FREQUENTLY ASKED QUESTIONS

CIRCLE PROGRESS MONITORING SYSTEM

a component of

TSR online

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UTHealth®
The University of Texas
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Children's Learning Institute at UTHealth

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ACCESSIBILITY

What type of hardware is needed to access the CIRCLE Progress Monitoring System on the CLI Engage platform?

The CIRCLE Progress Monitoring System can be viewed on any computer or laptop or tablet. It is not designed for use on a smart phone or cell phone. When using the CIRCLE Progress Monitoring System a minimum screen size is 7" screen size, but at least 11" screen is optimal. The system can be used on computers/laptops utilizing Windows (XP or above is recommended) or Mac OS X.

Can I conduct assessments on an iPad or other tablet?

Yes, teachers can conduct CIRCLE Progress Monitoring System assessments on an iPad or other tablet. The minimum screen size to conduct assessments is 7", the screen size of an iPad Mini or similar.

TROUBLESHOOTING

I can't launch an assessment. When I try to launch an assessment, I see a message that says "Loading Resources" that never goes away.

Here are some instructions to clear your internet browser cache, which can help the assessment load better:

1. Please log out of www.cliengage.org and close the browser window.
2. Go to your browsing history and clear your cached images and cookies.
3. Open a new browser window and go back to www.cliengage.org.
4. Log into the system.

You should be able to access the system and launch an assessment. If you are using Google Chrome as your browser, please make the selection to clear your cache for the past week.

Additionally, if you are experiencing continued issues with pages loading, please switch to a computer with a wired internet connection. Some teachers may experience slower connection speeds if they are accessing the website from a laptop or tablet that is connected to wi-fi.

Why is the system so slow? It takes too long to launch an assessment.

If you are experiencing continued issues with pages loading, please switch to a computer with a wired internet connection. Some teachers may experience slower connection speeds if they are accessing the website from a laptop or tablet that is connected to wi-fi.

I can't see the whole item in the screen when I am administering an assessment. I have to scroll down to see the whole screen.

You may need to resize your display to view the assessment properly. For example, press Ctrl and + to increase, or Ctrl and – to decrease. (On a Mac, use the command key.) Also, check your screen resolution. Depending on the type of computer and monitor that you use, the display properties may not allow you to view the items properly on your screen. Go to your display properties and select a resolution that might be labeled as "Recommended." Also, the minimum screen size for assessments is 7"; if you try to assess on a smaller screen, you will not be able to see the whole stimulus on the screen.

Why can't I see my roster after I log in to CLI Engage?

Teachers can view their rosters in the "Administrative" tab, under "Student Management," and in the CIRCLE Progress Monitoring System. In the assessment, you will have access to a "Demo Class" and your class, listed by your last name. If you have access to more than one class roster, these rosters will show up here as well, under the primary teacher's name. If you do not see your roster in the CIRCLE Progress Monitoring, please submit a help ticket.
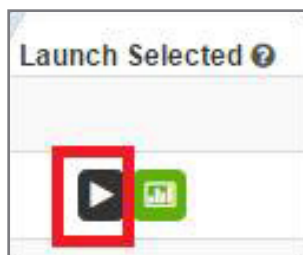I assessed several students yesterday.

Why are the scores missing today?

All data collected in the CIRCLE Progress Monitoring System is automatically saved in our database. If you cannot see student data for completed assessments that you have previously seen, please ensure that you are looking at data in the same wave and language that you originally administered the assessment. For example, scores on the Spanish assessments will only appear on the Spanish language class view. You can switch between the languages using the "Click here to Assess in Spanish/English" button in the assessment. If you still cannot see your scores, please submit a help ticket.

CONDUCTING ASSESSMENTS

Can I launch more than one assessment at the same time?

