

A child is shown from the chest up, holding a telescope to their eye. The background is a vibrant, multi-colored gradient of yellow, green, blue, and purple. The text is overlaid on the right side of the image.

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

May 2020

Our Partnership with TEA

- Available at no cost!
 - Expand offering beyond CPM and TX-KEA
- Develop new tools on CLI Engage:
 - TX-KEA Literacy Screener
 - Dyslexia referral resources
 - Build TPRI and Tejas Lee for 1st and 2nd grade
- Supporting TEA's Reading Academies and HB3



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Resources Available on CLI Engage

Online Courses

Professional development courses on effective instructional practices



CIRCLE Activity Collection

Scripted lessons tied to progress monitoring results



Child Progress Monitoring

User-friendly progress monitoring that gives teachers immediate feedback about a child's progress and activities that will support further learning



Classroom Observation Tools

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



Family Resources

Parent intervention programs and activities to increase responsiveness



Infant/Toddler Resources

Online courses and curriculum for infant and toddler teachers

Available on CLI Engage in Fall 2020

Pre-K

Kindergarten

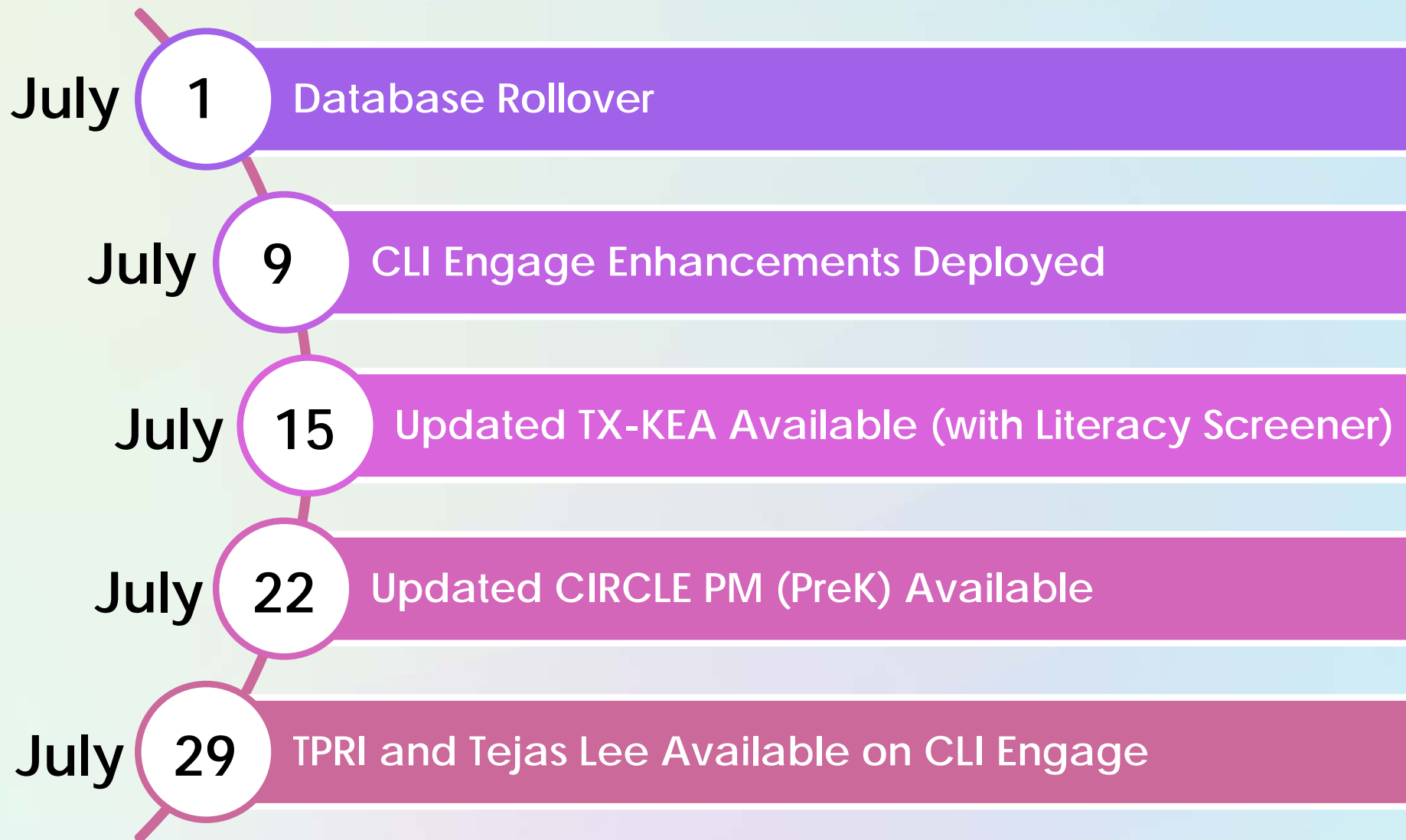
1st & 2nd Grade



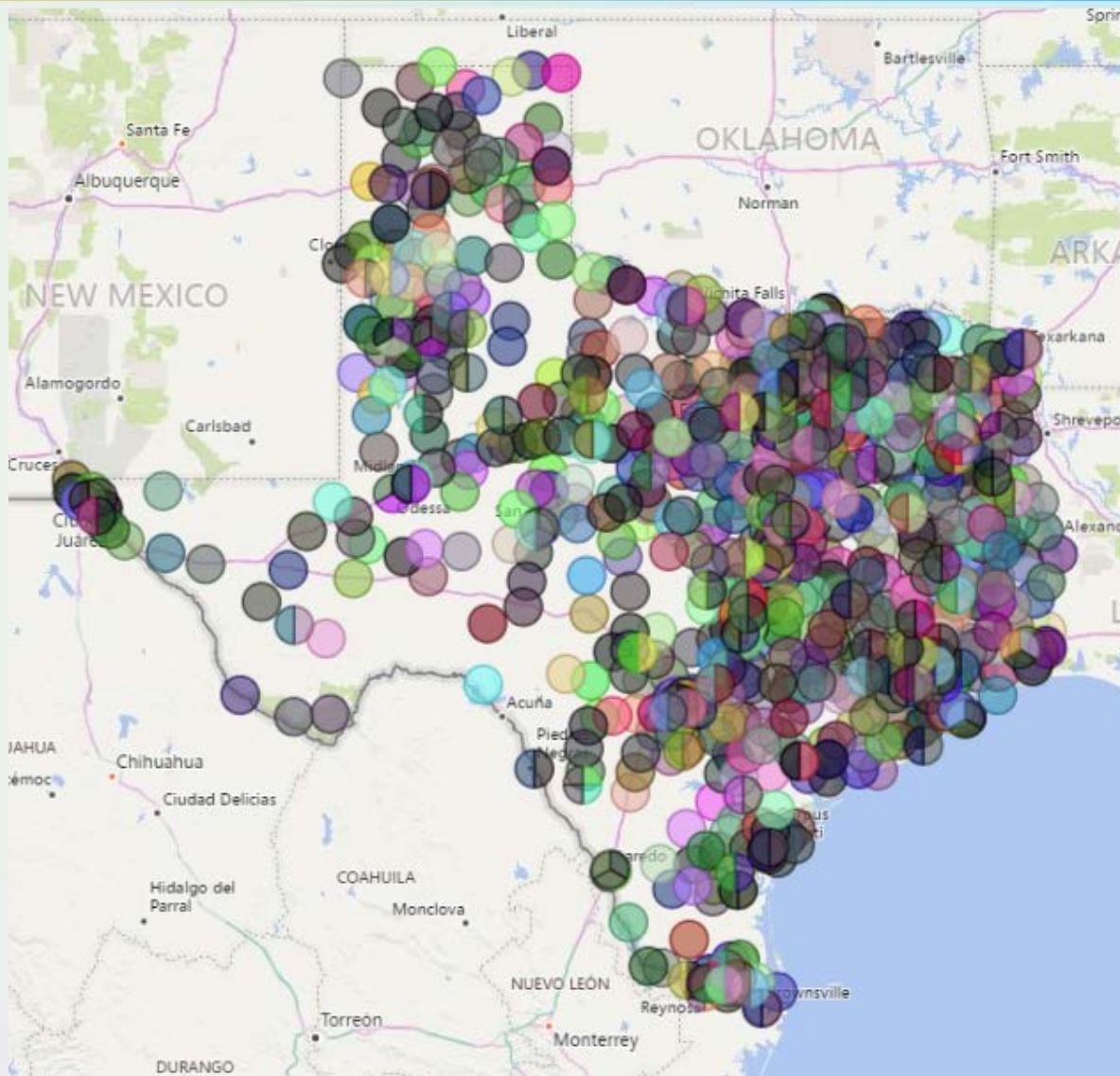
TEXAS
Kindergarten
Entry Assessment



Timeline



CLI Engage Communities



Child Progress Monitoring on CLI Engage is...

Comprehensive

Customizable

Convenient

Continuous

Compatible

Cost Effective

- Learning domains cover child skill developmental **domains critical for academic success** for pre-K through 2nd grade
- Administrators can choose the areas they would like teachers to administer
- Multiple **methods of assessment**:
 - Direct child assessment
 - Screening
 - Teacher-reported observable checklists

Child Progress Monitoring on CLI Engage is...

Comprehensive

Customizable

Convenient

Continuous

Compatible

Cost Effective

- Designed to be administered quickly and **provide immediate results** to teachers
- Available in **English or Spanish**
- Account for children with special needs in your classrooms
 - Follow recommendation of TEA Special Education accommodations
 - Not validated for children with severe special needs

Child Progress Monitoring on CLI Engage is...

Comprehensive

Customizable

Convenient

Continuous

Compatible

Cost Effective

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

Child Progress Monitoring on CLI Engage is...

Comprehensive

Customizable

Convenient

Continuous

Compatible

Cost Effective

- Alignments to state guidelines and standards for **vertical alignment across grade levels** and instructional planning:
 - Texas Prekindergarten Guidelines
 - TEKS
- **Small grouping features** and activities aligned to state guidelines, standards, and Head Start ELOF

Child Progress Monitoring on CLI Engage is...

Comprehensive

Customizable

Convenient

Continuous

Compatible

Cost Effective

- Assessments are developed for administration on many platforms
- **Integration** with other data systems
- Reporting for TEA's Early Childhood Data System (Pre-K and K)
- **Comprehensive training** and administration resources for teachers

Child Progress Monitoring on CLI Engage is...

