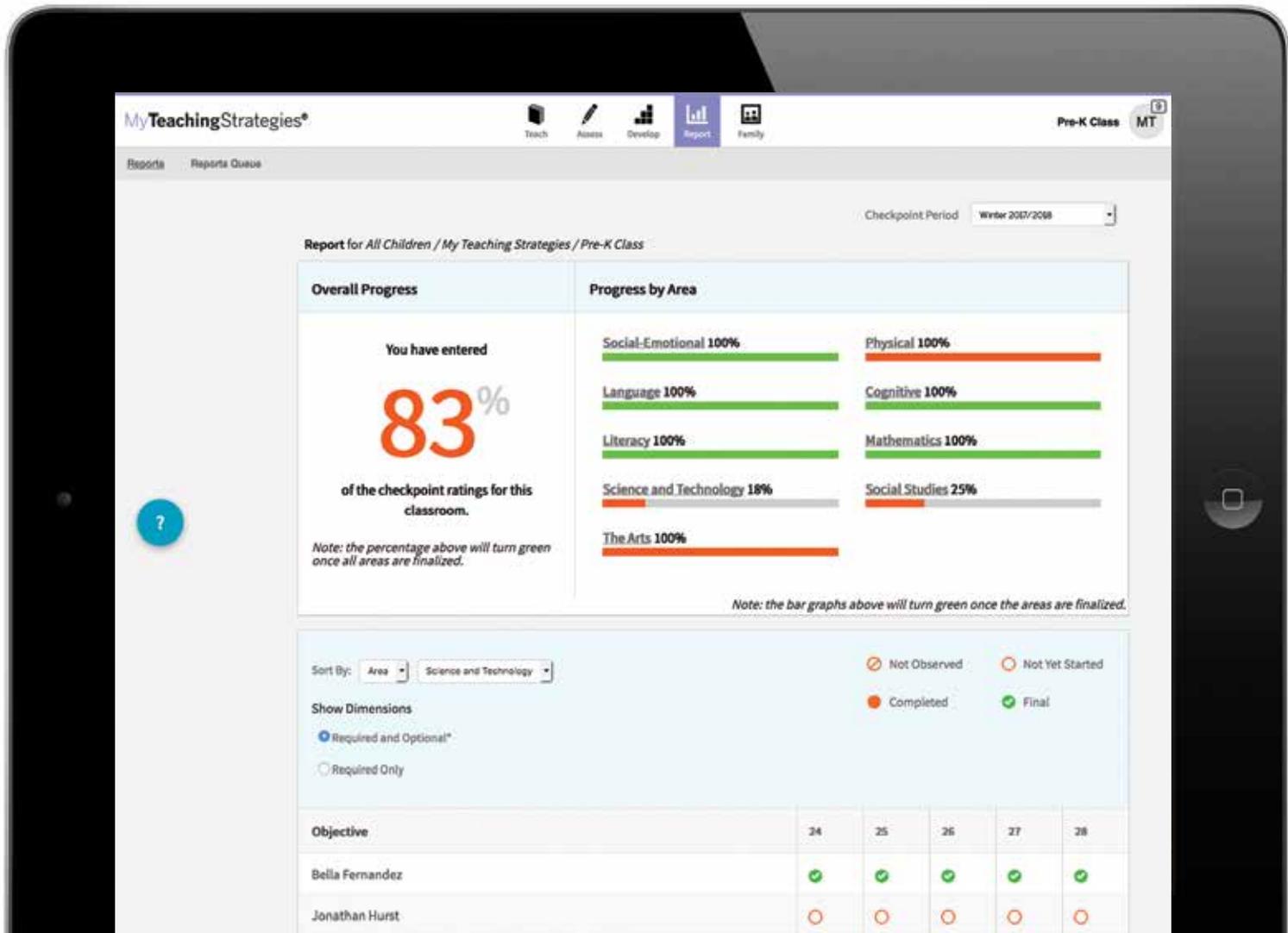




# GOLD<sup>®</sup>

## Reports



**A special note for programs serving children with disabilities:**

*GOLD*<sup>®</sup> is fully aligned with Office of Special Education Programs (OSEP) outcomes and automatically converts the information from *GOLD*<sup>®</sup> to the 7-point scale on the Child Outcomes Summary Form (COSF). The data teachers enter into *GOLD*<sup>®</sup> enables administrators to generate OSEP-mandated reports, saving time and helping teachers individualize instruction for the children in their classes. In addition, *GOLD*<sup>®</sup> developers worked directly with the Early Childhood Outcomes (ECO) Center on the crosswalk to ensure the tool's effectiveness for assessing children with disabilities.

## Get an inside look at *GOLD*® reports!

*GOLD*® reports are unique: they are cutting-edge, state-of-the-art, and designed to make it simple for teachers and administrators to analyze information within the *MyTeachingStrategies*® platform.

Imagine being able to bring the data that tells the story of children's development to life with just a few clicks of a mouse. With *GOLD*® reports, now you can.





Streamlined. Customizable. Easy to Use.

# *GOLD*<sup>®</sup> Reports for Teachers and Administrators



Class Profile  
Individual Child  
Report Card  
Development and Learning  
Documentation Status  
Assessment Status  
Snapshot  
Alignment  
Goals  
Comparative

# Class Profile Report

The Class Profile Report compares information about the knowledge, skills, and abilities of the children in one or more classes with the widely held expectations for their age or class/grade. The widely held expectations are compared to assessment data for each dimension during one checkpoint period.

## How It Works

The Class Profile Report can be generated for multiple classes at once, giving administrators an overview of where all children are. It can also be generated for a specific class, making the report more useful for daily planning. Teachers can run this report at any time during the checkpoint period, using preliminary or unfinalized levels, or finalized checkpoint ratings in order to understand where children are at that time and plan for upcoming small-group activities and individualized instruction. The report can then be compared to a report from the end of the previous checkpoint, helping teachers make plans based on children's growth and development for the rest of the checkpoint period.

