Circle

PROGRESS MONITORING

user guide

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CHILDREN'S LEARNING INSTITUTE

UTHealth®
The University of Texas
Health Science Center at Houston

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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 https://cliengage.org using a personal Google Account or Clever Account. *You must have completed the registration process, by.

Logging in to CLI Engage:

- 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. The system can be used on computers/laptops utilizing Windows (7 or above is recommended) or Mac OS X.
- It is not recommended to administer the assessments on a screen smaller than 11"; if you try to assess on a smaller screen, you may not be able to see the whole stimulus on the 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."
- Open a new browser window and go to: https://cliengage.org.
- Click "LOGIN" on the top right hand corner of the screen.
- Select your login, Google or Clever
- Enter your username and password and click "Sign in."

Google Account Setup (applicable for most users):

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.

CLI ENGAGE DASHBOARD

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

- **SCREENING, PROGRESS MONITORING, & OBSERVATION** tools, including the CIRCLE Progress Monitoring System and Assessment Practice Area
- **ONLINE LEARNING AND PROFESSIONAL DEVELOPMENT** for access to online courses
- **ACTIVITIES & MATERIALS** for teachers and families (CIRCLE Activity Collections)
- **QUALITY IMPROVEMENT & INNOVATION** to access collaborative tools to support teacher goal setting
- **ADMINISTRATIVE TOOLS** to manage your student roster and classes

To Practice the CIRCLE Progress Monitoring System:

1. Login to https://cliengage.org.
2. Click the "Assessment Practice Area" button under the red "Screening, Observation, and Assessment" tab.
3. On the next screen, click the "CIRCLE Progress Monitoring PreK" button.
4. Now you will see a class of demo children. Be sure to select the correct wave in the top-right corner to view subtests (BOY – Wave 1, MOY – Wave 2, EOY – Wave 3).
5. In the assessment practice area you can:
   • Practice assessing children
   • View assessment items in each subtest
   • Practice pulling class-level reports

To Access the CIRCLE Progress Monitoring System:

1. Login to https://cliengage.org.
2. Locate the Screening, Progress Monitoring, and Observation red banner.
3. Click the "CIRCLE Progress Monitoring PreK" button underneath.
4. On the "Class View" 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

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

Help Ticket

This link is always available at the top of the screen, in the website navigation. A CLI staff member will contact you within 48 hours.

STUDENT VIEW PAGE

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

Reports on CLI Engage:

A variety of reports are available to teachers after completing subtests. These reports include:
- Class Completion Report
- Class Summary Report
- Class Summary (Percentile Rank) Report *coming soon*
- Student Summary Report (for teachers)
- Small Group Report
- Student Summary Report for Parents

Additional reports are available at the school and district level on CLI Engage.

OFFLINE ASSESSMENT

The offline assessment feature can be used to assess students when an internet connection is not available at the time of administration. The offline assessment can also be used in the CLI Engage assessment practice area.

Note: An internet connection is required for the initial setup.

This feature downloads the assessment for your class in only one language, English or Spanish. If you need to assess in both languages, you need to complete the process below in one language (downloading the assessment, assessing offline, uploading results) and then repeat in the other language.

Please find instructions for offline assessment in the How-to Guides in the CLI Engage "Training and Support" section: https://cliengage.org/public/training/.
Direct link: https://cliengage.org/public/training/support/how-to-guides/circle-progress-monitoring-offline-assessment/

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.

If all students are excluded from a measure (i.e., the measure is not being administered to any student), it is more efficient to use the **"Exclude All" button** that appears just below the measure name, rather than excluding each individual child. This feature excludes the entire class from a measure or sub-measure with one click. In this case, the "Launch" icon is replaced by a gray square preventing the measure from being administered to the student. This can also be done by an administrator, but would have to be set for every class (i.e., it cannot be performed school-wide). In this case, the teacher would not see the measures that had been excluded by the administrator.

