



CIRCLE Progress Monitoring is a part of the Children's Learning Institute

CIRCLE

PROGRESS MONITORING

user guide

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Texas School Ready!

Texas School Ready Project

Children's Learning Institute at UTHealth

7000 Fannin | UCT 1900 | Houston, TX 77030

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Logging in

The CIRCLE Progress Monitoring System is available on the CLI Engage web-based platform. To access the CIRCLE Progress Monitoring System, teachers, administrators, and district personnel will need to log in to www.cliengage.org using a Google Account. *You must have completed the registration process.

Logging in to www.cliengage.org:

- You will need a desktop computer, laptop, or tablet with Internet access. The CIRCLE Progress Monitoring System can be administered offline, but you will need to follow instructions on page 5.
- It is not recommended to administer the assessments on a screen smaller than 11 inches.
- Open a new browser window and go to: www.cliengage.org.
- Click “Sign-In” on the top right hand corner of the screen.
- Select: “Sign In with your Google Account.”
- Enter your Google username and password and click “Sign in.”

Google Account Setup:

If you do not have a Google Account, you can create one using your existing email account or by creating a Gmail account at the following link: <https://accounts.google.com/signup>
To use your current email address to setup a new Google Account, click “I prefer to use my current email address” below the “Choose Your Username” box.
Please write down your username and password somewhere convenient.

Engage Dashboard:

After logging in, you will see a dashboard that includes a link to:

- access assessments, including the CIRCLE Progress Monitoring System
- manage your student roster and classes (Administrative)
- access to online courses
- access the CIRCLE Activity Collection
- access collaborative tools



SUBMIT A **HELP TICKET** IF YOU NEED ASSISTANCE.

A CLI staff member will contact you within 48 hours.

To Access the CIRCLE Progress Monitoring System:

1. Login to www.cienage.org
2. Click “Assessment” on the Dashboard.
3. Click the CIRCLE Progress Monitoring” button.
4. On the “Class List” page, click on the name of the class that includes the students you wish to assess.
5. You will see the “Student View” page. This page allows you to:
 - Select which wave you are assessing (BOY – Wave 1, MOY – Wave 2, EOY – Wave 3)
 - choose to administer an assessment in English/Spanish
 - see the benchmark scores for students in a class
 - launch an assessment, or multiple assessments or subtests

STUDENT VIEW PAGE

Community/District: CLI TEST COMMUNITY, ADRIAN ISD School: Test School 1 Class: Example's Class1 Teacher: Example TestTeach1

[Class View](#)
[Reports](#)
[View Groups](#)
[Click to Assess in Spanish](#)
[Offline Assessment](#)
Select wave

[Hide/Display Measures](#)
Assess students in Spanish
Assess students offline

CIRCLE Progress Monitoring measures and sub-tasks

Student Name	Exclude All	Launch	Subtasks	Phonics	Reading	Spelling	Oral	Alphabet	Rhythm	Total	Launch	Exclude
1 Demo12 Demo	<input type="checkbox"/>											
2 Dem St 18	<input type="checkbox"/>											
3 Test Student1	<input type="checkbox"/>	<input type="checkbox"/>	15	22	2	6	3	3	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Test Student2	<input type="checkbox"/>	<input type="checkbox"/>	34	19	3	6	4	3	25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Test Student3	<input type="checkbox"/>	<input type="checkbox"/>	29	9	5	3	2	2	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Test Student4	<input type="checkbox"/>	<input type="checkbox"/>	22	5	1	1	1	2	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Test Student5	<input type="checkbox"/>	<input type="checkbox"/>	4	0	2	1	4	1	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Test Student6	<input type="checkbox"/>	<input type="checkbox"/>	4	9	3	3	2	2	15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Test Student7	<input type="checkbox"/>	<input type="checkbox"/>	8	8	2	2	1	1	14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Test Student8	<input type="checkbox"/>	<input type="checkbox"/>	0	0	1	2	1	1	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

View Scores
 Scores highlighted to reflect benchmark status (color key can be found to the left)

Key
Child roster
Launch Assessment
Exclude Assessment

OFFLINE ASSESSMENT

The offline assessment feature can be used to assess students when internet connection is not available at the time of administration. However, an internet connection is required for the initial setup.

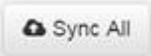
To use offline assessment:

1. Login to CLI Engage and find the appropriate classroom in the CIRCLE Progress Monitoring System.
2. While on the Student View page, click on the Offline Assessment button: 
3. Create a 6-10 character **Personal Pin** with at least one number and upper case letter and then click OK. Note: this Pin should **NOT** be your Engage login password.
4. The data for the Offline Assessment will automatically begin to download. Click **OK** on the popup 'Resource download is complete.'
5. **Bookmark** the Offline Assessment page (<https://assessment.cliengage.org/Offline>) in your browser.

