

# CIRCLE

PROGRESS  
MONITORING

TRAINING  
COURSE  
**FACILITATION  
GUIDE  
MODULE 2**

# INTRODUCTION

This facilitator guide is a companion document to the online CIRCLE Progress Monitoring Pre-K Assessment Training course available on [CLI Engage](#). The Module 2 facilitator guide provides guidance for facilitators in introducing participants to the actual C-PM assessment and administering each of the assessments.

**Facilitators should complete the online CIRCLE Progress Monitoring Pre-K Assessment Training (Facilitated) course on CLI Engage to be familiar with the content and to be prepared to move through the different sections.**

Times allotted for each module are approximate and may vary according to number of participants, level of engagement, and experience with assessments.

## Organization & Layout

### PROPOSED AGENDA

This agenda is a one-day training session for introducing and learning how to administer CPM. Facilitators may also select specific subtests to train based on subtests that teachers will be required to administer.

<i>Sections</i>	<i>Session Description</i>	<i>Time</i>
<b>Module 2</b>		
Accessing the Assessment Tool	Overview of the CLI Engage Dashboard and practice area for launching the assessment, scoring the responses, and availability of on-demand reports with child data	30 minutes
Assessment Measures	Overview with video examples for some measures. The measures reviewed include Rapid Vocabulary, Rapid Letter Naming, Phonological Awareness, Math, Book and Print, Science and Social Studies, Observables, Early Writing, Story Retell, and Comprehension	2.5 hours
<b>Module 3</b>		
Assessment Resources: Data & Reports	Overview of Completion Reports, Growth Reports, Summary Reports, and Group Reports and recommended activities for further skill development	30 minutes

CIRCLE Activity Collection	The CIRCLE Activity Collection connects progress-monitoring results and includes annotated videos of the activities performed in real classrooms with heavy scripting to cue the teacher to best instructional practices.	45 minutes
Closing	Provide participants with a review of available resources and an opportunity to ask questions	45 minutes

Note: Breaks and lunch are not included in this agenda because these may vary.

\*The Administrator Guidelines course time varies based on the number and type of subtests the teachers will be required to administer.

## PLANNING AND MATERIALS FOR FACE TO FACE FACILITATION

Task	✓
Print name tags for participants	
Arrange tables to facilitate discussion and use of laptops	
Set up screen, audio equipment, and computer with projector	
Have previously completed K-W-L chart available.	
Prepare table supplies (e.g., sticky notes, pens, notepads, highlighters, etc.)	
Create grouping strategies if desired to group participants for activities	
Print handouts for each participants (See handouts section on p.4 of this guide)	

## PLANNING AND MATERIALS FOR VIRTUAL FACILITATION

Task	✓
Email participants the session registration link	
Test out internet access, audio equipment, and computer with projector	
Have access to saved K-W-L chart on Whiteboard.	
Create small group breakout room for activities. Organize rooms ahead of time or during the training.	
Send out web-conferencing link and attach handouts to all participants. (See Handouts section below)	

# HANDOUTS MODULE 2

- CIRCLE Progress Monitoring (CPM) User Guide ([cliengage.org](http://cliengage.org))
- CIRCLE Progress Monitoring Benchmarks ([cliengage.org](http://cliengage.org))
- CIRCLE Progress Monitoring Scoresheets: Story Retell Instructions & Scoresheet ([cliengage.org](http://cliengage.org))

# FACILITATION GUIDE KEY



Voiceover: Narration voiceovers are included throughout the course. The facilitator can mute the audio and read the voiceover notes/information or allow the voiceovers to play. Facilitators may include a combination of voiceovers and reading the information.



Say: Additional information or activity to share with participants.



Trainer Tips: Facilitator tips for face-to-face and virtual facilitation.

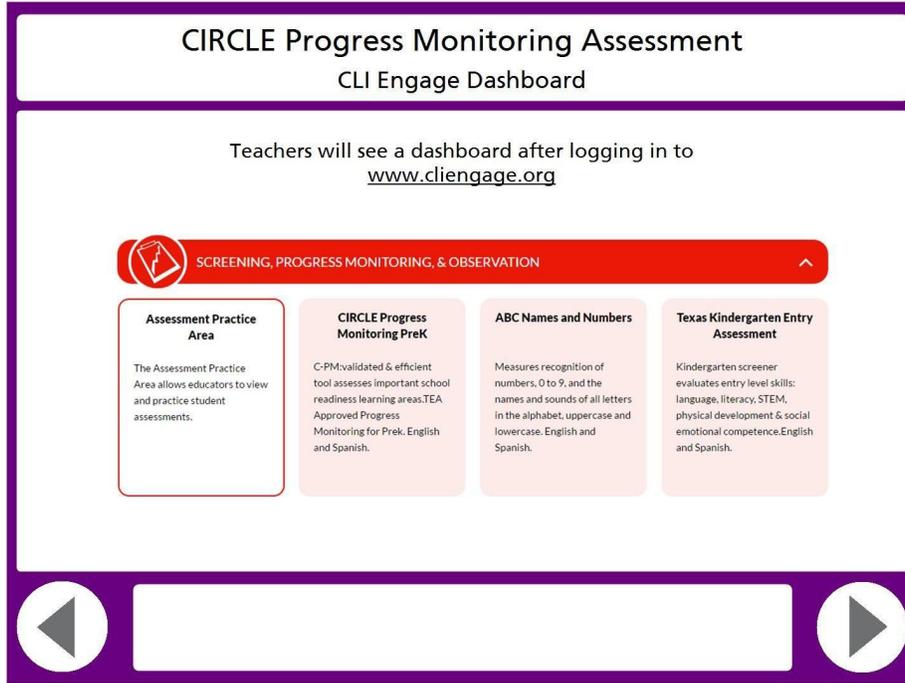


Handout: Title of handout to use.

# FACILITATION PROCESS

1. Welcome participants and introduce yourself.
2. Explain housekeeping items, such as break times, restroom locations, etc.
3. Use trainer notes to facilitate the course.

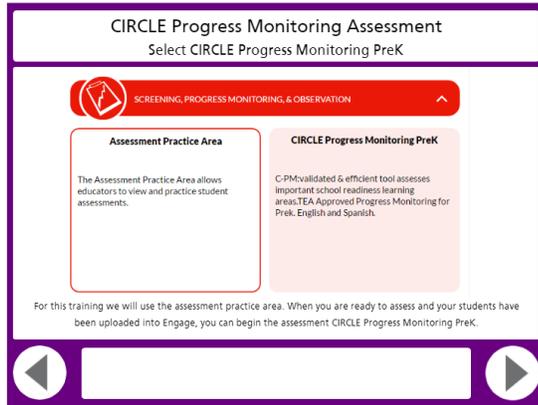
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	<p><b>Voiceover:</b></p>	<p>This is the dashboard that teachers will see once they log on to the platform. Select the CIRCLE Progress Monitoring PreK assessment tab to access the CIRCLE Progress Monitoring. The Assessment Practice Area can be used for training. It contains 10 demo students with mock data and 5 practice students to practice administering the assessment.</p>
	<p><b>Say:</b></p>	<p>None.</p>
	<p><b>Trainer Tip:</b></p>	<p>None.</p>
	<p><b>Handout:</b></p>	<p>None.</p>

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	<b>Voiceover:</b>	None.
	<b>Say:</b>	<p>“For this training we will use the assessment practice area and use Demo students. To set up the classroom, teachers upload their roster into CLI ENGAGE first, and then can begin using the CIRCLE Progress Monitoring Pre-K assessments.</p> <p>”CIRCLE Progress Monitoring PreK is a benchmarked assessment which through a brief and efficient administration provides valid indicators if the child is acquiring key predictor skills of literacy and math</p> <p>Note: Teachers will also see a tab titled ABC Names and Numbers, which is an additional option for number naming that, is untimed and includes visual stimuli of digits 0-9. This is not the Rapid Letter Knowledge timed test. Only administer the ABC Names and Numbers assessment if required by the district or site.</p> <p>Activity: Ask participants to log into their CLI ENGAGE account and find the Assessment Practice area. Remind participants they can use the practice area in the online CIRCLE Progress Monitoring area, but should not begin their assessments until the assessment window opens.</p>
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

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### CIRCLE Progress Monitoring Assessment Assessment Feedback

Reports are available immediately after assessment completion      Select language of assessment      Select the appropriate "Wave"

Student Name	Lexia/Screening	Spanish/Screening	Reading/Screening	Math/Screening	Spelling	Phonological Awareness	Optional PA
1 Demo 1	52	55	7	5	7	9	28
2 Demo 10	5	5	3	4	5	3	4

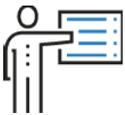


**Voiceover:**

Assessment feedback and results are available immediately after assessment completion. Clicking on the reports tab links you to multiple report options.

Click the language of assessment button to switch from English to Spanish or Spanish to English. We suggest that children be assessed in their language of instruction.

Click on the wave and set to wave 1, 2 or 3 on the drop down. The system will remember the User's last wave selection.



**Say:**

*"Always make sure you are in the correct wave. This can be a common mistake and testing results can't be 'moved over' to the correct wave when complete."*



**Trainer Tip:**

None.



**Handout:**

None.

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**CIRCLE Progress Monitoring Assessment**  
Assessment Feedback

**3RS**  
Pre-K-3 Year Olds

**ON TRACK** (Green) The score indicates a developed understanding and the child will benefit from more upward scaffolding.

**NEEDS SUPPORT** (Red) The score indicates an underdeveloped understanding and a need for more extensive intervention. Additional formative assessments can help define targeted support needed.

**CUT OFF RANGE** (Blue) The child is not within the specified age range or there are no established thresholds at this time.

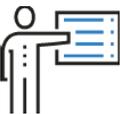
**Pre-K-4 Year Olds**

**ON TRACK** (Green) The score indicates a developed understanding and the child will benefit from continued targeted instruction.

**MONITOR** (Yellow) The score indicates an underdeveloped understanding and the child needs more skill development before being part of any. Additional formative assessments can help define needed supports.

**CUT OFF RANGE** (Blue) The child is not within the specified age range or there are no established thresholds at this time.

- There are color-coded levels of understanding based on benchmarks for 3 and 4 year olds. Children's age as of September 1st is used to determine which set of cut scores (benchmarks) are examined for an individual child.

