
WR – Written Response
PR – Physical Response

The following examples show how to record the student's responses and assessment data.

Assessment	Page	
A-8	43	**Recites Alphabet** 1. a 5. e 9. i 13. m 17. q 21. u 25. y 2. b 6. f 10. j 14. n 18. r 22. v 26. z 3. c 7. g 11. k 15. o 19. s 23. w 4. d 8. h 12. l 16. p 20. t 24. x
A-9	44	**Reads Uppercase Letters** Recognizes and names uppercase letters Prek 1. O 2. A 3. D 4. G 5. Q 6. B 7. P 8. C 9. E 10. L 11. T 12. I 13. F 14. J 15. N 16. M 17. R 18. H 19. U 20. V 21. W 22. Y K.0 23. X K.4 24. Z 25. K K.8 26. S 1.0
A-10	45	**Reads Lowercase Letters** Recognizes and names lowercase letters Prek 1. o 2. a 3. d 4. g 5. q 6. b 7. p 8. c 9. e 10. l 11. t 12. i 13. f 14. j 15. n 16. m 17. r 18. h 19. u 20. v 21. w 22. y K.0 23. x K.4 24. z 25. k K.8 26. s 1.0

3. Make a copy of the Placement Table: *CIBS II* Assessments (pp. 9–12).

4. Highlight the *PCI Reading Program* lesson(s) on the Placement Table: *CIBS II* Assessments that correspond(s) to the skills marked as instructional objectives.

Placement Table: *CIBS II* Assessments

Skill Area	Recommended Lesson	*PCI Reading Program* Level	Location	Teacher's Guide Directions Page(s)
Readiness	Building Visual Skills	One	Building Reading Skills, Unit 1, pp. 1–37	p. 45
	Building Print Recognition	Two	Building Reading Skills, Unit 1, pp. 1–20	p. 52
	Building the Writing Connection	Two	Building Reading Skills, Unit 4, pp. 66–102	p. 52
	Building Concepts of Print	One	Building Reading Skills, Unit 4, pp. 68–81	p. 45
	Discover the Letter	Three	Activity Sheets, pp. 1, 4, 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, 58, 61, 64, 67	p. 40
	Circle the Picture	Three	Activity Sheets, pp. 2, 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68	p. 41
	Create a Collage	Three	Activity Sheets, pp. 3, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69	p. 40
	Find the Words	Three	Activity Sheets, pp. 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135, 140, 145, 150, 155, 160, 165	p. 58
	Build the Words	Three	Activity Sheets, pp. 71, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166	p. 58
	Write the Words	Three	Activity Sheets, pp. 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 162, 167	p. 58
	Onset Lessons for 23 sounds	Three	Letter/Sound Correspondence Lessons, pp. 2–185	pp. 14 and 33–41
	Make a List	Three	Write and Read, pp. 2, 7, 12, 17, 22, 27, 32, 37, 42, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97	p. 56

5. Retain the Placement Table: *CIBS II* Assessments for reference when writing IEPs, creating lesson plans, and gathering materials for instruction. In addition, the Placement Table: *CIBS II* Assessments can be used for progress monitoring (see "Using the Placement Table: *CIBS II* Assessments for Progress Monitoring" on the next page).

USING THE *CIBS II* TO DETERMINE PROGRAM PLACEMENT LEVEL

The information in the Placement Table: *CIBS II* Assessments can also be used to establish a mode level for the student. The mode is often the appropriate *PCI Reading Program* placement level for a student.

1. Circle the *PCI Reading Program* level next to each recommended lesson you highlighted on the Placement Table: *CIBS II* Assessments (see example above).

2. Count the number of Level Ones you circled on all four pages of the Placement Table: *CIBS II* Assessments, and record the total on a piece of paper. Repeat the process for Levels Two and Three. For example:

   One: 1
   Two: 2
   Three: 4

3. The level with the highest count is the mode (e.g., Level Three). The mode indicates the level for initial placement. If the highest count is shared by two or more levels, then place the student in the lower level.