When you are ready to test Offline:

1. Click on the browser **Bookmark**.
2. Type your personal **Pin Code** into the box and then click **Unlock**.
3. Assess students as needed while offline.

When you are done testing offline and have an internet connection again:

1. The sync buttons will become active (not greyed out). Click the  button to sync offline data for all students at once or the  individual sync icon next to specific students to sync one at a time.
2. You will be prompted to Log In again to Engage. Click **OK**.
3. Once you have logged in, the data will automatically sync.

EXCLUDING AND HIDING MEASURES

The green button indicated in the screenshot on the previous page is used to “exclude” a student OR the entire class from a specific measure or sub-task. The completion report takes this exclusion into account when tabulating completion rates. For example, in a class of 10 students, if 2 are excluded and the remaining 8 are tested, the completion report will indicate 100%. If the students are not formally excluded using this feature, the report would indicate an 80% completion rate. Anyone with access to a class can exclude measures.

The “Hide/Display” button hides a measure from view for navigational purposes only. Hiding a measure does not affect data or reporting. You can hide measures with and without scores. For example, a user may hide a measure that has already been assessed to limit the amount of scrolling needed to find the measures for the next assessment session.

Hiding is set by each user, and the system remembers the user's preference; therefore no user can hide measures for another user.

CIRCLE PROGRESS MONITORING OVERVIEW

The CIRCLE Progress Monitoring System provides teachers immediate feedback that shows children's progress in:

- Rapid Letter Naming
- Rapid Vocabulary Naming
- Letter-Sound Correspondence
- Phonological Awareness
- Book and Print Knowledge
- Story Retell & Comprehension
- Speech Production & Sentence Skills
- Motivation to Read
- Early Writing
- Mathematics
- Science and Social Studies
- Social and Emotional Development
- Approaches to Learning
- Physical Health and Development

Teachers use information from the CIRCLE Progress Monitoring System to inform instructional decision-making for small group and individual lesson planning.

General Administration Guidelines

1. Progress monitoring activities should be pleasant and enjoyable for children.
2. When completing any standardized assessment, following the scripts verbatim is extremely important. Don't change the instructions in any way – the administration should be consistent and standardized no matter which examiner gives the test.
3. It is also important to complete all sample items. Sample items on the PA subtest provide key information that can help children understand task demands (e.g., providing definitions and examples of when words sound the "same" or "different".)
4. Prior to administering individual items, make sure that children are paying attention. Gentle reminders that pull for attention (e.g., "look at me") are often effective at helping children regulate their attentional resources. Do not assess while a child is sick, distraught, or in a foul mood.
5. Teachers are also encouraged to monitor their vocal tone and volume during the progress monitoring assessments. For example, in the Listening and Rhyming sections of the PA Subtest, it is important for teachers to enunciate clearly.
6. Praise effort, not success. A child should not be able to tell if he or she got an item correct or incorrect. Some examples are: "You are working hard." "You are doing a great job paying attention." "I am proud of your hard work." "You're behaving so nicely." "Good listening." "I'm having fun playing these games with you." "You're paying attention so well." "I can tell you're working hard."
7. Do not offer hints or potential strategies to children or give praise that indicates how the child is doing/scoring. For example DO NOT say: "Good." "Great." "Right." "Uh-huh." "You're so smart." Do not get in the habit of repeatedly saying "okay/bien" between

- items. Do not use facial expressions that reveal how the child is doing. Do not give high fives during a test/between items. Do not give hints (i.e. nodding, clapping, tapping, yes/no responses) when administering the assessment. Do not try to give additional information (i.e. we covered this last week, this letter makes this sound, this number comes after).
8. Progress monitoring assessments are not a time to teach children. Do not model a skill for a child once you have begun the assessment. The practice time is the only time.
 9. The Rapid Vocabulary Naming and Rapid Letter Naming subtests have clearly specified time limits (i.e., one minute). It is critical that time limits are strictly adhered to during these subtests. In addition, the Rapid Vocabulary and Rapid Letter Naming subtests have clearly specified rules for when to move on to the next item.
 10. We recommend teachers administer all items within a subtest at each progress monitoring session; however, districts/program administrators may determine that particular subtests may be more useful to their needs. Please note that for Phonological Awareness, all subtests must be given to produce a composite score.
 11. If a child is unclear about expectations, feel free to repeat the item. When repeating an item, please read the script in the manual. A good rule of thumb is that teachers should not repeat items more than two times. For example, if a child appears confused or hesitant after you have read an item 1-time, feel free to reread the item once more (for a total of two times). If the child still does not provide a response, move on to the next item (e.g., “OK, let’s try another one”).
 12. Do not try to delete the assessment and change the answers. True results are more effective.
 13. Do not continuously click the keys when administering a timed test
 14. Children should be allowed to have some access to the materials. This is especially important when completing the Math Subtest. For example, if they are completing the last item of the Math Subtest (i.e., 5 butterflies and 2 fly away) they should be allowed, but not encouraged, to cover 2 butterflies and count the remaining butterflies. The problem solving strategy used by the child will provide you information about a child’s ability to solve problems abstractly versus a more concrete problem solving approach.
 15. There are a multitude of options for assessing within the classroom. While students are actively engaged in center activities you can identify individual students to come to a small group area; assess on the rug, at a table, or even in the hallway if there are two people in the room. It’s a good idea to let the students know that you will be playing a game and what the rules are for interrupting you if needed. You can place a cone on the table, or wear a badge or a hat, for example, to signify that you are unavailable while engaged in the assessment.
 16. Assessment subtests can be administered at any time – they do not have to be completed in entirety in one sitting. Some teachers have success completing assessments during student nap time. If a student is unresponsive, sick, or highly distracted, then it’s a good idea to discontinue the assessment and plan for an alternative time slot.

