CIRCLE Progress Monitoring System

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| Name: | | | | Birth Date: |
| School: | | Teacher: | | |
| Assessment Dates: | Winter: | | Spring: | |

Instructions: Please consider your observations of children’s behaviors within the classroom and school to complete this checklist. 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

**Social & Emotional Checklist**

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| **Positive Social Behaviors** | | |
| The child… | Winter | Spring |
| Talks to and interacts positively with adults |  E  D  P |  E  D  P |
| Talks to and interacts positively with peers |  E  D  P |  E  D  P |
| Initiates conversation and activities with peers |  E  D  P |  E  D  P |
| Participates cooperatively in group activities |  E  D  P |  E  D  P |
| Shares materials with peers |  E  D  P |  E  D  P |
| Assists or comforts peers in need |  E  D  P |  E  D  P |
| Begins to solve problems in conflicts with peers |  E  D  P |  E  D  P |
| Asks for adult help when cannot resolve peer conflict |  E  D  P |  E  D  P |
| Accepts compromise and input from others to solve problems |  E  D  P |  E  D  P |
| **Classroom Community & Safety** | | |
| The child… | Winter | Spring |
| Follows the classroom and school rules |  E  D  P |  E  D  P |
| Follows two- and three-step instructions |  E  D  P |  E  D  P |
| Complies when redirected by an adult |  E  D  P |  E  D  P |
| Appropriately uses and takes care of classroom materials |  E  D  P |  E  D  P |
| Respects others’ space and materials |  E  D  P |  E  D  P |
| Assists adults with classroom jobs or setup / cleanup of activities |  E  D  P |  E  D  P |
| **Emotion and Behavior Regulation** | | |
| The child… | Winter | Spring |
| Uses emotion words to explain own feelings (e.g., sad, mad) |  E  D  P |  E  D  P |
| Begins to identify and understand other’s feelings |  E  D  P |  E  D  P |
| Transitions from one activity to another without becoming upset |  E  D  P |  E  D  P |
| Waits for their turn in activities |  E  D  P |  E  D  P |
| Takes pride in own accomplishments (e.g., shows work to others) |  E  D  P |  E  D  P |
| Expresses frustration/anger verbally during peer conflict, without harming others or materials |  E  D  P |  E  D  P |
| Makes wants and interests known to teachers and adults |  E  D  P |  E  D  P |
| Says “excuse me” or waits, rather than interrupting others |  E  D  P |  E  D  P |

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| **Self-Care** | | |
| The child… | Winter | Spring |
| Dresses and toilets without help (except for shoe tying/zippers that require assistance through age 5) |  E  D  P |  E  D  P |
| Uses good hygiene practices (e.g., hand washing, cover mouth when cough) |  E  D  P |  E  D  P |
| **Approaches to Learning** | | |
| The child… | Winter | Spring |
| Completes an activity before moving on to another activity |  E  D  P |  E  D  P |
| Focuses on cleanup of materials until the job is done |  E  D  P |  E  D  P |
| Listens attentively to an entire story of age-appropriate length |  E  D  P |  E  D  P |
| Concentrates when working with classroom materials (e.g., blocks, puzzles) |  E  D  P |  E  D  P |
| Sticks with tasks that are challenging |  E  D  P |  E  D  P |
| Sets goals, develops plans, and follows through to completion. |  E  D  P |  E  D  P |

**Physical Health and Development Checklist**

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| **Fine and Visual Motor** | | |
| The child… | Winter | Spring |
| 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. |  E  D  P |  E  D  P |
| Is able to complete a range of activities associated with *daily living* independently (e.g., uses utensils or pours independently). |  E  D  P |  E  D  P |
| 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). |  E  D  P |  E  D  P |
| Is able to *draw* some recognizable shapes or designs (e.g., smiley faces, stick figures). |  E  D  P |  E  D  P |
| **Gross Motor** | | |
| The child… | Winter | Spring |
| *Note: Many of these items can be observed during group activities by asking all students to complete activities (e.g., Let’s all hop on one foot.).* | | |
| Is able to run in a fluid manner with changes in direction and speed. |  E  D  P |  E  D  P |
| Is able to balance independently on one foot with no assistance for at least 3 seconds. |  E  D  P |  E  D  P |
| Is able to hop on each foot for at least two hops. |  E  D  P |  E  D  P |
| 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. |  E  D  P |  E  D  P |
| Is able to successfully utilize a variety of outdoor play equipment in an appropriate manner (e.g., uses slides/swings, pedal tricycles). |  E  D  P |  E  D  P |
| **Health Status** | | |
| The child… | Winter | Spring |
| 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). |  E  D  P |  E  D  P |
| 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. |  E  D  P |  E  D  P |
| 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 safety rules and does not imply that children must follow all safety rules consistently to receive a score of Proficient. |  E  D  P |  E  D  P |