If a teacher excludes all students from a measure, it is helpful to also remove it from view using the **"Hide/Display Measures" feature**. This makes it easier to locate measures you are actually assessing without having to scroll through the full list of available measures. It is important to note that the "Hide/Display Measures" button hides a measure from view for navigational purposes only. *Hiding a measure does not affect data or reporting*. Hiding is set by each user, and the system remembers the user's preference; therefore no user can hide measures for another user.

MANAGING CLASS ROSTERS

There are several options for uploading data into CLI Engage to create accounts for teachers and other staff, as well as adding children into the system for progress monitoring. Please find instructions for Uploading Teacher and Student Data in the CLI Engage "Training and Support" section: https://cliengage.org/public/training/support/uploading-data/

HOW-TO DOCUMENTS

Several how-to guides can be viewed at https://cliengage.org (e.g., how to manage child rosters, how to pull student reports). Click "Training and Support" and then "How-to Guides" under the Getting Started column.

FAMILY ENGAGEMENT

Engaging families in children's education is a vital component to building strong relationships between school and home, providing opportunities to support skill development throughout the day. CLI Engage offers many tools and resources to support family and parent engagement, including free family activities, customized parent report of child progress monitoring results, and free resources for hosting family engagement sessions.

The Children's Learning Institute recently developed a new family engagement toolkit and online professional development, available on CLI Engage at no cost. Visit CLI Engage to learn more and download resources for teachers and administrators: https://cliengage.org/public/tools/quality/family-engagement-resources/

Sharing Data with Families

Teachers using the CIRCLE Progress Monitoring System can share student scores with families by printing reports or by providing a personalized identification number (PIN) for families to view results online. Teachers can also send families activities that are designed to support skills of concern at home.

Visit the CLI Engage Training and Support section to view how-to guides for printing parent reports and viewing results online:
- Printing Parent Reports: https://cliengage.org/public/training/support/how-to-guides/printing-parent-reports/
- Printing Parent PIN Pages: https://cliengage.org/public/training/support/how-to-guides/print-parent-pin-pages/

Including Families in the Assessment Process

Families are valuable sources of information on children's skill development. These forms align with the learning domains of the CIRCLE Progress Monitoring System and can be used in children's portfolios and at parent-teacher conferences to provide a full picture of children's development. The Parent Feedback Forms can be accessed from the CLI Engage dashboard, under the "Screening, Progress Monitoring, and Observation" tab.

CIRCLE Activity Collection for Families

Many studies have shown that families and teachers working together to support children's development can lead to better outcomes for children. This collection includes fun, easy activity ideas that families can do together to help support important school readiness skills for children ages 0-6. Learn more here: https://cliengagefamily.org/

Teachers can also share family activities directly with families via email throughout the school year. This feature is accessed through your class small group report for CIRCLE Progress Monitoring. After uploading parent email addresses, teachers can select and share activities aligned to each child's areas for skill development so children are supported at school and home.

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.

As part of the Children's Learning Institute's ongoing efforts to evaluate the performance of the CIRCLE Progress Monitoring System, additional items may piloted and included in some measures during the school year. These items will be identified for teachers as a "pilot item" and are not included in the student's score.

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. 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.

15. 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

The time taken to complete 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:

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 some 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.

Some measures do not have a full range of formal benchmarks. This is because a sufficient sample size has not been collected to date to set benchmarks for the task, for a specific language, or for a specific age range of children assessed with the measure. CLI's validation efforts are ongoing and formal benchmarks will be added as they become available. However, for several tasks, C-PM provides color coding to identify children at risk for academic difficulties based on scoring against an "informal" benchmark for specific age ranges. While **formal benchmarks** are scientifically identified through comparisons of sufficiently sized data sets, **informal benchmarks** are not identified through an examination of data but represent C-PM recommendations that can be used to inform instructional decision making.