	<b>Voiceover:</b>	None.
	<b>Say:</b>	<p>“There are color-coded levels of understanding based on benchmarks for 3 and 4-year olds. Children’s age as of September 1st is used to determine which set of cut scores (benchmarks) are examined for an individual child.</p> <p>Think about the scores as a Stop light:</p> <ul style="list-style-type: none"> <li>• Green: The child is on track and is right where they should be on this skill.</li> <li>• Yellow: As a teacher you may need to take notice of where this child is and monitor closely.</li> <li>• Red: This child needs help in this area and small group instruction for this skill is needed.</li> <li>• Blue: The child is not within the specified age range.</li> </ul> <p>Take a moment to think about the age of the children that may be in your room. Talk to a partner about what to keep in mind with the children’s ages and the colors in the report.”</p>
	<b>Trainer Tip:</b>	<b>Virtual Training Option:</b> Participants can use the Chat Box to communicate with another participant by using the @ followed by participant name. Ex. @ Rebecca Rodriguez or respond to the whole group in the Chat Box.
	<b>Handout:</b>	None.

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**CIRCLE Progress Monitoring Assessment**  
Launching an Assessment

Select multiple subtests and click  
**"launch selected"**



or

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





	<b>Voiceover:</b>	When launching an assessment, select multiple subtests and click "launch selected". Or Select an individual subtest and click the "launch" button underneath the header.
	<b>Say:</b>	"By selecting multiple subtests and clicking the 'launch selected' button, you can test over all selected subsets before being returned to the main testing screen. This saves time because it automatically goes to the next subtest you have selected. The play button or the launch selected button will begin the assessment when you and the child are ready. "
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

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### CIRCLE Progress Monitoring Assessment 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.

	<b>Voiceover:</b>	This screen will appear before all measures. This is a good time to check to make sure you have the correct student's name showing before you commence. Please click "start" to proceed with the assessment.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

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### CIRCLE Progress Monitoring Assessment

Scoring Instructions



- 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

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

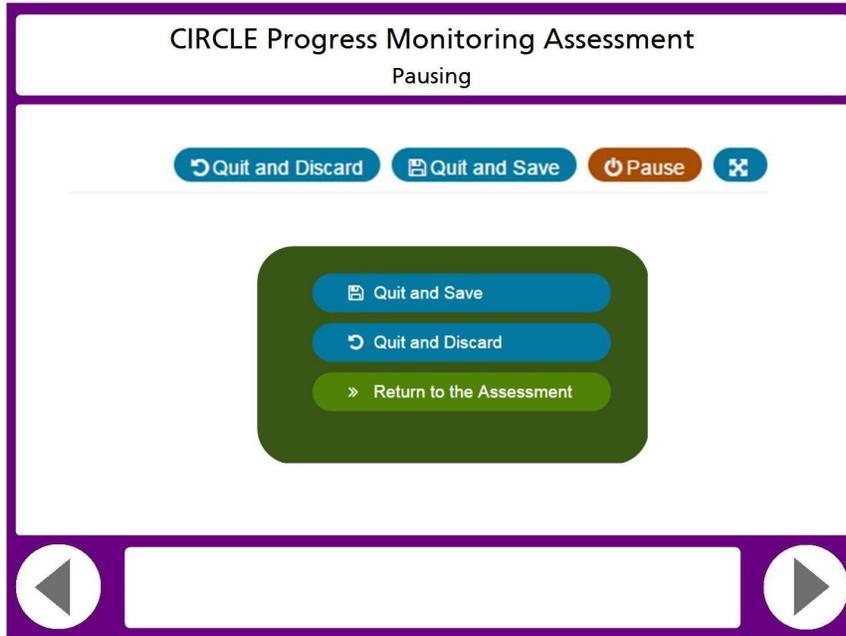




	<b>Voiceover:</b>	<p>First give directions to the child &amp; ask the question to score responses,</p> <ul style="list-style-type: none"> <li>Click blue if the student gave the incorrect response.</li> <li>Click purple if the student gave the correct response.</li> </ul> <p>Also, the "Previous" button allows you to go back and correct a response. Because Rapid Letter Naming and Rapid Vocabulary are both timed measures, you cannot correct responses during these administrations.</p>
	<b>Say:</b>	<p><i>"Please take out a piece of paper and jot down an idea that will help you remember the colors or arrow keys for the Correct and Incorrect Responses." Provide time for participants to think and make notes. Ask for volunteers to share their ideas, for example 'if the answer is 'right', then click on the right arrow.'"</i></p>
	<b>Trainer Tip:</b>	<p>Virtual Training Option: Participants share their reminder in the Chat Box.</p>
	<b>Handout:</b>	<p>None.</p>

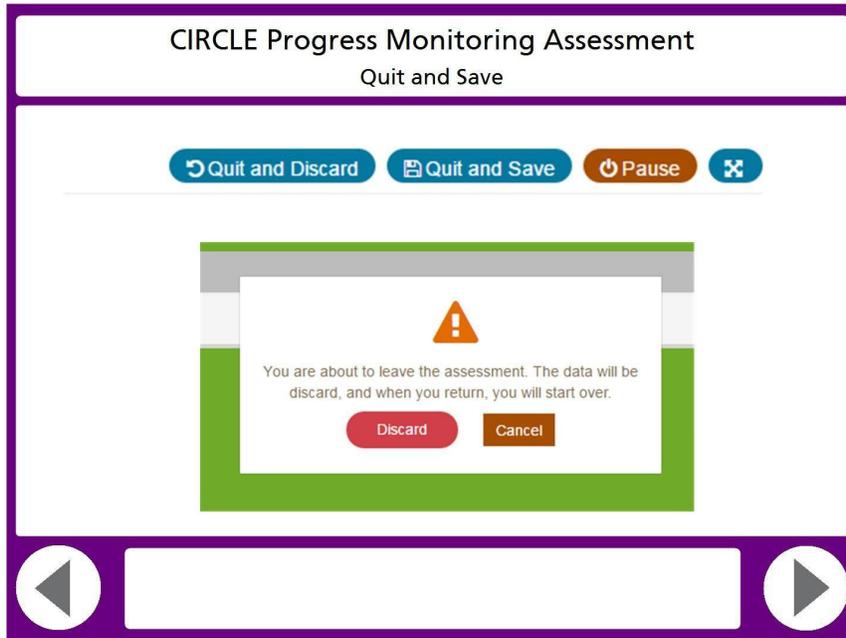
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	<p><b>Voiceover:</b></p>	<p>Clicking “pause” will direct you to:</p> <ul style="list-style-type: none"> <li>• Continue,</li> <li>• Quit and save or</li> <li>• Quit and discard.</li> </ul>
	<p><b>Say:</b></p>	<p>“Note that ‘continue’ is the same as the ‘return to the assessment’ button. Also, keep in mind that an unattended log in to the CLI ENGAGE platform willtime out without saving the assessment information. However, you can pause the assessment. If you think you’ll be away for longer period of time, you should as a minimum quit and save.”</p>
	<p><b>Trainer Tip:</b></p>	<p>None.</p>
	<p><b>Handout:</b></p>	<p>None.</p>

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	<b>Voiceover:</b>	You can stop assessment and resume by clicking quit and save. Quit and discard deletes all data collected from the task.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

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### CIRCLE Progress Monitoring Assessment 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.

Item	Score
1. B	1
2. y	1
3. M	1
4. k	1



**Voiceover:**

This process is consistent with all measure types. (Read notes on the left side of the screen).

- 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.

You may also want to invalidate if the child is completely inattentive, for example if the child is distressed or sick or if an interference such as a fire drill or an emergency distraction prevents you from proceeding.

Please note that once an assessment measure is finalized, only district or a community administrator can invalidate an assessment.



**Say:**

None.



**Trainer Tip:**

None.



**Handout:**

None.

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### CIRCLE Progress Monitoring Assessment Invalidating an Assessment

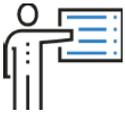
**Teacher can only invalidate when viewing results and before clicking "DONE"**

Item	Image	Score
1. rubberball		1
2. sock-ball		1
3. foot-ble		0
4. rain-mouse		0
5. boat-boat		1
6. log-light		0
7. kind-glue		1
<b>Comment:</b>		<b>4</b>



**Voiceover:**

A teacher can only invalidate when viewing results and before clicking done.



**Say:**

“If you feel the need to invalidate a child’s assessment results after you have hit done, you may call and discuss this with your district or community administrator or your TSR coach to discuss the next steps required.”



**Trainer Tip:**

None.



**Handout:**

None.

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### CIRCLE Progress Monitoring Assessment Invalidating an Assessment

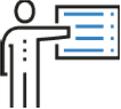
Student: Practice 1 DOB: 88012013 School year: 17-18 Wave: 1 Test: CIRCLE Progress Monitoring PreK

[Hide Images](#) [Student View](#)

Age Group: 4 years 9 months to 4 years 6 months Date: 10/30/2017 Score: 4/7 Benchmark: Needs Support

Comment:

Item	Image	Score
1. nu-nail		1
2. sock-sail		1
3. foot-be		0
4. rain-mouse		0
5. boat-box		1
6. tog-light		0
7. kind-glue		1
Comment:		4

	<b>Voiceover:</b>	Note that once you click “done,” you can view results but the teacher can no longer invalidate the assessment. Community or District Administrators with Community District user roles can invalidate a measure if needed. This might be in the case of a teacher having assessed the wrong student.
	<b>Say:</b>	“Your Principal, School Specialist or Coach can help you with this. They can delete testing for a child if you incorrectly tested. It can be fixed.” Note: For TSR participants, teachers submit a Help Ticket.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

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**CIRCLE Progress Monitoring Assessment  
Results Screen**

Student: Demo 2    DOB: 08/01/2013    Class: Unknown    School:    Age Group:

Date: 08/23/2017    School year: 17-18    Wave: 1    Test: Rapid Vocabulary 1    Score: 0 / 55    Benchmark:

Invalidate This Assessment
Hide images
Comment

Item	Item	Image	Score
3.	grasshopper		
4.	butterfly		
5.	swimming		
6.	ant		



**Voiceover:**

For each assessment, results are shown at the conclusion. The assessor can add typed comments to the assessment by clicking on the Comment button. Comments are recorded at the bottom of the page.



**Say:**

“There is an option to invalidate the entire assessment before proceeding. Otherwise, the assessment is complete.”



**Trainer Tip:**

None.

