Coming to CLI Engage for 2020: Progress Monitoring and Screening Tools for K to 2nd Grade

May 2020
Our Partnership with TEA

• Available at no cost!
  • Expand offering beyond CPM and TX-KEA

• Develop new tools on CLI Engage:
  • TX-KEA Literacy Screener
  • Dyslexia referral resources
  • Build TPRI and Tejas Lee for 1st and 2nd grade

• Supporting TEA’s Reading Academies and HB3
Resources Available on CLI Engage

**Online Courses**
Professional development courses on effective instructional practices

**CIRCLE Activity Collection**
Scripted lessons tied to progress monitoring results

**Child Progress Monitoring**
User-friendly progress monitoring that gives teachers immediate feedback about a child’s progress and activities that will support further learning

**Classroom Observation Tools**
- Classroom Environmental Checklist
- Teacher Observation Tool for Coaches
- Teacher Observation Tool for Administrators

**Family Resources**
Parent intervention programs and activities to increase responsiveness

**Infant/Toddler Resources**
Online courses and curriculum for infant and toddler teachers
Available on CLI Engage in Fall 2020

Pre-K → Kindergarten → 1st & 2nd Grade

CiRCLe
PROGRESS
MONITORING

TEXAS Kindergarten Entry Assessment

TPRI
Tejas·LEE
Timeline

July 1 - Database Rollover

July 9 - CLI Engage Enhancements Deployed

July 15 - Updated TX-KEA Available (with Literacy Screener)

July 22 - Updated CIRCLE PM (PreK) Available

July 29 - TPRI and Tejas Lee Available on CLI Engage
CLI Engage
Communities
Child Progress Monitoring on CLI Engage is...

- **Comprehensive**
  - Learning domains cover child skill developmental **domains critical for academic success** for pre-K through 2nd grade

- **Customizable**
  - Administrators can choose the areas they would like teachers to administer

- **Convenient**

- **Continuous**

- **Compatible**

- **Cost Effective**

  - **Multiple methods of assessment:**
    - Direct child assessment
    - Screening
    - Teacher-reported observable checklists
Child Progress Monitoring on CLI Engage is...

- Designed to be administered quickly and provide immediate results to teachers
- Available in English or Spanish
- Account for children with special needs in your classrooms
  - Follow recommendation of TEA Special Education accommodations
  - Not validated for children with severe special needs
Child Progress Monitoring on CLI Engage is...

- Teachers can administer during several sittings, rather than one time, and offline
- Assessments are **time-efficient**
- **Reporting for parents, teachers, and administrators:**
  - Small grouping feature linked to activities
  - Benchmarks on child progress
  - Available at the student, class, campus, and district level
Child Progress Monitoring on CLI Engage is...

- Comprehensive
- Customizable
- Convenient
- Continuous
- Compatible
- Cost Effective

- Alignments to state guidelines and standards for **vertical alignment across grade levels** and instructional planning:
  - Texas Prekindergarten Guidelines
  - TEKS
- **Small grouping features** and activities aligned to state guidelines, standards, and Head Start ELOF
Child Progress Monitoring on CLI Engage is...

- **Comprehensive**
- **Customizable**
- **Convenient**
- **Continuous**
- **Compatible**
- **Cost Effective**

- Assessments are developed for administration on many platforms
- **Integration** with other data systems
- Reporting for TEA’s Early Childhood Data System (Pre-K and K)
- **Comprehensive training** and administration resources for teachers
Child Progress Monitoring on CLI Engage is...

- Comprehensive
- Customizable
- Convenient
- Continuous
- Compatible
- Cost Effective

Available at NO COST to Texas school districts
Development Collaboration

U.S. Department of Education

Texas Education Agency

CHILDREN'S LEARNING INSTITUTE
TX-KEA provides multiple implementations

- **One-time** kindergarten entry **assessment** (BOY)
- **One-time literacy screener** (BOY)
- **Three-wave** kindergarten **progress monitoring** tool that includes dyslexia direct screening and a referral checklist (EOY)
Other Features of TX-KEA

- Provides **specific information** about academic strengths and areas of need **to help teachers teach**
- Offers **screening** to evaluate Emergent Literacy, Emergent Writing, and Language
- Includes EOY **Dyslexia screening** and referral checklist
Item Types

- Student-selected responses
- Teacher-recorded responses
- Teacher-reported behavior checklists
- Student-written responses
Example Administration: Teacher-Recorded Response
Example Administration: Student-Selected Response
# Teacher-Reported Behavior Checklists

<table>
<thead>
<tr>
<th>Description</th>
<th>Mark a response</th>
</tr>
</thead>
<tbody>
<tr>
<td>* 1. Is zoned out in their own world?</td>
<td>1 - Rarely/Rara vez, 2 - Sometimes/Ocasionalmente, 3 - Consistently/Consistente</td>
</tr>
<tr>
<td>¿Estás distraído/a y en tu propio mundo?</td>
<td></td>
</tr>
</tbody>
</table>

| * 2. Appropriately asks for adult help when cannot resolve peer conflict (without tattling)? | 1 - Rarely/Rara vez, 2 - Sometimes/Ocasionalmente, 3 - Consistently/Consistente |
| ¿Pide ayuda de un adulto de manera adecuada cuando no pueda resolver conflictos con compañeros (sin escusas)? |                 |

| * 3. Joins in activities and interactions that were already started?         | 1 - Rarely/Rara vez, 2 - Sometimes/Ocasionalmente, 3 - Consistently/Consistente |
| ¿Participa en actividades e interacciones ya iniciadas?                      |                 |

| * 4. Asks questions to learn more about people, topics and ideas?           | 1 - Rarely/Rara vez, 2 - Sometimes/Ocasionalmente, 3 - Consistently/Consistente |
| ¿Hace preguntas para aprender más acerca de personas, temas e ideas?        |                 |

