CIRCLE Progress Monitoring
TSR! Comprehensive

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Why Do Teachers Assess?
Using Data to Improve Practice

ASSESSMENT
Collect Data.

EVALUATION
Determine next learning step.

PLANNING
Choose resources and approach.

TEACHING
Supports students learning

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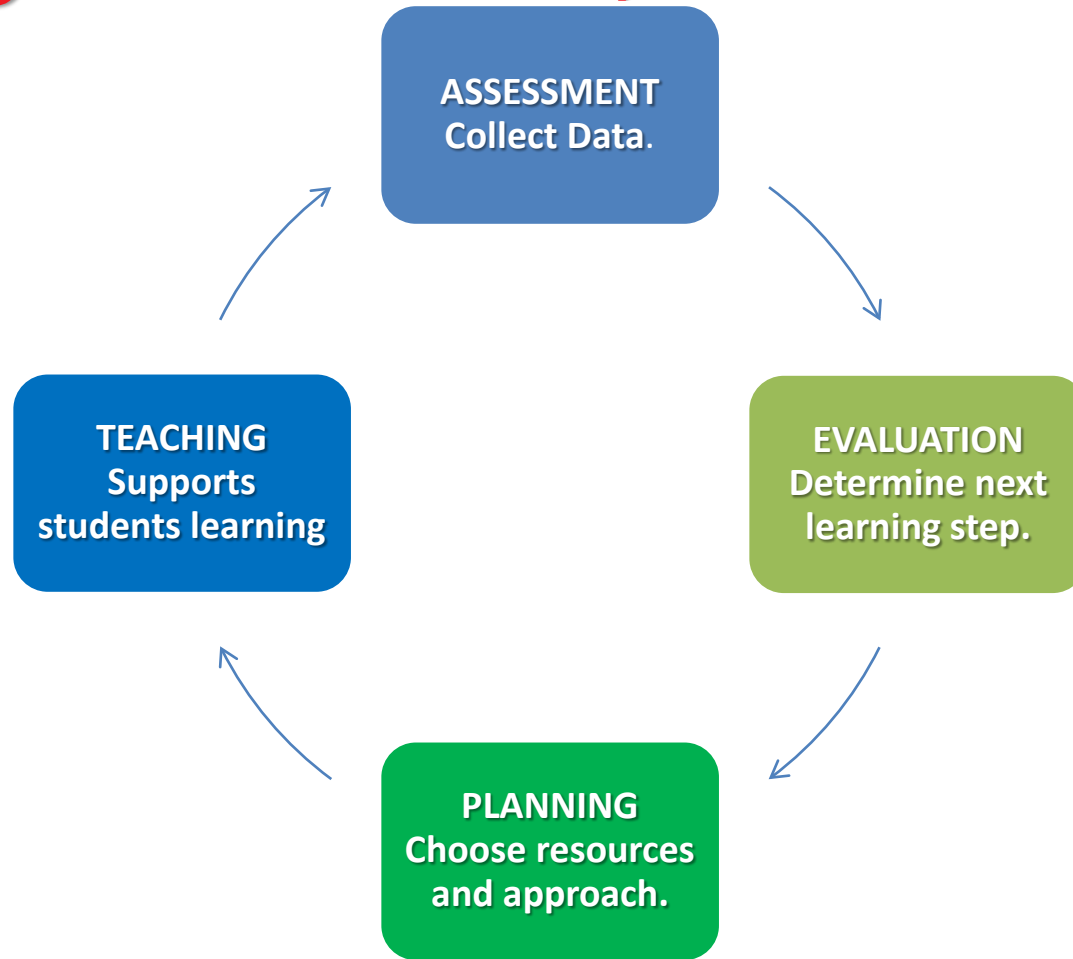
Assessment Overview

- CIRCLE Progress Monitoring is a newly revised version of the Center for Improving the Readiness of Children for Learning and Education (CIRCLE) Phonological Awareness Language and Literacy System (C-PALLS, 2004).

- Over subsequent years, the assessment system was expanded to include math (2008) and science (2013). However, educators asked our team of researchers to develop an integrated assessment system that would cover the content included in the Head Start's Assessment Framework.

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Why CIRCLE Progress Monitoring ?

- Well -established reliability and validity when used with 3 and 4 year olds (relates to other tests and predicts child outcomes).

- Designed to be administered quickly and yield immediate feedback and suggestions for teachers.

- Texas School Ready! model research demonstrates that the CIRCLE Assessment System and the activity groupings/suggestions improved child outcomes.

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What type of assessment?

CIRCLE Progress Monitoring is a **screening and progress monitoring tool**.

This is not a norm-referenced measure.

It is a criterion-referenced measure to screen and monitor preschool children's learning.

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CIRCLE **Progress Monitoring**

DIRECT ASSESSMENTS

- Vocabulary development
- Story retell & comprehension
- Book & print knowledge
- Letter recognition
- Letter-sound correspondence
- Phonological awareness
- Early science skills
- Early math skills
- Early social studies skills

OBSERVATIONAL ASSESSMENTS

- Early writing skills
- Social & emotional skills
- Approaches to learning
- Physical health & development

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Head Start Child Development and Early Learning Framework

CENTRAL DOMAINS				
APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
		Literacy	Scientific Reasoning	

Head Start Domains and CIRCLE Progress Monitoring

Social & Emotional Development	Approaches to Learning	Language & Literacy	Cognition	Perceptual, Motor, and Physical Development
Positive Social Behaviors	Social/Emotional Approaches to Learning	Vocabulary development	Early Mathematics Skills	Fine and Visual Motor Checklist
Classroom Community and Safety	Initiative and Curiosity	Letter recognition Letter-sound correspondence	Early Social Studies Skills	Gross Motor Checklist
Emotion and Behavior Regulation	Flexibility	Early writing skills	Early Science Skills	Health Status Checklist
Self Care	Art, Creativity and Dramatic Play	Book & print knowledge		
		Story retell & comprehension		
		Phonological awareness		

Progress Monitoring **Customization**

- Available in **English and Spanish**
- **Choose** your own progress monitoring **windows**
- **Prioritize measures** according to local needs
- **Exclude** individual or classes of children as needed
- **Export data** for independent analysis

How often is the CIRCLE Assessment Given?

The assessment is given three times out of the year.

❖ WAVE 1 –Oct. 1st – Nov. 1st

❖ WAVE 2 –Jan. 15th – Feb. 15th

❖ WAVE 3 –April 15th – May 15th

Note: Districts may provide dates for each of the assessment windows.

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Administering the Assessment

It is a good idea to not give the entire assessment at one time.

Break the assessment into parts:

- Week One: Phonological Awareness

- Week Two: Rapid Letter Naming/Rapid Vocabulary

- Week Three: Math Screener

- Week Four: Observable

By administering the assessment this way you are able to complete an entire class within a month's time.

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Assessment Do's & Don'ts of Assessment Administration

Praise effort.

Read instructions exactly as written.

Become comfortable with tasks before administering them.

Use prompts like "Listen carefully" to regain child's focus.

Model the practice activity if warranted.

Remain calm and steady.

Make notes after completing assessments.

Don't provide hints.

Don't elicit additional information.

Don't change instructions.

Don't assess children who are feeling sick, distraught, or overly oppositional.

Do not try to delete the assessment and change the answers

Do not model for a child once you have begun the assessment

Assessment Environment

- Have the child sit beside you in a quiet area of the classroom to complete CIRCLE Assessment tasks.

- Place the computer in a position that allows you to operate the keyboard while you and the child look the screen.

- *Note: The child should not see the screen during the phonological awareness assessments.

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Technology Essentials

- To access the CLI Engage platform, you will need the following:

  - Desktop Computer, Laptop, or Tablet
    - Assessment cannot be administered on a device with a screen smaller than 11".

  - Internet Access
    - Assessment can be administered offline.