ADDITIONAL PLACEMENT CONSIDERATIONS

In certain circumstances, it may be necessary for the teacher to deviate from the placement directions and/or the placement level indicated by the mode. For example, when determining the mode of a student who struggles with fine-motor skills, consider excluding assessments requiring writing from the calculation of the mode. Also, students who rely heavily on patterns of consistency and repetition may need to begin at Level One even if the calculated mode, given assessment results, indicates a higher level of placement.

USING THE PLACEMENT TABLE: *CIBS II* ASSESSMENTS FOR PROGRESS MONITORING

To monitor student progress, administer the *CIBS II* Reading/ELA assessments at regular intervals throughout the school year (e.g., quarterly). The results will help you document progress and identify new skill areas for instruction.

If the results do not indicate progress, select additional *PCI Reading Program* lessons from the Placement Table: *CIBS II* Assessments to supplement instruction.

INFORMATION FOR USING THE *CIBS II STANDARDIZED*

Depending on assessment needs, the *CIBS II Standardized* may be administered instead of or in addition to the criterion-referenced *CIBS II.* The norm-referenced assessment results from the *CIBS II Standardized* may also be used in conjunction with the *PCI Reading Program* to ensure an effective, differentiated approach to reading instruction.

The *PCI Reading Program* is carefully constructed to incrementally increase in reading skill complexity throughout the three levels. Because of this intentional scaffolding, students should enter the program at the level for which they are developmentally ready. You can use the raw score results of the *CIBS II Standardized* assessments, documented on a student's Standardized Scoring Sheet(s) within the *Standardized Record Book*, to determine an appropriate level for student placement in the *PCI Reading Program*. The Placement Table: *CIBS II Standardized* Assessments (see pp. 13–15) associates a raw score range by skill area with a *PCI Reading Program* level. The collective data can then be interpreted to arrive at the appropriate *PCI Reading Program* level.

USING THE *CIBS II STANDARDIZED* TO DETERMINE PROGRAM PLACEMENT LEVEL

1. Administer the *CIBS II Standardized* assessments.

2. Document the assessment results on the appropriate Standardized Scoring Sheet(s) located in the student's *Standardized Record Book*.

CIBS II STANDARDIZED SCORING SHEET—Readiness

Student's Name _____ Teacher's Name _____ Date Tested _____ (year month day)

Grade _____ School _____ Examiner's Name _____ Date of Birth _____ (year month day)

Rounded Chronological Age (in years and months) _____

Record of *CIBS II* Scores: Readiness Assessments

ASSESSMENTS AND COMPOSITES	RAW SCORE	SCALED SCORE AND SEM Appendix B	CI RANGE FOR SCALED SCORES Appendix B	QUOTIENT AND SEM Appendix C	CI RANGE FOR QUOTIENT Appendix C	PERCENTILE RANGE/ PERCENTILE Appendix F	GRADE EQUIVALENT Appendix G	AGE EQUIVALENT Appendix H
A-1 Personal Data Response								
A-2 Identifies Body Parts								
A-3 Understands Directional and Positional Concepts								
GENERAL KNOWLEDGE AND LANGUAGE								
A-6 Standing Gross-Motor Skills								
A-7 Walking Gross-Motor Skills								
GROSS-MOTOR SKILLS								
A-9 Prints Uppercase Letters in Sequence								
A-10 Prints Personal Data								
A-11 Writes Numerals in Sequence								
GRAPHOMOTOR AND WRITING SKILLS								
A-								
A-								
A-1								
A-20								
REA								
A-24 R								
A-25 Ur								
A-26 Cou								
A-27 Read								
MATH								
A-30 Articula								
A-31 Articulat								
A-32 Auditory								
A-33 Identifies I Spoken Wo								
A-34 Sounds of Le								
PHONEMIC AWAR								