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**Demo Student01 - Wave 2**

**Quit and Discard**  **Quit and Save**  **Pause**

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**cli engage**

**Children's Learning Institute**

**The University of Texas Health Science Center at Houston**
Student-Written Response Items (Specific to Spelling Subtest)
<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>MEASURES</th>
<th>BOY</th>
<th>MOY</th>
<th>EOY</th>
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<tbody>
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<td><strong>Vocabulary</strong></td>
<td>En, Sp</td>
<td>En, Sp</td>
<td>En, Sp</td>
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<tr>
<td></td>
<td><strong>Listening Comprehension-Receptive</strong></td>
<td>En, Sp</td>
<td></td>
<td>En, Sp</td>
</tr>
<tr>
<td><strong>LITERACY</strong></td>
<td><strong>Letter Names</strong></td>
<td>En, Sp</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Decoding</strong></td>
<td></td>
<td>En, Sp</td>
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</tr>
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<td></td>
<td><strong>Letter Sounds-Receptive</strong></td>
<td>En, Sp</td>
<td>En</td>
<td>En, Sp</td>
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<tr>
<td></td>
<td><strong>Letter Sounds-Expressive</strong></td>
<td>En</td>
<td>En</td>
<td>En</td>
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<td></td>
<td><strong>Blending-Receptive</strong></td>
<td>En, Sp</td>
<td>En</td>
<td>En, Sp</td>
</tr>
<tr>
<td></td>
<td><strong>Blending-Expressive</strong></td>
<td>Sp</td>
<td>En, Sp</td>
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<td></td>
<td><strong>Spelling</strong></td>
<td>En, Sp</td>
<td>En, Sp</td>
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<tr>
<td><strong>STEM</strong></td>
<td><strong>Math, Part 1</strong></td>
<td>En, Sp</td>
<td>En, Sp</td>
<td>En, Sp</td>
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<tr>
<td></td>
<td><strong>Math, Part 2</strong></td>
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<td>En, Sp</td>
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<td><strong>Science</strong></td>
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<td><strong>SOCIAL EMOTIONAL</strong></td>
<td><strong>Social and Emotional Competence</strong></td>
<td>En, Sp</td>
<td>En, Sp</td>
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<td><strong>Emotion Management</strong></td>
<td>En, Sp</td>
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<td><strong>EXECUTIVE FUNCTION</strong></td>
<td><strong>Working Memory</strong></td>
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<td></td>
<td><strong>Inhibition</strong></td>
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<td></td>
<td><strong>Attention</strong></td>
<td>En, Sp</td>
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<td><strong>ACADEMIC MOTOR SKILLS</strong></td>
<td><strong>Academic Motor Skills</strong></td>
<td>En, Sp</td>
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Administration

Texas Kindergarten Entry Assessment
## English Subtest Administration Times

<table>
<thead>
<tr>
<th>MEASURE</th>
<th>RESPONSE TYPE</th>
<th>BOY</th>
<th>MOY</th>
<th>EOY</th>
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<tr>
<td><strong>LANGUAGE</strong></td>
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<td>Vocabulary</td>
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<tr>
<td>Listening Comprehension</td>
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<td>Letter Names</td>
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<td>n/a</td>
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<td>Teacher-recorded</td>
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<td>1 min</td>
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<tr>
<td>Letter Sounds-Receptive</td>
<td>Student-selected</td>
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<td>2 min</td>
<td>2 min</td>
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<tr>
<td>Letter Sounds-Expressive</td>
<td>Teacher-recorded</td>
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<td>Student-selected</td>
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<td>3 min</td>
<td>2-3 min</td>
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<tr>
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<td>Math, Part 1</td>
<td>Student-selected</td>
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<tr>
<td>Science</td>
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<td><strong>SOCIAL EMOTIONAL</strong></td>
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</tr>
<tr>
<td>Social and Emotional Competence</td>
<td>Teacher-reported</td>
<td>2-3 min</td>
<td>3 min</td>
<td>3 min</td>
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<tr>
<td>Emotion Management</td>
<td>Behavior Checklist</td>
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<td>n/a</td>
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<td><strong>EXECUTIVE FUNCTION</strong></td>
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<td>Working Memory</td>
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<td>Inhibition</td>
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<tr>
<td><strong>ACADEMIC MOTOR SKILLS</strong></td>
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<td>n/a</td>
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<tr>
<td><strong>Total assessment time, all subtests</strong></td>
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<td>41-57 min</td>
<td>19-24 min</td>
<td>28-33 min</td>
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### Spanish Subtest Administration Times