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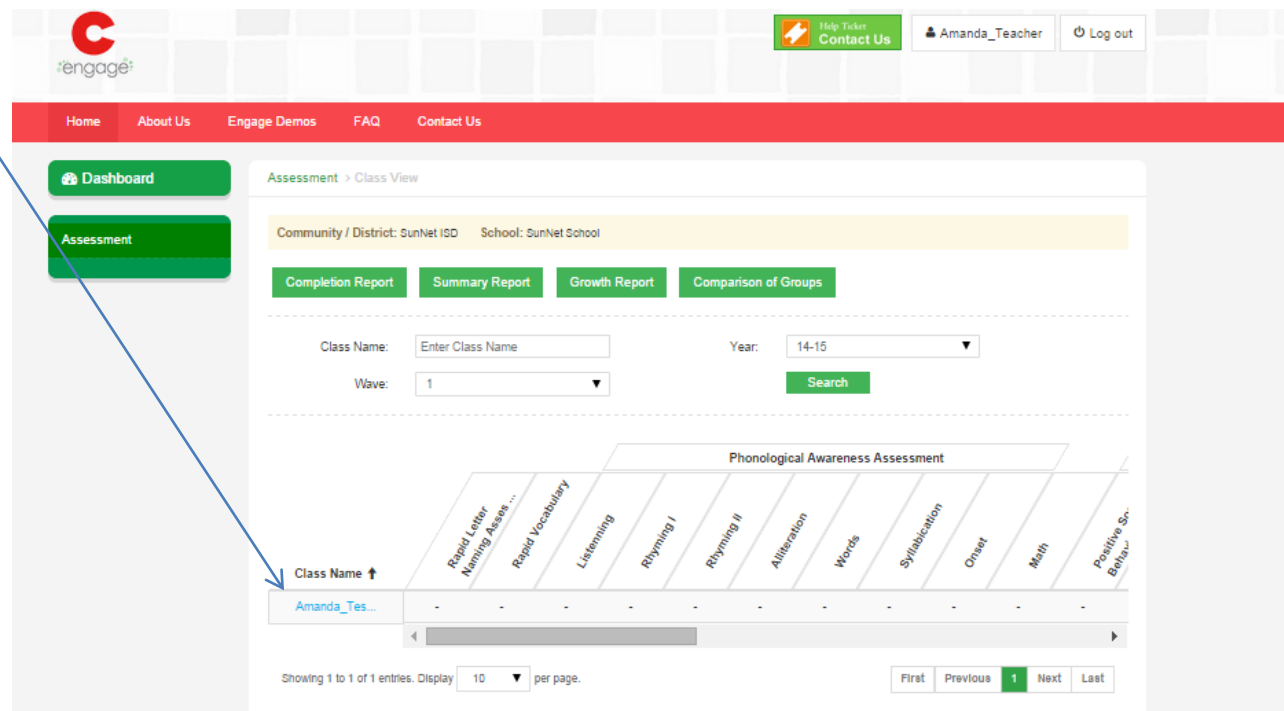
CLI Engage Dashboard

Teachers will see a dashboard after logging in to
www.cliengage.org
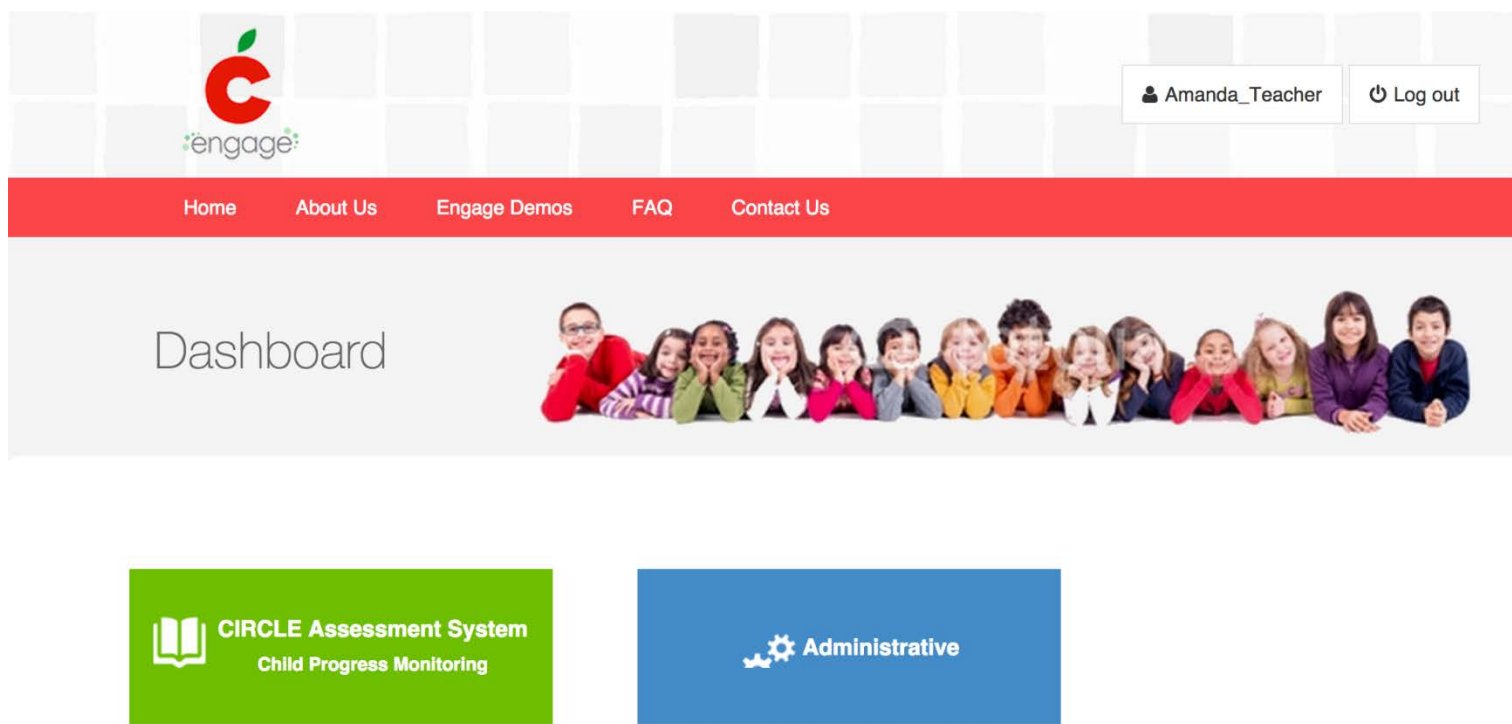
Accessing the CIRCLE Progress Monitoring

- Select "Assessment" on Dashboard
- Select "Class Name"

Class View Page

Class View

Select language of assessment.

Reports are available immediately after assessment completion

Select the appropriate "Wave."

Back to Class View	Completion Report	Summary Report

Back to Class View   **Completion Report**   **Summary Report**   **Growth Report**   **View Groups**   **Spanish**

First Name: [Enter First Name]   Last Name: [Enter Last Name]

Year: [14-15 ▼]   Wave: [1 ▼]   **Search**

▶ Administrator the test.   ⏸ The test was paused.   ✓ The test was completed.

⬛ Exclude the student from the test for current language.   ⬜ The student was excluded from the test for current language.

Student Name ↑	Age	Social Studies	Science	Math	Approaches - Initiative and Curio...	Flexibility	Art/Creativity and D...	Book and Print C	Ea
Amanda_Student Test	3	▶⬛	▶⬛	▶⬛	▶⬛	⓪	▶⬛	▶⬛	▶

Showing 1 to 1 of 1 entries. Display [10 ▼] per page.
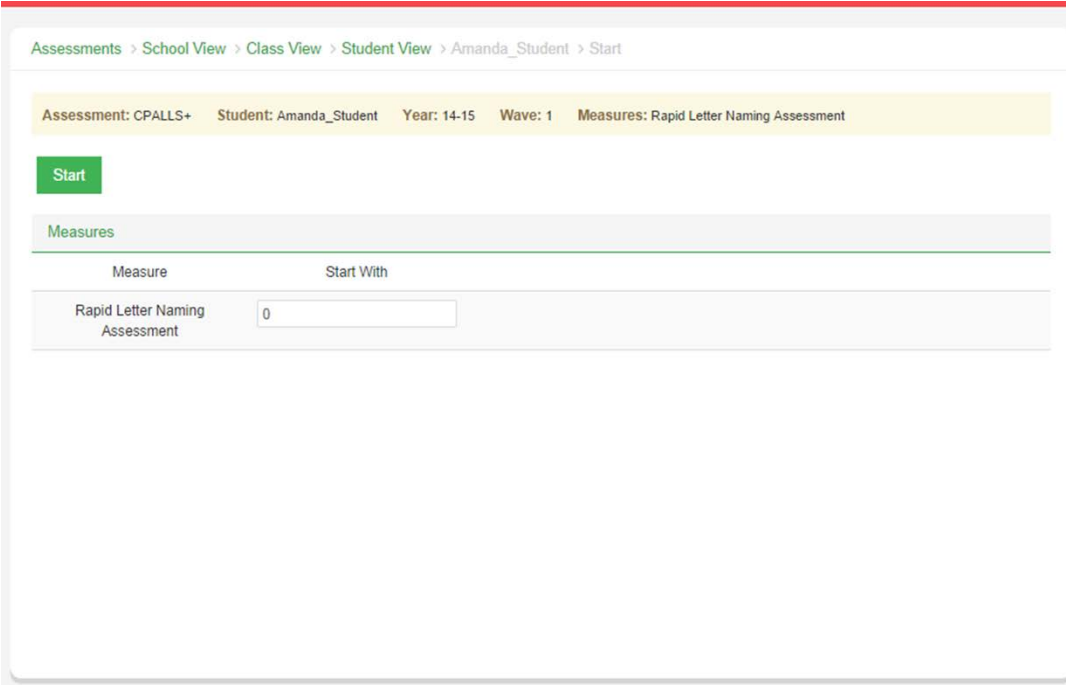
First   Previous   **1**   Next   Last

Launching an Assessment

- Select multiple subtests and click "launch selected", or

- Select an individual subtest and click the "launch" button underneath the header ▶

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Extra Screen after "Launch"

- Launch the assessment.
- Skip the first screen by clicking "start."