## A Closer Look

The Class Profile Report shows teachers where children's knowledge, skills, and abilities are along each progression. Teachers can use the colored bands on the report to easily plan each week's small-group activities for children whose abilities are progressing toward, meeting, or exceeding the widely held expectations. This report also lets teachers consider how they might group children at different developmental levels so that they can learn from one another.

MyTeachingStrategies®

Teach Assess Develop Report Family

Preschool MC

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### Class Profile

Checkpoint Period: Winter (second trimester) 2016/2017 — All Levels (Preliminary, Unfinalized, Finalized)

Class: Preschool

Age or Class/Grade: Green - Preschool 3 class/grade

Generated On: July 27, 2017

#### Social-Emotional

Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12
1a. Manages feelings	Preschool 3 class/grade (Green)						Bella Fernandez, Natasha Scorpio	Jonathan Hurst, Ruben Gutierrez	Nesle Madella, Sam Erickson, Tianna Cotes, Vivian Ponce	Shaute Samuels, Troy Johnson				
1b. Follows limits and expectations	Preschool 3 class/grade (Green)						Bella Fernandez, Jonathan Hurst, Troy Johnson, Vivian Ponce	Natasha Scorpio, Nesle Madella, Sam Erickson	Ruben Gutierrez	Shaute Samuels, Tianna Cotes				
1c. Takes care of own needs appropriately	Preschool 3 class/grade (Green)						Tianna Cotes, Troy Johnson, Vivian Ponce	Nesle Madella, Ruben Gutierrez, Sam Erickson, Shaute Samuels	Bella Fernandez, Jonathan Hurst, Natasha Scorpio					

## Class Profile Report

- Enables teachers to quickly **see where children's skills are along each progression**
- Can be created for all classes at once to **provide overview information** or for individual classes to **help with day-to-day planning**
- **Can be generated at any time** using preliminary or unfinalized data during the checkpoint period or using finalized data at the end of the checkpoint



# Individual Child Report

The Individual Child Report lets teachers and administrators see how individual children are performing during one checkpoint period or across multiple checkpoint periods.