If a benchmark exists for the child's age range, the shade of color presented indicates if it is a formal benchmark (dark shade) or informal benchmark (light shade). Colors in the assessment indicate the following:

ON TRACK, the score is within the expected range.

MONITOR, the score is approaching the "ON TRACK" level for students below 4.0 years-old.

NEEDS SUPPORT, the score is below the expected range and additional support is recommended.

OUT OF AGE RANGE, no benchmarks apply.

Light colors: For instructional planning only.
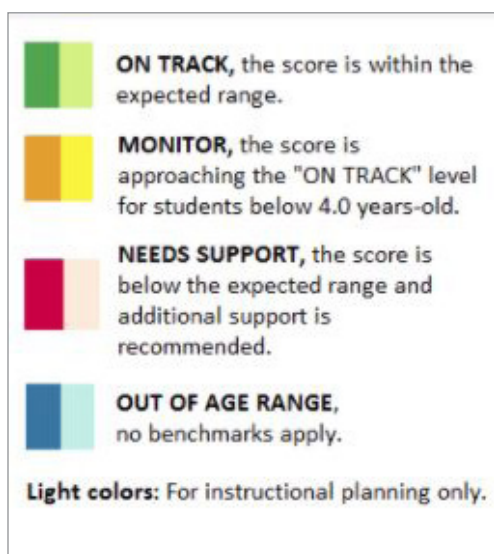
- Green / light green – the child meets the benchmark and is 3.0–4.9 years of age ("On Track")
- Orange / yellow – the child does not meet the benchmark and is 3.0–3.9 years of age ("Monitor")
- Red / pink – the child does not meet the benchmark and is at least 4 years old ("Needs Support")
- Blue / light blue – the measure has benchmarks but not for the child's age range.
- No color – the measure has no benchmarks.

C-PM benchmarks are dichotomous: Proficient or Not-proficient. The "Not-proficient" category includes "monitor" and "needs support," depending on the age group. *Monitor* was set as an indicator for those students under the age of 4 years who have an additional year in pre-K to reach proficiency.

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 *on track* and is colored green. If the child scores fewer than 16 correct, the score indicates the child *needs support* and is 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 indicates the teacher should *monitor* the child and is colored orange/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).
The direct measures are administered with the child present, using 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.

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	4	7	4	8	5
2	*	*	7	5	11	8	12	9
3	*	*	8	6	14	10	14	13

*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	6	16	6	16	7
2	9	6	11	8	18	14	19	15
3	10	7	12	9	19	16	20	16

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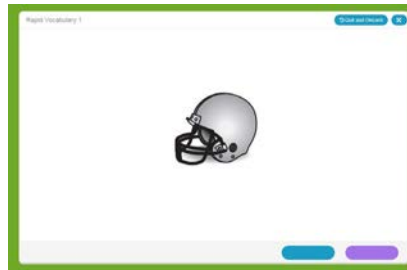
You cannot go back and correct scoring errors in the Rapid Letter Naming and Rapid Vocabulary Naming Assessments. If a scoring error is made, the assessment must be invalidated. To invalidate an assessment, click the "Invalidate" button on the results screen:

Invalidate This Assessment

Once an assessment has been completed and you have clicked "done" you will not be able to invalidate. On CLI Engage, administrators have the ability to invalidate student assessment scores. Invalidating a student score will delete the record of a student's assessment and enable the teacher to reassess the child. Scores must be invalidated per child, per measure. Invalidated scores cannot be retrieved, so score invalidation should be done with utmost caution. For assistance, please complete a help ticket.

Help Ticket

Examples for score invalidation:
• Teacher accidentally assessed the wrong child
• Teacher accidentally assessed a child in the wrong language
• Teacher accidentally assessed the wrong measure
• Teacher accidentally assessed a child outside the guidance from their IEP

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 three 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.

4. Comprehension. Ask the three questions as prompted on the screen. Refer to page 5 of the score sheet for acceptable phrases. Record data on the score sheet and follow onscreen instructions for recording responses.

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.