This is a screen you will see in each measure. Please click "start" to proceed with the assessment.
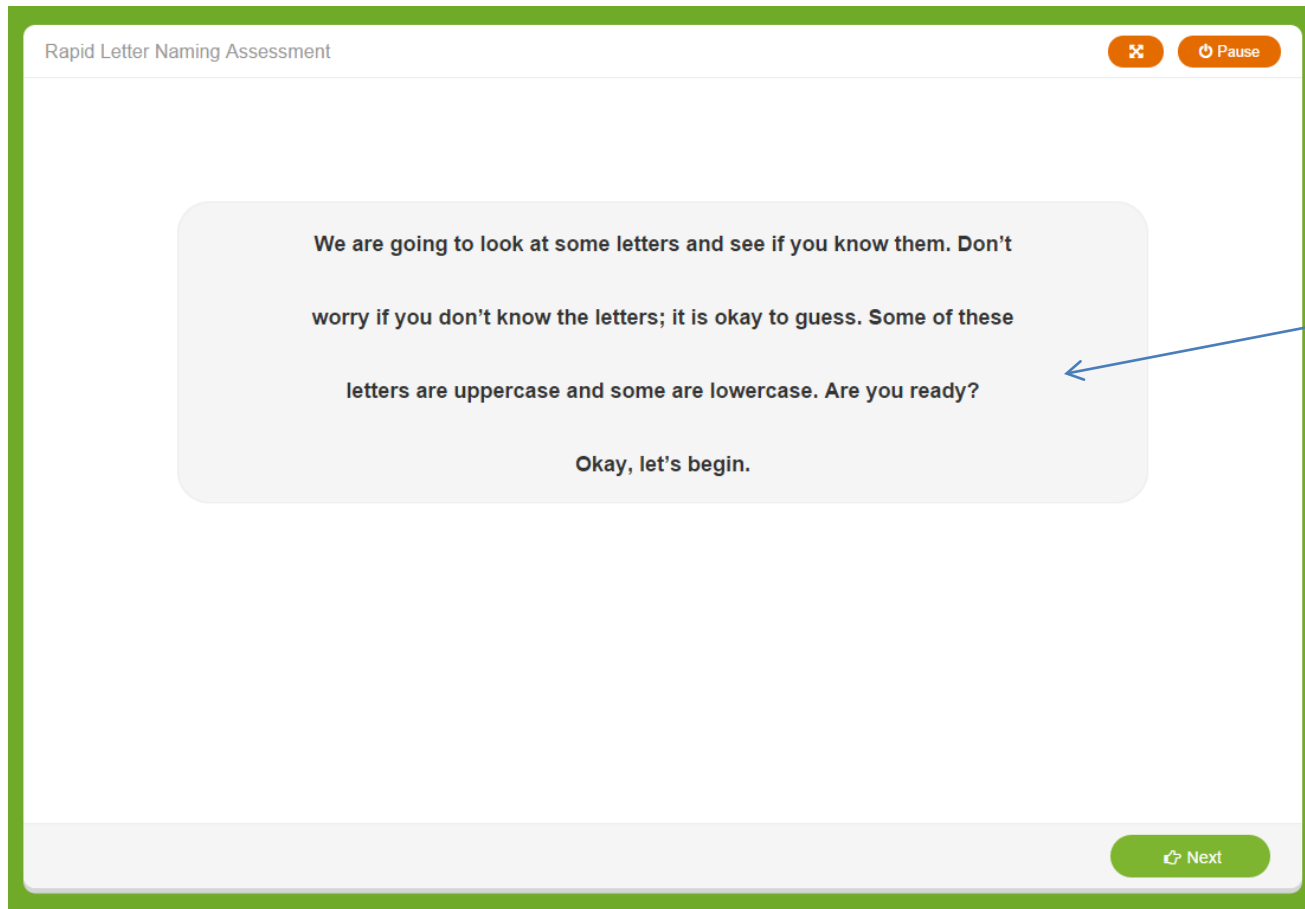
Assessments > School View > Class View > Student View > Amanda_Student > Start

Assessment: CPALLS+   Student: Amanda_Student   Year: 14-15   Wave: 1   Measures: Rapid Letter Naming Assessment

Start

Measures

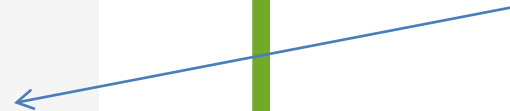| Measure	Start With
Rapid Letter Naming Assessment	0

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Rapid Letter Naming

- This assessment is given to evaluate a student's ability to identify the alphabet.

- The Rapid Letter Naming assessments are timed assessments.
  - The students will be given a total of 60 seconds to respond to the letters that appear on the screen.
  - Students must respond within 3 seconds. If 3 seconds elapse without a response it is automatically scored as incorrect.
  - When to Record the Response:
    - If the child correctly names the letter
    - If the child says "I don't know"
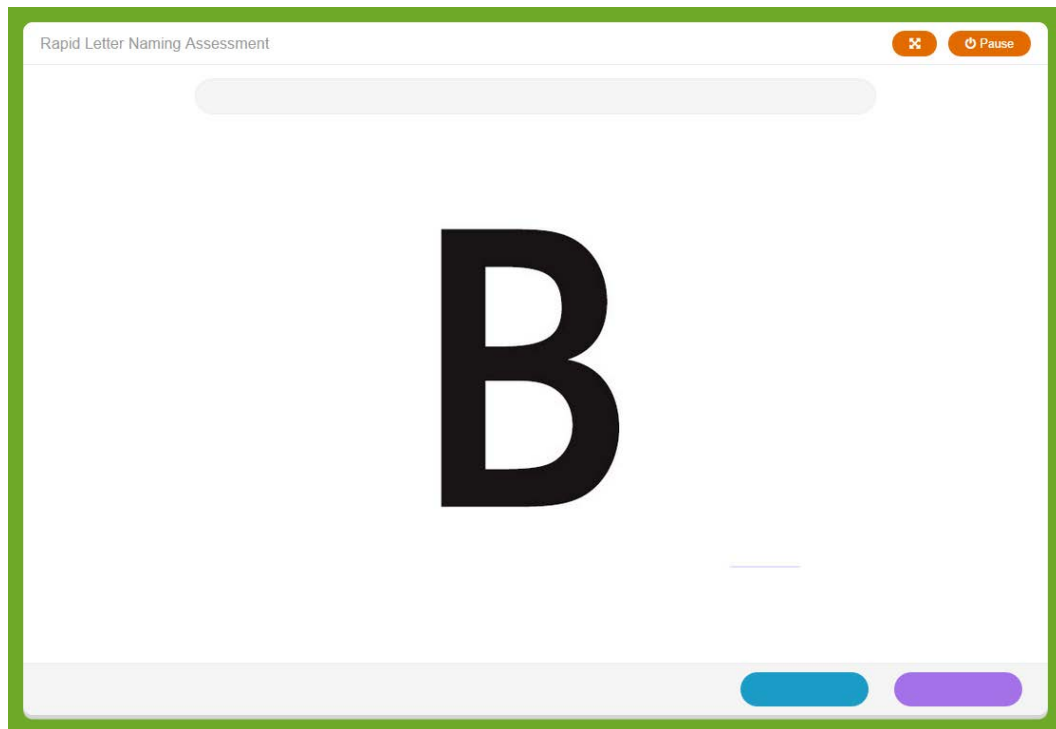   - If the child provides an incorrect response

Introductory Page

Rapid Letter Naming Assessment

We are going to look at some letters and see if you know them. Don't worry if you don't know the letters; it is okay to guess. Some of these letters are uppercase and some are lowercase. Are you ready?

Okay, let's begin.

Next

Initial Instructions

Click "next" to launch timed assessment

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Sample Stimulus

Rapid Letter Naming Assessment

B

- Each item is timed - Students have 3 seconds to respond, Teacher has 1 second to key the response

Scoring Procedures:
- Click blue if the student gave the **incorrect** response.

- Click purple if the student gave the **correct** response.