Assessment Environment

1. Make an effort to ensure that progress monitoring assessments are completed in a work space that is comfortable and relatively quiet. Minimize distractions. Try to assess during a

- time when other students are not around.
2. Have the child sit beside you in a quiet area of the classroom to complete CIRCLE Progress Monitoring System tasks.
 3. You will need a computer, laptop, or tablet that has a reliable Internet connection.
 4. Place the computer in a position that allows you to operate the keyboard while you and the child look the screen. Note: The child should not see the screen during the phonological awareness assessments.

TASK ADMINISTRATION TIMES

MEASURE	TYPE	LANGUAGE	ADMINISTRATION TIME
Rapid Letter Naming	Direct	Administration instructions available in Spanish; Task measures English letters	2.5 mins (timed fluency task)
Rapid Vocabulary	Direct	English & Spanish	2.5 mins (timed fluency task)
Phonological Awareness	Direct	English & Spanish	core tasks: 6 minutes optional: 4 minutes
Mathematics	Direct	English & Spanish	core tasks: 3 minutes optional: 2.5 minutes
Letter-Sound Correspondence	Direct	Administration instructions available in Spanish; Task measures English letters	5 minutes
Book & Print Checklist	Direct	English & Spanish	5 minutes
Story Retell and Comprehension	Direct	English & Spanish	10 minutes
Social Studies	Direct	English & Spanish	8 minutes
Science	Direct	English & Spanish	10 minutes
Social Emotional Checklist	Observable	English only*	10 minutes
Early Writing Checklist	Observable	English only*	2 minutes
Speech Production & Sentence Skills Checklist	Observable	English only*	2 minutes
Motivation to Read Checklist	Observable	English only*	2 minutes
Approaches to Learning	Observable	English only*	6 minutes
Physical Health & Development	Observable	English only*	6 minutes
Total direct assessment time (with student):			58.5 minutes
Total time to complete observables:			28 minutes
Total assessment time, all measures:			86.5 minutes

*Observable checklist; not directly administered to the child.

BENCHMARKS

Each progress monitoring measure yields a separate score. For most measures that are broken into separate sub-measures (e.g., social and emotional), a composite score is calculated from the separate sub-measure scores. An exception to this rule is the phonological awareness measure, whose composite score is drawn from four core sub-measures only; the remaining three sub-measures are considered optional. Similarly, the two optional math sub-measures (patterning and real world) are not included in the composite math score.

In the following descriptions, a table is included that displays the benchmarks for each assessment according to the child's age. If a child scores at or above the cut point listed in accordance with their age then they are considered to be at or meeting the benchmark. For example, the vocabulary benchmark for a child who starts the school year at age four increases from 16 at the beginning of the year (wave 1) to 19 at the middle of the year (wave 2), and to 22 at the end of the year (wave 3). If a four-year-old gets 16 or more pictures named correctly at wave 1, the score is considered *proficient* and is colored green. If the child scores fewer than 16 correct, the score is *emerging* and colored red. In contrast, if a child is 3.0–3.9 years old at the beginning of the school year and scores fewer than 10 correct on vocabulary, the score is considered *developing* and colored yellow in the reports.

CIRCLE PROGRESS MONITORING SYSTEM SUBTEST DESCRIPTIONS

The CIRCLE Progress Monitoring System includes multiple components and is administered three times each year. These windows are referred to as “waves,” typically occurring at the Beginning-of-Year (Wave 1), Middle-of-Year (Wave 2), and End-of-Year (Wave 3)).

