



## CIRCLE Progress Monitoring Alignment to the Head Start Early Learning Outcomes Framework

MEASURE	HOW IS THIS ASSESSED?	HEAD START GOALS
<p><b>Rapid Letter Naming</b></p>	<p>This assessment is given to evaluate a student’s ability to identify letters of the alphabet.</p> <p>Directions: Child is given a total of 60 seconds 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.</p>	<p>Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.</p>
<p><b>Vocabulary Naming</b></p>	<p>The Rapid Vocabulary Naming subtest gains insight into a child’s expressive vocabulary skills.</p> <p>Directions: Child is given a total of 60 seconds 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 two untimed warm-up items. Conduct a practice session with the warm-up 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.</p>	<p>Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.</p> <p>Goal P-LC 7. Child shows understanding of word categories and relationships among words.</p>

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<p><b>Book and Print Concepts</b></p>	<p>The Book and Print Checklist observes the child’s engagement and awareness of books and print.</p> <p>Materials: A book that preferably has these features:</p> <ul style="list-style-type: none"> <li>• Hardback book, not paperback</li> <li>• Has pictures drawn by an illustrator, not photographer</li> <li>• Has more than one layout of 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.</li> </ul> <p>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.</p>	<p>Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).</p>
<p><b>Story Retell</b></p>	<p>The Story Retell component assesses a child’s ability to retell a story.</p> <p>Directions: Print the Story Retell procedures sheet and score sheet from the “Resources” page on CLI Engage.</p> <p>Read the text for all four pages before going on to STEP 1. Click the blue OR purple button to advance pages in the story. 2. Elicit the narrative. Record data on the score sheet and follow onscreen instructions for recording responses. 3. You may help the child by using the acceptable prompts indicated in the user guide. Do not prompt more than twice. 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.</p>	<p>Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.</p> <p>Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.</p>

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<b>Letter Sound Correspondence</b>	<p>The Letter-Sound Correspondence subtest assesses a child’s ability to identify sounds associated with individual letters.</p> <p>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.</p>	Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.
<b>PA-Syllabication</b>	<p>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.</p> <p>Directions: Teacher will say a word and clap the word parts and ask the child to say 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.</p>	Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
<b>PA – Onset-Rime</b>	<p>Onset-rime subtest of the PA subtest 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.</p> <p>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.</p> <p>Notes: Make sure that there is a clean break between word sounds, approximately one second.</p>	Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
<b>PA - Alliteration</b>	<p>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.</p> <p>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.</p>	Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

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<b>PA- Rhyming part 1</b>	<p>The Rhyming 1 subtest of the PA subtest contains 9 items that evaluate whether a child can identify whether or not two words rhyme.</p> <p>Directions: Have the child repeat each word pair prior to indicating if the words are the same or not. Record the response</p>	Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
<b>PA- Listening (optional task not in composite)</b>	<p>The Listening section of the PA Subtest contains 5 items that evaluate whether a child can differentiate between similar sounding words.</p> <p>Directions: Have the child repeat each word pair prior to indicating if the words are the same or not. Record the response.</p>	Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
<b>PA – Words in a sentence (optional task not in composite)</b>	<p>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.</p> <p>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.</p>	Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
<b>PA – Rhyming part 2 (optional task not in composite)</b>	<p>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.</p> <p>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.</p>	Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