<table>
<thead>
<tr>
<th>Measure</th>
<th>Response Type</th>
<th>BOY</th>
<th>MOY</th>
<th>EOY</th>
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</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
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<tr>
<td>Vocabulario</td>
<td>Teacher-recorded</td>
<td>1 minute</td>
<td>2 minutes</td>
<td>1 minute</td>
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<tr>
<td>Comprensión Auditiva</td>
<td>Student-selected</td>
<td>3 minutes</td>
<td>n/a</td>
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<tr>
<td><strong>Literacy</strong></td>
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<tr>
<td>Nombres de las Letras</td>
<td>Teacher-recorded</td>
<td>1 minute</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>Decodificación</td>
<td>Teacher-recorded</td>
<td>n/a</td>
<td>2-3 minutes</td>
<td>1-2 minutes</td>
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<tr>
<td>Sonidos de las Letras-Receptivo</td>
<td>Student-selected</td>
<td>1-2 minutes</td>
<td>n/a</td>
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<tr>
<td>Sonidos de las Letras-Expresivo</td>
<td>Teacher-recorded</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>Combinación de Sonidos-Receptivo</td>
<td>Student-selected</td>
<td>5 minutes</td>
<td>n/a</td>
<td>1 minute</td>
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<tr>
<td>Combinación de Sonidos-Expresivo</td>
<td>Teacher-recorded</td>
<td>n/a</td>
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<tr>
<td>Ortografía</td>
<td>Student-written</td>
<td>7:12 minutes</td>
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<td><strong>STEM</strong></td>
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<tr>
<td>Matemáticas, Parte 1</td>
<td>Student-selected</td>
<td>4-5 minutes</td>
<td>1-2 minutes</td>
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<td>5 minutes</td>
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<tr>
<td>Ciencias</td>
<td>Student-selected</td>
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<tr>
<td><strong>Social Emotional</strong></td>
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<tr>
<td>Socio-emocional</td>
<td>Teacher-reported</td>
<td>2-3 minutes</td>
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<tr>
<td>Manejo de Emociones</td>
<td>Teacher-reported</td>
<td>2-3 minutes</td>
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<td><strong>Executive Function</strong></td>
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<td>Memoria</td>
<td>Student-selected</td>
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<td>n/a</td>
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<td>Inhibición</td>
<td>Student-selected</td>
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<td>Atención</td>
<td>Student-selected</td>
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<td>n/a</td>
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<tr>
<td><strong>Academic Motor Skills</strong></td>
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<td>Matricial Académica</td>
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<td><strong>Total assessment time, all subtests</strong></td>
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### Administration Times

#### English Subtest Administration Times

<table>
<thead>
<tr>
<th>Measure</th>
<th>Response Type</th>
<th>BOY</th>
<th>MOY</th>
<th>EOY</th>
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<tbody>
<tr>
<td><strong>Language</strong></td>
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<tr>
<td>Vocabulary</td>
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<td>Listening Comprehension</td>
<td>Student-selected</td>
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<td>n/a</td>
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<tr>
<td><strong>LITERACY</strong></td>
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<td>Letter Names</td>
<td>Teacher-recorded</td>
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<td>n/a</td>
<td>n/a</td>
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<tr>
<td>Letter Sounds-Expressive</td>
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<td>Blending-Receptive</td>
<td>Student-selected</td>
<td>5</td>
<td>3</td>
<td>2.3</td>
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<td>3</td>
<td>2.3</td>
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<td>Spelling</td>
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<td><strong>SOCIAL EMOTIONAL</strong></td>
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<td>Working Memory</td>
<td>Student-selected</td>
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<tr>
<td>Inhibition</td>
<td>Student-selected</td>
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<td><strong>ACADEMIC MOTOR SKILLS</strong></td>
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<td>Total assessment time, all subtests</td>
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<td>41.57</td>
<td>10.24</td>
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#### Spanish Subtest Administration Times

<table>
<thead>
<tr>
<th>Measure</th>
<th>Response Type</th>
<th>BOY</th>
<th>MOY</th>
<th>EOY</th>
</tr>
</thead>
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<tr>
<td><strong>LANGUAGE</strong></td>
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<td>Vocabulario</td>
<td>Teacher-recorded</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Comprehension Auditiva</td>
<td>Student-selected</td>
<td>3</td>
<td>n/a</td>
<td>5</td>
</tr>
<tr>
<td><strong>LITERACY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nombre de las Letras</td>
<td>Teacher-recorded</td>
<td>1</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>Decodificación</td>
<td>Teacher-recorded</td>
<td>n/a</td>
<td>2.3</td>
<td>5.2</td>
</tr>
<tr>
<td>Señales de las Letras Eqüiva</td>
<td>Student-selected</td>
<td>1.2</td>
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<tr>
<td>Señales de las Letras Expresiva</td>
<td>Student-recorded</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>Combinación de Señales</td>
<td>Student-selected</td>
<td>5</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Combinación de Señales</td>
<td>Teacher-recorded</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Ortografía</td>
<td>Student-written</td>
<td>4.12</td>
<td>2.10</td>
<td>2.10</td>
</tr>
<tr>
<td><strong>STEM</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Matemáticas, Parte 1</td>
<td>Student-selected</td>
<td>4.5</td>
<td>1.2</td>
<td>3.4</td>
</tr>
<tr>
<td>Matemáticas, Parte 2</td>
<td>Teacher-recorded</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>SOCIAL EMOTIONAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Socio-emocional</td>
<td>Teacher-reported</td>
<td>2.3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Manera de Expresar</td>
<td>Behavior Checklist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EXECUTIVE FUNCTION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memoria</td>
<td>Student-selected</td>
<td>2.3</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Inhibición</td>
<td>Student-selected</td>
<td>2.3</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Alérgicos</td>
<td>Student-selected</td>
<td>2</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>ACADEMIC MOTOR SKILLS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movilidad Académica</td>
<td>Teacher-reported</td>
<td>3</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Behavior Checklist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total assessment time, all subtests</td>
<td></td>
<td>45.58</td>
<td>20.28</td>
<td>36.43</td>
</tr>
</tbody>
</table>
Understanding Scores

**ON TRACK**
Your child’s performance is **above** the cut-off score that indicates your child is developing as expected.