- Quick Key:
Left Arrow- Incorrect Response
Right Arrow – Correct Response

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Closing Screen for Students

Results Screen

Student Score

Link to **invalidate** results if a scoring error was made

Individual responses that are color coded based on the child's answer

Click **"done"** when you are finished reviewing results

Student : Amanda_Student   DOB: 06/29/2011   Class: Amanda_Test   School: SunNet School
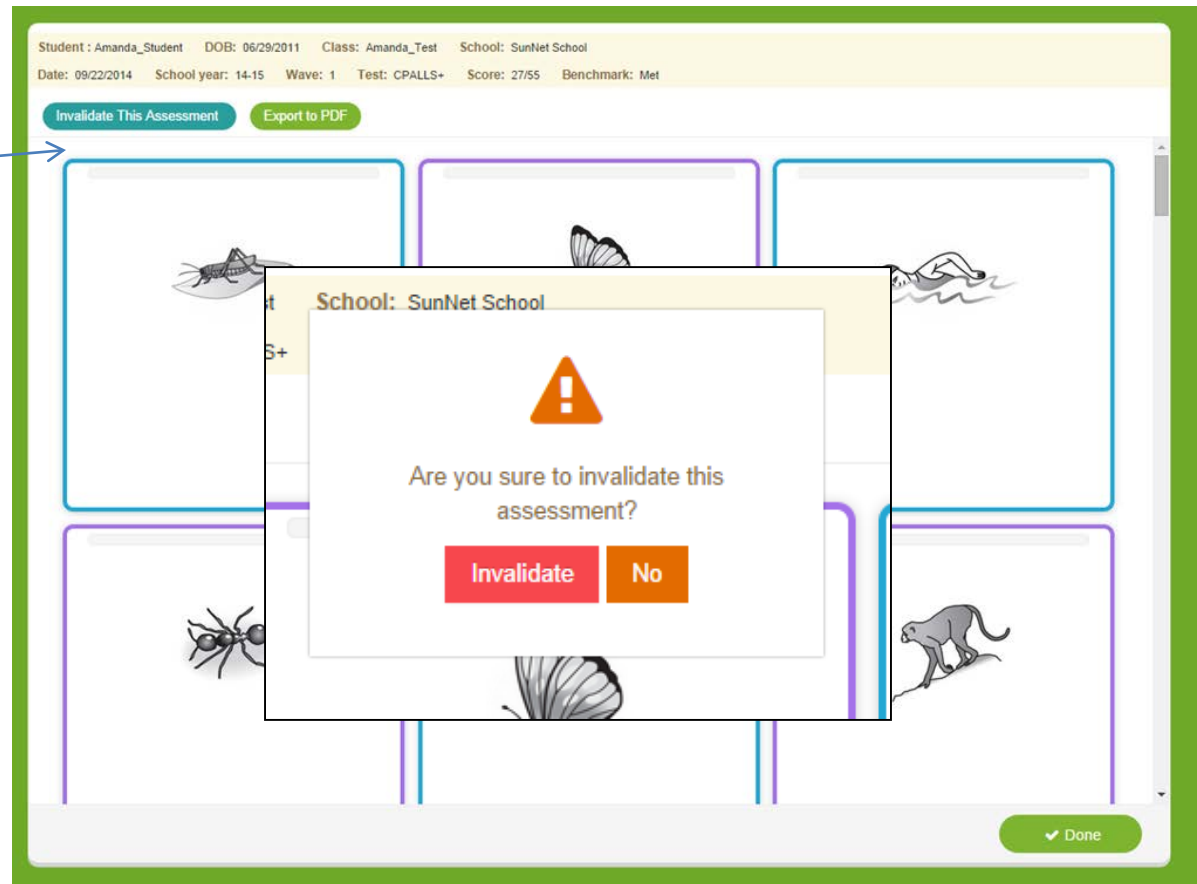Date: 09/23/2014   School year: 14-15   Wave: 1   Test: CPALLS+   Score: 57/65   Benchmark: Met

Invalidate This Assessment   **Export to PDF**

B   y   M

k   Z   t

✔ Done

TSR
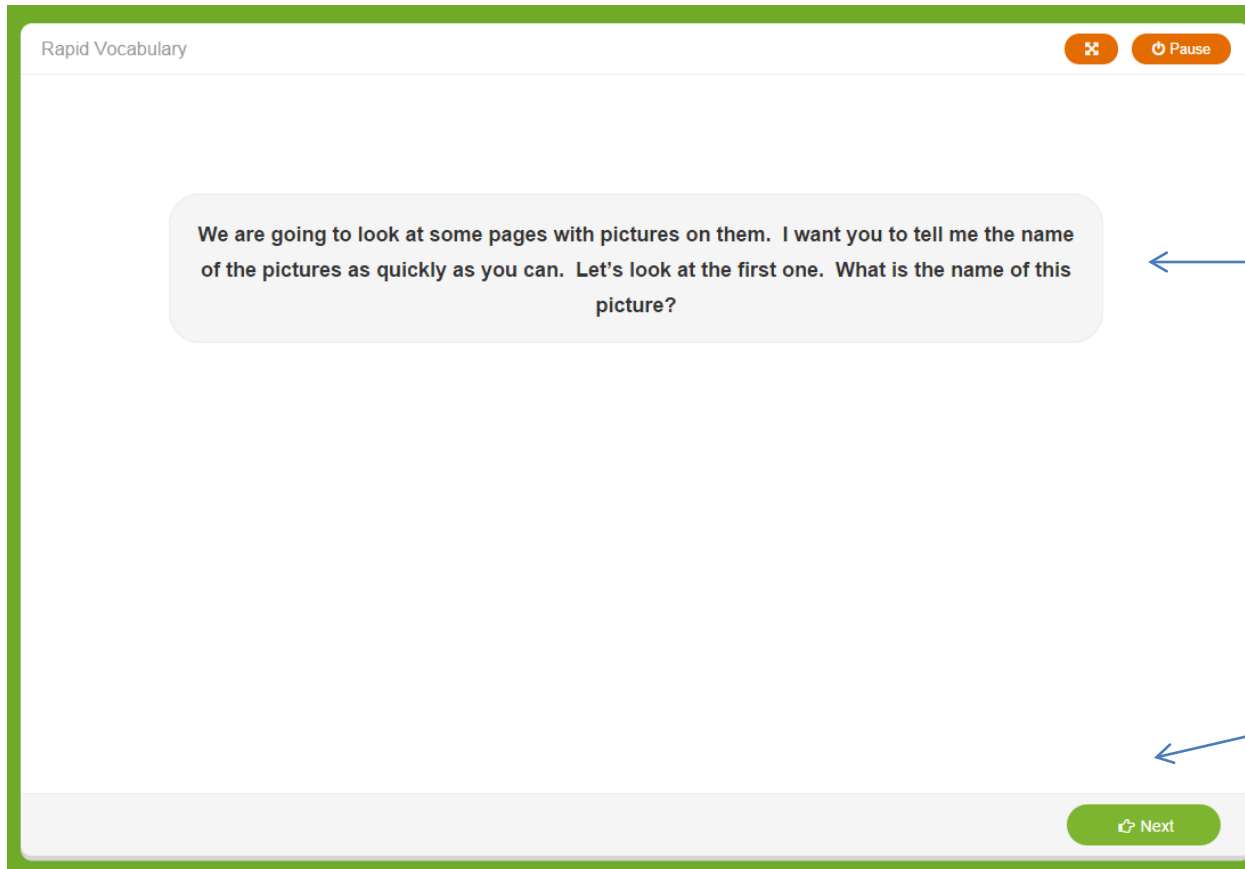**Texas School Ready!**

Invalidating an Assessment

- Only invalidate an assessment if a scoring error was made by the teacher.

- Do not reassess the child for several days to avoid "practice" effect.

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Rapid Vocabulary Naming

- These assessments are given to evaluate a student's ability to identify vocabulary.
- The Rapid Vocabulary assessments are timed assessments.
  - The students will be given a total of 60 seconds to respond to the pictures that appear on the screen.
  - Students must respond within 3 seconds. If 3 seconds elapse without a response it is automatically scored as incorrect.
  - When to Record the Response:
    - If the child correctly names the picture
    - If the child says "I don't know"
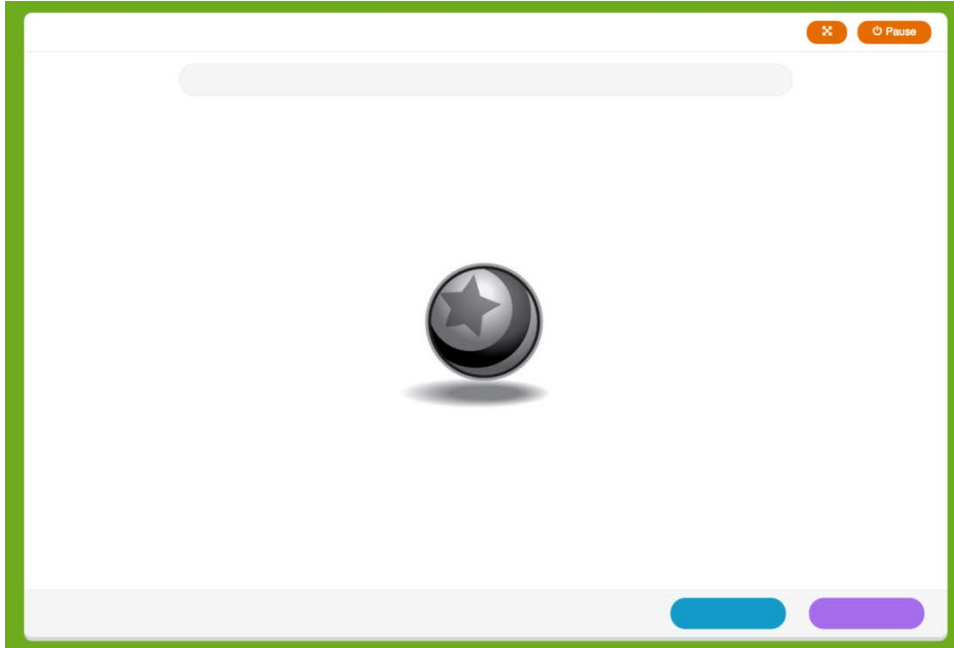   - If the child provides an incorrect response

Introductory Screen

Rapid Vocabulary

❌ ⏻ Pause

We are going to look at some pages with pictures on them. I want you to tell me the name of the pictures as quickly as you can. Let's look at the first one. What is the name of this picture?