MEASURE	HOW IS THIS ASSESSED?	HEAD START GOALS
<p><b>Social &amp; Emotional**</b></p> <p><b>Positive Social Behaviors</b></p>	<p>Observe and mark each student as <i>1-Emerging, 2-Developing or 3-Proficient</i></p> <ol style="list-style-type: none"> <li>1. Talks to and interacts positively with adults</li> <li>2. Talks to and interacts positively with peers</li> <li>3. Initiates conversation and activities with peers</li> <li>4. Participates cooperatively in group activities</li> <li>5. Shares materials with peers</li> <li>6. Assists or comforts peers in need</li> <li>7. Begins to solve problems in conflicts with peers</li> <li>8. Asks for adult help when cannot resolve peer conflict</li> <li>9. Accepts compromise and input from others to solve problems</li> </ol>	<p>Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.</p> <p>Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.</p> <p>Goal P-ATL 12. Child expresses creativity in thinking and communication.</p> <p>Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.</p> <p>Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.</p> <p>Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.</p> <p>Goal P-SE 4. Child engages in cooperative play with other children.</p> <p>Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.</p>
<p><b>Social &amp; Emotional**</b></p> <p><b>Classroom Community</b></p>	<p>Observe and mark each student as <i>1-Emerging, 2-Developing or 3-Proficient</i></p> <ol style="list-style-type: none"> <li>1. Follows the classroom and school rules</li> <li>2. Follows two-step and three-step instructions</li> <li>3. Complies when redirected by an adult</li> <li>4. Appropriately uses and takes care of classroom materials</li> <li>5. Respects others' space and materials</li> <li>6. Assists adults with classroom jobs or setup/cleanup of activities</li> </ol>	<p>Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.</p> <p>Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.</p> <p>Goal P-SE 11. Child has sense of belonging to family, community, and other groups.</p>

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<p><b>Social &amp; Emotional**</b></p> <p><b>Emotional and Behavioral Regulation</b></p>	<p>Observe and mark each student as <i>1-Emerging, 2-Developing or 3-Proficient</i></p> <ol style="list-style-type: none"> <li>1. Uses emotion words to explain own feelings (e.g., sad, mad)</li> <li>2. Begins to identify and understand other’s feelings</li> <li>3. Transitions from one activity to another without becoming upset</li> <li>4. Waits for their turn in activities</li> <li>5. Takes pride in own accomplishments (e.g., shows work to others)</li> <li>6. Expresses frustration/anger verbally during peer conflict, without harming others or materials</li> <li>7. Makes wants and interests known to teachers and adults</li> <li>8. Says “excuse me” or waits, rather than interrupting others</li> </ol>	<p>Goal P-ATL 1. Child manages emotions with increasing independence.</p> <p>Goal P-SE 8. Child manages emotions with increasing independence.</p> <p>Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.</p> <p>Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.</p> <p>Goal P-SE 7. Child expresses care and concern toward others.</p> <p>Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.</p> <p>Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.</p>
<p><b>Social &amp; Emotional**</b></p> <p><b>Self-care</b></p>	<p>Observe and mark each student as <i>1-Emerging, 2-Developing or 3-Proficient</i></p> <ol style="list-style-type: none"> <li>1. Dresses and toilets without help (except for shoe tying/zippers that require assistance through age 5)</li> <li>2. Uses good hygiene practices (e.g., hand washing, cover mouth when cough)</li> </ol>	<p>Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.</p> <p>Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.</p>
<p><b>Social &amp; Emotional**</b></p> <p><b>Approaches to Learning</b></p>	<p>Observe and mark each student as <i>1-Emerging, 2-Developing or 3-Proficient</i></p> <ol style="list-style-type: none"> <li>1. Completes an activity before moving on to another activity</li> <li>2. Focuses on cleanup of materials until the job is done</li> <li>3. Listens attentively to an entire story of age-appropriate length</li> <li>4. Concentrates when working with classroom materials (e.g., blocks, puzzles)</li> <li>5. Sticks with tasks that are challenging</li> <li>6. Sets goals, develops plans, and follows through to completion.</li> </ol>	<p>Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.</p> <p>Goal P-ATL 7. Child persists in tasks.</p> <p>Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.</p> <p>Goal P-ATL 10. Child demonstrates initiative and independence.</p>