**MONITOR**
Your child’s performance is **approaching** the cut-off score that indicates on-track development. This area should be monitored to ensure adequate progress is made.

**SUPPORT**
Your child’s score is **below** the cut-off that indicates additional assessment and/or support is recommended.
## Blending Benchmarks

### Blending 2

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Raw Min</th>
<th>Raw Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Monitor</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>On Track</td>
<td>8</td>
<td>11</td>
</tr>
</tbody>
</table>
Individual Scores

- Each measure yields an **individual score**.
- When the domain has more than one subtest, an **overall measure** is given.
Student-Selected Receptive Response Items
Teacher-Recorded Expressive Response Items
View Teacher Administration of Blending Subtest
General Testing Guidelines

• The assessments are designed to be playful and engaging to encourage student’s level of comfort
• Decrease administration errors and improve children’s testing experience by familiarizing teachers with the CLI Engage platform
• Ensure proper equipment is working before testing commences: such as touchscreens and headphones
• Help teachers have a classroom management plan while assessing one-on-one; including teacher’s being able to closely monitor students attentiveness to screen and audible prompts.
## Alignment with K-TEKS

### Kindergarten Entry Assessment and Progress Monitoring Alignment to the Kindergarten Texas Essential Knowledge and Skills (TEKS)

<table>
<thead>
<tr>
<th>MEASURE</th>
<th>HOW IS THIS ASSESSED?</th>
<th>KINDERGARTEN TEKS STANDARD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy</strong>&lt;br&gt;Letter Names (wave 1)</td>
<td>This section measures the student’s knowledge of the names associated with various letters of the alphabet through teacher-recorded responses for English and student-selected responses for Spanish. The teacher and student should sit side-by-side. The teacher will read the prompt on the screen. The student will say the name of the letter and the teacher will score the response as correct or incorrect. If the student responds with the sound of the letter or says the name in another language, say: &quot;That’s the sound this letter makes. Tell me the name of this letter.&quot; or &quot;What’s the English letter?&quot; / &quot;What’s the Spanish letter?&quot;</td>
<td>§110.11. English Language Arts and Reading, Kindergarten, (1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to: (B) identify upper- and lower-case letters;</td>
</tr>
<tr>
<td><strong>Literacy</strong>&lt;br&gt;Letter Sounds&lt;br&gt;-Receptive (w1,3)&lt;br&gt;-Expressive (w2,3)</td>
<td>The Letter-Sound Correspondence subtest assesses a child’s ability to identify sounds associated with individual letters. For the receptive subtest, the teacher and student should sit side-by-side. It is recommended that the student uses headphones as some items have audio prompts. In the expressive subtest, the teacher and student should sit side-by-side. Say: &quot;We are going to look at some letters and see if you know the sound they make. It is OK to guess if you do not know the sounds. Some letters make only one sound and some make more than one sound. Try to tell me at least</td>
<td>§110.11. English Language Arts and Reading, Kindergarten, (3) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to: (A) identify the common sounds that letters represent;</td>
</tr>
</tbody>
</table>
K-2 Diagnostics

1) multidimensional and include emergent literacy reading and writing, and language
2) online and available in English and Spanish
3) provide reports to teachers and administrators
4) and have capacity to meet TEA-compliant data reporting requirements listed in the ECDS Standards.
TX KEA Literacy Screener
The 5 to 7-minute screener:

- Designates a student *Kindergarten Ready (KR)* or *Not Kindergarten Ready (NKR)*
- Generates a written report to send to parents
- Provides interventions for students based on data
Vocabulary

- Picture naming task
- Untimed
- Teacher-recorded responses
- Allowable prompts provided
- Headphones are not worn by student
Vocabulary

- Score sheets for each Wave provide acceptable, correct responses.
- Multiple forms of a word are correct (e.g., juggling, juggle).
- No penalty for articulation errors.
Letter Names

Untimed
  • English:
    • Teacher-recorded responses
    • Headphones are not worn by student
    • Teacher reads prompt; student responds verbally
  • Spanish:
    • Student-selected responses
    • Headphones are worn by student
    • Audio prompt by computer; student selects response
Letter Names

• Letter Names only for Wave 1
• Student is prompted directly or with audio from computer
• Student provides a response.
• Score using the arrow keys for Teacher-recorded responses.
Spelling

- Demonstration video
- Student will spell 5 words
  - Common words
  - Regular sound/spelling patterns
  - Consonants and short vowels
- Scoring requires conventional spelling rules
- Does not measure handwriting
Spelling

- Assesses student’s ability to use sound-symbol relationships to write words.
- Spelling is highly related to later literacy achievement.
- Requires alphabet knowledge and phonological awareness.
Spelling

- Approximately 7 – 10 minutes in length
- Untimed
- Student-written responses
- Administer individually or in small groups of 5 students
Spelling

Download materials from CLI Engage
- Spelling Student forms
- Teacher Script for Spelling Subtest
- Spelling Model Card
- Scoring Guidelines
- Letter Approximations
- Additional Scoring Guidelines
Spelling