👍 Next

Initial Instructions

Click **"next"** to launch the untimed sample items

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Warm-up Items

- 2 untimed warm-up items prior to the start of the timed assessment.

- Click **blue** if the student gave the **incorrect** response.

- Click **purple** if the student gave the **correct** response.

- Quick Key:
Left Arrow- Incorrect Response
Right Arrow – Correct Response
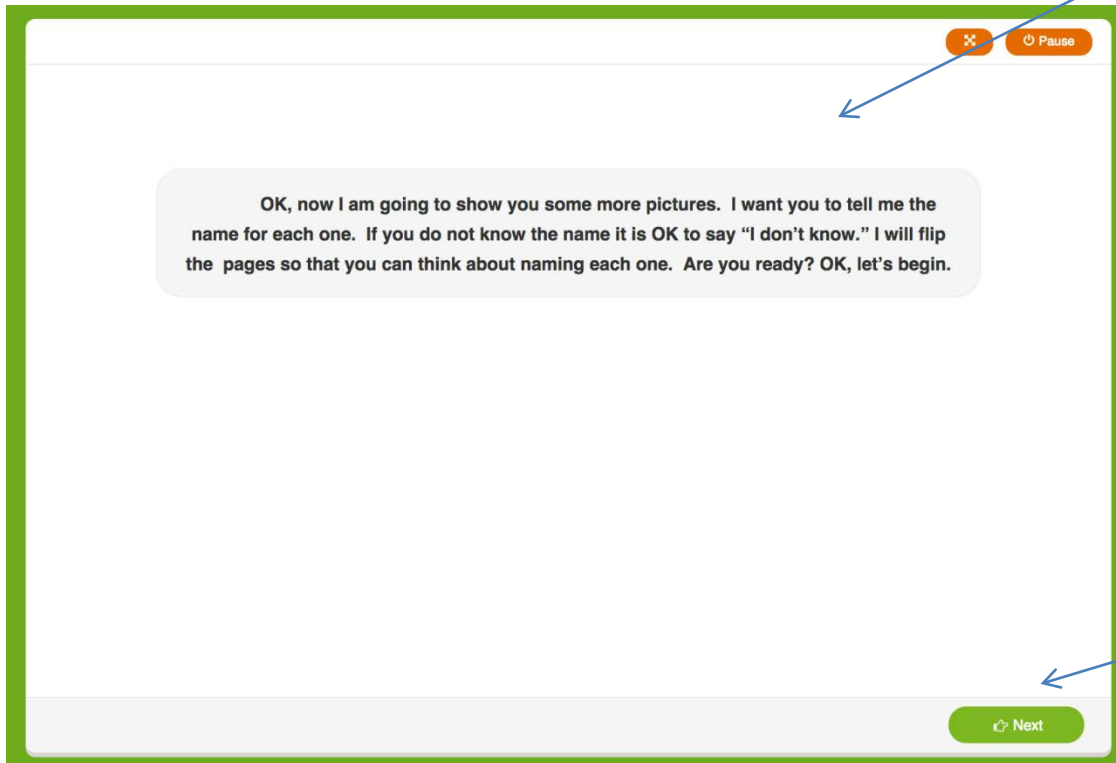
Give feedback for both practice items:

- Correct response: "Good job."
- Incorrect response: "That was a good try, but this is a ball. Let's try some more. You say 'ball.'

"Right is right!"

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"Ready" Screen

Additional instructions for teacher to read aloud.

The teacher prompts are given on the screen and will guide the teacher through the assessment. Child views assessment item on the screen.

OK, now I am going to show you some more pictures. I want you to tell me the name for each one. If you do not know the name it is OK to say "I don't know." I will flip the pages so that you can think about naming each one. Are you ready? OK, let's begin.

Click **"next"** to launch the timed assessment.

⊠ ⏻ Pause

⇪ Next

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Sample Item

- Each item is timed - Students have 3 seconds to respond, Teacher has 1 second to key the response

Scoring Responses:
- Click **blue** if the student gave the **incorrect** response.

- Click **purple** if the student gave the **correct** response.

- You cannot correct responses without invalidating the assessment on the final screen.

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Closing Screen for Student

Results Screen

Student Score

Link to **invalidate** results if a scoring error was made

Individual responses that are color coded based on the child's answer

Click **"done"** when you are finished reviewing results

Rapid Vocabulary Naming Video

Vocabulary
Click link:

http://content.cliengage.org/previews/a2njm7v8-upZaQlQy

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Rapid Vocabulary Group Practice

Log into assessments and click on the Rapid Vocabulary assessment.

- Work in groups of three.
- Assign roles- Assessor, Child and Observer
- Administer assessment.
- Discuss.
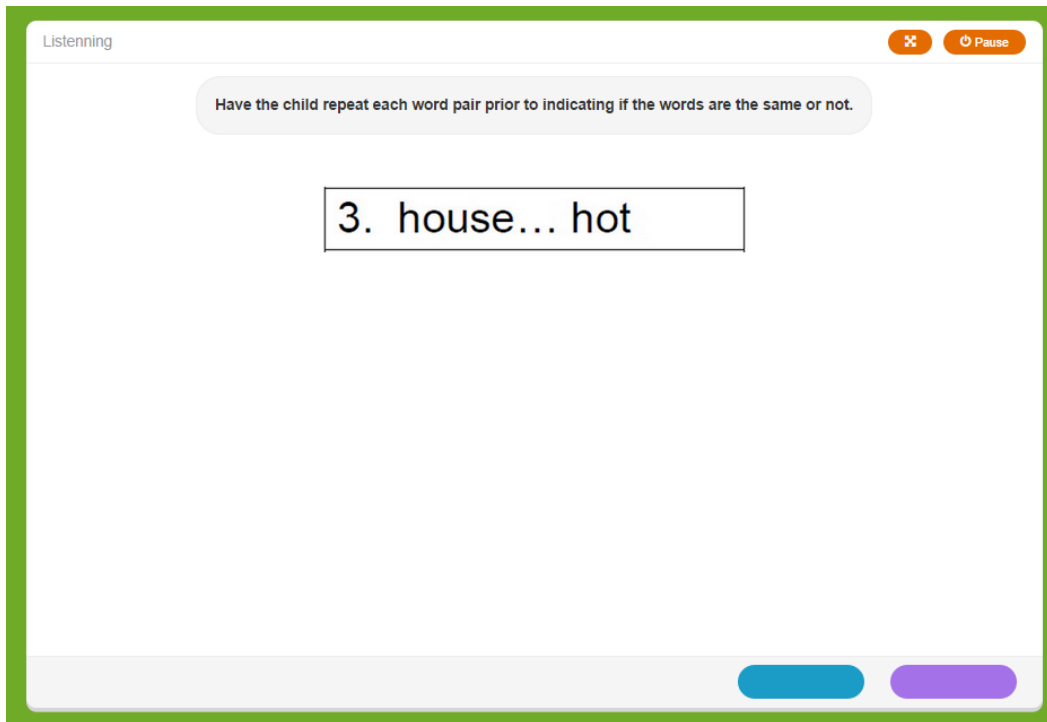
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Phonological Awareness

- This measure is used to assess a child's understanding of sound in his/her language.
- The Phonological Awareness assessments are not timed assessments.
- The child does not look at the screen. This is an auditory assessment.
- Note: It's very important when scoring that the teacher be aware of what the correct answer from the child is. Sometimes the correct answer will be "no" and sometimes the correct answer will be "yes".

Phonological Awareness Subtests

Listening	Ability to screen out other noises and selectively focus attention on a specific sound
Rhyming – Part 1	Ability to distinguish if two words rhyme when spoken
Rhyming – Part 2	Ability to independently give a word that rhymes with the word given
Alliteration	Ability to give two or more words that have the same sound(s) at the beginning of the words
Words in a Sentence	Ability to move counters to show how many words are in a sentence
Syllabication	Ability to separate a word into its parts
Onset-Rime	Ability to blend two parts of a word together when segmented between the beginning consonant(s) and the rest of the word

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Sample Item

Listenning

Have the child repeat each word pair prior to indicating if the words are the same or not.

3. house… hot

The teacher prompts are given on the screen and will guide the teacher through the assessment.

Scoring Responses:
- Click blue if the student gave the incorrect response.

- Click purple if the student gave the correct response.