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<p><b>Early Writing Checklist**</b></p>	<p>Observe and mark each student as <i>1-Emerging, 2-Developing or 3-Proficient</i></p> <ol style="list-style-type: none"> <li>1. Understands that what you say can be written down</li> <li>2. Draws pictures and people</li> <li>3. Makes letter-like symbols</li> <li>4. Writes recognizable, age-appropriate letters</li> <li>5. Writes own name with approximate letters</li> <li>6. Writes/copies words and friends names from around the room</li> <li>7. Uses drawing and writing in a variety of learning centers/activities</li> <li>8. Enjoys writing in a personal journal</li> <li>9. Dictates messages/stories to an adult</li> <li>10. Attempts to write letters or words while linking sounds to letter names</li> </ol>	<p>Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.</p>
<p><b>Language and Communication checklist**</b></p>	<p>Observe and mark each student as <i>1-Emerging, 2-Developing or 3-Proficient</i></p> <ol style="list-style-type: none"> <li>1. Child speech (articulation) can be understood by teachers and other adults in the school.</li> <li>2. Child perceives differences between similar sounding words (e.g., goat and coat).</li> <li>3. Child speaks in grammatically correct sentences of 4 to 5 words.</li> <li>4. Child expresses ideas using sentences with more than one phrase.</li> <li>5. Child combines sentences adding enough details to make intended meaning clear.</li> </ol>	<p>Goal P-LC 1. Child attends to communication and language from others.</p> <p>Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.</p> <p>Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.</p> <p>Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.</p> <p>Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.</p> <p>Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.</p> <p>Goal P-LC 7. Child shows understanding of word categories and relationships among words.</p>

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<b>Motivation to read checklist**</b>	<p>Observe and mark each student as <i>1-Emerging, 2-Developing or 3-Proficient</i></p> <ol style="list-style-type: none"> <li>1. Child shows interest in reading by self-selecting books during centers or free choice periods.</li> <li>2. Child shows enthusiasm and engagement during shared or interactive reading activities.</li> <li>3. Child asks to be read to (including books and/or print in the environment).</li> <li>4. Child asks the meaning of text (including books and/or print in the environment).</li> </ol>	Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.
<b>Early Math-Rote Counting</b>	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.	Goal P-MATH 1. Child knows number names and the count sequence.
<b>Early Math-Shape Discrimination</b>	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.	Goal P-MATH 10. Child explores the positions of objects in space.
<b>Early Math-Set Counting</b>	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.	<p>Goal P-MATH 2. Child recognizes the number of objects in a small set.</p> <p>Goal P-MATH 3. Child understands the relationship between numbers and quantities.</p>
<b>Early Math-Shape Naming</b>	In this item children are shown 5 shapes and are asked to name each. Prompt: What shape is this? Circle, Square, Triangle, Rectangle, Oval	Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.



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<b>Early Math- Number Naming</b>	Children view number and prompted “What number is this?” Assessor records correct or incorrect. 2, 5, 8, 13, 16	Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.
<b>Early Math- Number Discrimination</b>	Children view 4 pictures and are asked to identify which one is a number. The assessor selects (taps or clicks) the quadrant identified by the student. 7, 4	
<b>Early Math- Operations</b>	Children view items and answer prompts for adding to or taking away. Children can use hands to cover objects on screen but may not use manipulatives to support this assessment. Assessor records correct or incorrect.	Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.
<b>Early Math- Patterns (optional item)</b>	Children are prompted to look at a pattern and select appropriate response from items to what comes next. 1, 2, and 3 set patterns	Goal P-MATH 7. Child understands simple patterns.
<b>Early Math- Real World: measurement (optional item)</b>	Children are asked to view pictures and touch or point to ordinal number identified by assessor, identify measurement (tallest/shortest) in a picture and identify quantity (more/less) in a picture.	Goal P-MATH 4. Child compares numbers. Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.