Comprehensive

Customizable

Convenient

Continuous

Compatible

Cost Effective

Available at
NO COST
to Texas school districts



TEXAS
Kindergarten
Entry Assessment

Development Collaboration



U.S. Department of Education

+



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TX-KEA provides multiple implementations

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

Other Features of TX-KEA

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

Item Types

Student-selected
responses



Teacher-recorded
responses



Teacher-reported
behavior checklists



Student-written
responses



Example Administration: Teacher-Recorded Response

Example Administration: Student-Selected Response

Teacher-Reported Behavior Checklists

Demo Student01 - Wave 2

Quit and Discard Quit and Save Pause

Description	Mark a response
* 1. Is zoned out in their own world? <i>¿Está distraído/a y en su propio mundo?</i>	<input type="radio"/> 1 - Rarely/Rara vez <input type="radio"/> 2 - Sometimes/Ocasionalmente <input type="radio"/> 3 - Consistently/Consistentemente
* 2. Appropriately asks for adult help when cannot resolve peer conflict (without tattling)? <i>¿Pide ayuda de un adulto de manera adecuada cuando no puede resolver conflictos con compañeros (sin acusar)?</i>	<input type="radio"/> 1 - Rarely/Rara vez <input type="radio"/> 2 - Sometimes/Ocasionalmente <input type="radio"/> 3 - Consistently/Consistentemente
* 3. Joins in activities and interactions that were already started? <i>¿Participa en actividades e interacciones ya iniciadas?</i>	<input type="radio"/> 1 - Rarely/Rara vez <input type="radio"/> 2 - Sometimes/Ocasionalmente <input type="radio"/> 3 - Consistently/Consistentemente
* 4. Asks questions to learn more about people, topics and ideas? <i>¿Hace preguntas para aprender más acerca de personas, temas e ideas?</i>	<input type="radio"/> 1 - Rarely/Rara vez <input type="radio"/> 2 - Sometimes/Ocasionalmente <input type="radio"/> 3 - Consistently/Consistentemente

Student-Written Response Items (Specific to Spelling Subtest)

Name: _____

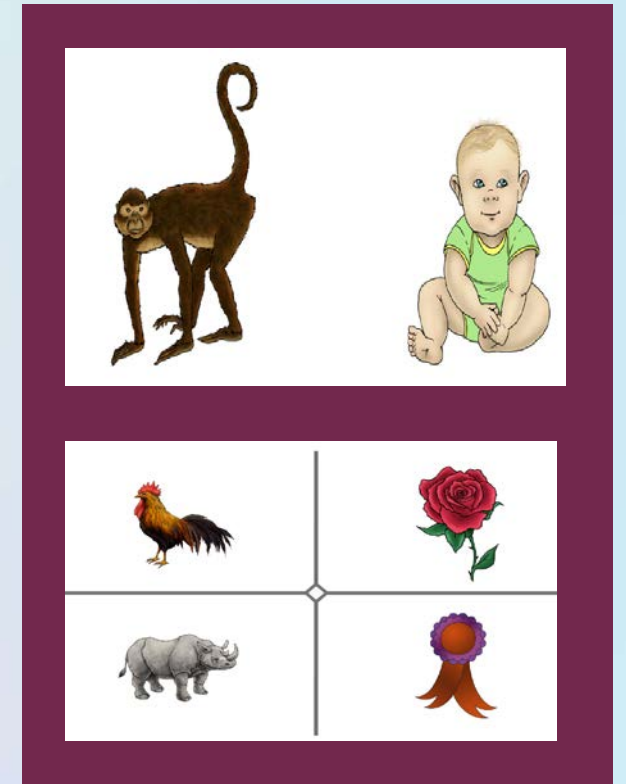






TX-KEA Domains

DOMAIN	MEASURES	BOY	MOY	EOY
LANGUAGE	Vocabulary*	En, Sp	En, Sp	En, Sp
	Listening Comprehension-Receptive	En, Sp		En, Sp
LITERACY	Letter Names*	En, Sp		
	Decoding		En, Sp	En, Sp
	Letter Sounds-Receptive	En, Sp	En	En
	Letter Sounds-Expressive		En	En
	Blending-Receptive	En, Sp	En	En, Sp
	Blending-Expressive		Sp	En, Sp
	Spelling*	En, Sp	En, Sp	En, Sp
STEM	Math, Part 1	En, Sp	En, Sp	En, Sp
	Math, Part 2	En, Sp	En, Sp	En, Sp
	Science	En, Sp	En, Sp	En, Sp
SOCIAL EMOTIONAL	Social and Emotional Competence	En, Sp	En, Sp	En, Sp
	Emotion Management	En, Sp		
EXECUTIVE FUNCTION	Working Memory	En, Sp		
	Inhibition	En, Sp		
	Attention	En, Sp		
ACADEMIC MOTOR SKILLS	Academic Motor Skills	En, Sp		



Administration



TEXAS **Kindergarten** Entry Assessment

English Subtest Administration Times

MEASURE	RESPONSE TYPE	BOY	MOY	EOY
LANGUAGE				
Vocabulary	Teacher-recorded	1 minute	1 minute	1 minute
Listening Comprehension	Student-selected	3 minutes	n/a	5 minutes
LITERACY				
Letter Names	Teacher-recorded	1 minute	n/a	n/a
Decoding	Teacher-recorded	n/a	1 minute	1 minute
Letter Sounds-Receptive	Student-selected	2 minutes	2 minutes	2 minutes
Letter Sounds-Expressive	Teacher-recorded	n/a		
Blending-Receptive	Student-selected	5 minutes	3 minutes	2-3 minutes
Blending-Expressive	Teacher-recorded	n/a	n/a	
Spelling	Student-written	7-10 minutes	7-10 minutes	7-10 minutes
STEM				
Math, Part 1	Student-selected	4-5 minutes	2-3 minutes	2-3 minutes
Math, Part 2	Teacher-recorded			
Science	Student-selected	5 minutes	5 minutes	5 minutes
SOCIAL EMOTIONAL				
Social and Emotional Competence	Teacher-reported Behavior Checklist	2-3 minutes	3 minutes	3 minutes
Emotion Management	Teacher-reported Behavior Checklist	2-3 minutes	n/a	n/a
EXECUTIVE FUNCTION				
Working Memory	Student-selected	2-3 minutes	n/a	n/a
Inhibition	Student-selected	2-3 minutes	n/a	n/a
Attention	Student-selected	2 minutes	n/a	n/a
ACADEMIC MOTOR SKILLS				
Academic Motor Skills	Teacher-reported Behavior Checklist	3 minutes	n/a	n/a
<i>Total assessment time, all subtests</i>		<u>41-57 minutes</u>	<u>19-24 minutes</u>	<u>28-33 minutes</u>

Spanish Subtest Administration Times

MEASURE	RESPONSE TYPE	BOY	MOY	EOY
LANGUAGE				
Vocabulario	Teacher-recorded	1 minute	2 minutes	1 minute
Comprensión Auditiva	Student-selected	3 minutes	n/a	5 minutes
LITERACY				
Nombres de las Letras	Teacher-recorded	1 minute	n/a	n/a
Decodificación	Teacher-recorded	n/a	2-3 minutes	1-2 minutes
Sonidos de las Letras- Receptivo	Student-selected	1-2 minutes	n/a	n/a
Sonidos de las Letras- Expresivo	Teacher-recorded	n/a	n/a	n/a
Combinación de Sonidos- Receptivo	Student-selected	5 minutes	n/a	1 minute
Combinación de Sonidos- Expresivo	Teacher-recorded	n/a	2 minutes	2 minutes
Ortografía	Student-written	7-12 minutes	7-10 minutes	7-10 minutes
STEM				
Matemáticas, Parte 1	Student-selected	4-5 minutes	1-2 minutes	3-4 minutes
Matemáticas, Parte 2	Teacher-recorded			
Ciencias	Student-selected	5 minutes	5 minutes	5 minutes
SOCIAL EMOTIONAL				
Socio-emocional	Teacher-reported Behavior Checklist	2-3 minutes	3 minutes	3 minutes
Manejo de Emociones	Teacher-reported Behavior Checklist	2-3 minutes	n/a	n/a
EXECUTIVE FUNCTION				
Memoria	Student-selected	2-3 minutes	n/a	n/a
Inhibición	Student-selected	2-3 minutes	n/a	n/a
Atención	Student-selected	2 minutes	n/a	n/a
ACADEMIC MOTOR SKILLS				
Motricidad Académica	Teacher-reported Behavior Checklist	3 minutes	n/a	n/a
<i>Total assessment time, all subtests</i>		45-58 minutes	20-28 minutes	36-43 minutes

Administration Times

ENGLISH SUBTEST ADMINISTRATION TIMES				
MEASURE	RESPONSE TYPE	BOY	MOY	EOY
LANGUAGE				
Vocabulary	Teacher-recorded	1 minute	1 minute	1 minute
Listening Comprehension	Student-selected	3 minutes	n/a	5 minutes
LITERACY				
Letter Names	Teacher-recorded	1 minute	n/a	n/a
Decoding	Teacher-recorded	n/a	1 minute	1 minute
Letter Sounds-Receptive	Student-selected	2 minutes	2 minutes	2 minutes
Letter Sounds-Expressive	Teacher-recorded	n/a		
Blending-Receptive	Student-selected	5 minutes	3 minutes	2-3 minutes
Blending-Expressive	Teacher-recorded	n/a	n/a	
Spelling	Student-written	7-12 minutes	7-10 minutes	7-10 minutes
STEM				
Math, Part 1	Student-selected	4-5 minutes	2-3 minutes	2-3 minutes
Math, Part 2	Teacher-recorded			
Science	Student-selected	5 minutes	5 minutes	5 minutes
SOCIAL EMOTIONAL				
Social and Emotional Competence	Teacher-reported Behavior Checklist	2-3 minutes	3 minutes	3 minutes
Emotion Management	Teacher-reported Behavior Checklist	2-3 minutes	n/a	n/a
EXECUTIVE FUNCTION				
Working Memory	Student-selected	2-3 minutes	n/a	n/a
Inhibition	Student-selected	2-3 minutes	n/a	n/a
Attention	Student-selected	2 minutes	n/a	n/a
ACADEMIC MOTOR SKILLS				
Academic Motor Skills	Teacher-reported Behavior Checklist	3 minutes	n/a	n/a
Total assessment time, all subtests		<u>41-57 minutes</u>	<u>19-24 minutes</u>	<u>28-33 minutes</u>