- Quick Key

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Results Screen

Student Score

Link to **invalidate** results if a scoring error was made

Individual responses that are color coded based on the child's answer

Click **"done"** when you are finished reviewing results

Student : Amanda_Student   DOB: 06/29/2011   Class: Amanda_Test   School: SunNet School

Date: 09/23/2014   School year: 14-15   Wave: 1   Test: CPALLS+   Score: 4/5   Benchmark: Met

Invalidate This Assessment   **Export to PDF**

Have the child repeat each word pair prior to indicating if the words are the same or not.

1. book... book

Have the child repeat each word pair prior to indicating if the words are the same or not.

2. cat.... car

Have the child repeat each word pair prior to indicating if the words are the same or not.

3. house... hot

Have the child repeat each word pair prior to indicating if the words are the same or not.

4. light...light

Have the child repeat each word pair prior to indicating if the words are the same or not.

5. box... boy

✔ Done

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Phonological Awareness Video and Guided Practice

View the following assessments for Phonological Awareness. After the first video, log into the assessment and practice each component after viewing each assessment.

Listening

http://content.cliengage.org/players/D8DFyJvz-upZaQlQy.html

Rhyming I

http://content.cliengage.org/players/mWQSlbm4-upZaQlQy.html

Rhyming II

http://content.cliengage.org/players/D2iLTWEM-upZaQlQy.html

Alliteration

http://content.cliengage.org/players/GaEuYOVc-upZaQlQy.html

Words in a Sentence

http://content.cliengage.org/players/H0tGsU88-upZaQlQy.html

Syllabication

http://content.cliengage.org/players/4dta0ocN-upZaQlQy.html

Math Component

- The Math Screener is designed to diagnose strengths and weaknesses and to help focus instruction on specific areas of the child's needs.

- This assessment is not a timed assessment. The tests are linked for continuation.

- This assessment covers multiple tasks to assess a child's understanding of math skills.

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Math Tasks in CIRCLE Assessment

Rote Counting	Students successfully counts to the highest number in consecutive order
Set Counting	Students counts the number of items on the screen and give the number verbally
Number Naming	Students identify a picture of a number.
Number Discrimination	Students will pick out a specific number among other numbers
Shape Discrimination	Students will identify pictures of specific shapes among other shapes
Shape Naming	Students identify pictures of shapes
Operations	Students use addition and subtraction to respond the the question while referring to pictures on the screen

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Task: Rote Counting

Rote Counting (1 item)

Let's play a counting game. When I say "go" I'd like you to start from one and count as high as you can. Are you ready… Go…

Between 1 and 10

Between 11 and 20

21 and above

– Give the directions to the child

– Record highest response
  - (up to 99)

Click "next" to proceed.

Note: Repeat item up to 2x if needed

Prompt once if needed:

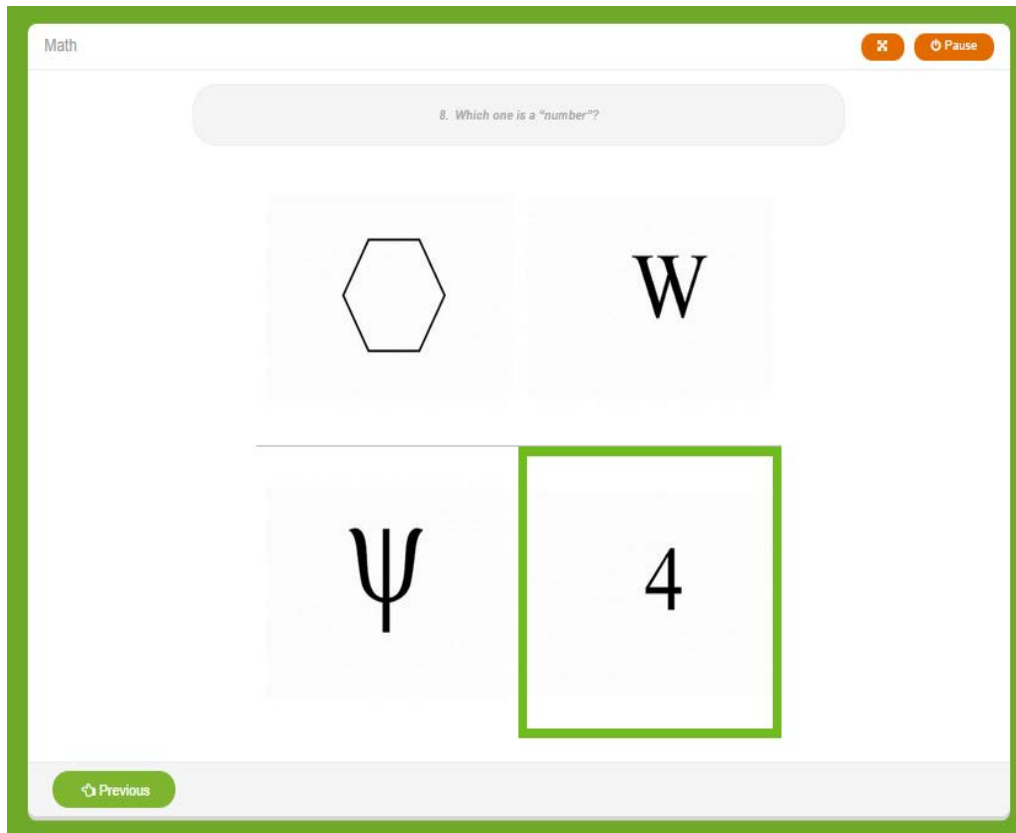"OK, I will help you get started. 1, 2… what comes next?"

"What comes after _____?

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Task: Set Counting

- Give the directions to the child
- Ask the question
- Click correct or incorrect button
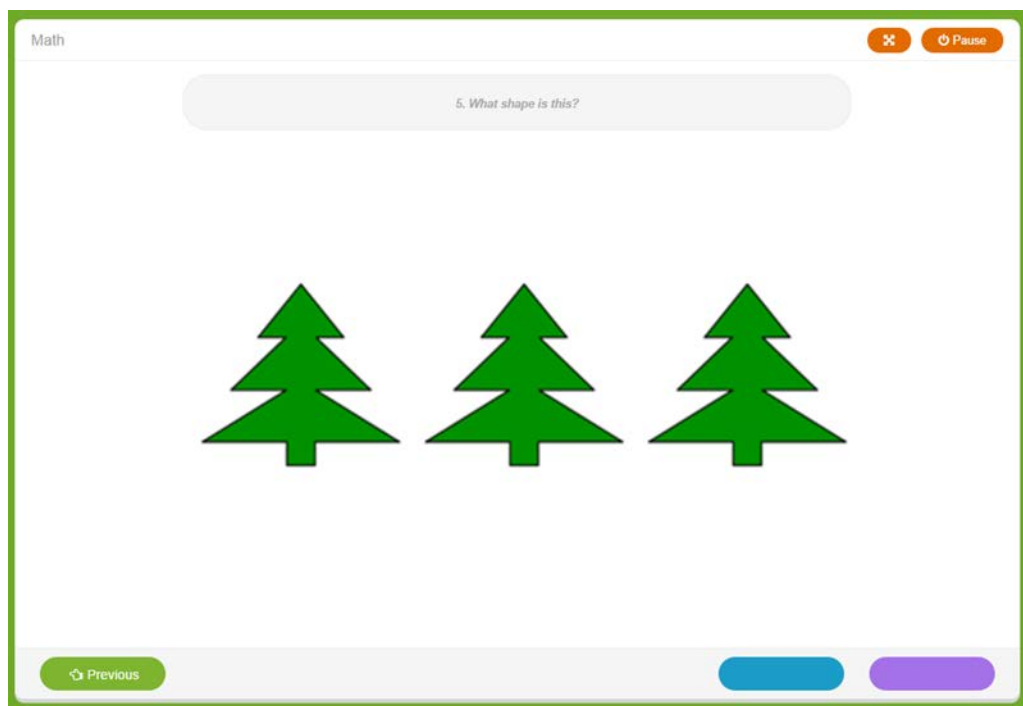
Note: If the child just counts (e.g., 1, 2, 3), prompt for the cardinal value by saying, **"How many are there?"**

Task: Number Discrimination

Give the directions to the child.