Optional 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	1	1	2	1	2	1	3	2
2	2	2	3	2	5	4	6	5
3	3	3	4	4	7	6	8	7

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*

	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	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

Age as of Sept 1st

By Core Sub-Measures, All Waves

	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
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

Age as of Sept 1st

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

Optional Measures, Total Score

	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	2	1	2	1	3	2	3	3
2	3	3	3	4	4	4	5	5
3	3	4	4	5	5	6	6	7

Age as of Sept 1st

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

	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	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

SOCIAL STUDIES 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	5	3	6	4	7	6	8	7
2	7	6	8	7	9	8	10	9
3	8	7	9	9	10	9	11	10

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.

Importantly, the checklists include attention to social and emotional domains that are not assessed with the other direct measures in CIRCLE Progress Monitoring. Understanding these domains is important for early childhood educators interested in understanding the development of the whole child across cognitive and social skills. 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.

Please consider your observations by marking 1, 2 , or 3, as appropriate, for children's behaviors within the classroom and school.
(1) Rarely – the child never or rarely demonstrates the behavior.
(2) Sometimes – the child sometimes demonstrates the behavior, but it inconsistent or requires assistance.
(3) Consistently – the child consistently demonstrates the behavior.

CLI Engage automatically records the teacher's reported scores and provides benchmarks where applicable. The teacher's reported score of 1 for rarely (emerging) is reported as 0 points in CLI Engage, 2 for sometimes (developing) is reported as 1 point, and a score of 3 for consistently (proficient) is reported as 2 points towards the benchmarks.

CIRCLE Progress Monitoring System Observable Components:
• Social & Emotional Screener
• Early Writing Checklist
• Physical Development and Health
• Approaches to Learning
• Speech Production & Sentence Skills
• Motivation to Read

SOCIAL & EMOTIONAL 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	3	1	7	2	9	5	14	9
2	19	19	26	26	29	27	31	31
3	30	30	32	32	37	38	43	44

EARLY WRITING 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	1	1	3	1
2	2	1	4	3	7	7	10	9
3	4	4	6	7	10	12	13	14

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

APPROACHES TO LEARNING 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	5	3	6	4	9	6
2	9	8	11	11	13	12	14	14
3	12	13	14	16	16	16	18	18

PHYSICAL DEVELOPMENT AND HEALTH 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	3	9	5	10	8	12	9
2	12	10	12	11	14	12	16	14
3	13	12	16	16	19	20	21	21

SPEECH PRODUCTION AND SENTENCE SKILLS 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	2
2	1	1	3	2	5	4	5	5
3	3	2	5	4	5	5	7	6

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

MOTIVATION TO READ 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	1	1	2	1
2	2	1	2	2	3	2	4	3
3	2	2	3	4	4	4	4	4

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

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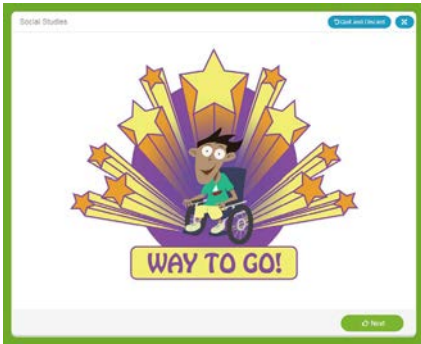
←——After completing all items in an assessment, the child will see a celebratory completion page.

Dismiss the child and click "next" to see the results.

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

FREQUENTLY ASKED QUESTIONS

Why is the letter naming measure timed?

Automaticity, or the ability to recall information immediately, is used in the CIRCLE Progress Monitoring System to determine if children are acquiring letter knowledge. This method is based on widely accepted research on that links letter recognition fluency to later word reading fluency.

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 early reading"). Research has indicated that the automaticity of letter recall is important for reading skills. For early readers, this means immediately recognizing that letter shapes have letter names. These associations support later fluent letter reading that leads to word reading accuracy, word reading fluency, and reading comprehension.