Yes, you can launch more than one assessment at the same time. Let's say that you want do Listening, Rhyming 1 and Rhyming 2 in 1 sitting for all your students. Click on those 3 headings and you will notice that the font will change to green. Scroll all the way to the left or right, and click the "Play" button labeled "Launch Selected." This will make the 3 assessments run consecutively without going back to "View Class" mode.

How can I break up the PA subtests instead of administering all at once?

The PA in its entirety should take no longer than 5 minutes to administer. You should use the language of assessment during instruction. For example, children should understand what it means to rhyme; rhyming words are words that sound alike at the end. You can create the selection of subtest measures from the PA composite tasks in any order that you would like to administer. For example you may want to separate the administration of alliteration (onset of word) from rhyming (rime of word).

How do I know which measures I am required to assess? Can I assess all?

School and Program Administrators within individual communities will make the determination as to which measures are required and/or optional for their user group. The assessment is purposefully designed to be extremely comprehensive. Assessing all items on the assessment may not be needful and will be based on your program's learning objectives and corresponding outcomes desired. Any items can be assessed from both the direct measures and the observables three times per year. These assessment windows may be customized and set by the user.

How long does it take to complete the assessment?

The time taken to complete the assessment varies based on the direct measures and observables selected for your assessment wave. An approximate time for the administration of each subtask or checklist is indicated in the table below:

MEASURES	DEFINITIONS
Direct Measures	
Rapid Letter	The Rapid Letter Naming task measures a child's alphabet knowledge. This is a 1 minute timed assessment task.
Rapid Vocabulary	The Rapid Vocabulary Naming task evaluates a child's ability to name common objects. This is a 1 minute timed assessment task.

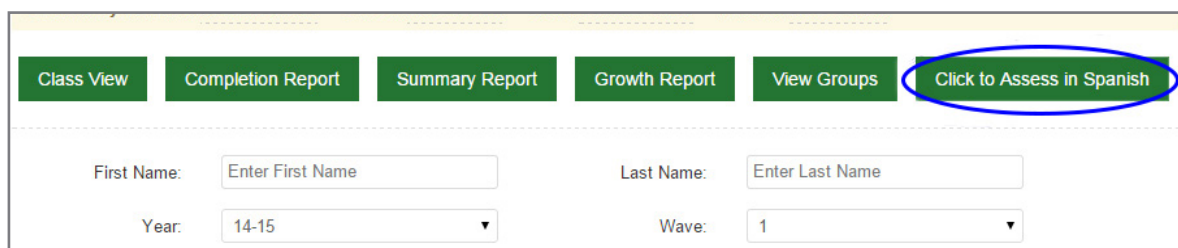|	
Phonological Awareness	The Phonological Awareness (PA) measure consists of seven total subtasks used to assess a child's understanding of sound in either English or Spanish. Currently, a composite PA score is established from the following four subtasks only: CORE TASKS: Syllabication: the ability 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 indicate same beginning sound(s) between two or more words; and 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. OPTIONAL TASKS: 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; and Rhyming 2: the ability to independently give a word that rhymes with the word given. Approximate Time to Administer: 5 minutes per child (core tasks only)
Mathematics	The Math Screener was designed to quickly and efficiently evaluate some of the early mathematical skills that research has determined are important for pre-Kindergarten aged children. There are 27 items. The items are clustered into areas. For example, there is a rote counting item, 5- shape naming items, 7- number recognition items, 6- shape discrimination items, 5 counting items, and 3-problems evaluating early addition and subtraction skills (i.e., operations). Approximate Time to Administer: 5 minutes per child
Science	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 Approximate Time to Administer: 10 minutes per child