A-9	Prints Uppercase Letters in Sequence	**17**	➤					
A-10	Prints Personal Data	**2**	➤					
A-11	Writes Numerals in Sequence	**8**	➤					
GRAPHOMOTOR AND WRITING SKILLS			➤					
A-17	Reads Lowercase Letters	**10**	➤					
A-18	Readiness for Reading	**3**	➤					
A-19	Knows Common Signs	**3**	➤					
A-20	Oral Expression	**5**	➤					
READING			➤					

3. Make a copy of the Placement Table: *CIBS II Standardized* Assessments (pp. 13–15).

4. Highlight the raw score range and *PCI Reading Program* Level on the Placement Table: *CIBS II Standardized* Assessments that correspond to the student's raw score for each skill area on the *CIBS II Standardized* Scoring Sheet(s).

Placement Table: *CIBS II Standardized* Assessments

Assessment	Skill Area	Raw Score Range	*PCI Reading Program* Level
A-9	Prints Uppercase Letters in Sequence	0–16	One
		17–24	Two
		25–26	Three
A-10	Prints Personal Data	0–3	One
		4–5	Two
		6	Three
A-13	Visual Motor Skills—Forms	0–4	One
		5–6	Two
		7	Three
A-14	Prints Lowercase Letters in Sequence	0–16	One
		17–24	Two
		25–26	Three
A-15	Prints Uppercase Letters Dictated	0–16	One
		17–24	Two
		25–26	Three
A-16	Prints Lowercase Letters Dictated	0–16	One
		17–24	Two
		25–26	Three
A-17	Reads Lowercase Letters	0–16	One
		17–24	Two
		25–26	Three

5. Count the number of Level Ones you circled on all three pages of the Placement Table: *CIBS II Standardized* Assessments, and record the total on a piece of paper. Repeat the process for Levels Two and Three. For example:

One: 5
Two: 1
Three: 0

6. The level with the highest count is the mode (e.g., Level One); the mode indicates the level for initial placement. If the highest count is shared by two or more levels, then place the student in the lower level.

ADDITIONAL PLACEMENT CONSIDERATIONS

In certain circumstances, it may be necessary for the teacher to deviate from the placement directions and/or the placement level indicated by the mode. For example, when determining the mode of a student who struggles with fine-motor skills, consider excluding assessments requiring writing from the calculation of the mode. Also, students who rely heavily on patterns of consistency and repetition may need to begin at Level One even if the calculated mode, given assessment results, indicates a higher level of placement.

Student's Name _____ Teacher's Name _____ Date of Assessment _____

Grade _____ School _____ Examiner's Name _____

Placement Table: *CIBS II* Assessments

Skill Area	Recommended Lesson	*PCI Reading Program* Level	Location	Teacher's Guide Directions Page(s)
Readiness	Building Visual Skills	One	Building Reading Skills, Unit 1, pp. 1–37	p. 45
	Building Print Recognition	Two	Building Reading Skills, Unit 1, pp. 1–20	p. 52
	Building the Writing Connection	Two	Building Reading Skills, Unit 4, pp. 66–102	p. 52
	Building Concepts of Print	One	Building Reading Skills, Unit 4, pp. 68–81	p. 45
	Discover the Letter	Three	Activity Sheets, pp. 1, 4, 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, 58, 61, 64, 67	p. 40
	Circle the Picture	Three	Activity Sheets, pp. 2, 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59, 62, 65, 68	p. 41
	Create a Collage	Three	Activity Sheets, pp. 3, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69	p. 40
	Find the Words	Three	Activity Sheets, pp. 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135, 140, 145, 150, 155, 160, 165	p. 58
	Build the Words	Three	Activity Sheets, pp. 71, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166	p. 58
	Write the Words	Three	Activity Sheets, pp. 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 162, 167	p. 58
	Onset Lessons for 23 sounds	Three	Letter/Sound Correspondence Lessons, pp. 2–185	pp. 14 and 33–41
	Make a List	Three	Write and Read, pp. 2, 7, 12, 17, 22, 27, 32, 37, 42, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97	p. 56
	How Many Words Can You Make?	Three	Write and Read, pp. 3, 8, 13, 18, 23, 28, 33, 38, 43, 48, 53, 58, 63, 68, 73, 78, 83, 88, 93, 98	p. 56
	Phoneme Discrimination Lesson	Three	Assessments, p. PH 4	pp. 32 and 70
	Rime Recognition	Three	Assessments, p. PH 5	pp. 32 and 70
	Phoneme Identity	Three	Assessments, p. PH 6	pp. 32 and 70
	Phoneme Isolation	Three	Assessments, pp. PH 7 and PH 8	pp. 32 and 70