## How It Works

The Individual Child Report can be generated for one child or multiple children at a time and customized to include one or more checkpoint periods. Teachers select the criteria they wish to use and easily create a thorough report that informs planning for a particular child. Using the colored bands that show widely held expectations, the teacher can focus on each child's strengths and see what is needed to support every learner.

## A Closer Look

Like many other *GOLD*® reports, the Individual Child Report can be generated at the end of a checkpoint period using finalized data from previous checkpoints, which is helpful for demonstrating progress. Teachers also can generate the report in the middle of a checkpoint period using preliminary levels in order to see where children's knowledge, skills, and abilities currently are compared to where they were at the end of the previous checkpoint period. This provides teachers with a better picture of how the child has progressed during the checkpoint period or across multiple checkpoint periods and allows them to plan based upon the child's growth.



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### Individual Child Report: Jonathan Hurst

Birth Date: September 01, 2013  
 Checkpoint Periods: Fall 2016/2017, Winter 2016/2017  
 Generated On: February 01, 2018

#### Social-Emotional

Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
1a Manages feelings	Preschool 3 class/grade			Fall 2016/2017*	Winter 2016/2017*										
1b Follows limits and expectations	Preschool 3 class/grade				Fall 2016/2017*	Winter 2016/2017*									
1c Takes care of own needs appropriately	Preschool 3 class/grade					Fall 2016/2017*	Winter 2016/2017*								
2a Forms relationships with adults	Preschool 3 class/grade						Fall 2016/2017*	Winter 2016/2017*							
2b Responds to emotional cues	Preschool 3 class/grade			Fall 2016/2017*	Winter 2016/2017*										
2c Interacts with peers	Preschool 3 class/grade			Fall 2016/2017*	Winter 2016/2017*										
2d Makes friends	Preschool 3 class/grade			Fall 2016/2017*	Winter 2016/2017*										
3a Balances needs and rights of self and others	Preschool 3 class/grade			Fall 2016/2017*	Winter 2016/2017*										

## Individual Child Report

- Lets teachers and administrators see **how individual children are progressing** over one or more checkpoint periods
- Helps teachers **plan for individual children** and easily identify areas where they may need additional support
- **Can be generated at any time** using finalized data from previous checkpoints or preliminary levels from the current checkpoint to plan based on growth
- Can be used as a final report to **show where a child's knowledge, skills, and abilities began and where they currently are** for each dimension.



# Report Card

The Report Card gives families up-to-date information about their child's knowledge, skills, and abilities, displaying not only the child's current abilities, but also what they can expect next.

## How It Works

The Report Card can be used throughout the year to communicate with family members about a child's growth and development. The Report Card takes information directly from teachers' checkpoint decisions and arranges the information in a way that a family member can readily understand.

## A Closer Look

Organized by individual objective and dimension, the Report Card shows whether a child's knowledge, skills, and abilities are progressing toward, meeting, or exceeding the widely held expectations for the child's age or class/grade.