Social Studies	The Social Studies subtest was designed to measure social studies topics addressed in the Head Start Child Development and Early Learning Framework and the Texas Pre-Kindergarten Guidelines including: • Self, Family & Community • People & The Environment • History & Events Approximate Time to Administer: 8 minutes per child
Story Retell	This is a task in which the teacher uses a wordless text to provide a stimulus for an oral narrative and then asks the child to tell a story, in their own words, to match the pictures. The teacher scores the child's ability to create a narrative using important elements of narrative macrostructure, including: • Characters • Setting or story actions • Emotions or problems • Conjunctions or transition phrases • Ending or conclusion Approximate time to Administer: 5 minutes-variable per child
Observables	
Story Retell	Observes the child's social and emotional development. Approximate Time to Administer: 2 minutes per child
Book and Print	This is a direct assessment in which the teacher uses a simple, hardback book from his/her classroom to ask children questions (11 items) about book and print conventions function Approximate Time to Administer: 2 minutes per child
Early Writing	Observes a child's use of writing in the classroom. Approximate Time to Administer: 2 minutes per child
Approaches to Learning	These observables checklists align with the Head Start Child Development and Early Learning (HSCDEL) Framework. These checklists are pilot versions and include: • Approaches to Learning • Initiative and Curiosity • Flexibility Approximate Time to Administer: 2 minutes per child
Creative Arts Expression	Observes child's creative progress in both the arts and music. Approximate Time to Administer: 2 minutes per child
Physical Health & Development	Observes child's fine and gross motor progress. Approximate Time to Administer: 2 minutes per child

BILINGUAL ASSESSMENT

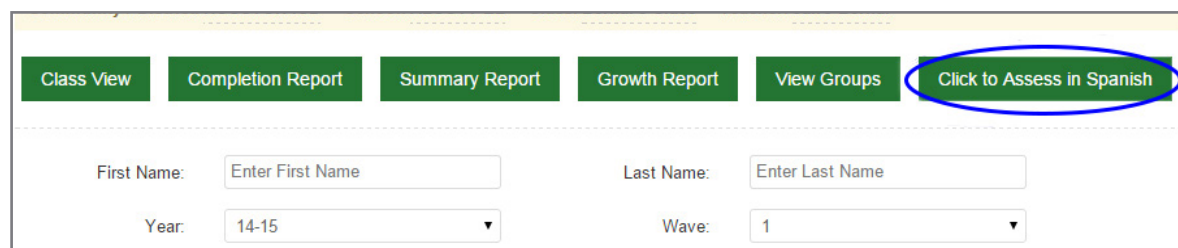### How do I assess my class in Spanish?

The CIRCLE Assessment System is available in both English and Spanish.   To administer an assessment in Spanish, select the button that says "Click to Assess in Spanish," circled below in blue. You will also use this button to switch back to English, if needed.

My class is bilingual. Can I assess some students in English and others in Spanish?

As a bilingual teacher, you will still see your students listed on one roster. The assessment opens with English as the default. For each Spanish speaking student, click the green button to exclude the students from the English assessment. Then, select the button that says "Click to Assess in Spanish," circled below in blue. You can exclude the English speakers from the Spanish assessment by using the same green "exclude" button. Our student reports will reflect the student scores on the English or Spanish assessments, depending on which assessment was administered.

If you have specific questions about administration of English or Spanish assessments to students in your bilingual class, please refer to the district for guidance.

When I administered a Spanish assessment to my student, she responded in English. Is this alright?

This assessment is not validated for bilingual responses. Cutpoints are generated for either English assessment with English response or Spanish assessment with Spanish response. The student is required to provide the response in the language selected for the test for the cut points to be meaningful and the results to be valid and reliable.

Keep in mind that CIRCLE Progress Monitoring lets you assess any subtest in the other language; that means that, if you want, Rapid Vocabulary can be assessed in both English

and Spanish for any child that you want. We recommend waiting a few days in between administrations in order to minimize over-exposure to the same items. These results may give you some information about what items are known by the child that only need the translated label for the other language. Please consult with your school or district administrators before doing so as this is just a suggestion.

