Log In
The CIRCLE Assessment System is available on the Engage web-based platform. To access the CIRCLE Assessment System, teachers, administrators, and district personnel will need to log in to www.cliengage.org using a Google Account. *You must have completed the registration process.

Logging In to www.cliengage.org:

- You will need a desktop computer, laptop, or tablet with Internet access. The CIRCLE Assessment cannot currently be administered offline and should not be administered on a screen smaller than 7 inches.
- Open a new browser window and go to: www.cliengage.org.
- Click “Sign-In” on the top right hand corner of the screen
- Select: “Sign In with your Google Account”
- Enter your Google username and password and click “Sign in”

Google Account Setup:
If you do not have a Google Account, you can create one using your existing email account or by creating a Gmail account at the following link: https://accounts.google.com/signup

To use your current email address to setup a new Google Account, click “I prefer to use my current email address” below the “Choose Your Username” box.

Please write down your username and password somewhere convenient.

Engage Dashboard:

After logging in, you will see a dashboard that includes a link to: 1) access the CIRCLE Assessment System and 2) manage your student roster and classes (Administrative).
To Access the CIRCLE Assessment System:

- Login to www.cliengage.org
- Click “CIRCLE Assessment System” on the Dashboard.
- Click the CIRCLE Assessment button.
- On the “Class List” page, click on the name of the class that includes the students you wish to assess.
- You will see the “Class Summary” page. This page allows you to:
  - Select which wave you are assessing
    - (BOY – Wave 1, MOY – Wave 2, EOY – Wave 3)
  - Choose to administer an assessment in English/Spanish
  - See the benchmark scores for students in a class
  - Launch an assessment, or multiple assessments or subtests

Class Summary Page

- Select Language
- Select “Wave”
- Key
- CIRCLE Assessment components and subtests
- Launch Assessment and View Scores

Scores are highlighted to reflect benchmark scores:
- Green – Student met benchmark
- Yellow - 3 year old did not meet benchmark
- Red – 4 year old did not meet benchmark

Child Roster

Submit a “Help Ticket” if you need assistance. A CLI staff member will contact you.

Help Ticket
Contact Us
CIRCLE Assessment Overview

The CIRCLE Assessment System provides teachers immediate feedback that shows children's progress in:

- Rapid Letter Naming
- Rapid Vocabulary Naming
- Letter-Sound Correspondence
- Phonological Awareness
- Book and Print Knowledge
- Story Retell
- Early Writing
- Mathematics
- Science and Social Studies
- Social and Emotional Development
- Approaches to Learning
- Physical Health and Development

Teachers use information from the CIRCLE Assessment to inform instructional decision-making for group and individual lesson planning.

General Administration Guidelines

- Progress monitoring activities should be pleasant and enjoyable for children.
- When completing any standardized assessment, following the prompts verbatim is important.
- It is also important to complete all sample items. Sample items on the PA subtest provide key information that can help children understand task demands (e.g., providing definitions and examples of when words sound the “same” or “different”).
- Make an effort to ensure that progress monitoring assessments are completed in a work space that is comfortable and relatively quiet.
- Prior to administering individual items, make sure that children are paying attention.
- Teachers are also encouraged to monitor their vocal tone and volume during the progress monitoring assessments. For example, in the Listening and Rhyming sections of the PA Subtest, it is important for teachers to enunciate clearly.
- If a child is unclear about expectations, feel free to repeat the item. When repeating an item, please read the prompt on the screen. A good rule of thumb is that teachers should not repeat items more than two times. For example, if a child appears confused or hesitant after you have read an item 1-time, feel free to reread the item once more (for a total of two times). If the child still does not provide a response, move on to the next item (e.g., “OK, let’s try another one”).
- Please do not offer hints or potential strategies to children.

Assessment Environment:

- Have the child sit beside you in a quiet area of the classroom to complete CIRCLE Assessment tasks.
- You will need a computer, laptop, or tablet that has a reliable Internet connection.
- Place the computer in a position that allows you to operate the keyboard while you and the child look the screen.