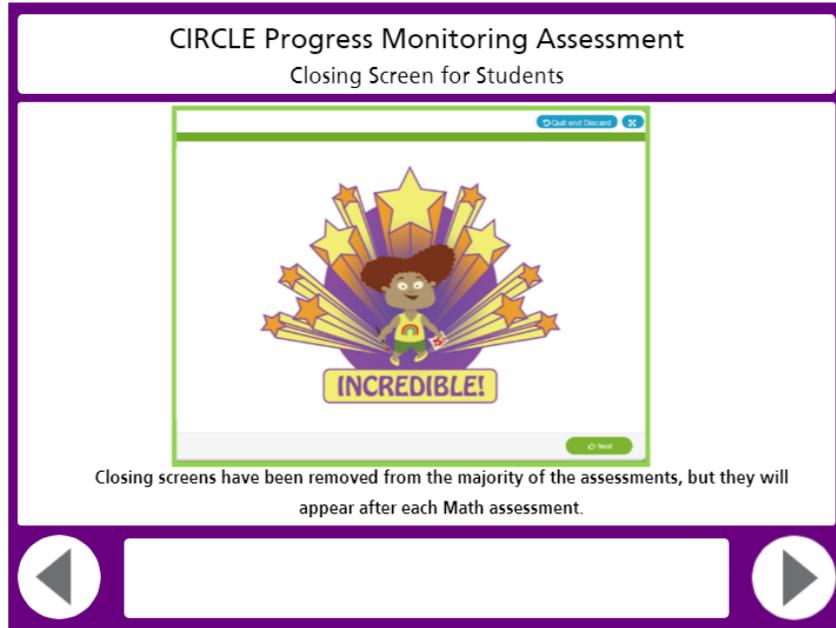


**Handout:**

None.

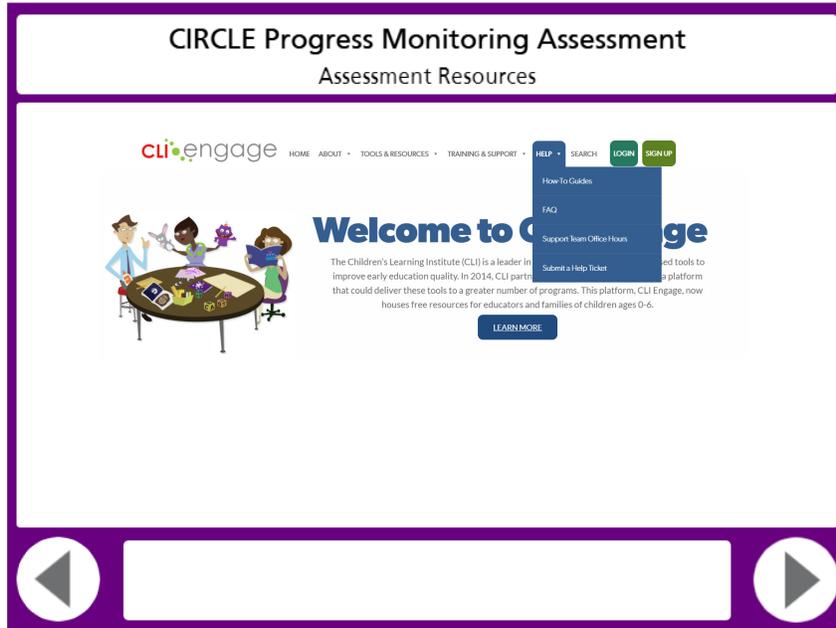
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	<b>Voiceover:</b>	There is a closing screen after each assessment is completed.
	<b>Say:</b>	Note: The closing screens have been removed from the majority of the assessments, but they will appear after each Math assessment.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

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	<p><b>Voiceover:</b></p>	<p>Locate HOW TO GUIDES under the Training and Support tab. Within the How to Guides support you can search and filter resources by the type of resource, category or best fit for the user. Look under the category CIRCLE Progress Monitoring System to find more than 10 different resources and guides to support your understanding of the assessment and how to administer. Find the resources such as the Spanish and English language Score Sheets for each wave of vocabulary administration. Find specific instructions with step by step on how to view reports. Find the Story retell response record sheet. Here you will also find instructions for offline assessment, printable parent reports and of course the CPM User Guide.</p>
	<p><b>Say:</b></p>	<p>Guide participants to find the Help tab and look under the category CIRCLE Progress Monitoring System to find available How to Guides. Give participants 3 minutes to find and click on a How to Guide.</p>
	<p><b>Trainer Tip:</b></p>	<p>None.</p>
	<p><b>Handout:</b></p>	<p>None.</p>

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### CIRCLE Progress Monitoring Assessment

This is the map page.

Click on the name of each domain to learn more about each assessment. You will then be returned to this page and see a green check mark next to the domain. When all assessments have been visited, a button will appear, click on it to continue to the Data & Reporting section and then finish the course!

Rapid Vocabulary

Rapid Letter Naming

Phonological Awareness

Math

Book & Print

Science & Social Studies

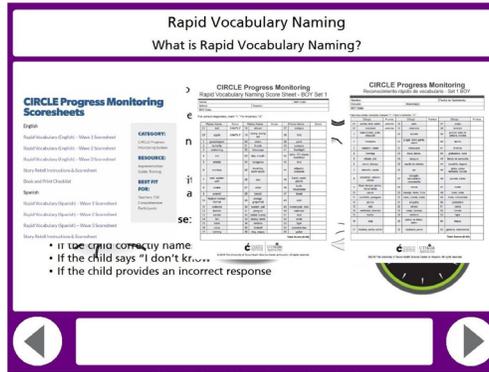
Observables

Early Writing

Story Retell & Comprehension

	<b>Voiceover:</b>	None.
	<b>Say:</b>	“We are going to use this map page to learn more about each assessment. Let’s start with the Rapid Vocabulary assessment.”
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

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**Voiceover:**

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. Record responses if the child correctly names the picture, or if the child says, “I don’t know” or If the child provides an incorrect response.

The images that children are asked to name were derived from evaluation of vocabulary words within multiple pre-Kindergarten curricula. While some of the words might be considered to be more difficult for 4-year-old children to identify, items were included that mapped onto content presented in commercially available curricula. Unlike the Rapid Letter Naming subtest, there are three separate sets of vocabulary items with 55 pictures in each. Pictures are randomly shown and are in ranges of easy, medium and harder difficulty. The vocabulary pictures are black and white.

A complete list of acceptable responses for both English and Spanish words is found on the resources page. The Rapid Vocabulary Naming subtest does accept multiple forms of a word as correct (e.g., for a picture of a man running, correct responses could include run, running, or runner). In addition, children should not be penalized for poor articulation (e.g., “lawnmober” is said for lawnmower or “ippopotamus” is said for hippopotamus). This rule was adopted due to the fact that articulation errors are fairly common in young children. A general guideline in terms of pronunciation can be stated as follows: Give credit for the item if another reasonable person would easily be able to decipher that the child was correctly identifying the picture.



**Say:**

“There are scoresheets available for each wave administration of the vocabulary (both in English and Spanish) that list acceptable responses. Please look at the ‘Scoresheets for Rapid Vocabulary’ and note the response given by the child has to match the response on the scoresheet. For example, the child would get credit for ‘grasshopper’ they will not get credit for the word ‘bug.’ Take a look at the scoresheet to get familiar with the words.”



**Trainer Tip:**

None.



**Handout:**

Scoresheet for Rapid Vocabulary (Wave 1)

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**Rapid Vocabulary Naming**  
Warm-up Items

**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.'"

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

**"Right is right!"**

◀▶

	<b>Voiceover:</b>	<p>There are 2 untimed warm-up items.</p> <ul style="list-style-type: none"> <li>• Click blue for "incorrect"</li> <li>• Click purple for "correct"</li> </ul>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

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**Rapid Vocabulary Naming**  
Sample Item

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

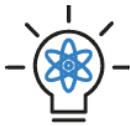
Scoring Responses:

- 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.



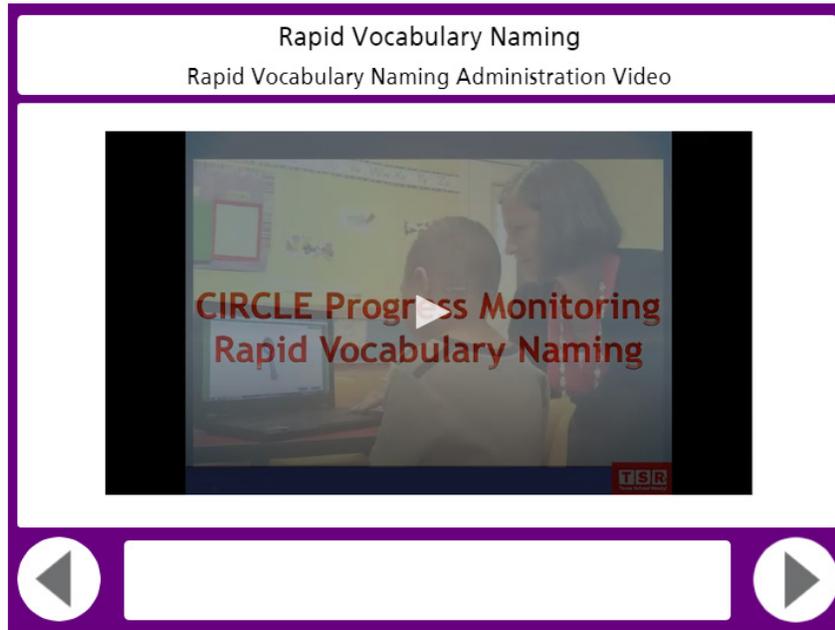
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	<b>Voiceover:</b>	<p>Advance to the next screen when the child correctly labels a picture</p> <ul style="list-style-type: none"> <li>• If the child says “I don’t know”</li> <li>• If the child provides an incorrect response</li> <li>• If 3 seconds elapse (auto advances)</li> </ul>
	<b>Say:</b>	<p>Note: If the teacher does not select a correct response and it advances automatically, the response will be scored as incorrect.</p>
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

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	<p><b>Voiceover:</b></p>	<p>None.</p>
	<p><b>Say:</b></p>	<p>“Please pull the Scoresheet for Rapid Vocabulary Naming handout out and then on a piece of paper- draw a left arrow and next to it on the right side, draw a right arrow. As the teacher administers the Rapid Vocabulary Naming assessment with the child, you can follow along by moving your own fingers on your drawn arrow keys to indicate correct or incorrect responses. Refer to the scoresheet to check the child’s response to the pictures.”</p> <p>Activity: Break up into groups of 3. One person will be the teacher, one person will be the child, and one person will be the observer. Login to the Practice site and practice conducting the Rapid Vocabulary Assessment.</p>
	<p><b>Trainer Tip:</b></p>	<p>Virtual Training Option: Assign 3 participants into breakout rooms and have them practice conducting assessments virtually.</p> <p>Ensure that participants can share their screen.</p>
	<p><b>Handout:</b></p>	<p>Scoresheet for Rapid Vocabulary (Wave 1)</p>

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**Rapid Letter Naming**  
What is 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