You may provide additional instructions to the student that may reduce the incidence of responding in the opposite language:

> 1. The teacher will say: "I want you to name these pictures in English" or "Quiero que nombres estos dibujos en español"

> 2. If the Child responds in the opposite language, the teacher can say: "In English, please" or "En español, por favor"

I accidentally assessed a student in the wrong language. Can this be fixed?

Unfortunately, you will need to reassess the students in the desired language. The items are different on the English and Spanish assessments, so student scores cannot be transferred into the assessment in the other language.

ASSESSMENT CONTENT

Why are the letter and vocabulary measures timed?

Letter knowledge, phonological awareness skills, and general language abilities are some of the key building blocks of early reading skills (i.e., what some refer to as "the big three of reading of early reading"). Research has indicated that the automaticity of letter recall is important for reading skills. For early readers this means that letter shapes have letter names and "….these associations need to be overlearned in order to support later rapid fluent letter reading that leads to word reading accuracy, word reading fluency, and reading comprehension." (The International Dyslexia Association quarterly newsletter, Perspectives, Winter 2003, pages 27- 31, by Graham F. Neuhaus) The CIRCLE Progress Monitoring was developed to evaluate a child's ability to name letters within a time sensitive format that would provide a measure of automaticity or speed of recall. This was accomplished in the Rapid Letter Naming task by introducing a time component. Specifically, the subtest evaluates the number of upper and lower case letters that a child can name in 60 seconds. In electronic administrations (e.g., laptop, desktop, netbook) the timing demands are controlled by the technology, making the task significantly less cumbersome to administer as compared to paper and pencil administrations.

On the rapid letter naming assessment, why do I not test on all 52 uppercase and lowercase letters?

On the rapid letter naming, there are 52 items on the subtest (all uppercase and lowercase letters). The assessment is timed for 60 seconds. Depending on the speed of the student's answers, they may see all 52 items, or fewer items. If the 60 seconds time out during the last item, the rapid task will skip to the "congratulations" screen. The final item may not display for the full 3 seconds.

Why does the last item on the rapid tasks disappear before the student has three full seconds to respond?

For the smoothest administration on the rapid tasks, we recommend using the quick key arrows to record responses. Once the item has begun to fade, only tap the correct ("right") arrow. If the item is incorrect, let the picture fade and wait for the new item to appear.

If you enter a correct response as soon as the letter/picture begins to fade, the response will be recorded and the next item will present accurately. If you press correct right on the edge of the ½ second when the item is about to change, it will skip to the next item, but the child will still be given the correct response for the previous item.

The child's overall score and benchmark will not be affected by the skipped letter/picture as the child will still be provided 60 full seconds of item exposure. Please keep in mind this task captures automaticity of children's letter/vocabulary recognition. If children are not responding within three seconds, you can simply wait for the next item to be presented.

What if I haven't yet taught my students the skill I am supposed to assess?

Assessment as part of the teaching and learning cycle can reveal a starting point for planning instruction. There will certainly be students in your classroom that may already have proficient skills in content that has not yet been introduced. This will be useful for higher level scaffolding extensions. The results of the assessment will also be a guide for planning more targeted interventions for those students that need additional support.

Does the CIRCLE Progress Monitoring System assess the Head Start domains?

Yes, the CIRCLE Progress Monitoring System was revised in 2014 to correlate to the new Head Start framework. Assessment tasks and checklists were added to fulfill this alignment. Refer to the table below for more information.

SOCIAL & EMOTIONAL DEVELOPMENT	APPROACHES TO LEARNING	LANGUAGE & LITERACY	COGNITION	PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT
Positive Social Behaviors	Social/ Emotional Approaches to Learning	Vocabulary Development	Early Mathematics Skills	Fine and Visual Motor Checklist
Classroom Community and Safety	Initiative and Curiosity	Letter Recognition Letter-Sound Correspondence	Early Social Studies Skills	Gross Motor Checklists
Emotion and Behavior Regulation	Flexibility	Early Writing Skills	Early Science Skills	Health Status Checklist
Self Care	Art, Creativity, and Dramatic Play	Book and Print Knowledge		
		Story Retell & Comprehension		
		Phonological Awarenes		

What's the difference between the direct assessments and the observables?