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. Specifically, the letter naming measure evaluates the number of upper and lower case letters that a child can name in 60 seconds. In electronic administrations (e.g., laptop, tablet) the timing demands are controlled by the technology, making the task significantly less cumbersome to administer as compared to paper and pencil administrations.

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.

Why is the vocabulary measure timed?

The rapid vocabulary naming task evaluates a child's ability to name common objects as pictured on the screen. This assessment is a combination of verbal fluency and expressive vocabulary. This task measures how many pictures a child identifies in one minute as a gauge of his or her vocabulary. The task is timed because measuring fluency has been found through research to be a sensitive, and therefore reliable, way to measure vocabulary knowledge that also has the benefit of being time efficient for teachers.

The rapid vocabulary naming task utilizes procedures that are very similar to those of the rapid letter naming task, in that the child's knowledge is evaluated within a timed format (i.e., 60 seconds of stimulus time). The images that children are asked to name were derived from an evaluation of vocabulary words within multiple prekindergarten curricula. While some of the words might be considered to be more difficult for 4-year-old children to identify, items were included that mapped onto content presented in commercially available curricula. Unlike the rapid letter naming subtest, there are three separate sets of vocabulary items with 55 pictures in each. Pictures are randomly shown and are in ranges of easy, medium, and harder difficulty.

For the total score in phonological awareness, my class averaged above the benchmark. However, when I compare the benchmarks for the PA sub-measures (syllabication, onset-rime, alliteration and rhyming 1), my students are below in each category.

How can they be below in each individual category and yet be above for the total benchmark?

Benchmark validity for phonological awareness is based on the composite (total) score of the four core sub-measures. Cut-points for optional sub-measures (syllabication, onset-rime, alliteration, rhyming 1) are not validated benchmarks. They can guide the teacher on what activities can be used to support specific PA needs, but these individual cut- points cannot be used as predictors of school readiness in isolation. Our validation analysis has shown that if children have low scores (0, 1, 2, etc.) on these sub-measures, but meet the benchmark with the composite score, children are showing sufficient understanding of PA.

Alternatively, an "on track" score on the measure or a sub-measure does NOT mean that the child is fully "developed" in this skill, or that the teacher should not continue to instruct in this area. It means that the child will be able to make sense of the instruction she will receive in kindergarten.

You may have children who are light pink (below cut point) on all four sub-measures and green in the total PA. These children might not be "on track" on the assessed tasks, but have a good foundation when they transition to kindergarten. That being said, at the classroom level, it is important to pay attention to low scores on any of the sub-measures in PA as the teacher can use this information to plan interventions for individual students.

The above also applies to the mathematics and social emotional (checklist) composite vs. sub-measure scores.

If a student is "on track" on any measure or sub-measure in Wave 1, would that student be assessed with the same measure again in Wave 2? What if a child receives a perfect score? Are there additional questions generated at each wave?

The timed assessments (rapid letter naming and rapid vocabulary) include different items with each administration. All other assessment measures include the same items at each wave; however, meeting the benchmark at wave 1 does not guarantee a child will continue to meet the benchmark in that area because each wave has successively increasing cut points. For example, a four-year-old would be expected to show proficiency of 13 on wave 1 on the science receptive tasks but progresses to an expectation of 16 by wave 2.

If a student receives a perfect score (all items correct), it may or may not be helpful to assess that student again at a subsequent administration:
- For Rapid Letter Naming and Rapid Vocabulary, students should be reassessed because items change with each administration.
- If a child receives a perfect score on a sub-measure within a larger measure that produces a composite score (e.g., Math, Phonological Awareness), the teacher should continue to assess that sub-measure at each administration so that the composite score is based on a single wave of administration.
- If a child receives perfect scores across all sub-measures in a measure, or for a measure that includes only one set of items (e.g., Social Studies), it is probably not helpful to reassess this student. For now, teachers can individually exclude a child from later waves on a given measure to avoid retesting. CLI is exploring the possibility of expanding functionality to allow teachers to document a reason for exclusion.