LANGUAGE AND LITERACY

Rapid Letter Naming

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

Directions: Child is given a total of 60 seconds stimulus time to identify letters that appear on the screen. The student must respond within 3 seconds. If 3 seconds elapse without a response the item is automatically scored as incorrect. A response should be recorded if the

child correctly names the letter, if the child says: “I don’t know”, or if the child provides the incorrect response.

RAPID LETTER NAMING BENCHMARKS

Age as of Sept 1st								
3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above		
Wave	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	*	*	7	5	8	6	10	7
2	*	*	7	5	11	8	12	9
3	*	*	8	6	14	10	15	11

*Note: An insufficient number of children in this youngest age group demonstrated the skill to establish benchmarks.

Rapid Vocabulary Naming (Sets 1-3)

The Rapid Vocabulary Naming subtest attempts to gain insight into a child’s expressive vocabulary skills.

Directions: Child is given a total of 60 seconds stimulus time to identify pictures as they appear on the screen. There are different pictures for each wave of the assessment. The Rapid Vocabulary Naming assessment includes **2 untimed warm-up items**. Conduct a practice session with the warmup items and 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.’

Prompt the student by reading the instructions on the “ready” screen of the assessment. After a picture appears on the screen, the student must respond within 3 seconds. If 3 seconds elapse without a response the item is automatically scored as incorrect. A response should be recorded if the child correctly names the letter, if the child says: “I don’t know”, or if the child provides the incorrect response. Note: A list of acceptable responses can be found on the “Rapid Vocabulary Naming” score sheets.

RAPID VOCABULARY BENCHMARKS

Age as of Sept 1st								
3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above		
Wave	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	4	1	10	7	16	12	20	14
2	9	6	11	8	19	14	22	16
3	10	7	12	9	22	16	24	17

Scoring Responses in Rapid Letter Naming and Rapid Vocabulary Naming

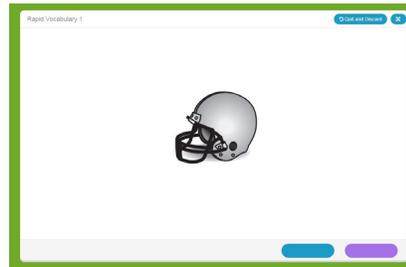
Click **blue** if the student gave the **incorrect** response.

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

Quick Key:

Left Arrow- Incorrect Response

Right Arrow – Correct Response



You cannot go back and correct scoring errors in the Rapid Letter Naming and Rapid Vocabulary Naming Assessments. If a scoring error is made, the assessment must be invalidated. To invalidate an assessment, click the “Invalidate” button on the results screen:

Invalidate This Assessment

Do not re-administer the assessment to the same child for several days to prevent the “practice effect.”

Book & Print Concepts

The 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
- Hardback book, not paperback
- Has pictures drawn by an illustrator, not photographer
- Has more than one layout across pages. For example, sometimes the first word to read is at bottom of the page, other times it is oriented at top of page, not consistently at bottom of page.

Directions: Select “Correct” or “Incorrect” for each item on the checklist as you ask the child about the book.

1. Correct – the child demonstrated this behavior.
2. Incorrect – the child did not demonstrate this behavior.

BOOK AND PRINT CONCEPTS BENCHMARKS

		Age as of Sept 1st							
		3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
Wave		English	Spanish	English	Spanish	English	Spanish	English	Spanish
1		1	1	2	1	3	1	4	2
2		3	2	4	3	5	5	6	6
3		4	4	6	5	7	7	8	8

Story Retell

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 asks the child to retell the story, in their own words, to match the pictures. The teacher scores three story retell items to measure the child’s ability to create a narrative using important elements of narrative macrostructure, including characters, setting, emotions or problems, conjunctions or transition phrases, and an ending or conclusion. Afterward, the teacher asks three comprehension questions that are scored as correct or incorrect.

Directions: Print the Story Retell procedures sheet and score sheet from the “Resources” page on CLI Engage.

1. Read the text for all four pages before going on to STEP 1. Click the blue OR purple button to advance pages in the story.
2. Elicit the narrative. Record data on the score sheet and follow onscreen instructions for recording responses.
3. You may help the child by using the following acceptable prompts.

ACCEPTABLE PROMPTS

Acceptable verbal prompts include:

- Tell me the story.
- What else can you tell me about the story?
- Mhm or Uhhuh.

Acceptable nonverbal prompts include:

- Smiles and eye contact
- Nods of affirmation and agreement

Do not prompt more than twice.

UNACCEPTABLE PROMPTS

Unacceptable prompts include:

- What is he doing?
- Where is he?
- Pointing at pictures while prompting
- What’s this?
- What’s happening here?

