

CIRCLE Progress Monitoring System

Approaches to Learning Observables

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

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

- (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

The child...	BOY	MOY	EOY
Initiative and Curiosity			
Seeks out others to share an idea or get involved in an activity.	□ E □ D □ P	□ E □ D □ P	□ E □ D □ P
Shows an eagerness to learn about new topics and how to do new tasks.	□ E □ D □ P	□ E □ D □ P	□ E □ D □ P
Shows flexibility and creativity in approaching new tasks.	□ E □ D □ P	□ E □ D □ P	□ E □ D □ P
Asks questions in order to learn more about people, topics, and ideas.	□ E □ D □ P	□ E □ D □ P	□ E □ D □ P
Asks about how objects work or why things are done a particular way.	□ E □ D □ P	□ E □ D □ P	□ E □ D □ P
Sets goals, develops plans, and follows through to completion.	□ E □ D □ P	□ E □ D □ P	□ E □ D □ P



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

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