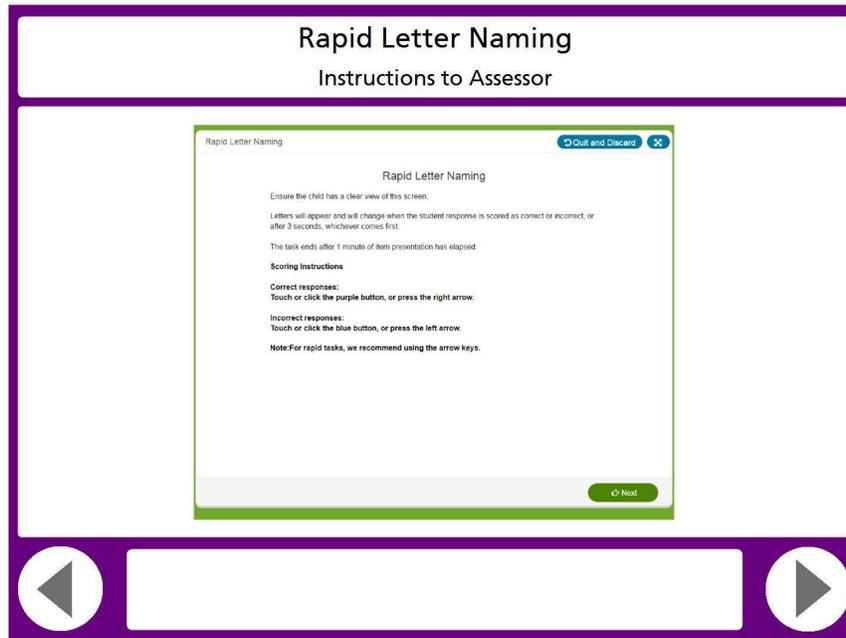


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	<b>Voiceover:</b>	<p><b>Show Slide Map: Click on Letter Knowledge</b></p> <p>This is a 60-second timed assessment that provides a snapshot of what a child knows at that given time. Letter knowledge, phonological awareness skills, and general language abilities are some of the key building blocks of early reading skills. Research has indicated that the automaticity of letter recall is important for reading skills. For early readers this means that letter shapes have letter names and by reinforcing this connection between the two, children become rapidly fluent letter readers, which later leads to greater word reading accuracy in school. The CIRCLE Progress Monitoring was developed to evaluate a child’s ability to name letters within a time sensitive format that would provide a measure of automaticity or speed of recall.</p>
	<b>Say:</b>	<p>“This was accomplished in the Rapid Letter Naming task by introducing a time component. Specifically, the subtest evaluates the number of upper- and lower-case letters that a child can name in 60 seconds. In electronic administrations the timing demands are controlled by the technology, making the task significantly less cumbersome to administer as compared to paper and pencil administrations.”</p>
	<b>Trainer Tip:</b>	<p>Click on Rapid Letter Naming. Explain to participants this section moves quickly as research has shown if a child knows the letter they will know it that quickly.</p>
	<b>Handout:</b>	<p>None.</p>

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	<b>Voiceover:</b>	The first screen that appears after “start” provides information on how the measure will appear and any preparations prior to assessment.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

MODULE 2 SLIDE 53

### Rapid Letter Naming Introductory Page

Out and Done

**Rapid Letter Naming**

This section measures the rapid recognition of the letters in 60 seconds.

Ensure the child has a clear view of this screen.

Letters will appear out of order and will change when the student response is scored as correct or incorrect, or after 3 seconds, whichever comes first.

The student should only respond the letter name disregarding if it is upper or lower case.

As the first letters are shown ask the following question:  
**What is the name of this letter?**  
 Repeat the question as needed.

Score letters as the child names them. If the child doesn't respond to a letter within 3 seconds, the letter fades and is scored as incorrect automatically. The test ends after 1 minute has elapsed.

Click scored, responses cannot be changed.

Next

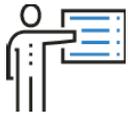


Initial Instructions to student



Click "next" to launch timed assessment




	<b>Voiceover:</b>	The next screen provides specific instructions to the assessor on exactly what to say to the student. It is important to stick to the script to ensure the student is not coached or given additional information that would influence the assessment results.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

**MODULE 2**

**SLIDE 54**

**Rapid Letter Naming**  
Sample Stimulus

Z

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

	<b>Voiceover:</b>	<p>Each item is timed. Students have 3 seconds to respond. Teachers have 1 second to key the response.</p> <p>Scoring Procedures include:</p> <ul style="list-style-type: none"> <li>• Click blue if the student gave the incorrect response.</li> <li>• Click purple if the student gave the correct response.</li> </ul> <p>Quick keys are also available.</p> <ul style="list-style-type: none"> <li>• Left arrow is used for incorrect responses.</li> <li>• Right arrow is used for correct responses.</li> </ul> <p>The letters appear randomized but are the same order each subsequent assessment</p>
	<b>Say:</b>	<p>Activity: Break up into groups of 3. One person will be the teacher, one person will be the child, and one person will be the observer. Login to the Practice site and practice conducting the Rapid Letter Knowledge Assessment.</p>
	<b>Trainer Tip:</b>	<p>Virtual Training Option: Assign 3 participants into breakout rooms and have them practice conducting assessments virtually.</p> <p>Ensure that participants can share their screen.</p> <p>Note: A Letter Knowledge assessment video is not available.</p>
	<b>Handout:</b>	<p>None.</p>

MODULE 2 SLIDE 55

**Phonological Awareness**  
What is 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".

Say the word. Child repeats. "How many parts do you hear in \_\_\_?"

2. ball

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	<b>Voiceover:</b>	<p>Click on Phonological Awareness</p> <p>Phonological Awareness is the ability to detect the sounds in language without thinking about the meaning of what is said. This measure is used to assess a child’s understanding of sound in his/her language. The Phonological Awareness assessments are not timed assessments.</p> <p>The child does not look at the screen. This is an auditory assessment. It is 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.”</p> <p>Remember that Onset/Rime is only administered to English speaking students. Spanish speaking students are exempt from this portion of the assessment.”</p>
	<b>Say:</b>	<p>“Phonological Awareness is considered a precursor to phonics and is a skill that is needed to learn phonics. In the Progress Monitoring Assessment, Phonological Awareness gauges a child’s understanding of how the sounds of spoken language can be segmented, combined and manipulated.. Remember children should not see the screen for this assessment.”</p>
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

Phonological Awareness	
Phonological Awareness Sub-measures	
Receptive Rhyming	Ability to distinguish if two words rhyme when spoken
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
Alliteration	Ability to distinguish two or more words that have the same sound(s) at the beginning of the words
<b>Optional sub-measures</b>	
Expressive Rhyming	Ability to independently give a word that rhymes with the word given
Listening	Ability to screen out other noises and selectively focus attention on a specific sound
Words in a Sentence	Ability to move counters to show how many words are in a sentence
*The optional sub-measures are not part of composite score, but teachers may choose to assess these areas to obtain additional knowledge of student skills.	

	<p><b>Voiceover:</b></p>	<p>The Phonological Awareness (PA) measure consists of seven total sub measures used to assess a child’s understanding of sound in either English. In the Spanish assessment, there are 6 sub measures because there is no Onset Rime.</p> <p>Currently, a composite PA score is established from the following four sub measures only (core sub measures):</p> <ul style="list-style-type: none"> <li>• Syllabication,</li> <li>• Onset- rime,</li> <li>• Alliteration and</li> <li>• Rhyming 1 (receptive).</li> </ul> <p>The remaining three sub measures are optional for teachers (They are not used when establishing the composite PA score).</p> <p>The Listening and Words in a Sentence sub measures may be helpful when assessing students who demonstrate a lower level of skill on the core sub measures listed above. Rhyming 2 (expressive) may be useful for students who demonstrate a higher level of skill on the core sub measures.</p>
	<p><b>Say:</b></p>	<p>“The optional sub-measures are not part of composite score, but teachers may choose to assess these areas to obtain student information.”</p> <p>Note: For TSR participants, teachers must assess all of the Phonological Awareness assessments.</p>
	<p><b>Trainer Tip:</b></p>	<p>None.</p>
	<p><b>Handout:</b></p>	<p>None.</p>

MODULE 2 SLIDE 57

### Phonological Awareness

How does CPM assess Phonological Awareness?

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.

or

- **Left arrow** for **incorrect** and **right arrow** for **correct** (right)

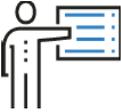
Alteration

Say the words. Child repeats. "Do these words begin with the same sound?"

1. nut... nail

✔/False
✔/True
✔/True

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	<b>Voiceover:</b>	<p>The teacher’s prompts are given on the screen and will guide the teacher through the assessment. To score responses,</p> <ul style="list-style-type: none"> <li>• Click blue if the student gave the incorrect response.</li> <li>• Click purple if the student gave the correct response.</li> </ul> <p>Or left arrow for incorrect and right arrow for correct (right).</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

**MODULE 2**

**SLIDE 58**

**Phonological Awareness**  
Listening Administration Video



Click link to view the administration video for the Listening sub-measure. After the video, log into the assessment and practice the component.

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	<b>Voiceover:</b>	Let's watch some videos showing administration of each subtest.
	<b>Say:</b>	<p>“We will begin with the Listening component of Phonological Awareness. First, we are going to see a model of a coach conducting the Listening assessment first and then, you will have an opportunity of conducting the assessment yourself.”</p> <p>View video, pause after assessment to allow teachers an opportunity to log into the system and conduct the Listening Assessment under Phonological Awareness.</p> <p>Follow up with discussion questions for each section:</p> <ul style="list-style-type: none"> <li>• <i>What do you need in mind about administering this assessment?</i></li> <li>• <i>What was difficult? What worked well?”</i></li> </ul>
	<b>Trainer Tip:</b>	<p><i>Virtual Training Option: Place participants into breakout rooms for assessment practice.</i></p> <p><i>For follow-up: Ask participants to respond in the Chat Box</i></p>
	<b>Handout:</b>	None.

MODULE 2 SLIDE 59

**Phonological Awareness**  
Rhyming I Administration Video

Phonological Awareness - Rhyming 1

Trainer: "I am going to say two words. Say them back to me and tell me if they rhyme. Let's practice. Repeat after me: 'cat, hat.'" (Pause for 10 seconds before saying the next pair.) "cat, hat, hat, hat."

Trainer: "Do these words rhyme?"

Trainer: Repeat words, say: "Good job, cat and hat do rhyme."

Trainer: Repeat words, say: "Good job, but cat and hat do rhyme."

Trainer: "Let's try some other words."

Click link to view the administration video for the Rhyming I sub-measure. After the video, log into the assessment and practice the component.