<table>
<thead>
<tr>
<th>1-Scribbles or Pictures</th>
<th>2-Symbols</th>
<th>3-Random Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing pictures or scribbles. Not yet using symbols or numerals.</td>
<td>Representing symbols or numerals that are not yet an letter approximation.</td>
<td>Represent letters or letter approximations in an apparently random order or a string of letters.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4-Beginning Sounds</th>
<th>5-Beginning and Ending Sounds</th>
<th>6-Beginning, Middle and Ending Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Represent beginning consonant with the correct letter or acceptable substitution. Relevant sounds can be represented in any order.</td>
<td>Represent beginning and ending consonants with the correct letter or acceptable substitution. Relevant sounds can be represented in any order.</td>
<td>Represent beginning consonant, medial vowel and ending consonant sounds with the correct letter or acceptable substitution. Relevant sounds can be represented in mirror image order.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Mark all of the letters which were written for the word <strong>HAT</strong>. Mark all that apply.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ 1 - The first letter of the word is a recognizable H/h or reversal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ 2 - The second letter of the word is a recognizable A/a or reversal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ 3 - The third letter of the word is a recognizable T/t or reversal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ 4 - No acceptable letters written in correct order.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mark all of the letters which were written for the word <strong>POT</strong>. Mark all that apply.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ 1 - The first letter of the word is a recognizable P/p or reversal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ 2 - The second letter of the word is a recognizable O/o.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ 3 - The third letter of the word is a recognizable T/t or reversal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ 4 - No acceptable letters written in correct order.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Mark all of the letters which were written for the word <strong>LOG</strong>. Mark all that apply.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ 1 - The first letter of the word is a recognizable L/l or reversal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ 2 - The second letter of the word is a recognizable O/o.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ 3 - The third letter of the word is a recognizable G/g or reversal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ 4 - No acceptable letters written in correct order.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Mark all of the letters which were written for the word <strong>FIN</strong>. Mark all that apply.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ 1 - The first letter of the word is a recognizable F/f or reversal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ 2 - The second letter of the word is a recognizable I/i.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ 3 - The third letter of the word is a recognizable N/n or reversal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ 4 - No acceptable letters written in correct order.</td>
<td></td>
</tr>
</tbody>
</table>
Letter Sounds

If the child responds correctly please say:
"That's right! Nice pointing, let's try another one."

If the child responds incorrectly please say:
"No, you should have pointed to the train. Let's try another one"
Decoding

sit
Listening Comprehension

• Audio prompts by computer.
• Grayed pictures during audio instruction
• Colored pictures for student selection
Mathematics

- Numbers and counting
- Operations
- Patteming
- Real world
- Geometry and spatial reasoning

Science and Engineering

- Physical
- Life
- Earth and space
- Engineering applications of science
Executive Functioning Domain

- **Inhibition** measures the student’s ability to restrict his or her impulse to click an image.

- **Working Memory** measures the student’s ability to hold in memory 1 – 3 pieces of information.

- **Attention** measures the student’s ability to focus attention, stay on task, as well as quickly and accurately focus on relevant features of the task.
Emotion Management

- Untimed
- Checklist
- Download from Rating Scale

### Social Emotional Competence

<table>
<thead>
<tr>
<th>Description</th>
<th>Mark a response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is zoned out in their own world?</td>
<td>1 - Rarely/Una vez, 2 - Sometimes/Ocasionalmente, 3 - Consistently/Consistentemente</td>
</tr>
<tr>
<td>2. Appropriately asks for adult help when cannot resolve peer conflict (without tattling)?</td>
<td>1 - Rarely/Una vez, 2 - Sometimes/Ocasionalmente, 3 - Consistently/Consistentemente</td>
</tr>
<tr>
<td>3. Joins in activities and interactions that were already started?</td>
<td>1 - Rarely/Una vez, 2 - Sometimes/Ocasionalmente, 3 - Consistently/Consistentemente</td>
</tr>
<tr>
<td>4. Asks questions to learn more about people, topics and ideas?</td>
<td>1 - Rarely/Una vez, 2 - Sometimes/Ocasionalmente, 3 - Consistently/Consistentemente</td>
</tr>
<tr>
<td>5. Actively engages in teacher approved activities, with little assistance or reminding?</td>
<td>1 - Rarely/Una vez, 2 - Sometimes/Ocasionalmente, 3 - Consistently/Consistentemente</td>
</tr>
</tbody>
</table>
Academic Motor Skills

- Untimed
- Assessed at Wave 1 only
- Checklist
- Observe motor behaviors in the classroom and on the playground.
- Download Rating Scale Examples
Additional features

• Offline
• Hide measures/ exempt
• Pausing, discarding, quit and save
• Invalidating
TX-KEA Progress Monitoring

- Vocabulary
- Listening Comprehension
- Blending
- Letter names
- Letter Sounds
- Spelling
- Decoding
- Mathematics
- Social and Emotional Competence
Screener for Dyslexia

9. Student is able to use letter sound relationships to decode words that follow common spelling patterns: (e.g., VC, CVC, CCVC, and CVCC).

10. Student is able to correctly spell common words with VC, CVC, and CCVC patterns.

Decoding Skills:

<table>
<thead>
<tr>
<th>Did Not Meet Grade Level Expectations</th>
<th>Approaches Grade Level Expectations</th>
<th>Meets Grade Level Expectations</th>
<th>Masters Grade Level Expectations</th>
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</thead>
</table>

Spelling:

<table>
<thead>
<tr>
<th>Did Not Meet Grade Level Expectations</th>
<th>Approaches Grade Level Expectations</th>
<th>Meets Grade Level Expectations</th>
<th>Masters Grade Level Expectations</th>
</tr>
</thead>
</table>
Informing Instruction
Family Observation / Parent Feedback Forms

Teachers can share these feedback forms with parents to collect information on a child’s development in these key school readiness areas. These forms relate to CIRCLE Progress Monitoring (PreK) and Texas Kindergarten Entry Assessment on CLI Engage.