Avoid asking the “wh” questions, (who?, what?, when?, where?) These often lead to obvious and limited responses/answers.

STORY RETELL BENCHMARKS

		Age as of Sept 1st							
		3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
Wave		English	Spanish	English	Spanish	English	Spanish	English	Spanish
All**		1	1	2	2	3	3	4	4

**Benchmark indicates an end of year outcome against which progress can be measured at each wave.

Letter-Sound Correspondence

The Letter-Sound Correspondence subtest assesses a child’s ability to identify sounds associated with individual letters.

Directions to the child: We are going to look at some letters and see if you know the sound each letter makes. It’s okay to guess if you don’t know the sounds. Some letters make only one sound and some make more than one sound. “Try to tell me at least one sound each letter makes. Ready? What sounds does this letter make?” Record the response.

Approximate Time to Administer: 5 minutes per child

Phonological Awareness

The Phonological Awareness (PA) measure consists of seven total subtasks used to assess a child’s understanding of sound in either English or Spanish. Currently, a composite PA score is established from the following four subtasks only (core tasks):

MEASURES	DEFINITIONS
Syllabication	the ability to separate a word into parts
Onset-rime	the ability to blend two parts of a word together when segmented between the beginning consonant(s) and the rest of the word
Alliteration	the ability to give two or more words that have the same sound(s) at the beginning of the words
Rhyming 1	the ability to distinguish if two words rhyme when spoken

The remaining three subtasks are optional for teachers (i.e., they are not used when establishing the composite PA score). The Listening and Words in a Sentence tasks may be helpful when assessing students who demonstrate a lower level of skill on the core tasks listed above. Rhyming 2 may be useful for students who demonstrate a higher level of skill on the core tasks.

MEASURES	DEFINITIONS
Listening	the ability to screen out other noises and selectively focus attention on a specific sound
Words in a Sentence	the ability to move counters to show how many words are in a sentence
Rhyming 2	the ability to independently give a word that rhymes with the word given.

Administration: Core Tasks

Syllabication

In the Syllabication subtest, children are asked to demonstrate knowledge of how words can be broken down into syllables. There are 7 test items, as well as a sample item.

Directions: Teacher will say a word and clap the word parts and ask the child to say or correspondingly clap how many parts he/she hears in the word. Follow the prompt on the screen and record responses. Note: Have the child repeat the word before responding.

Onset/Rime

Onset-rime subtest of the PA measure includes a sample item and five test items. This subtest evaluates one of the key components of phonological processing (i.e., blending) within single syllable words.

Directions: Teacher breaks up a word into sounds. Child repeats the parts and says the word. Record whether the child's response was correct or incorrect. Make sure there is a clean break between word sounds, approximately 1 second. Note: This skill is not assessed in Spanish.

Alliteration

The Alliteration subtest is another task that asks children to provide a "yes" or "no" answer to whether or not a pair of words start with the same sound. This subtest contains a sample item and 7 test items.

Directions: Have the child repeat each word pair prior to indicating if the words are the same or not. Record the response. Notes: Emphasize the /s/ sound only on the practice items. Have the child repeat the words prior to attempting to provide an answer for the item.

Rhyming Part 1

The Rhyming 1 subtest of the PA Subtest contains 9 items that evaluate whether a child can identify whether or not two words rhyme.

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

Administration: Optional Tasks

Listening

The Listening section of the PA Subtest contains 5 items that evaluate whether a child can differentiate between similar sounding words.

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

Words in a Sentence

The Words in a Sentence subtest requires that teachers use simple manipulatives (e.g., single colored blocks, unifix cubes, counters, etc). In this task, children move the manipulatives to indicate how many words are in a sentence. Sentence length varies from two words to six words.

Directions: Teacher will say the sentence and the child will move the counters to show how many words are in the sentence. Make sure you are sitting across from the child and exaggerate the block movements during sample items. Record the response. Notes: It is acceptable to have the child repeat the task one additional time to reinforce the concept. Remember to have the child repeat the sentence prior to attempting to move the blocks. This ensures that the child has heard the sentence accurately.

Rhyming Part 2

The Rhyming Part 2 subtest is a production task, where children are asked to provide a word that rhymes with another word. There are 5 test items in this section of the measure.

Directions: Have the child repeat each word pair prior to indicating if the words are the same or not. Record the response Notes: Nonsense words that rhyme with the target word are acceptable. For each item, have the child repeat the word and then provide the answer.

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

The Previous button allows you to go back immediately and correct a scoring error.