*Note: The child should not see the screen during the phonological awareness assessments.
CIRCLE Assessment System Subtest Descriptions

The CIRCLE Assessment System includes multiple components and is administered three times each year. These windows are referred to as “waves,” typically occurring at the Beginning-of-Year (Wave 1), Middle-of-Year (Wave 2), and End-of-Year (Wave 3).

Language and Literacy

**Rapid Letter Naming**
This assessment is given to evaluate a student’s ability to identify letters of the alphabet.

Directions: Child is given a total of 60 seconds 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.

**Time to Administer: 1 minute per child**

**Rapid Vocabulary Naming (Sets 1-3)**
The Rapid Vocabulary Naming subtest attempts to gain insight into a child’s expressive vocabulary skills.

Directions: Child is given a total of 60 seconds to identify pictures as they appear on the screen. There are different pictures for each wave of the assessment. The Rapid Vocabulary Naming assessment includes **2 untimed warm-up items**. Conduct a practice session with the warmup items and give feedback for both practice items:

Correct response: “Good job.”
Incorrect response: “That was a good try, but this is a ball. Let’s try some more. You say ‘ball.’

Prompt the student by reading the instructions on the “ready” screen of the assessment. After a picture appears on the screen, the student must respond within 3 seconds. If 3 seconds elapse without a response the item is automatically scored as incorrect. A response should be recorded if the child correctly names the letter, if the child says: “I don’t know”, or if the child provides the incorrect response. **Note: A list of acceptable responses can be found on the “Rapid Vocabulary Naming” score sheets.**

**Time to Administer: 1 minute per child**

**Scoring Responses in Rapid Letter Naming and Rapid Vocabulary Naming:**

Click **blue** if the student gave the **incorrect** response.

Click **purple** if the student gave the **correct** response.

Quick Key:
Left Arrow – Incorrect Response
Right Arrow – Correct Response
You cannot go back and correct scoring errors in the Rapid Letter Naming and Rapid Vocabulary Naming Assessments. If a scoring error is made, the assessment must be invalidated. To invalidate an assessment, click the “Invalidate” button on the results screen. Do not re-administer the assessment to the same child for several days.

**Book & Print Concepts**

The Book and Print Checklist observes the child’s engagement and awareness of books and print.

Materials: A book that preferably has these features:
1) Hardback book, not paperback
2) Has pictures drawn by an illustrator, not photographer
3) 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.

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.

**Story Retell**

The Story Retell component assesses a child’s ability to retell a story.

Directions: Print the Story Retell procedures sheet and score sheet.

1) 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) Offering help. You may help the child by using the following acceptable prompts.

**ACCEPTABLE PROMPTS**

Acceptable verbal prompts include:
- Tell me the story.
- What else can you tell me about the story?
- Mhm or Uhhuh.

Acceptable nonverbal prompts include:
- Smiles and eye contact
- Nods of affirmation and agreement

**UNACCEPTABLE PROMPTS**

Unacceptable prompts include:
- What is he doing?
- Where is he?
- Pointing at pictures while prompting
  - What’s this?
  - What’s happening here?
- Avoid asking the “wh” questions, (who?, what?, when?, where?) These often lead to obvious and limited responses/answers.

Do not prompt more than twice.

Approximate Time to Administer: 10 minutes per child
**Letter-Sound Correspondence**

The Letter-Sound Correspondence subtest assesses a child's ability to identify sounds associated with individual letters.

Directions to the child: We are going to look at some letters and see if you know the sound each letter makes. It’s okay to guess if you don’t know the sounds. Some letters make only one sound and some make more than one sound. “Try to tell me at least one sound each letter makes. Ready? What sounds does this letter make?” Record the response.