SPANISH SUBTEST ADMINISTRATION TIMES				
MEASURE	RESPONSE TYPE	BOY	MOY	EOY
LANGUAGE				
Vocabulario	Teacher-recorded	1 minute	2 minutes	1 minute
Comprensión Auditiva	Student-selected	3 minutes	n/a	5 minutes
LITERACY				
Nombres de las Letras	Teacher-recorded	1 minute	n/a	n/a
Decodificación	Teacher-recorded	n/a	2-3 minutes	1-2 minutes
Sonidos de las Letras-Receptivo	Student-selected	1-2 minutes	n/a	n/a
Sonidos de las Letras-Expresivo	Teacher-recorded	n/a	n/a	n/a
Combinación de Sonidos-Receptivo	Student-selected	5 minutes	n/a	1 minute
Combinación de Sonidos-Expresivo	Teacher-recorded	n/a	2 minutes	2 minutes
Ortografía	Student-written	7-12 minutes	7-10 minutes	7-10 minutes
STEM				
Matemáticas, Parte 1	Student-selected	4-5 minutes	1-2 minutes	3-4 minutes
Matemáticas, Parte 2	Teacher-recorded			
Ciencias	Student-selected	5 minutes	5 minutes	5 minutes
SOCIAL EMOTIONAL				
Socio-emocional	Teacher-reported Behavior Checklist	2-3 minutes	3 minutes	3 minutes
Manejo de Emociones	Teacher-reported Behavior Checklist	2-3 minutes	n/a	n/a
EXECUTIVE FUNCTION				
Memoria	Student-selected	2-3 minutes	n/a	n/a
Inhibición	Student-selected	2-3 minutes	n/a	n/a
Atención	Student-selected	2 minutes	n/a	n/a
ACADEMIC MOTOR SKILLS				
Motricidad Académica	Teacher-reported Behavior Checklist	3 minutes	n/a	n/a
Total assessment time, all subtests		<u>45-58 minutes</u>	<u>20-28 minutes</u>	<u>36-43 minutes</u>

Understanding Scores

ON TRACK

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

MONITOR

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

SUPPORT

Your child's score is **below** the cut-off that indicates additional assessment and/or support is recommended

Blending Benchmarks

Blending 2

	English	
Benchmark	Raw Min	Raw Max
Support	0	6
Monitor	7	7
On Track	8	11

Individual Scores

- Each measure yields an **individual score**.
- When the domain has more than one subtest, an **overall measure** is given.

Student: Practice 5			
Measure		Maximum Score	Wave 1
Vocabulary	Vocabulary 1	16	11
	Overall Measure	16	11
Listening Comp	Listening Comprehension 1	19	16
	Overall Measure	19	16
Letter Names		11	4
Blending	Blending 1	14	9
	Overall Measure	14	9
Spelling	Spelling 1	15	8
	Overall Measure	15	8
Math	Math Part 1	8	3
	Math Part 2	8	4
	Overall Measure	16	7
Science	Science 1	15	8
	Overall Measure	15	8

Navigation

STUDENT VIEW PAGE

View recommendations for small group instruction

Assess students in Spanish

Assess students offline

Select wave

Dashboard

Assessment

Hide/Display Measures

Hide/Display Measures

ON TRACK The score is within the expected range or higher.

MONITOR The score is approaching the "on Track" level. These are to be monitored to ensure adequate progress is made.

Below Cut-off The score is below the cut-off that indicates additional assessment and/or support is recommended.

Key

Child roster

View Scores Scores color-coded to reflect benchmark status

CIRCLE Progress Monitoring measures and sub-tasks

Launch Multiple Assessments

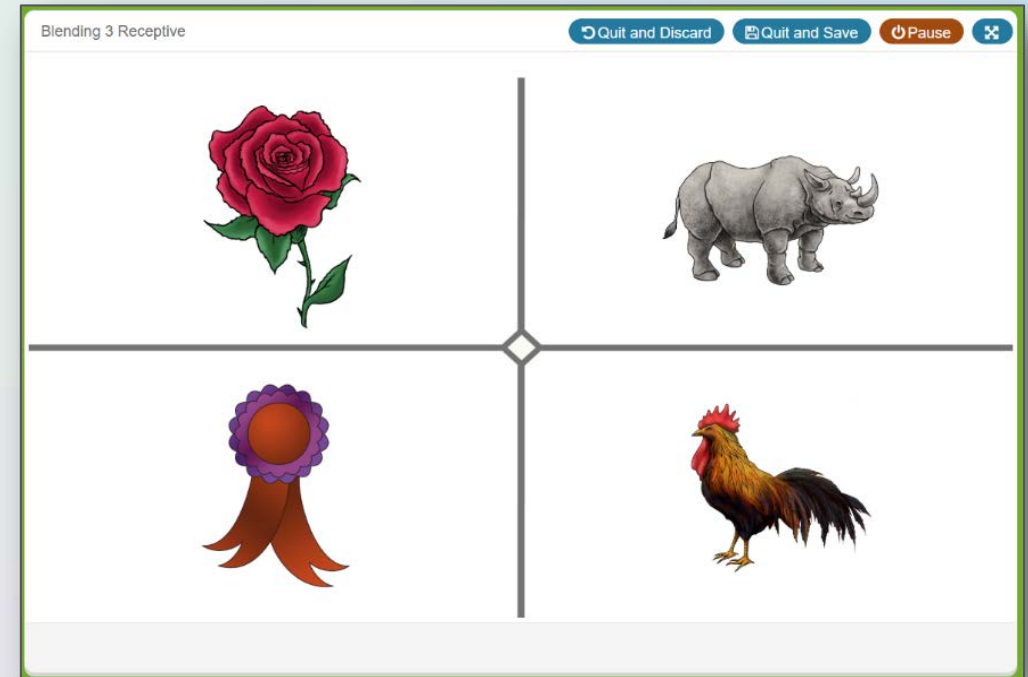
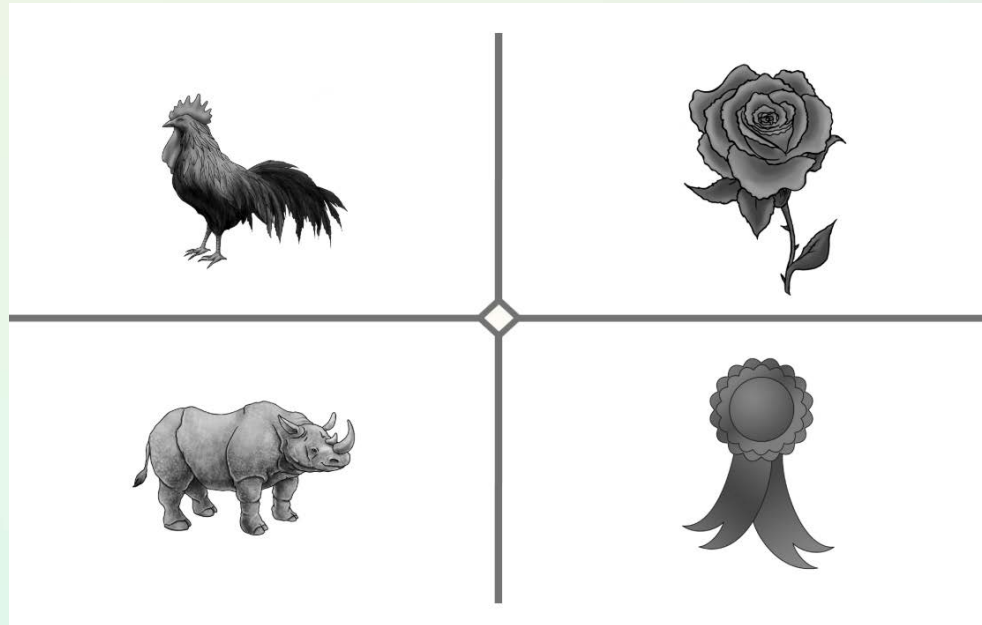
Launch Single Assessment