PHONOLOGICAL AWARENESS BENCHMARKS: Core Measures, Total Score

		Age as of Sept 1st							
		3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
Wave		English	Spanish	English	Spanish	English	Spanish	English	Spanish
1		3	1	7	2	8	5	10	7
2		7	5	10	7	12	10	14	12
3		9	7	12	11	15	13	17	15

By Core Sub-Measures, All Waves

		Age as of Sept 1st							
		3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
Measure		English	Spanish	English	Spanish	English	Spanish	English	Spanish
Syllabication		***	***	6	5	6	5	6	5
Onset-Rime		***	-	3	-	3	-	3	-
Alliteration		***	***	6	5	6	5	6	5
Rhyming 1		***	***	7	5	7	5	7	5

***A sufficient sample size has not been collected to date to set benchmarks for this age range.
 (-): Onset-rime is not assessed for Spanish-speaking students.

By Optional Sub-Measures, All Waves*

		Age as of Sept 1st							
		3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
Measure		English	Spanish	English	Spanish	English	Spanish	English	Spanish
Listening		***	***	5	3	5	3	5	3
Words in a Sentence		***	***	4	3	4	3	4	3
Rhyming 2		***	***	3	3	3	3	3	3

*Note: These benchmarks are not included in the total score for the core PA sub-measures.
 ***A sufficient sample size has not been collected to date to set benchmarks for this age range.

MATH

The math test includes 27 items that evaluate skills across multiple domains considered to be important by the National Council of Teachers of Mathematics including:

- rote counting
- shape naming
- number discrimination
- number naming
- shape discrimination
- counting sets
- operations

The below optional measures were added in 2015 and are not included in the composite math score.

- patterns
- real world (measurement)

When do I administer the items in Spanish?

Decisions of whether or not to use the English or Spanish administration prompts should be made based upon the language of mathematics instruction.

Administration Notes:

Rote Counting

The first item evaluates the rote counting skills of children and the highest number that the child counts correctly yields a score of either 0 (child counts between 1 & 10), 1 (child counts between 11 & 20), and 2 (child counts to 21 or above). Type in the box provided the highest number the child counted in sequence.

Shape Discrimination

In these items children are asked to scan a complex visual array of shapes and point to all of the triangles (items 14 through 17) and squares (18 through 20). The child is scored on the first three shapes that they touch. Touch or click the items the child selected.

Set Counting

Items 20-24 evaluate the counting skills of children. In these items, children are asked to count sets of 3, 5, 7, 10, and 15 and indicate the cardinal value for each set. The most important thing to remember when administering this item is that THE RESPONSE IS SCORED BASED ON THE CARDINAL VALUE THAT THE CHILD PROVIDES. If the child accurately counts the 10 stop signs, but provides the wrong cardinal value, the item is scored as incorrect. Children are being asked to understand that a set of objects has a specific (cardinal) value and are not being evaluated on their ability to count items.

MATH BENCHMARKS: Total Score

Wave	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	5	3	7	4	9	6	11	8
2	9	7	10	9	14	13	17	15
3	11	10	13	13	18	17	20	20

By Core Sub-Measures, All Waves

Measure	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
Rote Counting	***	***	2	2	2	2	2	2
Shape Naming	***	***	4	4	4	4	4	4
Number Discrimination	***	***	2	2	2	2	2	2
Number Naming	***	***	3	3	3	3	3	3
Shape Discrimination	***	***	5	5	5	5	5	5
Set Counting	***	***	4	4	4	4	4	4
Operations	***	***	3	3	3	3	3	3

***A sufficient sample size has not been collected to date to set benchmarks for this age range.

SCIENCE AND SOCIAL STUDIES

The Science subtest was designed to measure four disciplinary core ideas in the National Research Council’s (2012) framework for science education including:

- Physical Sciences
- Life Sciences
- Earth and Space Sciences
- Engineering and Technology Applications of Science

The Social Studies subtest was designed to measure topics addressed in the Head Start Early Learning Outcomes Framework and the Texas Pre-Kindergarten Guidelines including:

- Self, Family & Community
- People & The Environment
- History & Events

Directions: 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.

Teacher Prompts:

- NR (No response) after about 5-10 seconds: “It’s okay to take a guess” + Repeat the prompt
- DK (Don’t know): “It’s okay to take a guess” + Repeat the prompt
- After you prompt to guess, if the child still says, “I don’t know” (DK), the examiner says: “That’s okay. Let’s try another picture.”

- Verbal response when a child should point: “Show me with your pointer finger” + Repeat the prompt
- MR (multiple response of pointing to more than one): “Point to just one picture” or “Choose just one answer” + repeat the prompt
- Repeat: If the child seems unclear or asks for a repetition, you can repeat the prompt/question.
- Top (point to stimulus): stop and mark incorrect

Scoring Items in the Science and Social Studies Assessments

Click the picture the child indicates is the correct response. The “previous” button allows you to immediately go back and correct a response if a scoring error was made.