## Bella Fernandez

Class / Grade: Preschool

Teacher: Susan James

School / Program: My Teaching Strategies

### Checkpoint 1 (CP1): Fall 2017/2018

Checkpoint 2 (CP2): Winter 2017/2018

Checkpoint 3 (CP3): Spring 2017/2018

Checkpoint 4 (CP4): Summer 2017/2018

E = Exceeding Expectations

M = Meeting Expectations

P = Progressing Toward Expectations

### Knowledge, skills, and abilities

	Social-Emotional	CP1	CP2	CP3	CP4	Assessment Comments
1a	Manages feelings	M				<b>Currently, Bella:</b> Comforts self by seeking out special object or person <b>Next, Bella will:</b> Begin to be able to look at a situation differently or delay gratification
1b	Follows limits and expectations	M				<b>Currently, Bella:</b> Accepts redirection from adults <b>Next, Bella will:</b> Begin to manage classroom rules, routines, and transitions with occasional reminders
1c	Takes care of own needs appropriately	P				<b>Currently, Bella:</b> Is beginning to seek to do things for self <b>Next, Bella will:</b> Seek to do things for self
2a	Forms relationships with adults	P				<b>Currently, Bella:</b> Uses trusted adult as a secure base from which to explore the world <b>Next, Bella will:</b> Begin to manage separations without distress and engages with trusted adults
2b	Responds to emotional cues	M				<b>Currently, Bella:</b> Demonstrates concern about the feelings of others <b>Next, Bella will:</b> Begin to identify basic emotional reactions of others and their causes accurately
2c	Interacts with peers	E	E			<b>Currently, Bella:</b> Initiates, joins in, and sustains positive interactions with a small group of two to three children <b>Next, Bella will:</b> Begin to interact cooperatively in groups of four or five children

## Report Card

- Enables teachers and administrators to **share meaningful updates with family members**
- Shows families what skills and abilities children are **currently demonstrating and what they can be expected to show next**
- **Clearly compares children's skills and abilities to widely held expectations** for their age or class/grade



# Development and Learning Report

The Development and Learning Report helps teachers share important developmental information and appropriate at-home activities with family members. It can be generated in both English and Spanish, and uses an easy-to-understand format that conveys what the child is currently able to do and what steps she will likely take next.

## How It Works

The Development and Learning Report provides narratives that explain the child's knowledge, skills, and abilities in relation to each objective or dimension. Based on the child's developmental levels, the report also recommends activities for the family to do with the child, providing additional support to extend the learning at home.

## A Closer Look

The Development and Learning Report was designed with families in mind, providing content in an easy-to-follow narrative form. It gives teachers the option to customize what information is shown. A teacher might choose to display details such as the objective and dimension numbers or simply state the essential information that will help families support their children's progress. The Development and Learning Report simplifies the process of involving families in a child's progress.

## Development and Learning Report: Bella Fernandez

**Date:** February 01, 2018

**Class:** Preschool

**Teacher:** Susan James

**Child:** Bella Fernandez

**Areas of Development and Learning:** Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, The Arts, English Language Acquisition, Spanish Language, Spanish Literacy

**Period:** Fall 2016/2017 — Finalized or Unfinalized Checkpoint Level

This report describes your child's current knowledge, skills, and abilities and suggests activities you can do with your child at home to take his or her learning to the next level.

### Social-Emotional

#### Currently, Bella:

Comforts self by seeking out special object or person

Accepts redirection from adults

Demonstrates confidence in meeting own needs

Is beginning to engage with trusted adults as resources and to share mutual interests

Demonstrates concern about the feelings of others

Plays near other children; uses similar materials or actions

Is beginning to establish a special friendship with one other child, but the friendship might only last a short while

Takes turns

Seeks adult help to resolve social problems

#### Next Bella will:

- Begin to be able to look at a situation differently or delay gratification
- Begin to manage classroom rules, routines, and transitions with occasional reminders
- Begin to take responsibility for own well-being
- Begin to engage with trusted adults as resources and to share mutual interests
- Begin to identify basic emotional reactions of others and their causes accurately
- Begin to use successful strategies for entering groups
- Establish a special friendship with one other child, but the friendship might only last a short while

## Development and Learning Report

- Provides a **simple narrative** of a child's progress to share with families
- **Helps families understand** their child's knowledge, skills, and abilities in relation to each objective or dimension
- Shows where a child's abilities currently are and the **likely next steps** the child will take along each progression
- **Suggests developmentally appropriate activities** for families to do at home to support children's learning



# Documentation Status Report

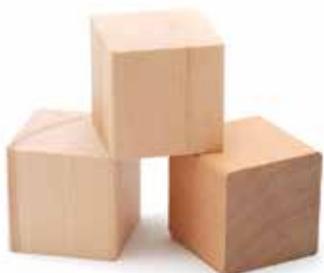
The Documentation Status Report shows, at a glance, how many pieces of documentation are associated with each objective and dimension for each child. This information can be used to identify where more information may be needed to plan activities and observations.