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Placement Table: *CIBS II* Assessments (continued)

Skill Area	Recommended Lesson	*PCI Reading Program* Level	Location	Teacher's Guide Directions Page(s)
Listening	Building Memory Through Rehearsal	One	Building Reading Skills, Unit 3, pp. 53–57	p. 45
Word Recognition Grade Placement (Preprimer)	Word Building Lessons 1–45	One	Word Building Lessons, Book 1	pp. 23–27
Word Recognition Grade Placement (Primer)	Word Building Lessons 46–140	One	Word Building Lessons, Books 2 and 3	pp. 23–27
Word Recognition Grade Placement (Grade 1)	Word Building Lessons 141–280	Two	Word Building Lessons, Books 1, 2, and 3	pp. 28–31
Oral Reading	Books	One	Books 1–28	pp. 42–44
	Books	Two	Books 29–42	pp. 49–51
	Books	Three	Books 43–62	pp. 16–17 and 60–63
	Trace and Read	One	Trace and Read Workbook	pp. 28–29
	Trace and Read	Two	Trace and Read Workbook	pp. 32–33
Reading Comprehension—Short Passages	Book Lessons	One	Guided Word Practice, Books 1 and 2	pp. 43–44
	Book Lessons	Two	Guided Word Practice, Books 1 and 2	pp. 50–51
	Reading Comprehension Activities	One	Reading Comprehension Activities Binder	
	Reading Comprehension Activities	Two	Reading Comprehension Activities Binder	
Reading Comprehension—Long Passages	Reading Comprehension Activities	Three	Core Instruction Guide, pp. 14–21, 30–37, 46–53, 62–69, 78–85, 94–101, 110–117, 126–133, 142–149, 158–165, 174–181, 190–197, 206–213, 222–229, 238–245, 254–261, 270–277, 286–293, 302–309, 318–325	pp. 50–53

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Placement Table: *CIBS II* Assessments (continued)

