

Approaches to Learning Supplemental* Checklist

CIRCLE Progress Monitoring

Name:		Birth Date:
School:	Teacher:	
BOY Date:	MOY Date:	EOY Date:

Instructions: Please consider your observations of children's behaviors within the classroom and school to complete this checklist. Read each item and evaluate whether a behavior is demonstrated:

- (1) **Rarely** – the child never or rarely demonstrates the behavior
- (2) **Sometimes** – the child sometimes demonstrates the behavior, but it inconsistent or requires assistance
- (3) **Consistently** – the child consistently demonstrates the behavior

*Note: Additional items related to this topic can be found in the Social Emotional Checklist.

The child...	BOY	MOY	EOY
Initiative and Curiosity			
Is able to launch technology devices and interact with educational applicants with adult assistance. This is a pilot item, not scored, 23-24.	□ R □ S □ C	□ R □ S □ C	□ R □ S □ C
Is able to name digital tools within the classroom (e.g., computer, tablet, mouse). This is a pilot item, not scored, 23-24.	□ R □ S □ C	□ R □ S □ C	□ R □ S □ C
Seeks out others to share an idea or get involved in an activity.	□ R □ S □ C	□ R □ S □ C	□ R □ S □ C
Shows an eagerness to learn about new topics and how to do new tasks.	□ R □ S □ C	□ R □ S □ C	□ R □ S □ C
Shows flexibility and creativity in approaching new tasks.	□ R □ S □ C	□ R □ S □ C	□ R □ S □ C
Asks questions in order to learn more about people, topics, and ideas.	□ R □ S □ C	□ R □ S □ C	□ R □ S □ C
Asks about how objects work or why things are done a particular way.	□ R □ S □ C	□ R □ S □ C	□ R □ S □ C
Sets goals, develops plans, and follows through to completion.	□ R □ S □ C	□ R □ S □ C	□ R □ S □ C



Flexibility			
Is able to change or modify an ineffective approach to solving a problem and try a new approach.	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C
Incorporate others' ideas in order to be more effective engaging in activities or interacting with others.	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C
Shows the ability to accept another person's way of doing things even when it differs from their own approach.	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C
Incorporates others' feedback to be more effective in solving problems or interacting with others.	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C
Can go with the flow when routine activities must be adjusted due to unexpected circumstances.	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C
Art/Creativity and Dramatic Play			
Creates artistic products (e.g., drawings, clay forms, painting, etc.) as a form of creative self-expression and representation.	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C
Uses imagination to act out pretend play on their own or with encouragement from others.	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C
Uses music, movement or dance as a form of creative self-expression and representation.	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C
Participates in group music, movement, dance or other creative classroom activities.	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C	<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> C