## How It Works

The Documentation Status Report can be generated for multiple classes and children at once, providing administrators with an overview of the documentation collected across their program(s). Teachers and administrators can also choose specific objectives and dimensions when they run the report to spotlight specific areas that need more observation.

## A Closer Look

The Documentation Status Report can be generated regularly to help administrators support teachers as they plan for activities and observations. This will help administrators and teachers identify which children and skills have not been observed for specific objectives and dimensions. Teachers can use this report before the end of the checkpoint period to ensure that there is sufficient documentation to make the checkpoint decision.



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Kindergarten Class MT

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### Documentation Status

Current View

Report for All Children in Class *Kindergarten Class*

Areas of Development:

- Social-Emotional
- Physical
- Language
- Cognitive
- Literacy
- Mathematics
- English Language Acquisition

Period: Spring 2017/2018

*\* Please note that the number in the Documentation Count column will often be less than the total of the items listed under dimensions. When a piece of documentation is tied to more than one dimension it will appear for each dimension, but will only be counted once under Documentation Count.*

#### Social-Emotional

Child	1a	1b	1c	2a	2b	2c	2d	3a	3b	Documentation Count
Bella Fernandez	2	1	--	1	1	1	1	1	1	3
Jonathan Hurst	--	--	--	1	1	1	1	1	1	1
Natasha Scorpino	--	--	--	1	1	1	1	1	1	1
Nezie Madella	--	--	--	1	1	1	1	1	1	1

## Documentation Status Report

- Enables teachers to see, at a glance, **where additional information may be needed to plan for activities and inform assessment decisions**
- Gives administrators information that **helps them guide teachers in classroom planning**
- Can be used at any time **to see the quantity of information that has been collected** by objective and dimension



# Assessment Status Report

The Assessment Status Report shows teachers' progress toward completing the assessment for a checkpoint and, by objective and dimension, shows which children are missing ratings.