Skill Area	Recommended Lesson	*PCI Reading Program* Level	Location	Teacher's Guide Directions Page(s)
Word Analysis	Inflectional Endings	Two	Skill Discovery Lessons, pp. 14–53	pp. 9–10 and 38
	Word Strips for Inflectional Endings	Two	Guided Word Practice, Books 1 and 2, Lessons 156–159, 161–167, 169, 175–179, 181–185, 187, 189, 197–199, 201–209, 212, 215, 225–229, 234–239	p. 36
	Phoneme Discrimination Lesson	Three	Assessments, p. PH 4	pp. 32 and 70
	Rime Recognition Lesson	Three	Assessments, p. PH 5	pp. 32 and 70
	Phoneme Identity Lesson	Three	Assessments, p. PH 6	pp. 32 and 70
	Phoneme Isolation Lesson	Three	Assessments, pp. PH 7 and PH 8	pp. 32 and 70
	Phoneme Substitution Lesson	Three	Assessments, p. PH 13	pp. 32 and 70
	Word Strips for Phoneme Substitution	Three	Core Instruction Guide, pp. 11, 12, 18, 27, 28, 34, 43, 44, 50, 59, 60, 66, 75, 76, 82, 91, 92, 98, 107, 108, 114, 123, 124, 130, 139, 140, 146, 155, 156, 162, 171, 172, 178, 187, 188, 194, 203, 204, 210, 219, 220, 226, 235, 236, 242, 251, 252, 258, 267, 268, 274, 283, 284, 290, 299, 300, 306, 315, 316, 322	p. 49
	Onset Lessons for 23 sounds	Three	Letter/Sound Correspondence Lessons, pp. 2–185	pp. 14 and 33–41
	Onset-Rime Lessons	Three	Core Instruction Guide, pp. 8, 10–14, 18, 24, 26–30, 34, 40, 42–46, 50, 56, 58–62, 66, 72, 74–78, 82, 88, 90–94, 98, 104, 106–110, 114, 120, 122–126, 130, 136, 138–142, 146, 152, 154–158, 162, 168, 170–174, 178, 184, 186–190, 194, 200, 202–206, 210, 216, 218–222, 226, 232, 234–238, 242, 248, 250–254, 258, 264, 266–270, 274, 280, 282–286, 290, 296, 298–302, 306, 312, 314–318, 322	pp. 15 and 42–50
Functional Word Recognition	Word Building Lessons	One	Word Building Lessons	pp. 23–27
	Word Building Lessons	Two	Word Building Lessons	pp. 28–31
	Core Instruction	Three	Core Instruction Guide	pp. 42–50

Placement Table: *CIBS II* Assessments (continued)

Skill Area	Recommended Lesson	*PCI Reading Program* Level	Location	Teacher's Guide Directions Page(s)
Spelling	Building Letter-Sound Knowledge	Two	Building Reading Skills, pp. 21–31	p. 52
	Phonemic Awareness and Phonics	Three	Assessments, pp. PH 1–PH 17	pp. 32 and 70
	Onset Lessons for 23 sounds	Three	Letter/Sound Correspondence Lessons, pp. 2–185	pp. 14 and 33–41
	Inflectional Endings	Two	Skill Discovery Lessons, pp. 14–53	pp. 9–10 and 38
Writing	Punctuation	Two	Skill Discovery Lessons, pp. 8–13	pp. 9 and 38
Responding to Writing Prompts	Write a Book Report	Three	Write and Read, pp. 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101	pp. 56–57

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Student's Name _____ Teacher's Name _____ Date of Assessment _____

Grade _____ School _____ Examiner's Name _____

Placement Table: *CIBS II Standardized* Assessments

Assessment	Skill Area	Raw Score Range	*PCI Reading Program* Level
A-9	Prints Uppercase Letters in Sequence	0–16	One
		17–24	Two
		25–26	Three
A-10	Prints Personal Data	0–3	One
		4–5	Two
		6	Three
A-13	Visual Motor Skills—Forms	0–4	One
		5–6	Two
		7	Three
A-14	Prints Lowercase Letters in Sequence	0–16	One
		17–24	Two
		25–26	Three
A-15	Prints Uppercase Letters Dictated	0–16	One
		17–24	Two
		25–26	Three
A-16	Prints Lowercase Letters Dictated	0–16	One
		17–24	Two
		25–26	Three
A-17	Reads Lowercase Letters	0–16	One
		17–24	Two
		25–26	Three
A-18	Readiness for Reading	0–5	One
		6–7	Two
		8–12	Three
A-19	Knows Common Signs	0–3	One
		4–5	Two
		6–7	Three

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Placement Table: *CIBS II Standardized* Assessments (continued)