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	<b>Voiceover:</b>	Play video, Rhyming I Administration Video
	<b>Say:</b>	<p>“Now let’s look at the Rhyming component of Phonological Awareness. We are going to view video, pause after assessment for you to practice conducting the assessment and come back to reflect on our experiences.”</p> <p>View video, pause after assessment to allow teachers an opportunity to log into the system and conduct the Rhyming Assessment under Phonological Awareness.</p> <p>Follow up with discussion questions for each section:</p> <ul style="list-style-type: none"> <li>• What do you need in mind about administering this assessment?</li> <li>• What was difficult? What worked well?”</li> </ul>
	<b>Trainer Tip:</b>	<p>Virtual Training Option: Place participants into breakout rooms for assessment practice.</p> <p>For follow-up: Ask participants to respond in the Chat Box</p>
	<b>Handout:</b>	None.

**MODULE 2**

**SLIDE 60**

**Phonological Awareness**  
Rhyming II Administration Video

Phonological Awareness - Rhyming 2

Teacher: "We're going to say a word, and then I need you to repeat the word and name a word that rhymes with it. Let's practice. Repeat after me, 'cat'." (The cat meows...)

Teacher: "Now name a word that rhymes with 'cat'."

Student: "I can't think of any." (Teacher says, "great with cat".)

The cat meows again, "Meow! My, but that is a word that rhymes with 'cat'."

Teacher: "Let's try some other words."

Click link to view the administration video for the Rhyming II sub-measure. After the video, log into the assessment and practice the component.

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	<b>Voiceover:</b>	Play video, Rhyming II Administration Video
	<b>Say:</b>	<p>“Now let’s look at the Rhyming II component of Phonological Awareness. We are going to view video, pause after assessment for you to practice conducting the assessment and come back to reflect on our experiences.”</p> <p>View video, pause after assessment to allow teachers an opportunity to log into the system and conduct the Rhyming II Assessment under Phonological Awareness.</p> <p>Follow up with discussion questions for each section:</p> <ul style="list-style-type: none"> <li>What do you need in mind about administering this assessment?</li> <li>What was difficult? What worked well?”</li> </ul>
	<b>Trainer Tip:</b>	<p>Virtual Training Option: Place participants into breakout rooms for assessment practice.</p> <p>For follow-up: Ask participants to respond in the Chat Box</p>
	<b>Handout:</b>	None.

MODULE 2 SLIDE 61

**Phonological Awareness**  
Alliteration Administration Video

Phonological Awareness - Alliteration

Trainer: "I am going to say two words. Then I would like for you to say the words and tell me if they begin with the same sound."

Trainer: "Silly, sat. You say 'Silly, sat.'"

Trainer: "Silly, sat."

Trainer: "Do these words begin with the same sound?"

Participant response: "Silly, sat, and sat do begin with the same sound."

Trainer response: "Silly, sat, and sat do begin with the same sound."

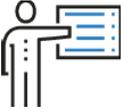
Participant response: "Silly, sat, sat, and sat do begin with the same sound."

Trainer: "Let's try some other words."

Click link to view the administration video for the **Alliteration** sub-measure. After the video, log into the assessment and practice the component.

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	<b>Voiceover:</b>	Play video, Alliteration Administration Video
	<b>Say:</b>	<p>“Now let’s look at the alliteration component of Phonological Awareness. We are going to view video, pause after assessment for you to practice conducting the assessment and come back to reflect on our experiences.”</p> <p>View video, pause after assessment to allow teachers an opportunity to log into the system and conduct the Alliteration Assessment under Phonological Awareness.</p> <p>Follow up with discussion questions for each section:</p> <ul style="list-style-type: none"> <li>What do you need in mind about administering this assessment?</li> <li>What was difficult? What worked well?”</li> </ul>
	<b>Trainer Tip:</b>	<p>Virtual Training Option: Place participants into breakout rooms for assessment practice.</p> <p>For follow-up: Ask participants to respond in the Chat Box</p>
	<b>Handout:</b>	None.

**MODULE 2**

**SLIDE 62**

**Phonological Awareness**  
Words in a Sentence Administration Video

Phonological Awareness - Words in a Sentence

"You'll say a sentence and know my counters to show how many words are in the sentence." (After counting on you say each word of the sentence: "I like apples.")

"Now you are going to try the next one. Listen to me say: 'My books are new. You say it.' (You repeat the sentence: 'Now count a counter for each different word you hear it.' 'My books are new.') (After repeat and count counters)

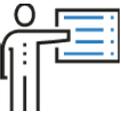
"And remember to say: 'That's a good try, but there are four words in the sentence: 'My books are new.'"

"Let's try some other sentences."

Click link to view the administration video for the Words in a Sentence sub-measure. After the video, log into the assessment and practice the component.

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	<b>Voiceover:</b>	Play video, Words in a Sentence Administration Video
	<b>Say:</b>	<p>“Now let’s look at the Words in a Sentence component of Phonological Awareness. We are going to view video, pause after assessment for you to practice conducting the assessment and come back to reflect on our experiences.”</p> <p>View video, pause after assessment to allow teachers an opportunity to log into the system and conduct the Words in a Sentence Assessment under Phonological Awareness.</p> <p>Follow up with discussion questions for each section:</p> <ul style="list-style-type: none"> <li>What do you need in mind about administering this assessment?</li> <li>What was difficult? What worked well?”</li> </ul>
	<b>Trainer Tip:</b>	<p>Virtual Training Option: Place participants into breakout rooms for assessment practice.</p> <p>For follow-up: Ask participants to respond in the Chat Box</p>
	<b>Handout:</b>	None.

MODULE 2 SLIDE 63

**Phonological Awareness**  
Syllabication Administration Video

Phonological Awareness - Syllabication

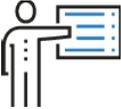
"Now we are going to play a listening game. You can clap the word parts - all say a word and you will say the word again  
 www clapping it I will play first while you watch. How nice "uhh do you hear in/over/ say?" (tap the word and say) to make  
 the part.

(tap the word) "uhh do you hear in/over/ say?"

If not possible correct, say: "Good job. There are two parts to candy".  
 If not possible correct, say: "That was a good try, but there are two parts to candy".

"uhh" "uhh by some other words".

Click link to view the administration video for the Syllabication sub-measure. After the video, log into the assessment and practice the component.

	<b>Voiceover:</b>	Play video, Syllabication Administration Video
	<b>Say:</b>	<p>“Now let’s look at syllables. We are going to view video, pause after assessment for you to practice conducting the assessment and come back to reflect on our experiences.”</p> <p>View video, pause after assessment to allow teachers an opportunity to log into the system and conduct the Syllables Assessment under Phonological Awareness.</p> <p>Follow up with discussion questions for each section:</p> <ul style="list-style-type: none"> <li>What do you need in mind about administering this assessment?</li> <li>What was difficult? What worked well?”</li> </ul>
	<b>Trainer Tip:</b>	<p>Virtual Training Option: Place participants into breakout rooms for assessment practice.</p> <p>For follow-up: Ask participants to respond in the Chat Box</p>
	<b>Handout:</b>	None.

MODULE 2

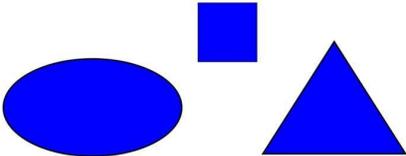
SLIDE 64

**Math**

What is the Math Assessment?

- 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 core sub-measures are linked for continuation.
- This assessment **covers multiple items** to assess a child's understanding of math skills.





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	<b>Voiceover:</b>	<p>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 sub measures are linked for continuation.</p> <p>This assessment covers multiple items to assess a child's understanding of math skills. The math sub measures are aligned to the Texas Pre K Guidelines for math.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

MODULE 2 SLIDE 65

Math	
Math Sub-measures in CIRCLE PM	
Rote Counting	Students successfully counts to the highest number in consecutive order
Set Counting	Students count the number of items on the screen and give the number verbally
Number Naming	Students say the name of the number in the picture or the number shown
Number Discrimination	Students will identify the picture of a number.
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 to the question while referring to pictures on the screen
*Patterns	Students identify next item in pattern
*Real World	Students identify position in a sequence, measurement size and quantity from a series of pictures

\*The optional sub-measures are not part of composite score, but teachers may choose to assess these areas to obtain additional knowledge of student skills.

	<b>Voiceover:</b>	The math test includes 26 items that evaluate skills across multiple domains considered to be important by the National Council of Teachers of Mathematics including counting (i.e., rote counting and counting sets), shape naming, operations, number identification, and shape discrimination. Optional measures include patterning and measurement concepts.
	<b>Say:</b>	“The optional sub measures are not part of the composite score, but teachers may choose to assess these areas to obtain additional knowledge of student skills.” Note: TSR participants are required to complete the patterning and measurement concepts assessments
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

**Math**

**Special Prompts for Sub-measures**

**For Rote Counting:**

Read the directions to the child and record the **highest response (up to 99)**.

**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 \_\_\_?"*

**Set Counting:**

If the child just counts (e.g., 1, 2, 3), prompt for the cardinal value by saying, **"How many are there?"**

**Shape Discrimination:**

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





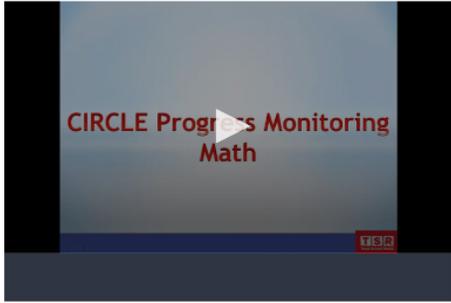
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	<b>Voiceover:</b>	<p>There are special prompts for some math tasks:</p> <p>Rote counting                  Read the directions to the child and record the highest response (up to 99).                  Note: Repeat item up to 2 times if needed. Prompt once if needed: "Ok, I will help you get started? 1, 2 ... what comes next?" "What comes after ?"</p> <p>Set Counting:                  If the child just counts (e.g. 1, 2, 3), prompt for the cardinal value by saying, "How many are there?"</p> <p>Shape Discrimination:                  Note: If the child points to 1 or 2, teachers can use the following prompt once: "Is that all of them?"</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

MODULE 2 SLIDE 67

**Math**  
Math Administration Video



Click link to view the administration video for the Math components. After the video, log into the assessment and practice the component.

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	<b>Voiceover:</b>	Play video, Math Administration Video
	<b>Say:</b>	<p>“We are going to watch a video of the math assessment being administered.”</p> <p>Follow up with discussion questions for each section:</p> <ul style="list-style-type: none"> <li>• What do you need to keep in mind about administering this assessment?</li> <li>• What are potential challenges? What worked well?</li> </ul>
	<b>Trainer Tip:</b>	Virtual Training Option: Ask participants to respond in the Chat Box.
	<b>Handout:</b>	None.