Approximate Time to Administer: 5 minutes per child

**Phonological Awareness**

This measure is used to assess a child’s understanding of sound in his/her language. There are seven subtests in the Phonological Awareness component:

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Ability to screen out other noises and selectively focus attention on a specific sound</td>
</tr>
<tr>
<td>Rhyming – Part 1</td>
<td>Ability to distinguish if two words rhyme when spoken</td>
</tr>
<tr>
<td>Rhyming – Part 2</td>
<td>Ability to independently give a word that rhymes with the word given</td>
</tr>
<tr>
<td>Alliteration</td>
<td>Ability to give two or more words that have the same sound(s) at the beginning of the words</td>
</tr>
<tr>
<td>Words in a Sentence</td>
<td>Ability to move counters to show how many words are in a sentence</td>
</tr>
<tr>
<td>Syllabication</td>
<td>Ability to separate a word into its parts</td>
</tr>
<tr>
<td>Onset-Rime</td>
<td>Ability to blend two parts of a word together when segmented between the beginning consonant(s) and the rest of the word</td>
</tr>
</tbody>
</table>

General Instructions: Teacher should allow a 5 second wait time for student to respond. Any time longer than 5 seconds is considered a no response. All of the subtests contained within the PA Subtest include a sample item. This is an auditory assessment and students should not see your screen.

Approximate Time to Administer: 8 minutes per child

I. Listening

The Listening section of the PA Subtest contains 5 items that evaluate whether a child can differentiate between similar sounding words.

Directions: Have the child repeat each word pair prior to indicating if the words are the same or not. Record the response.
II. Rhyming Part 1
The Rhyming 1 subtest of the PA Subtest contains 9 items that evaluate whether a child can identify whether or not two words rhyme.

Directions: Have the child repeat each word pair prior to indicating if the words are the same or not. Record the response.

III. Rhyming Part 2
The Rhyming Part 2 subtest is a production task, where children are asked to provide a word that rhymes with another word. There are 5 test items in this section of the measure.

Directions: Have the child repeat each word pair prior to indicating if the words are the same or not. Record the response Notes: Nonsense words that rhyme with the target word are acceptable. For each item, have the child repeat the word and then provide the answer.

IV. Alliteration
The Alliteration subtest is another task that asks children to provide a “yes” or “no” answer to whether or not a pair of words start with the same sound. This subtest contains a sample item and 7 test items.

Directions: Have the child repeat each word pair prior to indicating if the words are the same or not. Record the response. Notes: Emphasize the /s/ sound only on the practice items. Have the child repeat the words prior to attempting to provide an answer for the item.

V. Words in a Sentence
The Words in a Sentence subtest requires that teachers use simple manipulatives (e.g., single colored blocks, unifix cubes, counters, etc). In this task, children move the manipulatives to indicate how many words are in a sentence. Sentence length varies from two words to six words.

Directions: Teacher will say the sentence and the child will move the counters to show how many words are in the sentence. Make sure you are sitting across from the child and exaggerate the block movements during sample items. Record the response. Notes: It is acceptable to have the child repeat the task one additional time to reinforce the concept. Remember to have the child repeat the sentence prior to attempting to move the blocks. This ensures that the child has heard the sentence accurately.

VI. Syllabication
In the Syllabication subtest, children are asked to demonstrate knowledge of how words can be broken down into syllables. There are 7 test items, as well as a sample item.

Directions: Teacher will say a word and clap the word parts and ask the child to say 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.
VII. Onset/Rime
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.

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. Notes: Make sure that there is a clean break between word sounds, approximately 1 second.

Scoring Items in the PA Assessment:
- Click blue if the student gave the incorrect response.
- Click purple if the student gave the correct response.

Quick Key:
Left Arrow - Incorrect Response
Right Arrow – Correct Response

The Previous button allows you to go back immediately and correct a scoring error.

The Math Screener was designed to quickly and efficiently evaluate some of the early mathematical skills that research has determined are important for pre-Kindergarten aged children. There are 27 items. The items are clustered into areas. For example, there is a rote counting item, 5-shape naming items, 7 number recognition items, 6 shape discrimination items, 5 counting items, and 3 problems evaluating early addition and subtraction skills (i.e., operations).

When do I administer the items in Spanish?
Determination of whether or not to use the English or Spanish instructions should be determined based upon whether or not the Circle Assessment literacy sections are completed in Spanish or English. Please complete the Math Screener in the language that is being used for the literacy activities (Rapid Vocabulary, Rapid Letter Naming, and Phonological Awareness).