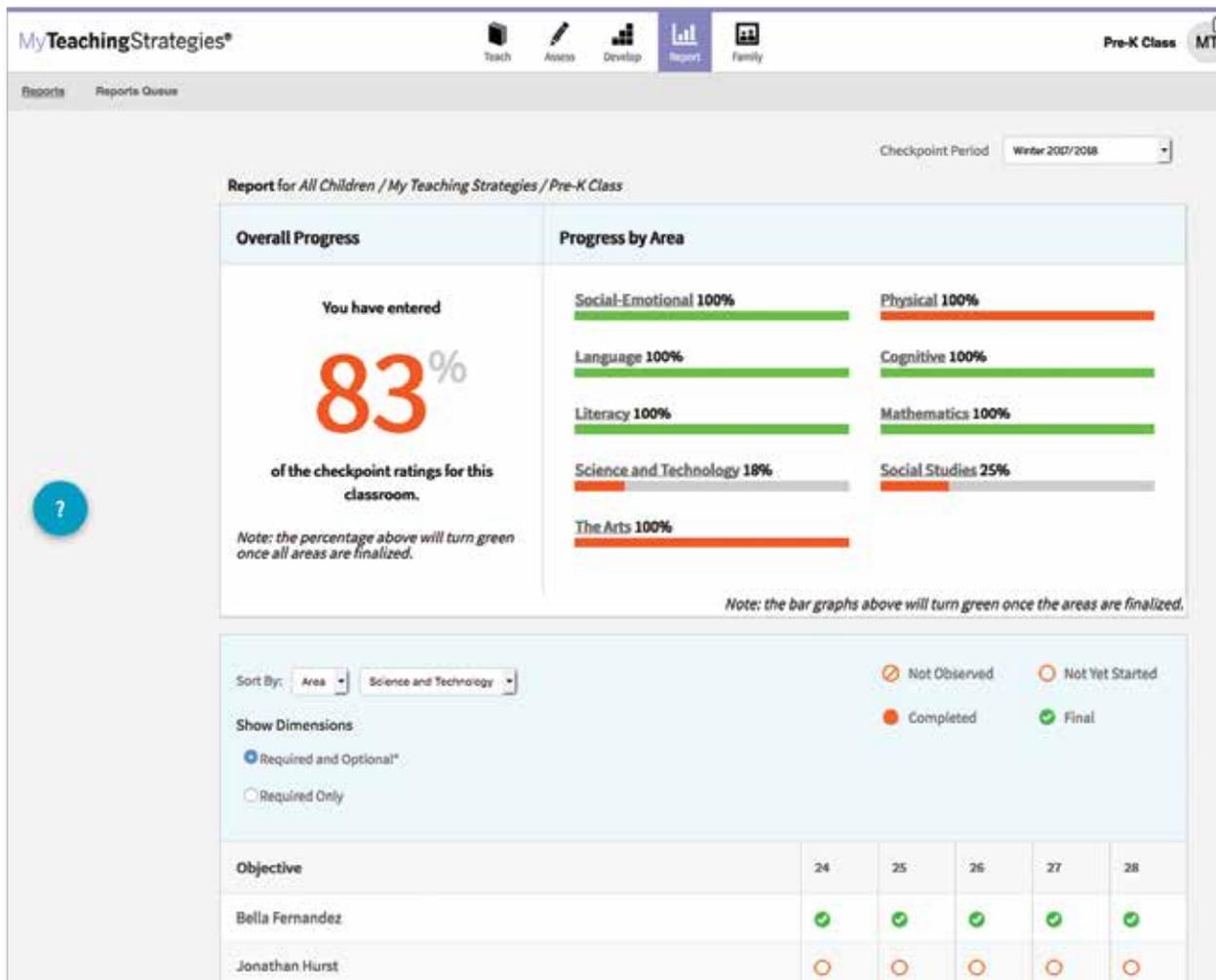
## How It Works

The Assessment Status Report can be generated for multiple sites, classes, and children at once, providing administrators with an overview of the checkpoint completion for their program(s). Teachers and administrators can also choose specific objectives and dimensions when they run the report to spotlight specific areas that may need future attention.

## A Closer Look

The Assessment Status Report can be generated on a regular basis, allowing teachers to monitor their progress as they complete a checkpoint. Teachers and administrators will know a checkpoint is complete when the report shows 100%.





## Assessment Status Report

- Gives teachers a **clear view of their checkpoint completion status**
- Enables administrators to **see program-wide levels of checkpoint completion**
- **Links teachers directly to the checkpoint page** by allowing them select an objective/ dimension for a child which will open Checkpoint By Child for that child, for that item, for the selected period.



# Snapshot Reports

The Snapshot Reports give teachers and administrators an overarching look at their program's performance levels for a single checkpoint period.

## How It Works

The Snapshot Reports function like a photograph, capturing assessment information about the knowledge, skills, and abilities of a group of children at a particular point in time.

### **Snapshot Report**

Teachers and administrators can generate the Snapshot Report to show the number of children at each developmental level for all objectives and dimensions or areas. Charts can be included in the report to show whether children's skills are progressing toward, meeting, or exceeding widely held expectations.

### **Snapshot by Dimension Report**

The Snapshot by Dimension Report uses colored bands to visually represent, at the dimension level, how the assessment data for a given class compares to widely held expectations.