**MODULE 2**

**SLIDE 68**

**Book & Print**

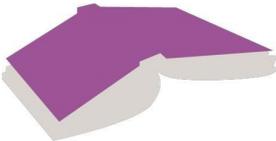
What is the Book & Print Measure?

**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



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	<b>Voiceover:</b>	Note a book is needed to complete this assessment with the child present but they do not need to see the screen. The assessor will enter responses from the student.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

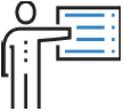
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**Book & Print**  
Book & Print Administration Video



Click link to view the administration video for the Book & Print component. After the video, log into the assessment and practice the component.

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	<b>Voiceover:</b>	Play video, Book & Print Administration Video
	<b>Say:</b>	<p>“Now we will watch a video of the book and print being administered.”</p> <p>Follow up with discussion questions for each section:</p> <ul style="list-style-type: none"> <li>• What do you need to keep in mind about administering this assessment?</li> <li>• What are potential challenges? What worked well?</li> </ul>
	<b>Trainer Tip:</b>	Virtual Training Option: Ask participants to respond in the Chat Box.”
	<b>Handout:</b>	None.

**MODULE 2**

**SLIDE 70**

**Science and Social Studies**  
What is Science and Social Studies?

- Each item contains a **scripted question** that the child answers by pointing to one of 3 pictures (receptive task).
- There are **no** practice items.
- Follow the prompt on the screen and record the response by **clicking or touching** the item the child selected as the answer.
- This is an **untimed test**, but if the child does not provide a response after about 10 seconds, move on to the next item (e.g., “OK, let’s try another one”) by clicking an incorrect response.

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	<b>Voiceover:</b>	<p>The Science and Social Studies assessments are receptive sub-measures. Science contains 21 items and in social studies there are 15 items.</p> <p>For each item, the child is asked a question and presented with color illustrations of three possible answer choices. For example, with a picture of a butterfly presented, the examiner would say: “This butterfly is all grown up. Which picture shows how it looked when it was young?” The child points to one of three answer choices (A-a caterpillar; B- chick; C- tadpole) to respond and the examiner records the response.</p> <p>Science measures four disciplinary core ideas: physical sciences, life sciences, earth and space sciences, and engineering and technology applications of science. Social Studies measure these topics addressed in the Texas pre-Kindergarten Guidelines: self, family, and community; people and the environment; and history and events.</p> <p>Each item contains a scripted question that the child answers by pointing to one of 3 pictures. (receptive task) There are no practice items. Follow the prompt on the screen and record the response by clicking or touching the item the child selected as the answer. This is an untimed test, but if the child does not provide a response after about 10 seconds, move on to the next item. (Example: “Ok, let’s try another one”) by clicking an incorrect response.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

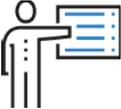
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**Science and Social Studies**  
Sample Item

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

- 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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	<b>Voiceover:</b>	The teacher prompts are given on the screen and will guide the teacher through the assessment. Click to select a response given by the student. “Previous” button allows you to go back and correct a response if a scoring error was made.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

MODULE 2

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**Observables**

What are Observables?

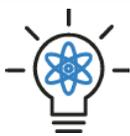
- The Observable assessment is given **separately** from the other sections.
- The Observables can be used to help **support a child's portfolio**.
- Record **notes** about specific behavior.
- Label notes with a **date and time**.
- Note specific **interests and strengths** as well as areas of **weakness**.

The components of the **Observables** include:

- Social Screener
- Early Writing Checklist
- Physical Development and Health
- Approaches to Learning
- Speech Production and Sentence Skills
- Motivation to read

The child **does not** need to be present during the completion of an observable checklist.

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	<b>Voiceover:</b>	<p>Use ongoing, systematic observations of a child's behaviors to complete the checklist. A portfolio or anecdotal note-taking system can facilitate this assessment:</p> <ul style="list-style-type: none"> <li>• The date</li> <li>• The setting (e.g., recess, library center, block center)</li> <li>• Whether support or scaffolding from the teacher or another child was needed</li> <li>• How often the behavior occurs</li> </ul> <p>In considering the rating for each item in the checklist, evaluate whether a behavior is:</p> <ul style="list-style-type: none"> <li>• Rarely: The child never or rarely demonstrates the behavior. (0 points)</li> <li>• Sometimes: The child sometimes demonstrates the behavior, but is inconsistent or requires assistance. (1 point)</li> <li>• Consistently: The child consistently demonstrates the behavior. (2 points)</li> </ul> <p>Tap or click a rating for every item to record a complete checklist.</p>
	<b>Say:</b>	<p>"Observable assessments are separate from other sections. These are the items that teachers can "observe" about the child and therefore called observables.</p> <p>Approximate time to administer is 2 minutes per checklist per child.</p>
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

MODULE 2 SLIDE 73

**Observables**

Observables as Portfolio Building Tools

- **Tailor classroom** and activities to meet children’s needs.
- **Track** a child’s social, cognitive, and emotional development.
- **Identify** a child’s strengths and interests.
- **Share** with parents, supervisors, advisors, and coaches.
- **Make modifications** in the curriculum.





	<b>Voiceover:</b>	<p>A teacher’s recorded observations, gathered across time, can help:</p> <ul style="list-style-type: none"> <li>• Tailor classroom environment and activities to meet children’s needs.</li> <li>• Track a child’s social, cognitive, and emotional development.</li> <li>• Identify a child’s strengths and interests.</li> <li>• Share with parents, supervisors, advisors, and coaches.</li> <li>• Make modifications in the curriculum.</li> </ul> <p>Once this information is collected, a teacher can create a portfolio of information on the student. It will provide both the teacher and the parent a picture of a student’s learning, and reflect his/her progress in a particular area.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

**MODULE 2**

**SLIDE 74**

### Observables

#### Sample Observables Checklist

Mark each item as you observe the behaviors using the following criteria:

- **Rarely:** The child never or rarely demonstrates the behavior
- **Sometimes:** The child sometimes demonstrates the behavior
- **Consistently:** The child consistently demonstrates the behavior

	<p><b>Voiceover:</b></p>	<p>To begin a checklist, click “launch” next to the child’s name on the student’s view page. The scores are:</p> <ul style="list-style-type: none"> <li>• 0 for rarely</li> <li>• 1 for sometimes and</li> <li>• 2 for consistently</li> </ul> <p>On the assessment, you will see: option #1=rarely, #2=sometimes, #3 = consistently.</p> <p>Click “next” to continue. You should refer to at least three weeks of observation, anecdotal notes, running records, other feedback etc. to make a determination on the rating scale</p>
	<p><b>Say:</b></p>	<p>None.</p>
	<p><b>Trainer Tip:</b></p>	<p>None.</p>
	<p><b>Handout:</b></p>	<p>None.</p>

MODULE 2 SLIDE 75

**Observables**

Observable Components

- Social Screener: observes the child’s **social and emotional development**.
- Early Writing Checklist: observes a child’s use of **writing in the classroom**.
- **Physical Development and Health**
- **Approaches to Learning**

	<b>Voiceover:</b>	Approximate time to administer is 2 minutes per checklist per child.
	<b>Say:</b>	<p>“Observables include:</p> <ul style="list-style-type: none"> <li>• Social Screener: observes the child’s social and emotional development.</li> <li>• Early Writing Checklist: observes a child’s use of writing in the classroom</li> <li>• Physical Development and Health</li> <li>• Approaches to Learning”</li> </ul>
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

**MODULE 2**

**SLIDE 76**

**Observables**

Observables Administration Video



**Observables**

- The Observable assessment is given separately from the other sections.
- The Observables can be used to help support a child's portfolio.
- Record notes about specific behavior.
- Label notes with a date and time.
- Note specific interests and strengths as well as areas of weakness.

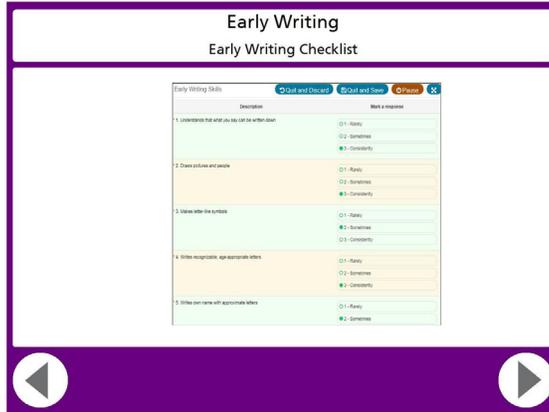
Click link to view the administration video for the Observables sub-measure. After the video, log into the assessment and practice the component.

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	<b>Voiceover:</b>	Play video, Observables Administration Video
	<b>Say:</b>	<p>“Now we will watch a video of the observables being administered.”</p> <p>Follow up with discussion questions for each section:</p> <ul style="list-style-type: none"> <li>• What do you need in mind about administering this assessment?</li> <li>• What was difficult? What worked well?”</li> </ul>
	<b>Trainer Tip:</b>	Virtual Training Option: Ask participants to respond in the Chat Box.
	<b>Handout:</b>	None.

MODULE 2 SLIDE 77



**Voiceover:**

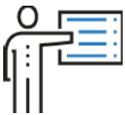
Here you see the early writing checklist as it appears in the assessment. The guidance, as in all checklists, recommends using ongoing systematic observations of a child’s behaviors to complete the early writing checklist. A portfolio or anecdotal note taking system can facilitate this assessment. Teachers often document these types of notes related to the behaviors:

- The date,
- The setting (for example, at center time in the writing center or in small group),
- Whether there was support or scaffolding from the teacher or another child was needed, and
- How often the behavior occurs.

In considering the rating for each item in the checklist:

- Rarely- the child rarely demonstrates the behavior 0 points,
- Sometimes- the child sometimes demonstrates the behavior but is inconsistent or requires assistance 1 point,
- Consistently- the child consistently demonstrates the behavior 2 points.

Tap or click a rating for every item to record a complete checklist.



**Say:**

“Think about how you could observe children writing in your program. It will be helpful to write down your observations when you see the child has been writing and note what you observe.”

Activity: At your table, discuss what opportunities you could create to observe children writing?” Ask participants to share 2 ideas with the whole group.



**Trainer Tip:**

Virtual Training Option: Create break out rooms for participants to share their responses with a small group.



**Handout:**

None.