Exclude Assessment for individual student or entire class

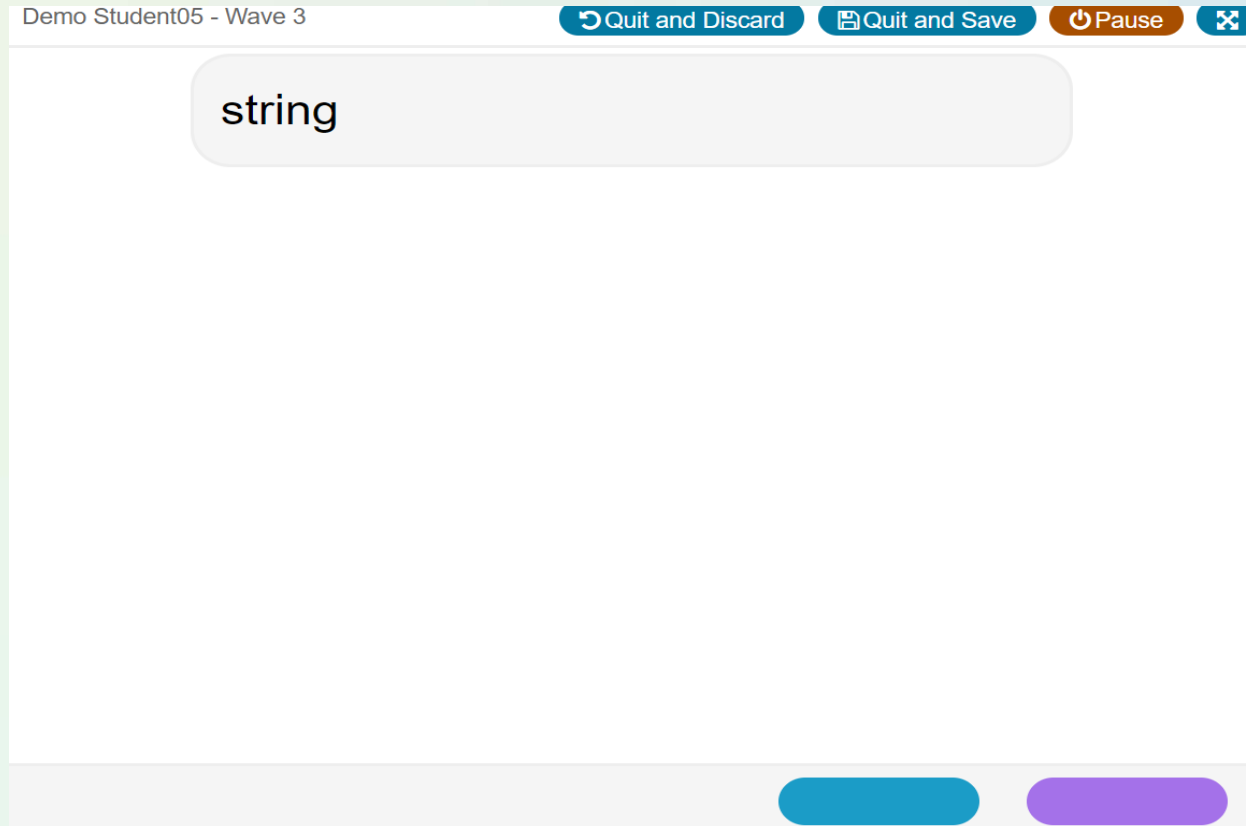
The screenshot shows the 'Texas Kindergarten Entry Assessment - Student View' interface. At the top, there are navigation buttons: 'Reports', 'View Groups', 'Click to Assess in Spanish', 'Reset Class', 'Offline Assessment', and a 'Wave' dropdown set to 'Wave 1'. A search bar is also present. Below the navigation is a 'Hide/Display Measures' toggle. The main area is a table with columns for various assessment sub-tasks: 'Launch selected ID', 'Student Summary', 'Vocabulary', 'Listening Comprehension', 'Letter Names', 'Letter Sounds', 'Phonology', 'Numbering', 'Math Part 1', 'Math Part 2', 'Total (click to subtask)', 'Science', 'Writing Memory', 'Inhibition', and 'Attention'. The table lists five demo students (Demo 1 to Demo 5) and their scores across these sub-tasks. A 'Maximum Score' row is also included. Callouts point to specific features: 'View recommendations for small group instruction' points to the top navigation; 'Assess students in Spanish' points to the 'Click to Assess in Spanish' button; 'Assess students offline' points to the 'Offline Assessment' button; 'Select wave' points to the 'Wave' dropdown; 'Hide/Display Measures' points to the toggle; 'Key' points to the legend; 'Child roster' points to the student list; 'View Scores' points to the color-coded scores; 'Launch Multiple Assessments' points to the play button in the 'Letter Sounds' column; 'Launch Single Assessment' points to the play button in the 'Letter Names' column; and 'Exclude Assessment for individual student or entire class' points to the 'Exclude All' button and the 'Exclude' icons in the table.

Student Name	Launch selected ID	Student Summary	Vocabulary	Listening Comprehension	Letter Names	Letter Sounds	Phonology	Numbering	Math Part 1	Math Part 2	Total (click to subtask)	Science	Writing Memory	Inhibition	Attention
Exclude All	[On]	[On]	[On]	[On]	[On]	[On]	[On]	[On]	[On]	[On]	[On]	[On]	[On]	[On]	[On]
Maximum Score	10	20	11	14	15	15	9	11	20	14	17	6	65		
1 Demo 1	[On]	[On]	10	8	[On]	[On]	[On]	3	4	[On]	[On]	2	4	3	
2 Demo 10	[On]	[On]	15	15	8	[On]	[On]	9	9	[On]	[On]	5	[On]	[On]	15
3 Demo 2	[On]	[On]	[On]	[On]	[On]	[On]	[On]	6	5	[On]	[On]	5	[On]	[On]	[On]
4 Demo 3	[On]	[On]	[On]	[On]	[On]	[On]	[On]	8	10	[On]	[On]	[On]	[On]	[On]	[On]
5 Demo 4	[On]	[On]	15	[On]	[On]	[On]	[On]	3	2	[On]	[On]	[On]	[On]	[On]	15
6 Demo 5	[On]	[On]	[On]	[On]	[On]	[On]	[On]	6	8	[On]	[On]	[On]	[On]	[On]	15

Student-Selected Receptive Response Items



Teacher-Recorded Expressive Response Items



View Teacher Administration of Blending Subtest

General Testing Guidelines

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

Alignment with K-TEKS



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

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



K-2 Diagnostics

- 1) multidimensional and include emergent literacy reading and writing, and language
- 2) online and available in English and Spanish
- 3) provide reports to teachers and administrators
- 4) and have capacity to meet TEA-compliant data reporting requirements listed in the ECDS Standards.

TX KEA Literacy Screener

The screenshot shows the cli:engage dashboard for the Pilot TX KEA Literacy Screener. The interface includes a navigation menu on the left with 'Dashboard' and 'Assessment' buttons. The main content area features a 'Pilot TX KEA Literacy Screener > Student View' header with buttons for 'Reports', 'View Groups', 'Click to Assess in Spanish', 'Reset Class', and 'Offline Assessment'. A 'Wave' dropdown is set to 'Wave 1' with a 'Search' button. Below this is a 'KEA Screener' section with a 'Hide/Display Measures' button and a table of student scores.

Student Name ↑		Launch selected	Student Summary	Vocabulary	Letter Knowledge	Spelling	Total click to collapse	Launch selected	Student Summary
Exclude All		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Maximum Score		18	11	15	44				
▲		▼	▼	▼	▼				
1	Demo 1						-		
2	Demo 2						-		
3	Demo 3						-		
4	Demo 4						-		
5	Demo 5						-		

TX KEA Literacy Screener

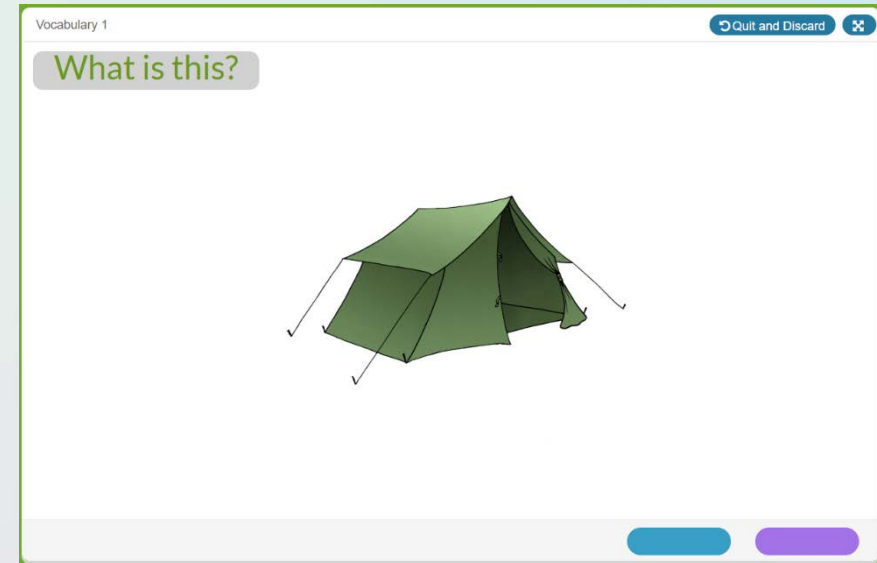
The logo for cli:engage, featuring the word "cli" in red and "engage" in grey, with a green dot above the "i" and a green dot below the "e".

The 5 to 7-minute screener:

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

Vocabulary

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



Vocabulary

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

TEXAS Kindergarten Entry Assessment Vocabulary Scoring Guidelines: English

Picture	Prompt	Acceptable Responses	Picture	Prompt	Acceptable Responses
	What is this?	paint; painting		What is this?	tent
	What is this?	slide		What is this?	vacuum
	What is this?	spider web; web		What is this?	knee; knees
	What is this?	drums; drumset		What are these?	
	What is this?	basket		What is this?	
	What is this?	fireman; firefighter		What is this?	
	What are these?	gloves		What is this?	
	What are these?	footprints; footprint; footprints		What is this?	
	What is this?	lamp			

Note: If the student's response contains the target word, you can score his/her response as correct. If the student shows a picture of a vacuum and the correct response is "vacuum". The student says, "vacuum cleaner" response is scored as correct because the student's response contains the target word "vacuum".

Additional Prompts:

- If student responds in the wrong language:
 - "What's the English word?"
- If student labels the wrong part of a picture:
 - "What is this [point]?"
- If student's response reflects a higher level of categorization (e.g., student responds "animal" for dog)
 - "What kind?"
- If student's response reflects a lower level of categorization (e.g., student responds "golden retriever" for dog)
 - "Tell me another word."

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TEXAS Kindergarten Entry Assessment Vocabulary Scoring Guidelines: Spanish

Picture	Prompt	Acceptable Responses	Picture	Prompt	Acceptable Responses
	¿Qué son estos?	globo; globos; bomba; bombas; chim-bomba; chim-bombas; vejiga; vejigas		¿Qué es esto?	martillo
	¿Qué son estos?	tijeras		¿Qué es esto?	ardilla
	¿Qué es esto?	cabeza; cara		¿Qué son estas?	cortinas
	¿Qué es esto?	oso; osomarro; osito		¿Qué es esto?	hormiga
	¿Qué es esto?	león		¿Qué es esto?	tambor; batería
	¿Qué color es este?	verde		¿Qué figura es esta?	rectángulo
	¿Qué es esto?	tomate;		¿Qué es esto?	gusano; lombriz
	¿Qué es esto?	planta; mata; matas		¿Qué figura es esta?	rombo, diamante

Note: If the student's response contains the target word, you can score his/her response as correct. For example, the item shows a picture of a vacuum and the correct response is "vacuum". The student says, "vacuum cleaner" for this item. This response is scored as correct because the student's response contains the target word "vacuum".

Additional Prompts:

- If student responds in the wrong language:
 - "¿Cual es la palabra en Español?"
- If student labels the wrong part of a picture:
 - "¿Que es esto [point]?"
- If student's response reflects a higher level of categorization (e.g., student responds "animal" for dog)
 - "¿Que tipo?"
- If student's response reflects a lower level of categorization (e.g., student responds "golden retriever" for dog)
 - "Dime otra palabra."