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.

Can a student answer with the verb conjugated in a different tense than listed on the acceptable responses vocabulary sheet?

In this case, yes, you can accept variations. The following further guidance is provided: The rapid vocabulary naming task does accept multiple forms of a word as correct (e.g., for a picture of a man running, correct responses could include run, running, or runner). In addition, children should not be penalized for poor articulation (e.g., "lawnmober" is said for lawnmower or "ippopotamus" is said for hippopotamus). This rule was adopted due to the fact that articulation errors are fairly common in young children. A general guideline in terms of pronunciation is to give credit for the item if another reasonable person would easily be able to decipher that the child was correctly identifying the picture.

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 reveals 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. In these cases, assessment is 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.

Can I use a touch screen device with this assessment?

When responding to prompts, the child will either provide a verbal response or point to the stimuli on the screen. For receptive items requiring the student to point to a response, the assessor should instruct the student not to touch the screen when pointing. If the student touches the screen, it will record the response and advance to the next screen.

Students should be allowed, but not encouraged, to use their hands to cover objects on the screen without touching the screen. For example, when completing the last item of the Math subtest (i.e., 5 butterflies and 2 fly away), the child may, without prompting from the assessor, extend a hand just over the object and count the remaining butterflies. The problem solving strategy used by the child will provide information about a child's ability to solve problems abstractly versus a more concrete problem solving approach. Note that when touch screen devices are used, do not let the child touch the screen, but instead point to avoid the child's touch inadvertently record recording the response and the assessment advancing to next screen.

Can I use manipulatives to support the child during assessment of math items?

Manipulatives should not be used with math items, including counting and operations. This ensures math measures are more standardized across classrooms and students. Using a screener allows for an efficient means to evaluate a large number of children under standardized conditions. As a screener, this highly correlated measure was intended to quickly and efficiently predict future math outcomes. When administered following administration guidelines, items are extremely predictive of future math outcomes.

SPANISH LANGUAGE ASSESSMENT

How do I assess my class in Spanish?

The CIRCLE Progress Monitoring 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 red. 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.
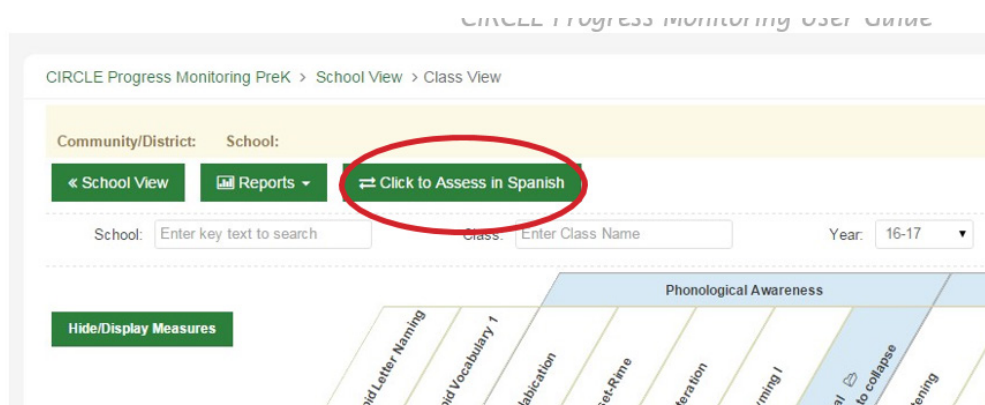
If you have specific questions about administration of English or Spanish assessments to students in your bilingual class, please refer to your administrator for guidance.

When I administered a Spanish assessment to my student, she responded in English. Is this alright?	This assessment is not validated for bilingual responses. Cut points 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 Rapid Vocabulary can be assessed in both English and Spanish for any child. 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, 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. |