Administration Notes:
Rote Counting: The first item evaluates the rote counting skills of children and the highest number that the child counts correctly yields a score of either 0 (child counts between 1 & 10), 1 (child counts between 11 & 20), and 2 (child counts to 21 or above). Select the range that includes the highest number to which the child counted.

Shape Discrimination: In these items children are asked to scan a complex visual array of shapes and point to all of the triangles (items 14 through 17) and squares (18 through 20). The child is scored on the first three shapes that they touch. Touch or click the items the child selected.
Set Counting: Items 20-24 evaluate the counting skills of children. In these items, children are asked to count sets of 3, 5, 7, 10, and 15 and indicate the cardinal value for each set. The most important thing to remember when administering this item is that THE RESPONSE IS SCORED BASED ON THE CARDINAL VALUE THAT THE CHILD PROVIDES. If the child accurately counts the 10 stop signs, but provides the wrong cardinal value, the item is scored as incorrect. Children are being asked to understand that a set of objects has a specific (cardinal) value and are not being evaluated on their ability to count items.

**Approximate Time to Administer:** 5 minutes per child

### Science and Social Studies

**Directions:** Each item contains a scripted question that the child answers by pointing to one of 3 pictures (receptive task). There are no practice items. Follow the prompt on the screen and record the response by clicking or touching the item the child selected as the answer.

This is an untimed test, but if the child does not provide a response after about 10 seconds, move on to the next item (e.g., “OK, let’s try another one”) by clicking an incorrect response.

**Teacher Prompts:**

- **NR** (No response) after about 5-10 seconds: “It’s okay to take a guess” + Repeat the prompt
- **DK** (Don’t know): “It’s okay to take a guess” + Repeat the prompt
- After you prompt to guess, if the child still says, “I don’t know” (DK), the examiner says: “That’s okay. Let’s try another picture.”
- **Verbal response** when a child should point: “Show me with your pointer finger” + Repeat the prompt
- **MR** (multiple response of pointing to more than one): “Point to just one picture” or “Choose just one answer” + repeat the prompt
- **Repeat:** If the child seems unclear or asks for a repetition, you can repeat the prompt/question.
- **Top** (point to stimulus): stop and mark incorrect

**Scoring Items in the Science and Social Studies Assessments:**

Click the picture the child indicates is the correct response.

“Previous” button allows you to immediately go back and correct a response if a scoring error was made.

**Approximate Time to Administer:**

Science – 10 minutes per child, Social Studies – 8 minutes per child
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. Read each item and evaluate whether a behavior is:

(1) Emerging – the child never or rarely demonstrates the behavior.
(2) Developing – the child sometimes demonstrates the behavior, but it inconsistent or requires assistance.
(3) Proficient – the child consistently demonstrates the behavior.

CIRCLE Assessment System Observable Components:

1. Social Screener: observes the child’s social and emotional development.
2. Early Writing Checklist: observes a child’s use of writing in the classroom.
3. Physical Development and Health
4. Approaches to Learning

Approximate Time to Administer: 3-4 minutes per checklist per child

After completing all items in an assessment, the child will see a completion page. Dismiss the child and click “next” to see the results.

The results screen includes:

- The student’s name, class, DOB
- Score and whether the child met the benchmark
- All items color-coded to match whether the child’s response was correct (purple) or incorrect (blue).
- The options to click “done” to submit the score or invalidate.
Adding/Dropping Students

If a student joins or leaves your class, you can update your roster by logging into www.cliengage.org and following the directions below:

- Select “Administrative” on the Engage Dashboard
- Click “Student Management” on the left-hand side of your screen

To Add a Student:

- Click “Add Student”, enter the student’s information, and click “Submit”

To Drop a Student:

- Click the “Edit” icon next to the student’s name on the roster (under “Action”)
- Find the “Status” dropdown
- Change the student’s status from “Active” to “Inactive”
- Click “Submit”