Teachers clicks the child's response. Answer choices highlight in green as they hover over an individual response.
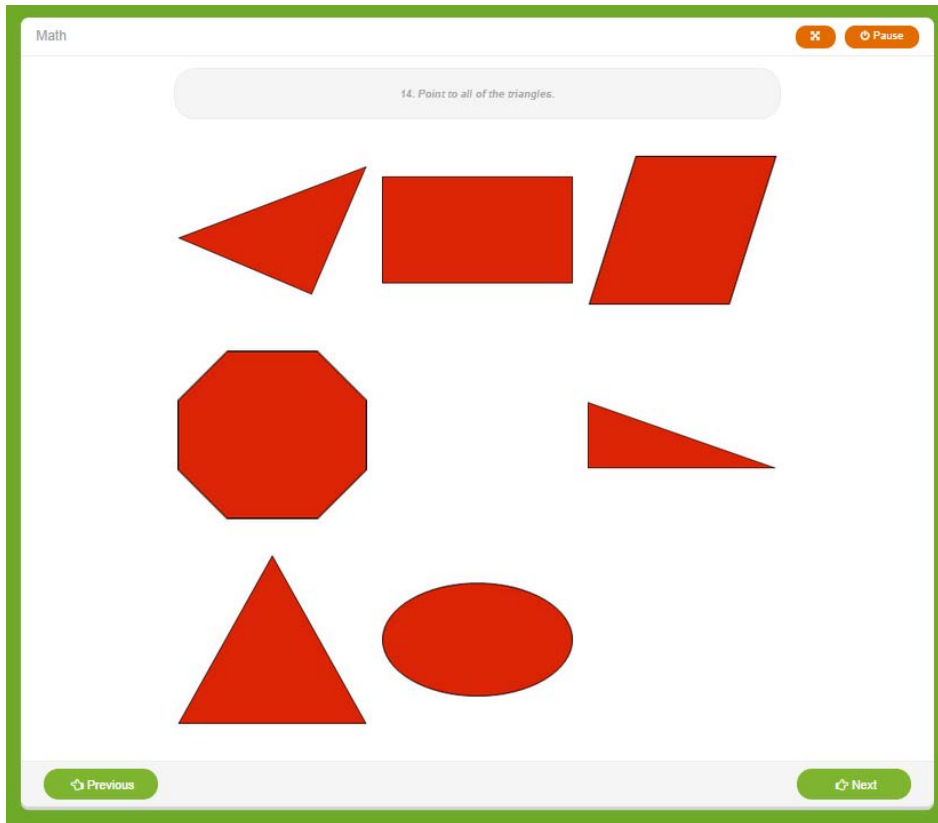
Click "next" to proceed or "previous" to go back and correct and response immediately if a scoring error was made.

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Task: Number Naming
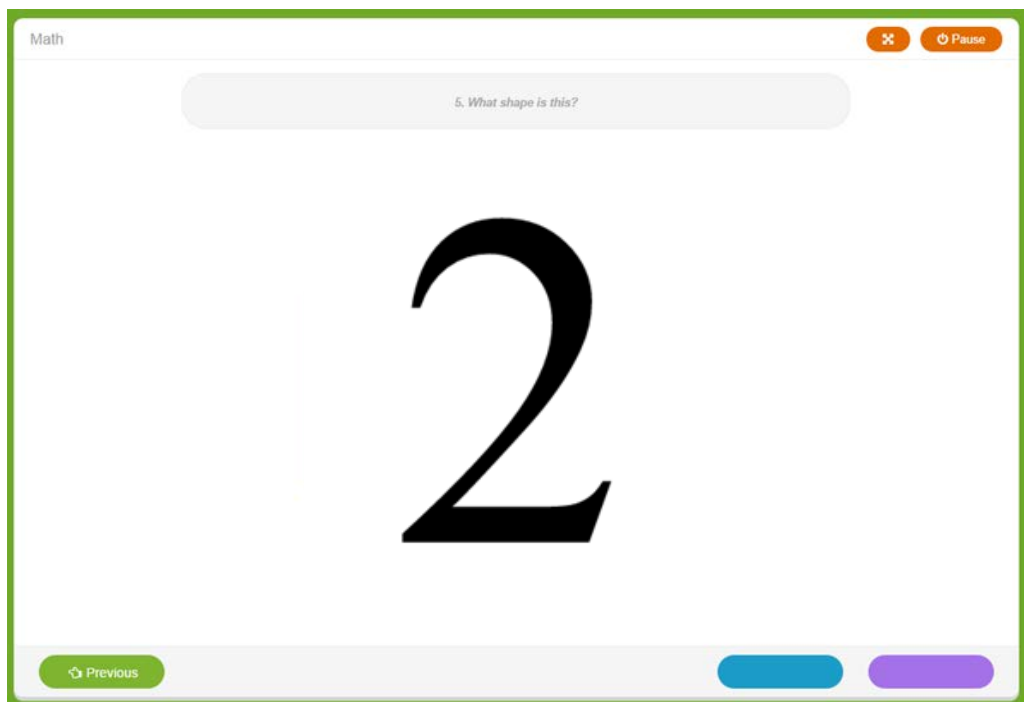
- Give the directions to the child
- Ask the question
- Scoring Responses: Click the correct or incorrect button

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Task: Shape Discrimination

- Give the directions to the child
- Ask the question

Teacher highlights and clicks the child's responses.

Click "next" to proceed or "previous" to go back and correct any response.

Note: If the child points to 1 or 2 _____, teachers can use the following prompt one time: **"Is that all of them?"**

Task: Shape Naming

Math

5. What shape is this?
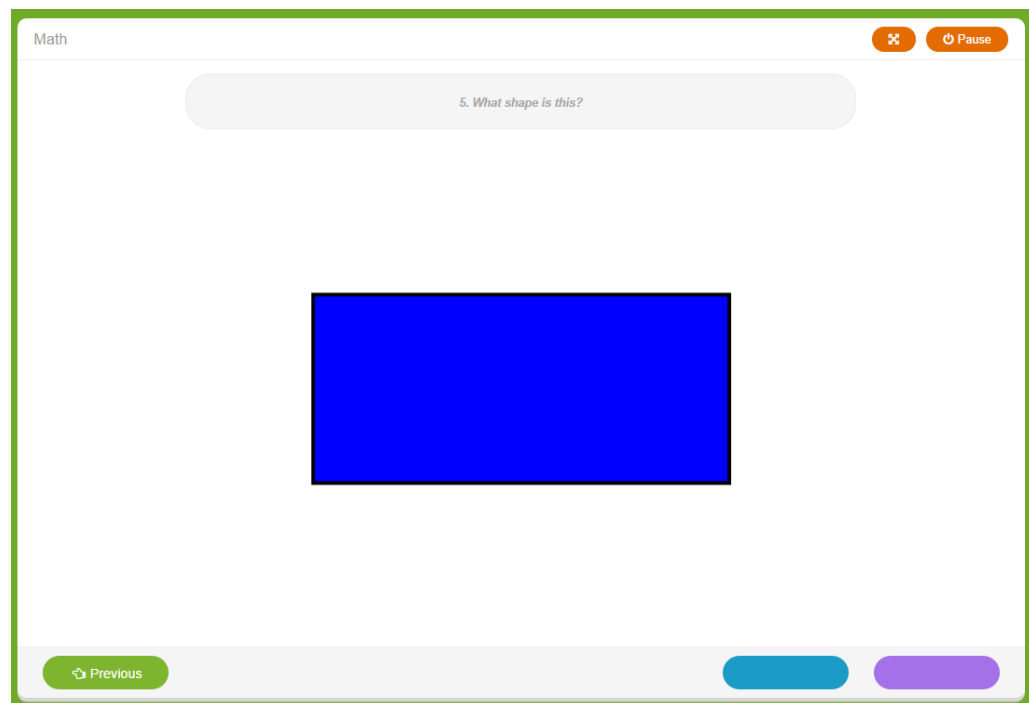
Previous

"Previous" button allows you to go back and correct a response.

– Give the directions to the child & ask the question

– Scoring Responses:

- Click **blue** if the student gave the incorrect response.

- Click **purple** if the student gave the correct response.

- Quick Key

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Task: Operations

- Give the directions to the child
- Ask the question
- Click correct or incorrect button

If you took away one drink how many would be left?

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Closing Screen for Student

Results Screen

Student Score

Individual responses that are color coded based on the child's answer

Click **"done"** when you are finished reviewing results

Math Video

Math

Click link:

http://content.cliengage.org/players/JJ978sJR-upZaQlQy.html

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Math Group Activity

Log into assessments and click on one of the Math Components.

- Work in groups of three.
- Assign roles- Assessor, Child and Observer
- Administer assessment.
- Discuss.

Book & Print

Book and Print Checklist: observes the child's engagement and awareness of books and print.

Select a book with these features:
- Print on every page
- At least one page with multiple lines of print
- No more than three lines of print on each page
- Print that moves from left to right

Teacher gives directive and selects "Correct" or "Incorrect" based on the student's response,

Description	Mark a 1, 2, or 3 response
Author role: Tell me what the author does.	○ 1 - C / ○ 2 - I
Illustrator role: Tell me what an illustrator does.	○ 1 - C / ○ 2 - I
Book facing up/forward: Show me the right way to hold this book.	○ 1 - C / ○ 2 - I
Front cover: Show me the front of this book.	○ 1 - C / ○ 2 - I
Title: Show me the name or title of the book.	○ 1 - C / ○ 2 - I
Print versus pictures: Show me a picture or illustration.	○ 1 - C / ○ 2 - I
Letters versus words: Show me one letter.	○ 1 - C

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Book & Print Video

Book and Print
Click link:

http://content.cliengage.org/players/ijorimay-upZaQlQy.html

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Book & Print Group Practice

Log into assessments and click on the Book and Print assessment.

- Work in groups of two.
- Assign roles- Assessor and Child
- Administer assessment.
- Discuss.

Science and Social Studies

Teachers will administer receptive tasks in the social studies and science assessments. These assessments are optional for TSR Comprehensive participants.