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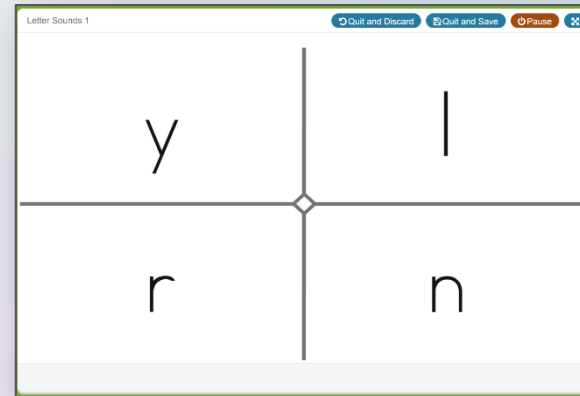
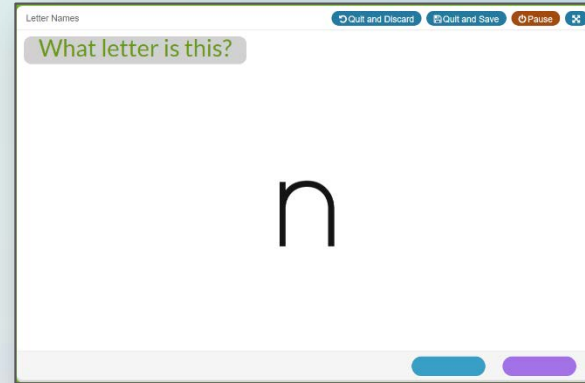
Letter Names

Untimed

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

Letter Names

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



Spelling

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



Spelling

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

Spelling

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

Spelling



TEXAS
Kindergarten
Entry Assessment

Spelling

In this section, the teacher will record the results of a written spelling assessment that the student took earlier.

This assessment can be administered individually or in small groups.

For the Written Spelling task, the student is f
individually or in groups:

[Spelling_Example_En](#)

You will need to print the Teacher Script and

[Spelling Student Form - BOY](#)

[Teacher Script for Spelling Subtest](#)

[Spelling Model Card](#)

[Scoring Guidelines](#)

[Letter Approximations](#)

[Additional Scoring Guidelines](#)

TEXAS
Kindergarten
Entry Assessment

Teacher Script for Spelling Subtest - English

HAT

1. Say: "It is your turn to spell some words. I am going to say a word and show you a picture of the word. Then you will write the word on the line." [point to the first image and line. Pass out student forms.] Say: Put your finger on the picture of the HAT. [Point to the line for the word "hat".] Say: The word is HAT. Do the best you can to write the sounds you hear in HAT."

• If a s
write
• If a s
"scr
wor
• If a s
write
Rem
• If th
seco
they
next

POT

2. Says Put y
you hear

LOCK





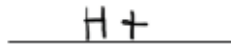
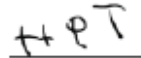
3. Says Put y
you hear

Name _____

Student Form for TX-KEA Spelling Subtest - English

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

Spelling

1-Scribbles or Pictures	2-Symbols	3-Random Letters
<p>Drawing pictures or scribbles. Not yet using symbols or numerals.</p> 	<p>Representing symbols or numerals that are not yet an letter approximation.</p> 	<p>Represent letters or letter approximations in an apparently random order or a string of letters.</p> 
4-Beginning Sounds	5-Beginning and Ending Sounds	6-Beginning, Middle and Ending Sounds
<p>Represent beginning consonant with the correct letter or acceptable substitution. Relevant sounds can be represented in any order.</p> 	<p>Represent beginning and ending consonants with the correct letter or acceptable substitution. Relevant sounds can be represented in any order.</p> 	<p>Represent beginning consonant, medial vowel and ending consonant sounds with the correct letter or acceptable substitution. Relevant sounds can be represented in mirror image order.</p> 

Description	Mark a response
<p>1. Mark all of the letters which were written for the word <u>HAT</u>. Mark all that apply.</p>	<p><input type="checkbox"/> 1 - The first letter of the word is a recognizable H/h or reversal.</p> <p><input type="checkbox"/> 2 - The second letter of the word is a recognizable A/a or reversal.</p> <p><input type="checkbox"/> 3 - The third letter of the word is a recognizable T/t or reversal.</p> <p><input type="checkbox"/> 4 - No acceptable letters written in correct order.</p>
<p>2. Mark all of the letters which were written for the word <u>POT</u>. Mark all that apply.</p>	<p><input type="checkbox"/> 1 - The first letter of the word is a recognizable P/p or reversal.</p> <p><input type="checkbox"/> 2 - The second letter of the word is a recognizable O/o.</p> <p><input type="checkbox"/> 3 - The third letter of the word is a recognizable T/t or reversal.</p> <p><input type="checkbox"/> 4 - No acceptable letters written in correct order.</p>
<p>3. Mark all of the letters which were written for the word <u>LOG</u>. Mark all that apply.</p>	<p><input type="checkbox"/> 1 - The first letter of the word is a recognizable L/l or reversal.</p> <p><input type="checkbox"/> 2 - The second letter of the word is a recognizable O/o.</p> <p><input type="checkbox"/> 3 - The third letter of the word is a recognizable G/g or reversal.</p> <p><input type="checkbox"/> 4 - No acceptable letters written in correct order.</p>
<p>4. Mark all of the letters which were written for the word <u>FIN</u>. Mark all that apply.</p>	<p><input type="checkbox"/> 1 - The first letter of the word is a recognizable F/f or reversal.</p> <p><input type="checkbox"/> 2 - The second letter of the word is a recognizable I/i.</p> <p><input type="checkbox"/> 3 - The third letter of the word is a recognizable N/n or reversal.</p> <p><input type="checkbox"/> 4 - No acceptable letters written in correct order.</p>

Letter Sounds

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

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

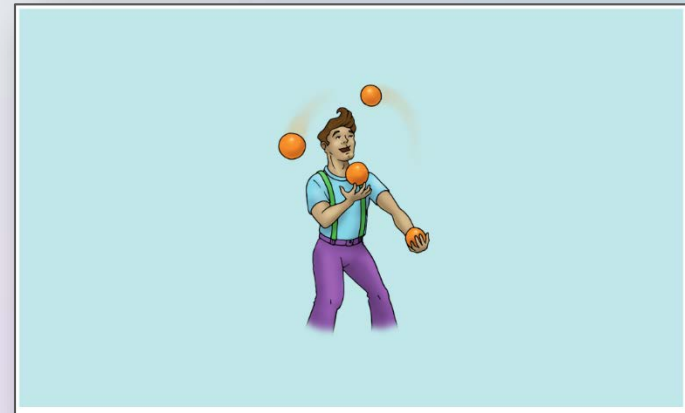
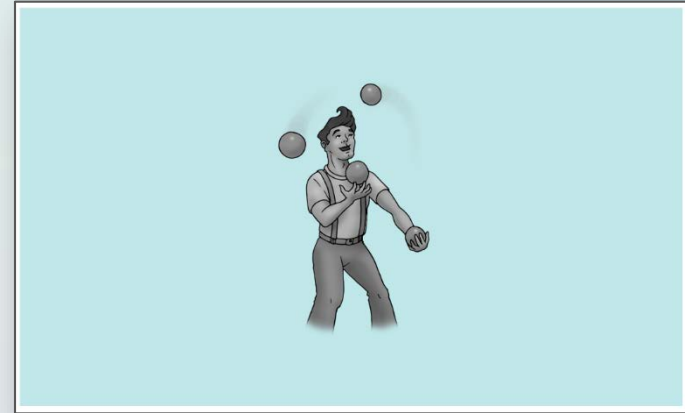


Decoding



Listening Comprehension

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



Mathematics

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



Science and Engineering

- Physical
- Life
- Earth and space
- Engineering applications of science



Executive Functioning Domain

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



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



Attention measures the student's ability to focus attention, stay on task, as well as quickly and accurately focus on relevant features of the task.



Social & Emotional Competence Emotion Management

Social Emotional Competence

Description	Mark a response
<p>* 1. Is zoned out in their own world?</p> <p>¿Está distraído/a y en su propio mundo?</p>	<input type="radio"/> 1 - Rarely/Rara vez <input type="radio"/> 2 - Sometimes/Ocasionalmente <input type="radio"/> 3 - Consistently/Consistentemente
<p>* 2. Appropriately asks for adult help when cannot resolve peer conflict (without tattling)?</p> <p>¿Pide ayuda de un adulto de manera adecuada cuando no puede resolver conflictos con compañeros (sin acusar)?</p>	<input type="radio"/> 1 - Rarely/Rara vez <input type="radio"/> 2 - Sometimes/Ocasionalmente <input type="radio"/> 3 - Consistently/Consistentemente
<p>* 3. Joins in activities and interactions that were already started?</p> <p>¿Participa en actividades e interacciones ya iniciadas?</p>	<input type="radio"/> 1 - Rarely/Rara vez <input type="radio"/> 2 - Sometimes/Ocasionalmente <input type="radio"/> 3 - Consistently/Consistentemente
<p>* 4. Asks questions to learn more about people, topics and ideas?</p> <p>¿Hace preguntas para aprender más acerca de personas, temas e ideas?</p>	<input type="radio"/> 1 - Rarely/Rara vez <input type="radio"/> 2 - Sometimes/Ocasionalmente <input type="radio"/> 3 - Consistently/Consistentemente
<p>* 5. Actively engages in teacher approved activities, with little assistance or reminding?</p> <p>¿Participa activamente, con poca ayuda y sin necesidad de recordatorios, en actividades aprobadas por su maestro/a?</p>	<input type="radio"/> 1 - Rarely/Rara vez <input type="radio"/> 2 - Sometimes/Ocasionalmente <input type="radio"/> 3 - Consistently/Consistentemente

	Rating Calificación		
	0	1	2
¿Está distraído/a y en su propio mundo?	Rarely Rara vez	Sometimes Ocasionalmente	Consistently Consistentemente
¿Pide ayuda de un adulto de manera adecuada cuando no puede resolver conflictos con compañeros (sin acusar)?	Rarely Rara vez	Sometimes Ocasionalmente	Consistently Consistentemente
¿Participa en actividades e interacciones ya iniciadas?	Rarely Rara vez	Sometimes Ocasionalmente	Consistently Consistentemente
¿Hace preguntas para aprender más acerca de personas, temas e ideas?	Rarely Rara vez	Sometimes Ocasionalmente	Consistently Consistentemente

Academic Motor Skills

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



Additional features

- Offline
- Hide measures/ exempt
- Pausing , discarding , quit and save
- Invalidating

Kindergarten Progress Monitoring



TEXAS **Kindergarten** Entry Assessment

TX-KEA Progress Monitoring

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

Screenener for Dyslexia

Hide/Display Measures	Blending		Letter Sounds				Mathematics			Science									
	Launch Selected	Student Summary	Letter Names	Syllabication	Blending Rec	Blending Exp	Total Click to collapse	Letter Sounds Rec	Letter Sounds Exp		Total Click to collapse	Listening Comp	Decoding	Spelling	Dyslexia Referral Chk	Dyslexia Result	Math Part 1	Math Part 2	Total Click to collapse
Student Name ↑																			
Exclude All	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Maximum Score	-	-	3	10	13	3	7	10	35	35	35	35	35	3	10	13			
▲	▲	▲	▲	▲															
1 Green Pickle																			
2 Charlie_Demo St...																			