**MODULE 2**

**SLIDE 78**

### Early Writing

#### Early Writing Checklist Results Page

Student: Practice 1    DOB: 06/10/17    School year: 17-18    Wave: 2    Test: CIRCLE Progress Monitoring Pack

[Hide Images](#)    [Student View](#)

---

Age Group: 4 years 0 months to 4 years 6 months    Date: 10/20/17    Score: 5/10    Benchmark: Needs Support

[Comment](#)

Prompt	Response	Score
1. Understands that what you say can be written down	Sometimes	1
2. Draws pictures and people	Sometimes	1
3. Makes letter-like symbols	Sometimes	1
4. Writes recognizable, age-appropriate letters	Sometimes	1
5. Writes own name with approximate letters	Rarely	0
6. Writes/copies words and friends names from around the room	Rarely	0
7. Uses drawing and writing in a variety of learning centers/activities	Rarely	0
8. Enjoys writing in a personal journal	Sometimes	1
9. Dictates messages/stories to an adult	Rarely	0
10. Attempts to write letters or words while linking sounds to letter names	Rarely	0
<b>Comment:</b>		<b>5</b>

	<b>Voiceover:</b>	What does this information reveal?
	<b>Say:</b>	“Please turn to your table partner and discuss what the information reveals about the child’s writing.”
	<b>Trainer Tip:</b>	Virtual Training Option: Utilize the breakout rooms or responding in the Chat Box to discuss.
	<b>Handout:</b>	None.

MODULE 2 SLIDE 79

**Early Writing**  
Early Writing Checklist Individual Student Report

School year: 2019-2020  
Practice Class

**CIRCLE Progress Monitoring Pre-K  
Student Summary**

Student: Demo 1		
Measure	Maximum Score	Wave 1
Early Writing Skills	20	<span style="color: green;">●</span>

**cliengage**  
Assessment Language: English  
Melissa Py

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**Voiceover:** **DO NOT PLAY VOICEOVER.**



**Say:** “Look at the students’ scores above. What does this child’s score tell you about his or her writing?”



**Trainer Tip:** Virtual Training Option: Use the chat box for participant responses.



**Handout:** None.

**MODULE 2**

**SLIDE 80**

### Story Retell and Comprehension

#### What is Story Retell and Comprehension?

**Story Retell Procedures**

This assessment requires the Story Retell and Comprehension Instructions and Score sheet that can be downloaded on the CLI Engage Resources page: [www.cliengage.org/resources](http://www.cliengage.org/resources).

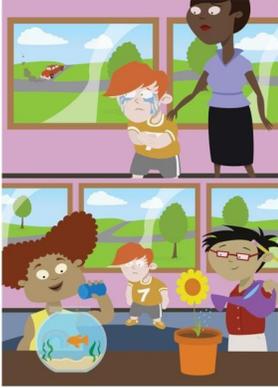
Under **Assessments**, click on **'CIRCLE Progress Monitoring Score sheets'** to view and download the **Story Retell Instructions and Score sheet**.

The assessment has three main steps:

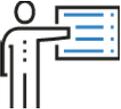
**Step 1: Read the story to the child**  
The teacher reads the corresponding text for each picture in the story. The teacher must speak clearly and slowly enough for the child to think about what is read. Before showing the next picture, give the child 2-3 extra seconds to look silently at the picture.

**Step 2: Elicit the narrative**  
The child will retell the story while the teacher shows the pictures. As the child retells the story, the teacher will refer to the acceptable prompts on the Story Retell and Comprehension Scoring Guide and will score the student responses on the score sheet. The teacher will enter the scores as Correct/incorrect on the appropriate screen.

**Step 3: Ask comprehension questions.**  
The teacher will refer to the paper-pencil score sheet and will ask the three comprehension questions, and will score the student responses on the score sheet. The teacher will enter the scores as Correct/incorrect on the appropriate screen.






	<p><b>Voiceover:</b></p>	<p>The Story Retell component assesses a child’s ability to retell a story. In this task, the teacher uses illustrations to provide a stimulus for an oral narrative and then ask the child to retell the story in their own words to match the pictures. The teacher scores 3 story retell items to measure the child’s ability to creative a narrative using important elements of narrative macro-structure including:</p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Setting</li> <li>• Emotions or Problems</li> <li>• Conjunctions or transition phrases and</li> <li>• An ending or conclusion</li> </ul> <p>Afterwards, the teacher asks 3 comprehensive questions that are scored as correct or incorrect.</p>
	<p><b>Say:</b></p>	<p>None.</p>
	<p><b>Trainer Tip:</b></p>	<p>Review this section if teachers are required to complete the Story Retell and Comprehension assessment.</p> <p>Note: TSR teachers are not required to complete this assessment. Facilitators may skip the entire Story Retell and Comprehension assessment section. (p. 54-70)</p>
	<p><b>Handout:</b></p>	<p>Story Retell and Comprehension Instructions and Score sheet</p>

MODULE 2 SLIDE 81

### Story Retell and Comprehension Score Sheets

**CIRCLE Progress Monitoring System**  
Story Retell & Comprehension Score Sheet

Name: \_\_\_\_\_  
School: \_\_\_\_\_ Teacher: \_\_\_\_\_  
ECYI Code: \_\_\_\_\_ ECYI Date: \_\_\_\_\_

**INSTRUCTIONS:** Mark each item as correct (C) or incorrect (I).  
IV. **COMPREHENSION – MAIN IDEA**  
To receive a score of Correct (C), child may provide one or more of these acceptable phrases.  
Teacher asks: "Why is Hank upset about being at school?"

Acceptable Words/Phrases	BCY	MCY	ECY
He missed his friends.			
He did not have a friend.			
He did not have someone to talk to.			
He was in a new school.			
<b>SCORE</b>	C/I	C/I	C/I

V. **COMPREHENSION – STORY EVENT**  
To receive a score of Correct (C), child may provide one or more of these acceptable phrases.  
Teacher asks: "What does Sonny do to make Hank feel better?"

Acceptable Words/Phrases	BCY	MCY	ECY
asks him to play.			
plays blocks with Hank.			
builds a city with Hank.			
asks to move.			
discusses Hank's hand.			
<b>SCORE</b>	C/I	C/I	C/I

VI. **COMPREHENSION – RECALLS STORY DETAIL**  
To receive a score of Correct (C), child may provide one or more of these acceptable words.  
Teacher asks: "What toys did Hank and Sonny play with together?"

Acceptable Words/Phrases	BCY	MCY	ECY
blocks			
hammer			
outdoor			
paper measure			
<b>SCORE</b>	C/I	C/I	C/I

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**CIRCLE Progress Monitoring System**  
**STORY RETELL AND COMPREHENSION**  
Instructions & Score Sheet

**Step 1: Read the Story Hank's First Day**  
The teacher reads the corresponding text for each picture in the story. The teacher must speak clearly and slowly enough for the child to hear about what to read. Before showing the next picture, give the child 2-3 extra seconds to look silently at the picture. While in the assessment, click the purple button to advance to the next picture in the story.

**PAGE 1**  
On Hank's first day at his new school, he cried and cried. He cried even though Ma, Elvira was nice and tried to make him feel better.

**PAGE 2**  
Hank was sad, because he missed his family, and he was worried that he did not have a friend to talk to. Then he heard a voice call to him from across the room. "Hank, do you want to play with me?"

**PAGE 3**  
"I'm Sonny, and I'm a master builder. Want to build a city with me?"  
"Sure, that sounds fun," said Hank. They played with blocks, a hammer, a paper measure, and a bulldozer. They even talked about all the amazing things they could build together the next day. Hank soon forgot that he was ever worried at all.

**PAGE 4**  
At the end of the day, when his dad came to pick him up, Hank was so happy. "Dad, can I come back and play with Sonny tomorrow?" Hank asked as he smiled and waved goodbye to his new friend. He couldn't wait to tell his dad all about his wonderful day at school.

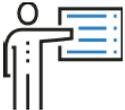
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**Voiceover:**

Print the Story Retell procedure sheet and Scoresheet from the Training and Support tab on CLI Engage. Familiarize yourself and read the text for pages 1-3 before proceeding with the assessment.

You will click the blue or purple button to advance pages in the story



**Say:**

None.



**Trainer Tip:**

None.



**Handout:**

None.

**MODULE 2**

**SLIDE 82**

### Story Retell and Comprehension

Instructions

Story Retell and Comprehension

Quit and Discard
Quit and Save
Pause
Close

**Story Retell**

Teacher:

"Now I'm going to show you some pictures and tell you a story. While I'm telling the story, you will just listen and look at the pictures. When I'm done, you will get a turn to tell me the story."

Previous
Next

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	<b>Voiceover:</b>	The teacher will read the instructions as stated in the prompt. The child should be seated comfortably next to the teacher and able to see the story pictures on the screen.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

MODULE 2 SLIDE 83

**Story Retell and Comprehension**  
Step One

	<b>Voiceover:</b>	<p>Step 1: Read the first line of the story. Continue through the story, reading each prompt and using the blue or purple buttons to advance to the next screen.</p> <p>The teacher reads the corresponding text for each picture in the story. The teacher must speak clearly and slowly enough for the child to think about what is read. Before showing the next picture, give the child 2-3 extra seconds to look silently at the picture.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

**MODULE 2**

**SLIDE 84**

### Story Retell and Comprehension

#### Step Two

Story Retell and Comprehension ⏪ Out and Discard   ⏩ Out and Save   ⏸ Pause   ⌛

**Story Retell**

Trainer:

"Now you are going to tell me the story.  
As I show you each picture, you can tell me what happened in the story.  
Are you ready?"

Use the Story Retell and Comprehension Scoring Guide.  
Click the purple button to go to the next picture.