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<p><b>Early Science Skills</b></p>	<p>The Science subtest is a receptive task and 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</p> <p>Directions: Each item contains a scripted <b>question</b> that the child <b>answers by pointing</b> 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.</p> <p>This is an untimed test, but if the child does not provide a response <b>after about 10 seconds, move on to the next item</b> (e.g., “OK, let’s try another one”) by clicking an incorrect response. Teacher Prompts:</p> <p>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 your prompt to guess, if the child still says, “I don’t know” (DK), the examiner says: “That’s okay. Let’s try another picture.”</p> <p>Verbal response when a child should point: “Show me with your pointer finger” + Repeat the prompt</p> <p>MR (multiple response of pointing to more than one): “Point to just one picture” or “Choose just one answer” + repeat the prompt</p> <ul style="list-style-type: none"> <li>• Repeat: If the child seems unclear or asks for a repetition, you can repeat the prompt/ question.</li> <li>• Top (point to stimulus): stop and mark incorrect</li> </ul>	<p>Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).</p>

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<p><b>Early Social Studies Skills</b></p>	<p>The Social Studies subtest is a receptive task and was designed to measure topics addressed in the Head Start Early Learning Outcomes Framework and the Texas Pre-Kindergarten Guidelines including: Self, Family &amp; Community; People &amp; The Environment and History &amp; Events</p> <p>Directions: Each item contains a scripted <b>question</b> that the child <b>answers by pointing</b> 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.</p> <p>This is an untimed test, but if the child does not provide a response <b>after about 10 seconds, move on to the next item</b> (e.g., “OK, let’s try another one”) by clicking an incorrect response. Teacher Prompts:</p> <p>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 your prompt to guess, if the child still says, “I don’t know” (DK), the examiner says: “That’s okay. Let’s try another picture.”</p> <p>Verbal response when a child should point: “Show me with your pointer finger” + Repeat the prompt</p> <p>MR (multiple response of pointing to more than one): “Point to just one picture” or “Choose just one answer” + repeat the prompt</p> <ul style="list-style-type: none"> <li>• Repeat: If the child seems unclear or asks for a repetition, you can repeat the prompt/ question.</li> <li>• Top (point to stimulus): stop and mark incorrect</li> </ul>	
<p><b>Approaches to Learning: Art, Creativity, and Dramatic Play Checklist **</b></p>	<p>Observe and mark each student as <i>1-Emerging, 2-Developing or 3-Proficient</i></p> <ol style="list-style-type: none"> <li>1. Creates artistic products (e.g., drawings, clay forms, painting, etc.) as a form of creative self-expression and representation</li> <li>2. Uses imagination to act out pretend play on their own or with encouragement from others</li> <li>3. Uses music, movement or dance as a form of creative self-expression and representation.</li> <li>4. Participates in group music, movement, dance or other creative classroom activities.</li> </ol>	<p>Goal P-ATL 10. Child demonstrates initiative and independence.</p> <p>Goal P-ATL 13. Child uses imagination in play and interactions with others.</p>

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<p><b>Approaches to Learning: Initiative and Curiosity Checklist and Flexibility Checklist **</b></p>	<p>Observe and mark each student as <i>1-Emerging, 2-Developing or 3-Proficient</i></p> <p><b>Initiative and Curiosity</b></p> <ol style="list-style-type: none"> <li>1. Seeks out others to share an idea or get involved in an activity.</li> <li>2. Shows eagerness to learn about new topics and how to do new tasks.</li> <li>3. Shows flexibility and creativity in approaching new tasks.</li> <li>4. Asks questions in order to learn more about people, topics and ideas.</li> <li>5. Asks about how objects work or why things are done a particular way.</li> </ol> <p><b>Flexibility Checklist</b></p> <ol style="list-style-type: none"> <li>1. Is able to change or modify an ineffective approach to solving a problem and try a new approach.</li> <li>2. Incorporate others' ideas in order to be more effective engaging in activities or interacting with others.</li> <li>3. Shows the ability to accept another person's way of doing things even when it differs from their own approach.</li> <li>4. Incorporates others' feedback to be more effective in solving problems or interacting with others.</li> <li>5. Can go with the flow when routine activities must be adjusted due to unexpected circumstances.</li> </ol>	<p>Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.</p> <p>Goal P-ATL 10. Child demonstrates initiative and independence.</p> <p>Goal P-ATL 11. Child shows interest in and curiosity about the world around them.</p> <p>Goal P-ATL 12. Child expresses creativity in thinking and communication.</p>
<p><b>Physical Development – Gross Motor Checklist **</b></p>	<p>Observe and mark each student as <i>1-Emerging, 2-Developing or 3-Proficient</i></p> <ol style="list-style-type: none"> <li>1. Is able to run in a fluid manner with changes in direction and speed.</li> <li>2. Is able to balance independently on one foot with no assistance for at least 3 seconds.</li> <li>3. Is able to hop on each foot for at least two hops.</li> <li>4. Is able to catch a small ball (e.g., tennis ball) from a distance of at least 4 feet. Note: Catching balls by pulling the ball close to the body or forming a basket with cupped hands is acceptable.</li> <li>5. Is able to successfully utilize a variety of outdoor play equipment in an appropriate manner (e.g., uses slides/swings, pedal tricycles).</li> </ol>	<p>Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.</p> <p>Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.</p>