Note: Even though these assessments are optional for the TSR! Comprehensive project, Districts may require your sites to complete these assessments.

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Sample Item

Which of these helps us get from one place to another?

The teacher prompts are given on the screen and will guide the teacher through the assessment.
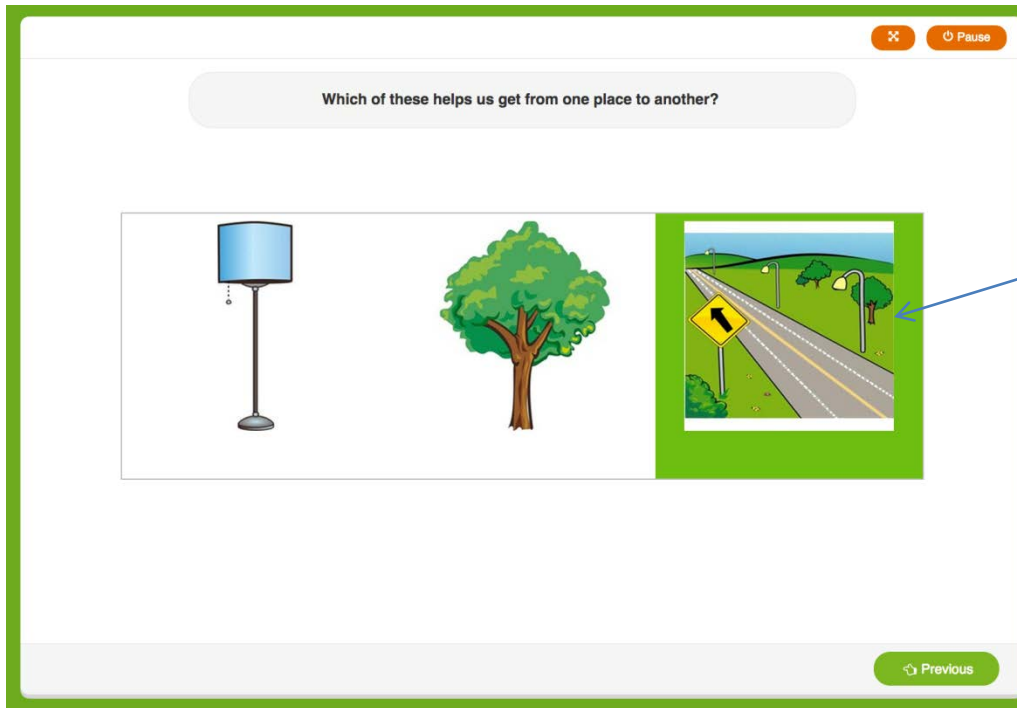
- By hovering over a response, it highlights green.

- Click to select the response given by the student.

- "Previous" button allows you to go back and correct a response if a scoring error was made.

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Results Screen

Student Score

Individual responses that are color coded based on the child's answer

Click **"done"** when you are finished reviewing results

Closing Screen for Student

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Observables

The components of the Observables include:

1. Social Screener

2. Early Writing Checklist

3. *Physical Development and Health

4. *Approaches to Learning

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Observables Video

Observables
Click link:

http://content.cliengage.org/players/EDQLDYmD-upZaQlQy.html

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Observables Video and Guided Practice

View the Observable Video and then log into assessments and click on any of the social emotional checklist components.

- Work in groups of three.

- Take turns scoring any of the checklist.

- Discuss.

Reports

- Class Summary
- Grouping Tool
- Child Summary
  - Letter
  - Vocabulary
  - Phonological Awareness
  - Math
- Campus Report

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CIRCLE Progress Monitoring Reporting

o **Completion Report:** tracks completion of required assessments

o **Summary Report:** allows districts and communities to view children's performance across all subject areas

o **Growth Report:** allows districts, communities, and teachers to view children's gains over time

o **Group Report:** groups children with scores below age-related benchmarks and recommends activities for further skill development

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Class Summary

Provides:

- Overview of assessments for your class

- Snapshot of your children's literacy and math skills

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Summary Selection Page

Class Summary Report

Community: ALICE ISD
School: Alice MS Head Start Ctr
School year: 2014-2015
Wave 1

Assessment Language: English
Class: Miguel's - AM
Teacher: M Angel Gallegos

Raw Scores

Student	Rapid Letter Naming	Rapid Vocabulary 1	Listening	Rhyming I	Rhyming II	Alliteration	Words in a Sentence	Syllabication	Onset-Rime	Total
						Phonological Awareness				
Maximum Score	52	55	5	9	5	7	5	7	5	43
Ali Student	-	-	-	-	-	4	3	5	3	15
Amy Student	15	11	4	3	4	3	5	5	4	28
April Student	18	11	2	6	4	0	0	4	2	18
Bobby Student	5	2	4	-	1	-	2	7	2	16
Corbin Student	4	4	5	7	1	-	2	-	3	18
Donald Student	2	4	1	6	0	-	-	-	-	7
Jennifer Student ...	-	-	5	9	5	7	5	7	5	43
Miguel Student	0	33	3	5	5	4	5	5	5	32
Nathan Student	0	38	2	0	3	6	4	-	2	17
Reese Anna Stude ...	18	16	3	5	4	2	2	6	3	25

1 : At or above benchmark	**1** : 4 years old and older below benchmark
1 : 3.5 to 3.9 years old below benchmark	**1** : Younger than 3.5 or no benchmark applies

What is Response to Intervention (RTI)?

Tier 3

–intensive, individualized interventions (~5%)

Tier 2 – supplemental small groups (~15%)

Tier 1 – core curriculum (~80%)

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Whole Group Language Instruction

- Conversations
- Questions
- Read-Alouds
- New vocabulary
- Language building strategies
- Themes

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Whole Group Phonological Instruction

- Daily PA instruction
- Variety of PA activities
- Increase level of difficulty
- Connect to themes
- Books that include PA elements
- PA activities in centers

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Grouping Tool

Provides:

- Recommended children for small group instruction
- Small group activities

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Grouping Tools

Community / District: ALICE ISD   School: Alice MS Head Start Ctr   Class: Miguel's - AM   Teacher: M Angel Gallegos   School year: 14-15   Wave: 2

Student View

Printer Friendly Page   **Export to PDF**

Measure Groups:

Rapid Letter Naming

Corbin Student ✛

Activities: Name Puzzle Letter Sort I Spy Environmental Print

Rapid Vocabulary 2

Amy Student ✛

Activities:

Phonological Awareness > **Listening**

Amy Student ✛   Donald Student ✛

Activities: Words Same or Different? Do You Hear What I Hear?

Phonological Awareness > **Rhyming I**

Amy Student ✛

Activities: Rhyming Basket I (receptive) Rhyming Books, Poems & Songs Recepti

Printer Friendly Page   **Export to PDF**

Custom Groups: **+Add Group**

Letters Group 1   ✏ ➕ 🗑

Corbin Student ✖   Reese Anna Student ✖

Jennifer Student ✖   April Student ✖

Drop Student Here

Top Letters   ✏ ➕ 🗑

Donald Student ✖   Bobby Student ✖

Nathan Student ✖   Corbin Student ✖

Drop Student Here

View Groups

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Custom Groups

Benefits of Small Group Instruction

- Give children more opportunities to use language with the teacher and peers
- Observe children individually
- Scaffold children's development
- Meet children's individual needs
- Reduce wait time for children
- Allow for more individual participation from each child

Creating Reports

- Class Summary

| Class View | Class Completion Report | Class Summary Report | Class Growth Report | View Groups | Click to Assess in Spanish |

- Child Summary

Aniya Barron

- Grouping Tool

| Class View | Class Completion Report | Class Summary Report | Class Growth Report | View Groups | Click to Assess in Spanish |

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Drag and Drop

Select from List

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Child Summary

Provides:

- Child's overall results
- Individual task results

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Summary Selection Page

Student Summary Report

Student: Amy Student		Maximum Score	Wave 1	Wave 2	Wave 3
Measure		**Maximum Score**	**Wave 1**	**Wave 2**	**Wave 3**
Rapid Letter Naming		52	15	21	-
Rapid Vocabulary 1		55	11	-	-
Rapid Vocabulary 2		55	-	18	-
Rapid Vocabulary 3		55	-	-	-
Phonological Awareness	Listening	5	4	4	-
	Rhyming I	9	3	3	-
	Rhyming II	5	4	5	-
	Alliteration	7	3	5	-
	Words in a Sentence	5	5	5	-
	Syllabication	7	5	7	-
	Onset-Rime	5	4	5	-
	Total	43	28	34	-

1 : At or above benchmark

1 : 3.5 to 3.9 years old below benchmark

1 : 4 years old and older below benchmark

1 : Younger than 3.5 or no benchmark applies

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Planning intervention

- Use the small grouping tool

- Use CIRCLE online activity collection

- Utilize CLI Engage on-line Professional Development for teachers

- CLI Engage CIRCLE Activity collection.

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If you need assistance…

- Submit a "Help Ticket" through the CLI Engage Dashboard.
- Questions will be addressed by trained CLI staff members.

Help Ticket
Contact Us

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