Decoding Skills:				
9. Student is able to use letter sound relationships to decode words that follow common spelling patterns: (e.g., VC, CVC, CCVC, and CVCC).	Did Not Meet Grade Level Expectations	Approaches Grade Level Expectations	Meets Grade Level Expectations	Masters Grade Level Expectations
Spelling:				
10. Student is able to correctly spell common words with VC, CVC, and CCVC patterns.	Did Not Meet Grade Level Expectations	Approaches Grade Level Expectations	Meets Grade Level Expectations	Masters Grade Level Expectations

Informing Instruction



TEXAS **Kindergarten** Entry Assessment

Family Observation / Parent Feedback Forms

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

CIRCLE Progress Monitoring: Family Observation Forms

- [Download English](#)
- [Download Spanish](#)

Texas Kindergarten Entry Assessment: Parent Feedback Forms (English)

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

CATEGORY:

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

RESOURCE:

Implementation Guide, Training

BEST FIT FOR:

Teachers, TSR Comprehensive Participants, Parents

Kindergarten Progress Monitoring

Parent Feedback Form: Speech Production and Sentence Skills

Student Name:	Today's date:
Teacher Name:	

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

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

Speech Production and Sentence Skills	
My child . . .	How many of these skills have you seen your child demonstrate in the last 30 days?
1. Speaks in grammatically correct sentences and can compose and express simple sentences that can be clearly understood by adults.	<input type="checkbox"/> none <input type="checkbox"/> some <input type="checkbox"/> all <input type="checkbox"/> I'm not sure
2. With adult assistance, can use parts of speech when speaking, such as past and future verb tenses (played, will play); nouns (people, places, or things); pronouns (I, me); adjectives (describe the noun such as <i>warm</i> or <i>nice</i>); and simple prepositional phrases (on the table, to the classroom).	
3. Combines multiple sentences, adding enough details to make intended meaning clear.	
4. Uses new words or phrases learned from reading or	

Implementation Plan



TEXAS **Kindergarten** Entry Assessment

Teacher Materials

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

TX-KEA Online Training

Three training courses for teachers:


- **TX-KEA Overview (1 hour)**
- **TX-KEA Administration Guidelines (2 hours)**
- **TX-KEA Reporting Features (1 hour)**

One course for district administrators:

- **TX-KEA Overview for Administrators (1 hour)**

Welcome,

DASHBOARD VIEW | MY PROFILE | LOGOUT

 SCREENING, PROGRESS MONITORING, & OBSERVATION 

 ONLINE LEARNING AND PROFESSIONAL DEVELOPMENT  

 ACTIVITIES & MATERIALS 

 QUALITY IMPROVEMENT & INNOVATION 

 ADMINISTRATIVE TOOLS 

Training Facilitation Guides



ONLINE LEARNING AND PROFESSIONAL DEVELOPMENT

My Enrolled Courses

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

Full Course Catalog

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

Texas Kindergarten Entry Assessment Training Facilitation Guide

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

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

[TX-KEA Training Facilitation Guide Module 1: Introduction](#)

[TX-KEA Training Facilitation Guide Module 2: Accessing TX-KEA on CLI Engage](#)

[TX-KEA Training Facilitation Guide Module 3: Administration Guidelines](#)

[TX-KEA Training Facilitation Guide Module 4: Reporting Features](#)

[TX-KEA Training Facilitation Guide Module 5: Closing TX-KEA FAQ Presentation for Module 5](#)

PRINT

Related Resources

[TX-KEA User Guide](#)

CATEGORY:

Texas Kindergarten Entry Assessment

RESOURCE:

How-to-Guide, Training

BEST FIT FOR:

School Specialists, Coaches/Mentors, District/Community Administrators

Reporting to ECDS



TEXAS **Kindergarten** Entry Assessment

State Reporting Requirements

- Texas Kindergarten Entry Assessment
 - BOY only, specific domains
- TSDS IDs required for students
- CLI & TEA working on data share agreement that will allow CLI to report data on behalf of LEA.

T P R I

tejas·LEE

**1st and 2nd grade TPRI and Tejas LEE
available on CLI Engage for Fall 2020
at no cost**

TPRI consists of both a screening section and an inventory section.

Tejas LEE has an inventory section

TPRI and Tejas LEE

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

Screening Section

Screening	Grade 1		Grade 2
	BOY	EOY	BOY
Letter Sound	✓		
Blending Onset-Rimes & Phonemes	✓		
Word Reading	✓	✓	✓

Inventory Section

Inventory	Grade 1			Grade 2		
	BOY	MOY	EOY	BOY	MOY	EOY
Phonemic Awareness	✓	✓	✓			
Graphophonemic Knowledge	✓	✓	✓	✓	✓	✓
Word Reading	✓	✓	✓	✓	✓	✓
Reading Accuracy	✓	✓	✓	✓	✓	✓
Fluency	✓	✓	✓	✓	✓	✓
Listening/Reading Comprehension	✓	✓	✓	✓	✓	✓

First Name:
 Last Name:
 Year:
 Wave:
 Class Name:

Student Name ↑	Screener - SCR					Phonemic Awareness					Gr...				
	Launch selected	Student Summary	SCR-1 Letter Sound	SCR-2 Word Reading	SCR-3 Blending Phonemes	Total	Overall Screener Result	PA-1 Blending Word Parts	PA-2 Blending Phonemes	PA-3 Deleting Initial Sou ...	PA-4 Deleting Final Sound ...	Total	GK-1 Initial Consonant Su ...	GK-2 Final Consonant Subs ...	GK-3 Middle Substir
Exclude All	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Maximum Score		10	8	6	24	2	5	5	5	5	20	5	5	5	
▲		◄	◄	◄	◄	◄	◄	◄	◄	◄	◄	◄	◄	◄	◄
1 Susie Baker	▶+ 📊	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	-	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	-	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>
2 Shanell Cott	▶+ 📊	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	-	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	-	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>
3 Ashley Davenport...	▶+ 📊	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	-	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	-	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>
4 Maria Garci	▶+ 📊	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	-	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	-	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>	▶ <input checked="" type="checkbox"/>

TPRI on CLI Engage

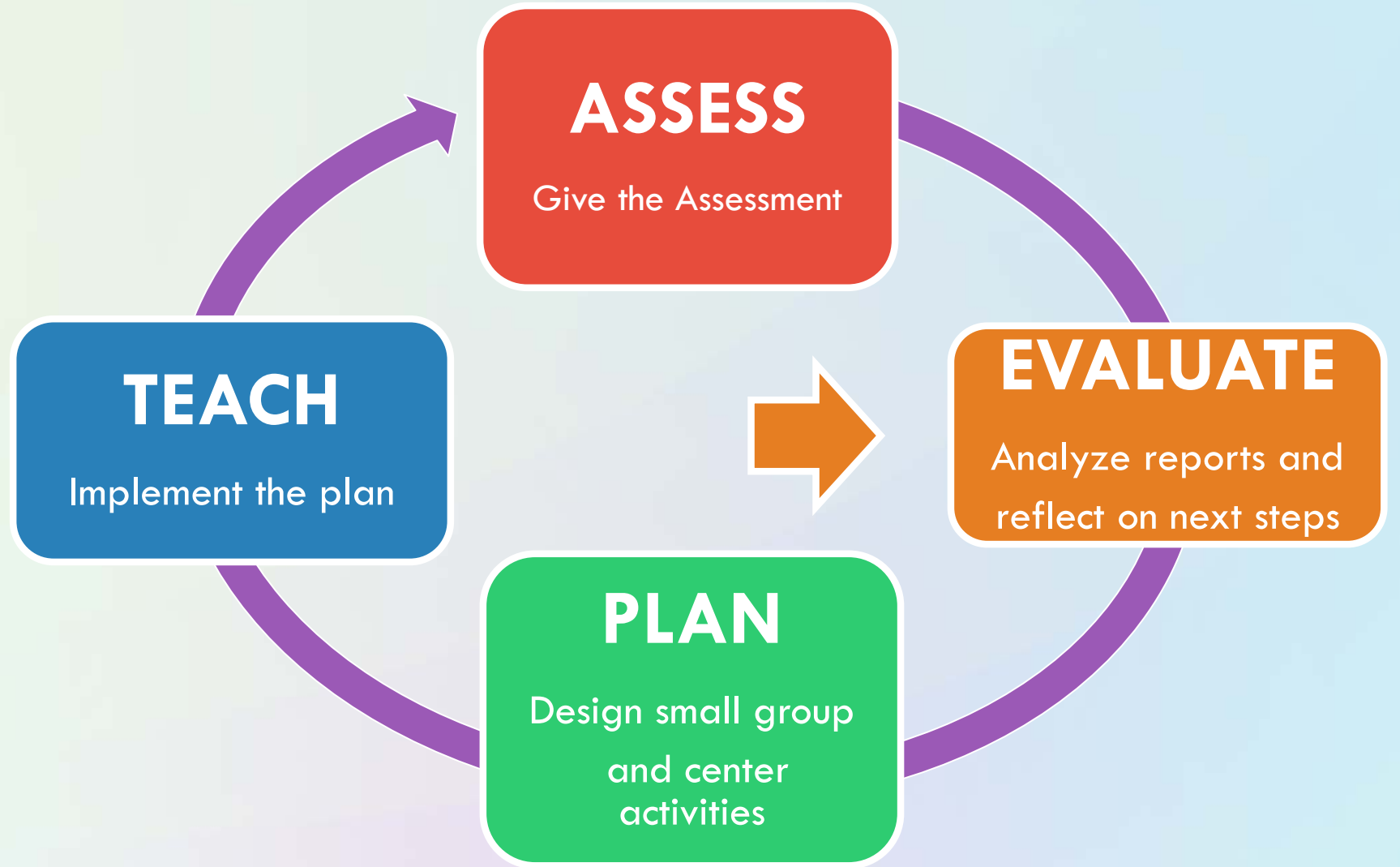
- Screening and inventory
- Integrated reporting and small group features
- Automatic scoring on the system
- Dyslexia