⏪ Previous
⏩ Next

⏪

⏩

	<b>Voiceover:</b>	<p>Step 2: Elicit the narrative. The child will retell the story while the teacher shows the pictures. While in the assessment, click the purple button to advance to the next picture in the story. As the child retells the story, the teacher may use the acceptable prompts to elicit a narrative. The teacher will record the child’s responses for the story retell items on the Story Retell and Comprehension Score Sheet, items 1 and 2. Refer to the instructions on the score sheet for each item to determine correct or incorrect responses. The teacher will later enter the scores as correct or incorrect on the appropriate screen by choosing the purple button for correct or the blue button for incorrect.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

MODULE 2 SLIDE 85

**Story Retell and Comprehension**  
Prompting

<p><b>Acceptable verbal prompts include:</b></p> <ul style="list-style-type: none"> <li>• Tell me the story</li> <li>• What else can you tell me about the story?</li> <li>• Mmmm.</li> <li>• Uhuhhh</li> </ul> <p><b>Acceptable nonverbal prompts include:</b></p> <ul style="list-style-type: none"> <li>• Smiles and eye contact</li> <li>• Nods of affirmation and agreement</li> </ul>	<p><b>Unacceptable prompts include:</b></p> <ul style="list-style-type: none"> <li>• What is he doing?</li> <li>• Where is he?</li> <li>• Pointing at pictures while prompting</li> <li>• What's this?</li> <li>• What's happening here?</li> </ul> <p><b>Avoid asking the "wh" questions, who, what?, where?</b> There often lead to obvious and limited responses or answers.</p>
---	---

	<b>Voiceover:</b>	<p>Here is an example of prompting during the student’s retell. Prompting is used when the child is not speaking, answers “I don’t know” or might list objects from the story rather than expressing ideas.</p> <p>It is best not to prompt the student more than twice.</p> <p>Acceptable verbal prompts include:</p> <ul style="list-style-type: none"> <li>• Tell me the story</li> <li>• What else can you tell me about the story?</li> <li>• Mmmm</li> <li>• Uhuhhh</li> </ul> <p>Non-verbally you can also smile and provide eye contact or a node of affirmation and agreement that a response was provided.</p> <p>Unacceptable responses prompts are:</p> <ul style="list-style-type: none"> <li>• What is he doing?</li> <li>• Where is he?</li> <li>• Pointing at pictures while prompting</li> <li>• Asking “What’s this?” and</li> <li>• Asking “What’s happening here?”</li> </ul> <p>You should avoid asking the “W” questions, such as who?, what?, when? and where?.</p> <p>These types of questions often lead to obvious and limited responses or answers. Remember in this assessment, you are wanting the student to retell the story in their own words to match the pictures.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

**Story Retell and Comprehension**  
Student Story Retell

Story Retell and Comprehension Quit and Discard Quit and Save Home X

At the end of the day, when his dad came to pick him up, Hank was so happy. "Dad, can I come back and play with Sony tomorrow?" Hank asked as he smiled and waved goodbye to his new friend. He couldn't wait to tell his dad all about his wonderful day at school.

Click the purple button to go to the next screen.



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	<b>Voiceover:</b>	<p>As you show each picture, you will be recording on the paper score sheet. The first part of the story retell, you will be documenting in Section I. on your score sheet that the student retells the story with an introduction.</p> <p>In the second segment of the retell, you will be documenting in Section II. on your score sheet that the student accurately and logically can recall the sequence of events.</p> <p>In the final segment of the retell eliciting the narrative, you will be documenting in Section III on your score sheet that the student will retell the story with a logical summary or conclusion.</p>
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

MODULE 2 SLIDE 87

### Story Retell and Comprehension

#### Introduction

**INSTRUCTIONS: Mark each item as correct (C) or incorrect (I).**  
**I. STORY RETELL – RETELLS STORY WITH AN INTRODUCTION**

To receive a score of Correct (C), child must reference character, problem, and setting.

Acceptable Words/Phrases	BOY	MOY	EOY
he/boy/Hank (character)			
crying/sad/upset about being left by dad (problem)			
in a new class (setting)			
<b>SCORE</b>	<b>C / I</b>	<b>C / I</b>	<b>C / I</b>

	<b>Voiceover:</b>	Note the acceptable phrases the child can use in the introduction to the story which is in Section I of the Story Retell score sheet.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

**Story Retell and Comprehension**  
**Sequence**

II. STORY RETELL – ACCURATELY OR LOGICALLY SEQUENCES EVENTS

To receive a score of Correct (C), child must correctly sequence 4 events.

Sequence of Events	BOY	MOY	EOY
1 Hank cried.			
2 Ms. Davis tried to make him feel better.			
3 Sonny asked Hank to play/build a city.			
4 Hank said that sounded like fun.			
5 They played.			
6 Hank forgot he was worried/felt better.			
7 Dad came to pick him up.			
8 Hank asked to come back tomorrow.			
9 Hank smiled and waved goodbye to Sonny.			
10 Hank told his dad what a great day he had.			
<b>SCORE</b>	<b>C/I</b>	<b>C/I</b>	<b>C/I</b>

	<b>Voiceover:</b>	In Section II of the score sheet, record all responses that match any of these 10 responses. Record a C for correct or an I for incorrect. A total of 4 correct responses is required to acquire a score for this sub measure.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

MODULE 2 SLIDE 89

**Story Retell and Comprehension**  
Summary

III. STORY RETELL – RETELLS STORY WITH A LOGICAL SUMMARY OR CONCLUSION

To receive a score of Correct (C), child may provide one or more of the acceptable phrases.

Acceptable Words/Phrases	BOY	MOY	EOY
happy because he made a friend			
waved goodbye to his friend when dad came			
wanted to tell his dad what a good day he had			
wanted to come back and play with his friend			
<b>SCORE</b>	C / I	C / I	C / I



**Voiceover:**

In the final Section III, you will record if they correctly use any of phrases or similar statements as listed. Next, you will transfer the scores to the online assessment measure.



**Say:**

None.



**Trainer Tip:**

None.



**Handout:**

None.

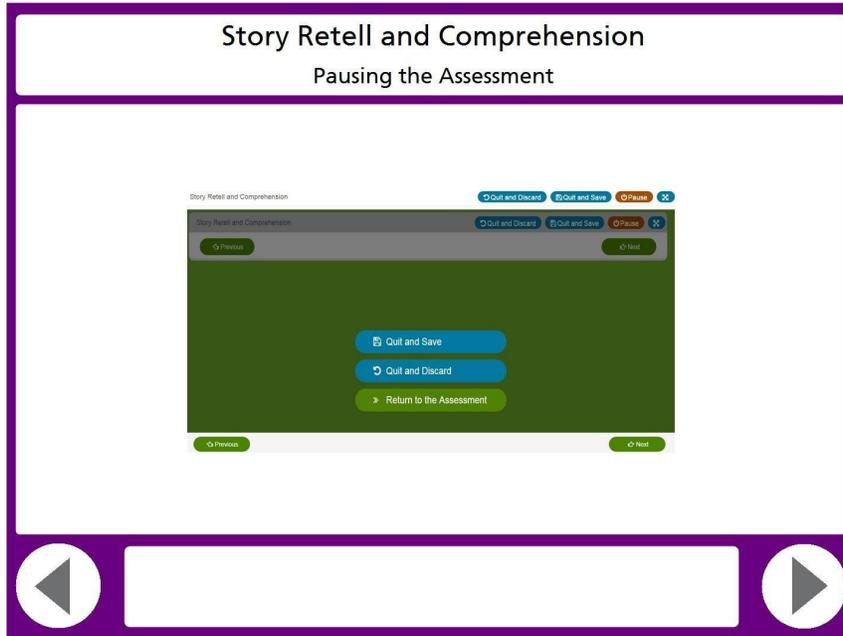
**MODULE 2**

**SLIDE 90**



	<p><b>Voiceover:</b></p>	<p>Once you have completed the scoring on paper, you will enter the scores into the assessment online. After you have recorded your scores on the paper score sheet, enter them on screen according to the prompt. Click purple for correct and blue for incorrect. There are 3 entries for Item 1, Item 2, and Item 3. To receive a score of correct, you will refer to your score sheet that must show at least 4 of the 10 items correct. For this item, the student must have at least 1 of the 4 items correct.</p>
	<p><b>Say:</b></p>	<p>None.</p>
	<p><b>Trainer Tip:</b></p>	<p>None.</p>
	<p><b>Handout:</b></p>	<p>None.</p>

MODULE 2 SLIDE 91



	<b>Voiceover:</b>	You can choose to pause the assessment, if desired. You can also click quit and save. This may be done when reading the story to the student initially and when entering the assessment scores. When you are ready to proceed, click the Return to the Assessment button.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

### Story Retell and Comprehension

#### Step 3

**CIRCLE Progress Monitoring System**  
Story Retell & Comprehension Score Sheet

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

**INSTRUCTIONS:** Mark each item as correct (C) or incorrect(I).

**IV. COMPREHENSION – MAIN IDEA**  
To receive a score of Correct (C), child may provide one or more of these acceptable phrases.  
Teacher asks: "Why is Hank upset about being at school?"

Acceptable Words/Phrases	BOY	MOY	EOY
He missed his family/dad.			
He did not have a friend.			
He did not have someone to talk to.			
He was in a new school.			
<b>SCORE</b>	C/I	C/I	C/I

**V. COMPREHENSION – STORY EVENT**  
To receive a score of Correct (C), child may provide one or more of these acceptable phrases.  
Teacher asks: "What does Sony do to make Hank feel better?"

Acceptable Words/Phrases	BOY	MOY	EOY
asks him to play			
plays blocks with Hank			
builds a city with Hanks			

◀
▶

	<b>Voiceover:</b>	The teacher will refer to the paper/pencil score sheet, page 5 and will now ask the 3 comprehension questions and will score the student responses on the score sheet. To receive a score of correct for Section IV, the student must provide at least 1 or more of the acceptable responses. Likewise for Section 5, the student must provide at least 1 or more of the acceptable responses.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

MODULE 2 SLIDE 93

**Story Retell and Comprehension**  
Story Comprehension

Story Retell and Comprehension Quit and Clear Quit and Save Pause

Enter the score for Item 4 Comprehension

Main Idea

Why is Hank upset about being at school?

Refer to Story Retell and Comprehension Score Sheet

Previous

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	<b>Voiceover:</b>	Now enter the correct responses from the Comprehension and Main Idea Score sheet on the screen. Record blue for I, incorrect and purple for C, correct.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

**MODULE 2**

**SLIDE 94**

### Story Retell and Comprehension Assessment Results

Student / Practice 1    DOB: 00/01/2013    Class: Unknown    School:    Age Group:

Date: 1/6/2017    School year: 17-18    Wave: 1    Test: Story Retell and Comprehension    Score: 5/6    Benchmark:

Invalidate This Assessment
Hide Images
Comment

Item	Image	Score
9. introduction		1
10. sequence		1
11. summary		1
12. main idea		1
13. event		0
14. detail		1
Comment:		5

✔ Done

	<b>Voiceover:</b>	If you need to invalidate the assessment for any reason, you can only do this when viewing the results as shown here and before checking done. After that, the results are recorded as final.
	<b>Say:</b>	None.
	<b>Trainer Tip:</b>	None.
	<b>Handout:</b>	None.

MODULE 2 SLIDE 95

### Story Retell and Comprehension Assessment Results

Student: Practice 1 DOB: 06/10/2013 School year: 17-18 Week: 1 Task: ORCLE Progress Monitoring Part

Hide Images
Student View

Age Group: 4 years 6 months to 4 years 6 months Date: 11/01/2017 Score: 5 of 6 Benchmark: On Track

Comment:

Item	Image	Score
9.	Introduction	1
10.	sequence	1
11.	summary	1
12.	main idea	1
13.	event	0
14.	detail	1
Comment:		5



**Voiceover:**

A score of 5 shows this age student meets the benchmark goal of 6 for this measure.



**Say:**

None.



**Trainer Tip:**

None.



**Handout:**

None.