SCIENCE BENCHMARKS

Wave	Age as of Sept 1st							
	3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
1	8	7	10	9	13	11	15	13
2	11	10	13	13	16	15	17	16
3	13	13	16	15	18	17	19	19

OBSERVABLES

The observables checklists are designed to assess growth in child behaviors that can be easily observed during day-to-day interactions between teachers and preschool students.

Please consider your observations of children’s behaviors within the classroom and school to complete the checklists. Read each item and evaluate whether a behavior is:

- (1) Emerging – the child never or rarely demonstrates the behavior.
- (2) Developing – the child sometimes demonstrates the behavior, but it inconsistent or requires assistance.
- (3) Proficient – the child consistently demonstrates the behavior.

CIRCLE Progress Monitoring System Observable Components:

- Social Screener
- Early Writing Checklist

- Physical Development and Health
- Approaches to Learning
- Speech Production & Sentence Skills
- Motivation to Read

BENCHMARKS FOR SOCIAL EMOTIONAL

		Age as of Sept 1st							
		3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
Wave		English	Spanish	English	Spanish	English	Spanish	English	Spanish
All**		***	***	37	37	44	44	51	51

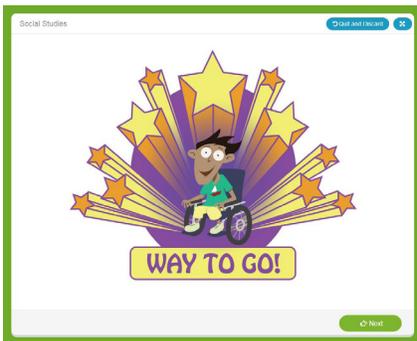
**Benchmark indicates an end of year outcome against which progress can be measured at each wave.

***A sufficient sample size has not been collected to date to set benchmarks for this age range.

BENCHMARKS FOR EARLY WRITING SKILLS

		Age as of Sept 1st							
		3.0 < 3.5		3.5 < 4.0		4.0 < 4.5		4.5 or above	
Wave		English	Spanish	English	Spanish	English	Spanish	English	Spanish
1		10	10	10	10	10	10	10	10
2		11	10	13	11	16	15	19	18
3		14	14	17	17	20	20	23	23

ASSESSMENT RESULTS



← After completing all items in an assessment, the child will see a celebratory completion page.

Dismiss the child and click “next” to see the results.

Student : DEMO STAN1 DOB: 01/11/2011 Class: Fernald's Class School: Test School 3 Age Group: 4 year 6 month		
Date: 07/04/2016 School year: 15-16 Wave: 1 Test: Rapid Letter Naming Score: 0/52 Benchmark: Not met		
Invalidate This Assessment Export to PDF Hide Images Comment		
Item	Image	Score
1. B		0
2. y		0
3. M		0
4. k		0

The results screen includes:

- The student’s name, class, DOB
- The items, their correct answers, and the student’s scores for each item
- The options to click “done” to submit the score or invalidate
- A “comment” feature to record notes

MANAGING CLASS ROSTERS

When on the Student View page if you notice that a student on your roster has dropped or is missing, click on the ‘Class Roster Management’ tab from the top left navigation bar. Type your School Name into the search box and then select your class from the Class drop down and click the Search button.

To Drop a Student:

- Locate the dropped student in the Student list
- On the student’s row change the Status box from Active to Inactive
- Click Submit

To Add a Student:

- Click the  New Student icon under the Action column next to the last student in the roster list
- Complete all * Required fields for the new student row
- Click Submit

Note: The Class Roster Management tab can also be accessed through the Administrative button on your Dashboard.

USING PROGRESS MONITORING WITH SPECIAL POPULATIONS

Developmental Delays and Disabilities

CIRCLE Progress Monitoring was not designed or evaluated for use for children with disabilities (e.g., language delays, Autistic Spectrum Disorders, or Intellectual Disabilities). Additionally, it is a progress monitoring assessment, not a diagnostic test. Therefore, it should not be used to make determinations about whether or not children should be enrolled in Special Education. Data from CIRCLE Progress Monitoring could be used to help school officials make a determination about whether or not a child should be referred for a more comprehensive evaluation. For instance, if a child does not socially engage with peers or teachers, is not able to follow simple verbal instructions (even though the teacher is speaking in the same language that is used in the home), AND is not able to complete more than a few progress monitoring items, this information can be presented to the school administration as documentation that this the child would benefit from a more comprehensive evaluation. To date, there is not enough information to allow us to determine if progress monitoring could effectively be used as part of an Individualized Educational Plan (IEP) for young children.