CIRCLE Progress Monitoring: Family Observation Forms

- Download English
- Download Spanish

Texas Kindergarten Entry Assessment: Parent Feedback Forms (English)

- TX-KEA Emotion Management Parent Feedback Form
- TX-KEA Social Emotional Parent Feedback Form
- TX-KEA Motivation to Read Parent Feedback Form
- TX-KEA Speech Production and Sentence Skills Parent Feedback Form
- TX-KEA Fine Motor Skills Parent Feedback Form

CATEGORY:
CIRCLE Progress Monitoring System, Texas Kindergarten Entry Assessment, CIRCLE PM and TX-KEA Reports, Family Engagement

RESOURCE:
Implementation Guide, Training

BEST FIT FOR:
Teachers, TSR Comprehensive Participants, Parents
Kindergarten Progress Monitoring
Parent Feedback Form: Speech Production and Sentence Skills

Student Name: 

Teacher Name: 

Today’s date: 

Your child’s language use is an area of skill development I will be focusing on across the school year. Please use this form to share information that may help me support your child in the classroom.

The skills in this document represent key milestones that children typically reach during the kindergarten year. It is okay if some of the behaviors and skills included in this form are not familiar to you or are not behaviors you typically watch for in your everyday interactions with your child. Answer to the best of your ability, or select “I’m not sure.”

Speech Production and Sentence Skills

My child . . .

1. Speaks in grammatically correct sentences and can compose and express simple sentences that can be clearly understood by adults.
2. With adult assistance, can use parts of speech when speaking, such as past and future verb tenses (played, will play); nouns (people, places, or things); pronouns (I, me); adjectives (describe the noun such as warm or nice); and simple prepositional phrases (on the table, to the classroom).
3. Combines multiple sentences, adding enough details to make intended meaning clear.
4. Uses new words or phrases learned from reading or
Teacher Materials

• TX-KEA User Guide
  • One-time kindergarten entry screener information
  • Three-wave progress monitoring tool information
• TX-KEA Scoring Guidelines
  o All three waves
• Small Group Activities
• Looking at the data…
  o Recorded webinar on CLI Engage Training Calendar
TX-KEA Online Training

Three training courses for teachers:
• TX-KEA Overview (1 hour)
• TX-KEA Administration Guidelines (2 hours)
• TX-KEA Reporting Features (1 hour)

One course for district administrators:
• TX-KEA Overview for Administrators (1 hour)
Select Online Courses

Welcome,

DASHBOARD VIEW | MY PROFILE | LOGOUT

- SCREENING, PROGRESS MONITORING, & OBSERVATION
- ONLINE LEARNING AND PROFESSIONAL DEVELOPMENT
- ACTIVITIES & MATERIALS
- QUALITY IMPROVEMENT & INNOVATION
- ADMINISTRATIVE TOOLS
Training Facilitation Guides

ONLINE LEARNING AND PROFESSIONAL DEVELOPMENT

**My Enrolled Courses**

Head straight to courses you’ve already started to continue your learning, track progress, and download certificates.

**Full Course Catalog**

Enroll in courses here, and browse our full catalog for teachers and caregivers of children ages birth through kindergarten.

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**Texas Kindergarten Entry Assessment Training Facilitation Guide**

The TX-KEA Training Facilitation Guide has specific training facilitation information for districts/charter school staff who will be facilitating training on TX-KEA with their teachers. The guide is designed for easy facilitation of the TX-KEA online training courses, available on the CLi|engage Online Course section.

The facilitation guide is in five parts. Please download the following documents to complete your TX-KEA Training Facilitation Guide. Several files are large due to the number of images within the documents and may take several minutes to download. Note: Module 5 requires the use of a PowerPoint presentation (download below).

**Related Resources**

- TX-KEA FAQ Presentation for Module 5
Reporting to ECDS

TEXAS Kindergarten Entry Assessment
State Reporting Requirements

• Texas Kindergarten Entry Assessment
  • BOY only, specific domains

• TSDS IDs required for students

• CLI & TEA working on data share agreement that will allow CLI to report data on behalf of LEA.
1st and 2nd grade TPRI and Tejas LEE available on CLI Engage for Fall 2020 at no cost
TPRI consists of both a screening section and an inventory section.

Tejas LEE has an inventory section.
TPRI and Tejas LEE

- detect early reading difficulties or risk of reading difficulties at an early level
- provide a summary of reading skills and comprehension which teachers can use in planning individual and/or group instruction
- fulfill the requirements of the Texas Education Code § 28.006, requiring an early reading inventory for each child in the state
## Screening Section

<table>
<thead>
<tr>
<th>Screening</th>
<th>Grade 1</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BOY</td>
<td>EOY</td>
</tr>
<tr>
<td>Letter Sound</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Blending Onset-Rimes &amp; Phonemes</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Word Reading</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
## Inventory Section

<table>
<thead>
<tr>
<th>Inventory</th>
<th>Grade 1</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BOY</td>
<td>MOY</td>
</tr>
<tr>
<td>Phonemic Awareness</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Graphophonemic Knowledge</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Word Reading</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Reading Accuracy</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Fluency</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Listening/Reading Comprehension</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Student Name</td>
<td>Maximum Score</td>
<td>Screener-SCR</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Susie Baker</td>
<td>10 8 6 24 2</td>
<td></td>
</tr>
<tr>
<td>Sharnell Cott</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ashley Davonpor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maria Garcia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TPRI on CLI Engage

• Screening and inventory
• Integrated reporting and small group features
• Automatic scoring on the system
• Dyslexia
Generating Reports