**Approaches to Learning Observables**

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| **Initiative and Curiosity** | | |
| The child: | Winter | Spring |
| Seeks out others to share an idea or get involved in an activity. |  E  D  P |  E  D  P |
| Shows an eagerness to learn about new topics and how to do new tasks. |  E  D  P |  E  D  P |
| Shows flexibility and creativity in approaching new tasks. |  E  D  P |  E  D  P |
| Asks questions in order to learn more about people, topics, and ideas. |  E  D  P |  E  D  P |
| Asks about how objects work or why things are done a particular way. |  E  D  P |  E  D  P |
| Sets goals, develops plans, and follows through to completion. |  E  D  P |  E  D  P |
| **Flexibility** | | |
| The child… | Winter | Spring |
| Is able to change or modify an ineffective approach to solving a problem and try a new approach. |  E  D  P |  E  D  P |
| Incorporates others’ feedback to be more effective in solving problems or interacting with others. |  E  D  P |  E  D  P |
| Can go with the flow when routine activities must be adjusted due to unexpected circumstances. |  E  D  P |  E  D  P |
| **Art/Creativity and Dramatic Play** | | |
| The child… | Winter | Spring |
| Creates artistic products (e.g., drawings, clay forms, painting, etc.) as a form of creative self-expression and representation. |  E  D  P |  E  D  P |
| Uses imagination to act out pretend play on their own or with encouragement from others. |  E  D  P |  E  D  P |
| Uses music, movement or dance as a form of creative self- expression and representation. |  E  D  P |  E  D  P |
| Participates in group music, movement, dance or other creative classroom activities. |  E  D  P |  E  D  P |
| Creates artistic products (e.g., drawings, clay forms, painting, etc.) as a form of creative self-expression and representation. |  E  D  P |  E  D  P |

Note: Additional items related to this topic can be found in the Social Emotional Observables Checklist.

# **Speech Production & Sentence Skills Checklist**

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| **Speech Production and Sentence Skills** | | |
| The child… | Winter | Spring |
| Child speech (articulation) can be understood by teachers and other adults in the school. |  E  D  P |  E  D  P |
| Child perceives differences between similar sounding words (e.g., goat and coat). |  E  D  P |  E  D  P |
| Child speaks in grammatically correct sentences of 4-5 words. |  E  D  P |  E  D  P |
| Child expresses ideas using sentences with more than one phrase. |  E  D  P |  E  D  P |
| Child combines sentences, adding enough details to make intended meaning clear. |  E  D  P |  E  D  P |
| **TOTALS** | **\_\_E \_\_D \_\_P** | **\_\_E \_\_D \_\_P** |

# **Motivation to Read Checklist**

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| **Emergent Reading Observables** | | |
| The child… | Winter | Spring |
| Child shows interest in reading by self-selecting books during centers / free choice periods. |  E  D  P |  E  D  P |
| Child shows enthusiasm and engagement during shared / interactive reading activities. |  E  D  P |  E  D  P |
| Child asks to be read to (including books and / or print in the environment). |  E  D  P |  E  D  P |
| Child asks the meaning of text (including books and / or print in the environment). |  E  D  P |  E  D  P |
| **TOTALS** | **\_\_E \_\_D \_\_P** | **\_\_E \_\_D \_\_P** |

# **Early Writing Checklist**

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| **Early Writing Observables** | | |
| The child… | Winter | Spring |
| Understands that what you say can be written down |  E  D  P |  E  D  P |
| Draws pictures and people |  E  D  P |  E  D  P |
| Makes letter-like symbols |  E  D  P |  E  D  P |
| Writes recognizable, age-appropriate letters |  E  D  P |  E  D  P |
| Writes own name with approximate letters |  E  D  P |  E  D  P |
| Writes/copies words and friends’ names from around the room |  E  D  P |  E  D  P |
| Uses drawing and writing in a variety of learning centers / activities |  E  D  P |  E  D  P |
| Enjoys writing in a personal journal |  E  D  P |  E  D  P |
| Dictates messages/stories to an adult |  E  D  P |  E  D  P |
| Attempts to write letters or words while linking sounds to letter names |  E  D  P |  E  D  P |
| **TOTALS** | **\_\_E \_\_D \_\_P** | **\_\_E \_\_D \_\_P** |