As those who work with children with developmental disabilities understand, assessment is a complex undertaking. In terms of general guidelines, administrators, teachers, diagnosticians, and assistive technology specialists would be encouraged to consult the 2015 Accommodations for Students with Disabilities Taking State Assessments which can be located at the following web address: http://tea.texas.gov/Student_Testing_and_Accountability/Testing/Student_Assessment_Overview/Accommodation_Resources/2015_Accommodations_for_Students_with_Disabilities_Taking_State_Assessments/.

Whenever possible, decisions about accommodations should be made by the ARD committee based upon the eligibility criteria documented in the student's Individual Education Plan (IEP). For students receiving section 504 services, accommodation decisions should be made by the section 504 committee based on their eligibility criteria that is documented in the students Individual Accommodation Plan (IAP). As a general rule, teachers and administrators should allow accommodations for children in a manner that is consistent with their educational programming. For instance, accommodations that are routinely and effectively used within the classroom setting should be allowed when students complete CIRCLE Progress Monitoring. For instance, children with hearing impairments who use amplification devices should be allowed to use amplification devices during administration of all progress monitoring subtests. Other appropriate accommodations that could be utilized in working with children with disabilities might include individualized structured reminders, projection devices, signed administration, math manipulatives, braille, and extra time.

Districts or programs using CIRCLE Progress Monitoring should understand that the use of appropriate accommodations is encouraged. However, normative information about the

performance of children who complete measures using accommodations is not available.

Expressive Communication Difficulties and Use of Alternative Communication

It is appropriate to use regular progress monitoring with students who have expressive communication difficulties that are not accompanied with a significant developmental disability. These students require the use of an alternative communication system to respond to others. An alternative communication system might be a switch or keyboard that the student operates and that produces a voice output response (for example “yes/no”). A system that allows the student to respond by pointing to the symbol or picture to indicate an answer (“yes/no” or a “1, 2, 3, or 4”) is also acceptable.

Application: For the Listening, Rhyming 1, and Alliteration subtests, allow the use of a device to give a “yes” or “no” answer.

For the Words in a Sentence and Syllabication subtests, allow the use of a device to give a “1, 2, 3, or 4” response.

Visual and Hearing Impairments

Extended Time on Subtests for Students with Visual Impairments or Processing Disabilities

Students with low vision or blindness need more time to process information and provide a response. Refer to your school district’s policies and specialists regarding how much time the student needs to complete the subtests as well as the amount of wait time the student needs. For example, braille readers have been found to need twice as long.

PDF versions of the CIRCLE Assessment System and Score Sheets can be requested by district administrators. To request a PDF version, email: cliengage@uth.tmc.edu

Application: Print out the CIRCLE Assessment Score Sheet for the subtest being administered. Have a timer handy. At test time:

- Open the test as a PDF so that timing can be controlled. Follow instructions as accurately as possible based on appropriate accommodations
- Start timer
- Turn the page after each student response; if the student does not respond, turn the page every 3 seconds or as recommended by your district based on the accommodation
- Mark each answer correct or incorrect on the score sheet

After test time:

- Open the CIRCLE Assessment application, and find the previously assessed student
- Start the assessment
- Mark items as correct or incorrect in the application, using the results from the answer sheet
- At the end of the assessment, you will see the student’s results.

Blindness – Letters Subtest

Provide letters in braille and allow two times the amount of response time.

Blindness – Shape Naming, Shape Discrimination, Set Counting Subtests

Administer the subtest untimed and substitute objects for pictures.

Blindness – Number Discrimination, Number Naming

Provide numbers in braille. Administer the assessments using Extended Time accommodation above.

Deafness

Administer the directions to assessments in sign language. Do not administer the phonological awareness portion of the test.

Application: Do not administer the phonological awareness subtests. There are 2 options:

1. Click the grey “exclusion” icon on the student summary page to exclude the student from the PA subtests. *Note – If used during the pilot, data regarding language exclusion will not be valid.
2. Send a request to CLI (cliengage@uth.tmc.edu) for an ad hoc completion report to be pulled. Students excluded from the PA subtests will be manually excluded by CLI.

Students with Disabilities who are English Language Learners (ELL)

Allow the directions to be reworded in any format or language necessary (including sign language) to enable the student to understand the task(s) by repeating in English, using the native language, etc. No other part of the test may be reworded or translated. This rewording and/or translation of directions would not go beyond the scope and meaning of the written directions.

Before the test, translate each screen of directions into Sign Language or another language. Print the translation.

At test time:

- Assess the student as normal
- When you see a directions screen, read or sign from the translated document

Note: The Book and Print Checklist requires translation; observables do not.

HOW-TO DOCUMENTS

Finally, several how-to documents can be viewed or downloaded at www.cliengage.org (e.g., how to pull student reports). Click on the “Resources” tab on the home page **after** you have logged into your CLI Engage account.