TEXAS Kindergarten Entry Assessment
Assessment & Teaching Cycle

ASSESS
Give the Assessment

EVALUATE
Analyze reports and reflect on next steps

PLAN
Design small group and center activities

TEACH
Implement the plan
Benefits of Screening & Monitoring

• Identifies students for tier 2 small group instruction.
• Monitors students’ progress and documents change over time.
• Identifies adjustments needed to the type or intensity of instruction.
• Informs decisions for whole and small group instruction.
• Allows teachers to continually respond to students’ changing needs.
Types of Reports

1. **Class Completion** - Tracks student completion of required assessments

2. **Class Summary** - Allows districts and teachers to view student’s performance across all subject areas

3. **Growth Report** - Allows districts and teachers to view student’s gain over time

4. **Group Report** – Groups students with scores below age-related benchmarks with recommended activities for further skill development
Individualized Scores and Reports
Approaches to Conversations about Students’ Development

• Family reports from child progress monitoring tools
  • Linked activities to share with families
• Family observation forms (pre-K and K)
Student Summary for Parents

Your child is ready for social activities (referred to as “assessments”) that help track his or her development of learning skills. These learning skills are important for later school success. The assessments help your child’s teacher know how your child is progressing in specific learning areas. The assessments also identify areas in which your child might need more support and practice.

If your child is meeting or exceeding expectations for his or her age, the teacher will offer supports to help your child continue to progress further. If your child needs targeted support for a particular skill, the teacher might use a variety of different teaching strategies to support that area of development.

The assessment took about 20 minutes to complete. The results are NOT a comprehensive, developmental evaluation and are NOT intended to diagnose children who may have difficulty learning or other delays. Please talk to your child’s teacher or an administrator at your child’s school if you are concerned about your child’s learning and/or development.

Performance & Progress Categories

On Track
Your child’s score is on track or within the expected range. Your child will continue to grow and learn.

Monitor
Your child’s score is slightly below the expected range. Your child may need additional support to stay on track.

Support
Your child’s score is significantly below the expected range. Your child may need additional support to catch up.

Out of Range
Scores are out of range. Your child needs additional support to catch up.

Suggested Topics for Parent/Teacher Conferences

What does my child seem most interested in at school?
When does my child have good friends in class and at school?
What is the most important thing I can do to prepare my child for Kindergarten?
Is my child getting his or her first test?
What could my child be doing that he or she is not already doing?
How is my child’s work completion in your class?

What can I do at home?

Visit the CIRCLE Activity Collection for Family at clengagefamily.org to easily access fun activities and resources which support your child’s development and target important school-readiness skills.

Questions or concerns?

Your child’s teacher should be able to help answer questions about your child’s assessment scores and how you can work together to build your child’s skills. Questions about CLi|engage and its tools can be sent to clengage@uth.tmc.edu.
Assessment & Teaching Cycle

ASSESS
Give the Assessment

EVALUATE
Analyze reports and reflect on next steps

PLAN
Design small group and center activities

TEACH
Implement the plan
Small Grouping Tool

Provides:
- Recommended children for small group instruction
- Small group activities
Grouping Tool
Small group intervention – recommended activities

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<tr>
<th>Math</th>
<th>Classroom Activities</th>
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<tr>
<td>AUSTYN</td>
<td>HOW MANY DO YOU HAVE</td>
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<td>JACOB</td>
<td>MATH STORIES</td>
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<td>KALLI</td>
<td>I SPY MORE LESS SAME</td>
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Home Activities
Welcome, Colleen_Admin

- **SCREENING, PROGRESS MONITORING AND OBSERVATION**
- **ONLINE LEARNING AND PROFESSIONAL DEVELOPMENT**
- **ACTIVITIES AND MATERIALS**

### My Activities
Click here to view the lessons you've favorited across all CIRCLE activity collections.

### CIRCLE Activity Collection: PreK/K
Research-based, hands-on activities across school readiness areas, with alignments to the TX PreK Guidelines, TEKS, and Head Start Framework. Available in English and Spanish.

### CIRCLE Activity Collection: 0-3
Quality learning experiences to support infant and toddler language, social emotional, health, and cognitive development, with alignments to Early Head Start. Available in English and Spanish.

### CIRCLE Activity Collection: Family
For children birth through K, this collection helps families support child skills at home. Available in English and Spanish.
CIRCLE Activity Collection

- Comprehensive domain coverage
- Tied to progress monitoring results
- Videos of activities performed in classrooms
- Soft scripting to support best practices during lesson delivery
**A Chair for My Mother**

**LEARNING DOMAIN:** Social, Emotional, and Regulatory Development  
**SUBDOMAIN:** Emotional Understanding  
**SETTING:** Small Group/Whole Group  
**GRADE LEVEL:** First grade

**OBJECTIVE:**
1. Students will use the strategy of making connections to enhance comprehension.
2. Students will learn about real and community members work together to accomplish tasks.

**A Searching We Will Go**

**LEARNING DOMAIN:** Phonological Awareness  
**SUBDOMAIN:** onset-rime  
**SETTING:** Whole Group  
**GRADE LEVEL:** Pre-K

**OBJECTIVE:**
The children will blend initial consonant sounds with remaining part of the word to form a complete word.

**A-maze-ing Magnets**

**LEARNING DOMAIN:** Science  
**SUBDOMAIN:** Physical Science Skills  
**SETTING:** Small Group/Whole Group/Cover Time  
**GRADE LEVEL:** Pre-K

**OBJECTIVE:**
Children will observe and describe using a magnet to move a paperclip through a maze.

**Act It Out**

**LEARNING DOMAIN:** Language & Reading  
**SUBDOMAIN:** Comprehension of Text Read About Skills (Pre-K)  
**SETTING:** Small Group/Whole Group/Cover Time  
**GRADE LEVEL:** Pre-K

**OBJECTIVE:**
Children will retell stories in their own words.
Alphabet Sticks

Children will put the letters of the alphabet in order using Popsicle® sticks.