Generating Reports



TEXAS **Kindergarten** Entry Assessment

Assessment & Teaching Cycle



Benefits of Screening & Monitoring

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

Types of Reports

1

Class Completion - Tracks student completion of required assessments

2

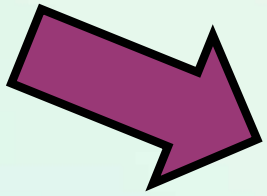
Class Summary - Allows districts and teachers to view student's performance across all subject areas

3

Growth Report- Allows districts and teachers to view student's gain over time

4

Group Report – Groups students with scores below age-related benchmarks with recommended activities for further skill development



Individualized Scores and Reports

Hide/Display Measures

Student Name ↑	Launch selected	Student Summary	Vocabulary	Listening Comprehension	Letter Names	Letter Sounds	Blending	Spelling	Math Part 1	Math Part 2	Total click to collapse	Science
Maximum Score		18	29	11	14	15	15	9	11	20		14
1	▶	14	13	7	5	8	1	5	4	9	▶	▶
2	▶	17	19	11	14	10	11	9	8	17	▶	▶
3	▶	10	15	5	7	4	1	4	4	8	▶	▶
4	▶	18	12	11	13	12	13	9	7	16	▶	▶
5	▶	13	9	7	8	11	1	4	9	13	▶	▶
6	▶	14	17	8	6	10	2	6	5	11	▶	▶
7	▶	12	19	11	10	11	12	4	4	8	▶	▶
8	▶	15	17	11	11	8	10	2	3	5	▶	▶
9	▶	13	16	11	13	6	8	2	9	11	▶	▶
10	▶	18	21	11	14	15	15	9	11	20	▶	▶

Approaches to Conversations about Students' Development

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

Progress Monitoring Parent Feedback Forms

Download and share feedback forms with parents to collect additional information on children's development. CIRCLE PM (PreK) and TX-KEA. English and Spanish.

Student Summary for Parents



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

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

The assessment tools efficiently and reliably provide a snapshot of your child's learning at a given time point. The results are NOT a comprehensive, developmental evaluation and are NOT intended to diagnose children who may have difficulty learning or other delays. Please talk to your child's teacher or an administrator at your child's school if you are concerned about your child's learning and/or development.

For detailed descriptions of the areas assessed, visit our website. URL

Performance & Progress Categories



On Track

Your child's score is "on track," or within the expected range. Continue to support your child in this learning area.



Monitor

Your child is approaching the "on track" score for children under four years old. Continue to monitor and support your child in this learning area.



Support

Your child scored below the expected range and needs additional support. This could be for many reasons. Support your child's growth in this learning area by using our recommended activities.



Out of Range

Assessment scores do not apply as your child is outside the evaluated age range. Continue to support your child in this learning area.

*Scores with no category label: The measure has no benchmarks for any age group.

Suggested Topics for Parent/Teacher Conferences

What does my child seem most interested in at school?
Does my child have good friends in class and at school?
What is the most important thing I can do to prepare my child for kindergarten/elementary school?
Is my child giving his or her best effort?
What could my child be doing that he or she is not already doing?
How is my child's work completion in your class?
Question?
Question?

What can I do at home?

Visit the *CIRCLE Activity Collection: Family* at cliengagefamily.org to easily access fun activities and resources which support your child's development and target important school readiness skills.

Questions or concerns?

Your child's teacher should be able to help answer questions about your child's assessment scores and how you can work together to build your child's skills. Questions about *CLI Engage* and its tools can be sent to cliengage@uth.tmc.edu.

Performance & Progress: Foundational Skills

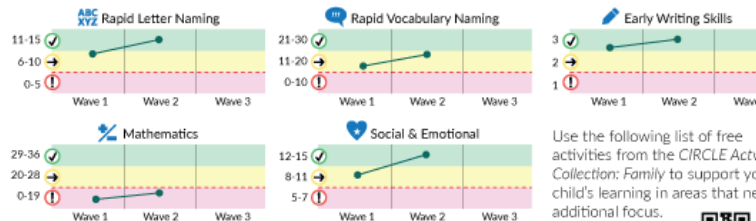
NAME	WAVE 2	DATA	DATA
ABC XYZ Rapid Letter Naming			
Rapid Vocabulary Naming			
Early Writing Skills			
Mathematics			
Social & Emotional			
	12/15	14/30	3/3
			11/36
			12/15

Mathematics Skills

MONITOR 2/5 Rote Counting
SUPPORT 1/5 Shape Naming
SUPPORT 0/5 Number Discrimination
ON TRACK 7/8 Shape Discrimination
SUPPORT 0/7 Counting Sets
SUPPORT 1/6 Operations

Social & Emotional Skills

ON TRACK 3/3 Positive Social Behaviors
MONITOR 2/3 Classroom Community & Safety
ON TRACK 3/3 Emotion & Behavior Regulation
MONITOR 2/3 Self-Care
MONITOR 2/3 Approaches to Learning



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Shape Naming	Number Discrimination	Counting Sets
Lesson 1	Lesson 1	Lesson 1
Lesson 2	Lesson 2	Lesson 2
Lesson 3	Lesson 3	Lesson 3
Operations	Other	Other
Lesson 1	Lesson 1	Lesson 1
Lesson 2	Lesson 2	Lesson 2
Lesson 3	Lesson 3	Lesson 3
Other	Other	Other
Lesson 1	Lesson 1	Lesson 1
Lesson 2	Lesson 2	Lesson 2
Lesson 3	Lesson 3	Lesson 3

Assessment & Teaching Cycle



Small Grouping Tool

Provides:

- Recommended children for small group instruction
- Small group activities

Texas Kindergarten Entry Assessment > Student View

Reports View Groups Click to Assess in Spanish Reset Class Offline Assessment

Display Percentile Ranks

Hide/Display Measures

Student Name ↑

Launch selected	Student Summary	Vocabulary	Listening Comprehension	Letter Names	Letter Sounds	Blending	Spelling	Math Part 1	Math Part 2	Math	Total click to collapse
-----------------	-----------------	------------	-------------------------	--------------	---------------	----------	----------	-------------	-------------	------	-------------------------

Grouping Tool

Texas Kindergarten Entry Assessment > Student View > Groups

School year: 17-18 Wave: 1

Student View

Printer Friendly Page Export to PDF

Printer Friendly Page Export to PDF

Measure Groups:

Vocabulary

Demo 1 + Demo 10 + Demo 8 +

Demo 4 +

Classroom Activities: [THUMBS UP](#)

Note: needs to work on...

Listening Comprehension

Demo 4 + Demo 6 + Demo 8 +

Demo 1 +

Classroom Activities: [Multi-Step Simon Says](#)

Custom Groups: +Add Group

vocab group A

Demo 3 x Demo 4 x Demo 5 x

Drop Student Here

+Select Activities

vocab group B

Demo 1 x Demo 10 x Demo 8 x

Drop Student Here

+Select Activities

Small group intervention – recommended activities

Printer Friendly Page

Export to PDF

Measure Groups:

Math



AUSTYN



CALEB



JACOB



JOSHUA



KALLI



KENEN



MARK



PAYTON



MIA



PRISCILA



OLIVIA



PAYTON



Classroom Activities:

[HOW MANY DO YOU HAVE](#)

[MATH STORIES](#)

[I SPY MORE LESS SAME](#)

Home Activities

Welcome, Colleen_Admin [DASHBOARD VIEW](#) | [MY PROFILE](#) | [LOGOUT](#)



SCREENING, PROGRESS MONITORING AND OBSERVATION



ONLINE LEARNING AND PROFESSIONAL DEVELOPMENT



ACTIVITIES AND MATERIALS



My Activities

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

CIRCLE Activity Collection: PreK/K

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

CIRCLE Activity Collection: 0-3

Quality learning experiences to support infant and toddler language, social emotional, health, and cognitive development, with alignments to Early Head Start. Available in

CIRCLE Activity Collection: Family

For children birth through K, this collection helps families support child skills at home. Available in English and Spanish.

CIRCLE Activity Collection

- Comprehensive domain coverage
- Tied to progress monitoring results
- Videos of activities performed in classrooms
- Soft scripting to support best practices during lesson delivery



Activities

Search All Pre-K Activities

Preview All

FILTER ACTIVITIES

Sort By Title Order ↑ Results 15

< 1 of 43 >

Learning Domain

- All Domains
- (Additional Domains)
- Early Reading and Print Knowledge
- Language & Reading
- Mathematics
- Phonological Awareness
- Science
- Social, Emotional, and Regulatory Development
- Writing

> Setting

> Grade Level

> Video Demonstration

A Chair for My Mother

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

OBJECTIVE:

1. Students will use the strategy of making connections to enhance comprehension
2. Students will learn how families and community members work together to accomplish a task.

Preview

A Searching We Will Go

LEARNING DOMAIN: Phonological Awareness
 SUBDOMAIN: Onset-Rime
 SETTING: Whole Group
 GRADE LEVEL: Pre-K

OBJECTIVE:

The children will blend initial consonant sound(s) with remaining part of the word to form a complete word.

Preview

A-maze-ing Magnets

LEARNING DOMAIN: Science
 SUBDOMAIN: Physical Science Skills
 SETTING: Small Group, Whole Group, Center Time
 GRADE LEVEL: Pre-K

OBJECTIVE:

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

Preview

Act It Out

LEARNING DOMAIN: Language & Reading
 SUBDOMAIN: Comprehension of Text Read Aloud Skills (Pre-K)
 SETTING: Small Group, Whole Group, Center Time
 GRADE LEVEL: Pre-K

OBJECTIVE:

Children will retell a story by acting it out using props.

Alphabet Sticks

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

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

Setting

Small Group, Center Time

Materials

- 26 sticks
- marker

Preparation

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

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

Scaffolding

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

INSTRUCTIONAL PLANNING

GRADE LEVEL

Kindergarten, First grade

HEAD START ALIGNMENT

Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.

PREK GUIDELINES ALIGNMENT

III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.