The CIRCLE Progress Monitoring 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. Importantly, the checklists include attention to social and emotional domains that are not assessed with the other direct measures in CIRCLE Assessment. Understanding these domains is important for early childhood educators interested in understanding the development of the whole child across cognitive and social skills. Observable checklists include Social and Emotional, Approaches to Learning, Physical health and Development, Creative Arts Expression Early Writing and Book and Print. The Observables should be based on observances and documentation such as anecdotal notes, portfolios, cumulative records and other sources as recent as three weeks prior to assessment. The book and print assessment requires the presence of the child; all other observable checklists in this section do not need direct interaction with the child. The direct measures are administered with the child present and suitable hardware to display the assessment tasks. The software automatically scores the direct assessments for each child, develops ability level groupings, and recommends suggested activities for small group instruction.

UNDERSTANDING STUDENT SCORES

What does the color coding on the assessment scoring indicate?

The assessment provides information on whether the child is identified as at risk for academic difficulties based on scoring below the benchmark.

The colored scores in the assessment indicate the following:

- Green score – the child meets the benchmark
- Yellow score – the child does not meet the benchmark, and is between 3 ½ and 4 years old
- Red score – the child does not meet the benchmark and is at least 4 years old
- Blue score – the child is too young for the benchmark to be applied (less than 3 ½ years old), or there are no benchmarks because the assessment has not yet completed validation.

Why do my students' scores appear in blue after completing the assessment?

Although you completed an assessment on a student, the score may be blue for two reasons. On the validated assessments (language, literacy, and math) a child may have a blue score because the child is too young for the benchmark to be applied reliably. For example, if the child is not yet three and a half years old. A grey box with "0" indicates that the child was exempt from the test for language, while a blue circle with a numeric score indicates that the child is too young for the benchmark to be applied. The other reason that scores may be blue is because there are no cut points for assessments that have not yet been validated, such as the letter-sound correspondence task.

ASSESSMENT ENVIRONMENT AND ACCOMMODATIONS

What is the best environment for assessing my students?

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, taught on the rug, at a table, or even in the hallway if there are two persons in the room. It's a good idea to let them 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; wear a badge or a hat for example that signify that you are unavailable while engaged in the assessment. You can administer the assessment subtests 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, highly distracted, then it's a good idea to discontinue assessment at that time and plan for an alternative time slot.

How do I use the exclusion button and why?

The exclusion button allows the user to choose to exclude select students in a classroom from specific assessment tasks. This could be useful to accommodate student differentiation. To exclude a student from a specific assessment, select the green button next to the launch assessment button:

You will see the button turn to a grey box:

To undo, click the grey button. The launch/exclude buttons will reappear. If you are excluding a student from multiple assessments, you will need to exclude them from each one.
Some examples of why a teacher may use an exclusion button include:
- Children with special needs are on the roster, but will not be assessed
- The classroom includes mixed instructional delivery (English instruction for math and Spanish instruction for literacy, etc.)

Can I assess children with special needs?

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. At best, 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.

The CIRCLE Progress Monitoring Technical Manual includes an accommodations guide for use of the assessment with special populations; the Technical Manual is available for reference and can be found in the resources tab section on the dashboard. The Technical Manual also includes administration tips for the assessment to accommodate children with special needs.

OTHER

Will anyone else see my data?

The Children's Learning Institute (CLI) is bound by HIPAA and FERPA data collection, security, and storage requirements, as required by the University of Texas Health Science Center at Houston. Community/District administrators will be able to view all data in their community/district only. Similarly, principals/directors will only see data from their school, and teachers only their class(es). CLI will report aggregate, statewide data to the Texas Education Agency, Texas Workforce Commission, and the Legislative Budget Board annually.