Domain: Early Reading and Print Knowledge  |  Subdomain: Alphabetic Knowledge

Setting
Small Group, Center Time

Materials
• 26 sticks
• marker

Preparation
Write one alphabet letter on each stick, for a total of 26 sticks

Give each student several sticks, with letters chosen randomly. The student with the letter A stick places it on the left of the table and says its name. Students search their sticks to find the letter B, which is placed to the right of the letter A. The student says the name of the letter. Students continue laying down a letter stick and saying its name until all letters are laid down alphabetically. Individually and/or chorally, the group checks to make sure the sticks are in the right order.

Scaffolding
Provide the "just right" amount of help to make it possible for the child to get to the next skill level. Based on a child’s response, you can adjust your level of assistance by simplifying or adding challenge.

Alignments to:
• Kindergarten TEKS
• 1st Grade TEKS
• PreK Guidelines
• Head Start Early Learning Outcomes

INSTRUCTIONAL PLANNING

GRADE LEVEL
Kindergarten, First grade

HEAD START ALIGNMENT
Goal H.A.3: Child identifies letters of the alphabet and produces correct sounds associated with letters.

PREK GUIDELINES ALIGNMENT
III.C.1: Child names at least 10 upper and at least 10 lower case letters in the language of instruction.

KINDERGARTEN TEKS ALIGNMENT
§110.2(a)(2)(D)(i) Identifying all
Sharing Activities with Families

Letter Sounds

Classroom Activities: HOT POTATO

Home Activities

CIRCLE Activity Collection: Family

The CIRCLE Family Activity Collection translates child development research into practice by providing a variety of hands-on activities that families can do at home. This collection is organized around seven learning domains: Language & Communication, Reading & Writing, Math, Science, Social & Emotional, Physical Development, and Art & Sensory.

cliengagefamily.org
I’m the Star

Children and parents will practice listening and speaking skills by using a question and answer format to talk about photos and mementos from the child’s life. The child gets to be the “star” and the parent “interviews” the child about his life.

Learning Area(s): Language and Communication, Social and Emotional

MATERIALS

- Photos of the child as a baby/toddler
- Photos of the child’s family, siblings, and/or pets
- Mementos of the child’s favorite activities
- Child’s favorite items/toys/stuffed animals
- Clipboard or pad of paper and pen for writing

LET’S PLAY

Together, gather items from the child’s life such photos, mementos, and favorite toys. Place the items in a large ziplock bag or grocery bag.

Sit with your child at the table or on the floor. Have the child take out one item at a time and describe it. Follow-up with questions that start with who, what, when, where, and why. White
Navigating CLI::engage
Do You Have an Account?

Sign Up for Access to CLI Engage!

CLI Engage resources are divided into two packages (check out the matrix below to see resources in each):

1. **TSR Online** includes the full CIRCLE preK collection and can be accessed through affiliation with eligible programs.
2. **Public Access** resources are freely accessible and designed for individual users.

(Note: All CLI Engage users are required to have a Google ID. See the bottom of this page to learn more.)

Let’s figure out which package is best for you.

**Do you work in/for a:**

- Public school districts in Texas
- Public charter schools in Texas
- Head Start programs in Texas
- Public higher education institutions in Texas
- Current Texas Rising Star Certified Providers
- Current and former Texas School Ready participants (2003-present, more information below)
- Programs that agree to send data to the Texas Education Agency’s Early Childhood Data System (ECDS, more information below)

If yes to any of the above → You are eligible for TSR Online! Complete the signup form and we’ll confirm your eligibility.
Logging into CLI Engage

Log-in

Sign In with your Clever Account

Clever-Based School District Employees.

Sign In with your Google Account

Need help logging in to CLI Engage? Click here for assistance.

You will need a Google or Gmail account to set up a new account or log in to your existing account on CLI Engage. If you do not have a Google account, you can create one using your existing email account or create a Gmail.

UTHealth Login

UTHealth employees, please click here to log in.
Select Online Courses

Select

Welcome, Colleen_Admin

Dashboard View | My Profile | Logout

Screening, Progress Monitoring, & Observation

Online Learning and Professional Development

Activities & Materials

Quality Improvement & Innovation

Administrative Tools
Assessments: Practice and Administration

**Assessment Practice Area**

The Assessment Practice Area allows educators to view and practice student assessments.

**CIRCLE Progress Monitoring Pre-K**

C-PM: validated and efficient tool assesses important school readiness learning areas. TEA Approved Progress Monitoring for Pre-K. English and Spanish.

**Texas Kindergarten Entry Assessment**

Kindergarten screener evaluates entry level skills: language, literacy, STEM, physical development & social emotional competence. English and Spanish.

**TPRI & Tejas Lee**

Coming soon

(Not yet available on the dashboard)
Navigation

View recommendations for small group instruction
Assess students in Spanish
Assess students offline
Select wave

Hide/Display Measures

CIRCLE Progress Monitoring measures and sub-tasks

Key

Child roster

View Scores
Scores color-coded to reflect benchmark status

Launch Multiple Assessments
Launch Single Assessment

Exclude Assessment for individual student or entire class
Teacher Instructions Screen

• General teacher information in regular font, including any materials to download in advance.
• Scoring procedures and important reminders in bold font.
Questions?

• Visit our public webpages: www.cliengage.org
  • Look under the “Tools and Resources”
• Submit a help ticket!