Assessment	Skill Area	Raw Score Range	*PCI Reading Program* Level
A-20	Oral Expression	0–16	One
		17–22	Two
		23–24	Three
A-21	Visual Discrimination—Forms, Letters, and Words	0–13	One
		14–18	Two
		19–20	Three
A-22	Recites Alphabet	0–20	One
		21–25	Two
		26	Three
A-23	Reads Uppercase Letters	0–16	One
		17–24	Two
		25–26	Three
A-30	Articulation—Initial Sounds of Words	0–23	One
		24–28	Two
		29–30	Three
A-31	Articulation—Final Sounds of Words	0–14	One
		15–16	Two
		17–18	Three
A-32	Auditory Discrimination	0–17	One
		18–24	Two
		25–26	Three
A-33	Identifies Initial Consonants in Spoken Words	0–14	One
		15–19	Two
		20–21	Three
A-34	Sounds of Letters	0–16	One
		17–24	Two
		25–26	Three

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Placement Table: *CIBS II Standardized* Assessments (continued)

Assessment	Skill Area	Raw Score Range	*PCI Reading Program* Level
B-1	Warning and Safety Signs	0–20	One
		21–35	Two
		36–40	Three
B-2	Warning Labels	0–8	One
		9–14	Two
		15–16	Three
B-3	Word Recognition Grade Placement Test—Form A/B	0–20	One
		21–30	Two
		31–100	Three
B-4	Word Analysis Survey—Form A/B	0–27	One
		28–48	Two
		49–53	Three
B-5	Reading Vocabulary Comprehension Grade-Placement Test—Form A/B	0–3	One
		4–6	Two
		7–24	Three
B-6	Comprehends Passages—Form A/B	0–10	One
		11–20	Two
		21–65	Three

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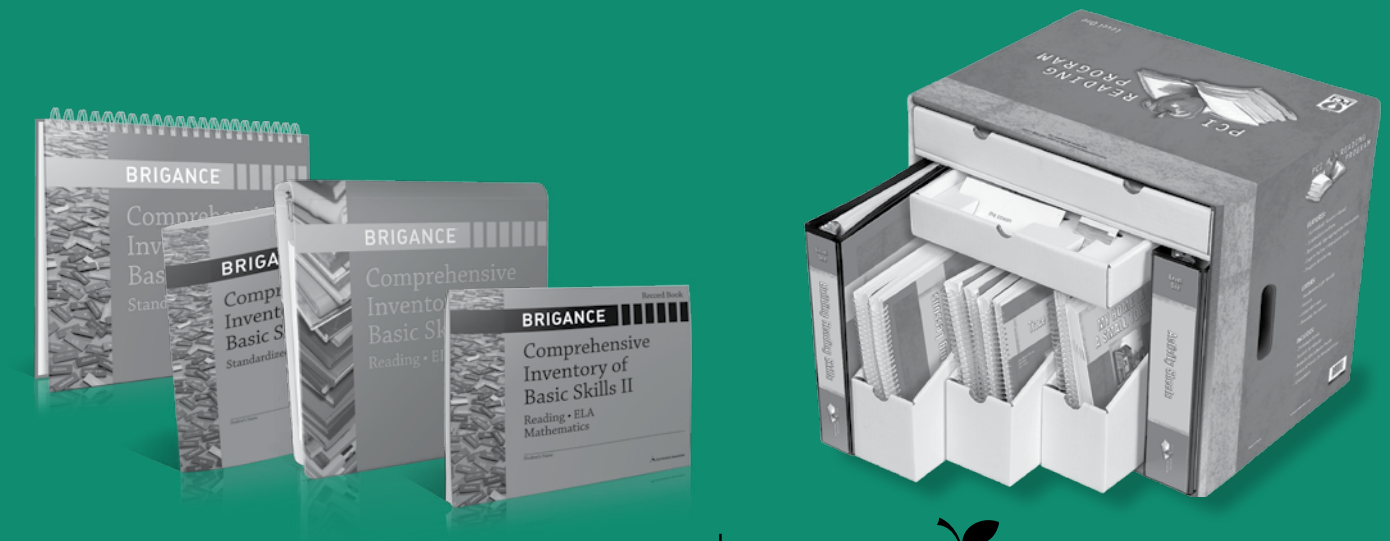

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