KINDERGARTEN TEKS ALIGNMENT

§110.2(b)(2)(D)(v) Identifying all


Alignments to:



- Kindergarten TEKS
- 1st Grade TEKS
- PreK Guidelines
- Head Start Early Learning Outcomes


[DOWNLOAD ACTIVITY RESOURCES](#)



[VER ACTIVIDAD EN ESPAÑOL](#)

Sharing Activities with Families

Letter Sounds 

Classroom Activities: [HOT POTATO](#)

[Home Activities](#)

CIRCLE Activity Collection: Family



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

cliengagefamily.org

[PRINT ACTIVITY](#)

I'm the Star

Please [log into](#) your UTHealth or Google account to add or remove this activity!

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

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

MATERIALS

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

LET'S PLAY

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

Sit with your child at the table or on the floor. Have the child take out one item at a time and describe it. Follow-up with questions that start with who, what, when, where, and why. Write

AGE GROUP(S):

- 4 years old
- 5 years old

ACTIVIDAD DE LENGUAJE DUAL

[Ver Actividad en Espanol](#)

Navigating

cli:engage

Do You Have an Account?

cliengage HOME ABOUT ▾ TOOLS & RESOURCES ▾ TRAINING & SUPPORT ▾ HELP SEARCH LOGIN SIGN UP

Sign Up for Access to CLI Engage!

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

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

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

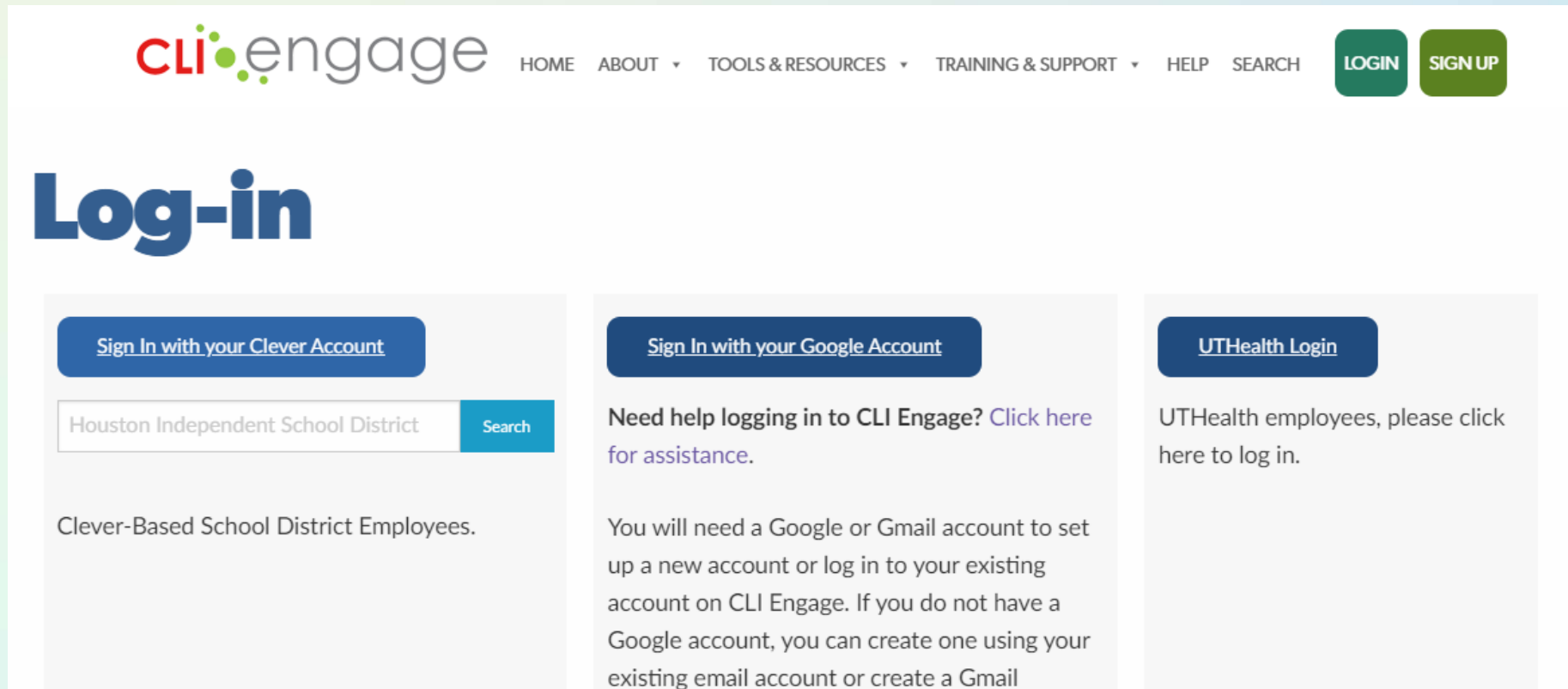
Let's figure out which package is best for you.

Do you work in/for a:

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

If yes to any of the above → You are eligible for TSR Online! Complete the signup form and we'll confirm your eligibility. [REQUEST ACCESS TSR ONLINE](#)

Logging into CLI Engage



The screenshot shows the CLI Engage website's login page. At the top left is the CLI Engage logo. To its right is a navigation menu with links for HOME, ABOUT, TOOLS & RESOURCES, TRAINING & SUPPORT, HELP, and SEARCH. Further right are two green buttons labeled LOGIN and SIGN UP. Below the navigation is a large blue heading 'Log-in'. Underneath are three columns of login options. The first column has a blue button 'Sign In with your Clever Account' and a search box containing 'Houston Independent School District' with a 'Search' button. Below this is the text 'Clever-Based School District Employees.' The second column has a blue button 'Sign In with your Google Account', followed by a link 'Need help logging in to CLI Engage? Click here for assistance.' and a paragraph explaining that a Google or Gmail account is needed to set up or log in to an existing account. The third column has a blue button 'UTHealth Login' and a paragraph stating 'UTHealth employees, please click here to log in.'

Welcome, Colleen_Admin [DASHBOARD VIEW](#) | [MY PROFILE](#) | [LOGOUT](#)



SCREENING, PROGRESS MONITORING, & OBSERVATION



ONLINE LEARNING AND PROFESSIONAL DEVELOPMENT



ACTIVITIES & MATERIALS



QUALITY IMPROVEMENT & INNOVATION



ADMINISTRATIVE TOOLS

Assessments: Practice and Administration



SCREENING, PROGRESS MONITORING AND OBSERVATION



Assessment Practice Area

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

CIRCLE Progress Monitoring Pre-K

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

Texas Kindergarten Entry Assessment

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

TPRI & Tejas Lee

Coming soon

(Not yet available on the dashboard)

Navigation

STUDENT VIEW PAGE

View recommendations for small group instruction

Assess students in Spanish *Assess students offline* *Select wave*

Dashboard Assessment

Reports View Groups Click to Assess in Spanish Reset Class Offline Assessment Wave: Wave 1 Search

Hide/Display Measures

CIRCLE Progress Monitoring measures and sub-tasks

Hide/Display Measures

ON TRACK The score is within the expected range or higher.

MONITOR The score is approaching the "on Track" level. These are to be monitored to ensure adequate progress is made.

Below Cut-off The score is below the cut-off that indicates additional assessment and/or support is recommended.

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*

Student Name	Launch selected ID	Student Summary	Vocabulary	Listening Comprehension	Letter Names	Letter Sounds	Phonology	Number	Math Part 1	Math Part 2	Total	Science	Writing Memory	Substitution	Attention
Exclude All	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Maximum Score		10	20	11	14	15	15	9	11	20	14	17	6	65	
1 Demo 1	+	10	10	10	10	10	10	3	4	10	10	10	10	10	
2 Demo 10	+	10	10	10	10	10	10	9	9	10	10	10	10	10	
3 Demo 2	+	10	10	10	10	10	10	6	5	10	10	10	10	10	
4 Demo 3	+	10	10	10	10	10	10	8	10	10	10	10	10	10	
5 Demo 4	+	10	10	10	10	10	10	3	2	10	10	10	10	10	
6 Demo 5	+	10	10	10	10	10	10	6	8	10	10	10	10	10	

Teacher Instructions Screen

Vocabulary 1 Quit and Discard



TEXAS Kindergarten
Entry Assessment



Vocabulary
Vocabulario

This section measures the student's vocabulary through teacher-recorded response items. The teacher and student should sit side-by-side.

The teacher will read the prompt on the screen. The student will say the name of the image and the teacher will score the response as correct or incorrect.

Scoring Instructions

Incorrect
press key  or click button 

Correct
press key  or click button 

The [English Scoring Guidelines](#) and [Spanish Scoring Guidelines](#) for Wave 1 can be downloaded here and should be used as a guide for acceptable responses.

Next

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

Need help?



The screenshot shows the CLI Engage dashboard. At the top left is the CLI Engage logo. To its right is a navigation menu with links for HOME, ABOUT, TOOLS & RESOURCES, TRAINING & SUPPORT, and a highlighted HELP button. A SEARCH button is also present. Below the navigation is a 'Welcome' section with links for DASHBOARD VIEW, MY PROFILE, and LOGOUT. A prominent red banner highlights the 'SCREENING, PROGRESS MONITORING, & OBSERVATION' section. Below this banner are four main content cards: 'Assessment Practice Area', 'CIRCLE Progress Monitoring PreK', 'ABC Names and Numbers', and 'Texas Kindergarten Entry Assessment'. On the right side, there are two dark grey buttons: 'SYSTEM UPDATES' and 'MESSAGE CENTER'. Below the 'SYSTEM UPDATES' button is a message card dated October 03, 2017, stating that CLI Engage is operating normally and directing users to click 'HELP' for any issues.

CLI Engage HOME ABOUT · TOOLS & RESOURCES · TRAINING & SUPPORT · **HELP** SEARCH

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SCREENING, PROGRESS MONITORING, & OBSERVATION

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

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

ABC Names and Numbers
Measures recognition of numbers, 0 to 9, and the names and sounds of all letters in the alphabet, uppercase and lowercase. English and Spanish.

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

SYSTEM UPDATES

October 03, 2017 - 08:51 AM
CLI Engage is operating normally. Please report any issues as soon as possible by clicking "HELP" in the website na...


MESSAGE CENTER

September 20, 2017 - 12:00 AM

Questions?

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

Help Center / CLI Engage Help Desk

 Engage Help Ticket

Can't login? [CLICK HERE](#)

Raise this request on behalf of*

Last Name*

First Name*

Phone*

Type of Issue*

Summary or Title of Issue*

Description*