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<p><b>Physical Development – Fine and Visual Motor Checklist **</b></p>	<p>Observe and mark each student as <i>1-Emerging, 2-Developing or 3-Proficient</i></p> <ol style="list-style-type: none"> <li>1. Is able to pick up small objects (e.g., beans, rice, raisins) easily using a pincer grasp. The pincer grasp occurs when the child uses the index finger and thumb to grasp objects.</li> <li>2. Is able to complete a range of activities associated with daily living independently (e.g., uses utensils or pours independently).</li> <li>3. Is able to participate successfully in classroom activities requiring fine motor dexterity (e.g., completing inset puzzles, linking cubes, building a block tower of 6-8 blocks, and unscrewing jars).</li> <li>4. Is able to draw some recognizable shapes or designs (e.g., smiley faces, stick figures).</li> </ol>	<p>Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.</p>
<p><b>Health Status Checklist **</b></p>	<p>Observe and mark each student as <i>1-Emerging, 2-Developing or 3-Proficient</i></p> <ol style="list-style-type: none"> <li>1. Is able to distinguish between healthy and less healthy food types (e.g., healthy food that can be eaten any time and food that is acceptable for special occasions).</li> <li>2. Demonstrates an understanding of hygiene practices (e.g., hand washing, covering mouth when coughing). Note: This item evaluates an understanding of good hygiene practices, but does not imply that children must use practices consistently to receive a score of Proficient.</li> <li>3. Demonstrates an understanding of safety rules for the classroom, playground, and community (e.g., no running in the classroom, not walking up or down the slide, and looking both ways prior to crossing the street). Note: This item evaluates an understanding of safety rules and does not imply that children must follow all safety rules consistently to receive a score of Proficient.</li> </ol>	<p>Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.</p> <p>Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.</p> <p>Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.</p>

## **Observable Assessments**

The observables checklists are designed to assess growth in child behaviors that can be easily observed during day-to-day interactions between teachers and preschool students. Please consider your observations of children's behaviors within the classroom and school to complete the checklists.

### ***CIRCLE Progress Monitoring System Observable Components***

Social Screener

Early Writing Checklist

Physical Development and Health

Approaches to Learning

Speech Production & Sentence Skills

Motivation to Read

\*\*Use ongoing, systematic observations of a child's behaviors to complete the Social and Emotional Development checklist. A portfolio or anecdotal note-taking system can facilitate this assessment. Teachers often document the following types of notes related to the behaviors:

- The date
- The setting (e.g., recess, library center, block center)
- Whether support or scaffolding from the teacher or another child was needed
- How often the behavior occurs

In considering the rating for each item in the checklist, evaluate whether a behavior is:

- Emerging: The child never or rarely demonstrates the behavior. (1 point)
- Developing: The child sometimes demonstrates the behavior, but is inconsistent or requires assistance. (2 points)
- Proficient: The child consistently demonstrates the behavior. (3 points)