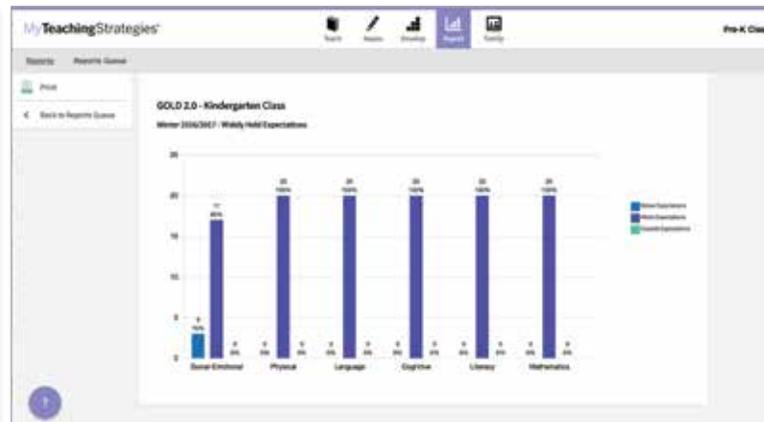
### **Snapshot (Birth Through Third Grade) and Snapshot (Birth Through Kindergarten) Reports**

These reports show a breakdown of children's demographic information. The Snapshot (Birth Through Kindergarten) Report uses checkpoint data associated with the objectives for development and learning for birth through kindergarten (which is useful if your program accessed *GOLD*<sup>®</sup> before *MyTeachingStrategies*<sup>®</sup>), while the Snapshot (Birth Through Third Grade) report uses checkpoint data associated with the objectives for development and learning for birth through third grade.





Snapshot



Snapshot

### Snapshot Report

January 17, 2018

**Profile of Children**

Out of 7246 possible children, 7246 children have enough GOLD data in Fall (first trimester) 2016/2017 to be included in this report. The 7246 children included in this report are in 1053 classes in 24 sites and have the following demographics:

<b>Gender:</b>	Male: 38% Female: 64%
<b>Race:</b>	White: 8% Black or African American: 8% Chinese: 8% Some Other Race: 7% White and Black or African American: 5% All other combinations: 8% Unknown: 49%
<b>Ethnicity:</b>	Not Spanish/Hispanic/Latino: 4% Mexican: 7% Cuban/Hispanic: 8% Unknown: 49%
<b>HS/IEP Status:</b>	Children Without IEP: 100% Children With IEP: 0% Children Without IEP: 79% Children With IEP: 21%
<b>Funding source(s):</b>	FEST FUNDING SOURCE: 1
<b>Age or Class/Grade:</b>	1 to 2 years (Orange): 3% 2 to 3 years (Yellow): 7% Preschool 3 class/grade (Green): 1%

Snapshot (Birth Through Third Grade)

### Snapshot By Dimension

Please Note: The Snapshot by Dimension report is refreshed every three hours to reflect updated data.  
Checkpoint Period: Fall (first trimester) 2016/2017

**Table 1: Social-Emotional**

Objectives / Dimensions	Age or Class/Grade	ROE Tier	1	2	3	4	5	6	7	8	9	10	11	12	13
2a. Manages feelings	Birth to 1 year		9	100%											
	1 to 2 years		17	60%	19	62%									
	2 to 3 years		9	23%	27	72%									
2b. Follows limits and expectations	Birth to 1 year		9	100%											
	1 to 2 years		18	60%	17	62%									
	2 to 3 years		9	23%	27	72%									

Snapshot by Dimension

## Snapshot Reports

- Show a “snapshot” of **development at a particular point in time**
- Help teachers **understand children’s current knowledge, skills, and abilities** and use that information to **plan developmentally appropriate experiences**
- Use important **information that is essential to the reporting process**, such as children’s ages, background, family, or language
- Keep identifying information confidential, making reports appropriate **for sharing with boards and funding sources**
- Show **end-of-year expectations for a specific objective** as it relates to state or Head Start early learning standards



# Alignment Report

The Alignment Report enables teachers and administrators to compare how children are developing in relation to the Common Core State Standards, *The Head Start Child Development and Early Learning Framework*, and the early learning standards for each state.

## How It Works

The Alignment Report generates data based on the alignment, or standards, that the user chooses before running the report. Teachers and administrators select standards for their state and generate a report that shows which *GOLD*® objectives are aligned to those standards. The Alignment Report can be used throughout the year to see the percentage of children whose knowledge and skills are emerging and the percentage of those who have accomplished the standards that a program uses.

## A Closer Look

The Alignment Report can also be used to generate other information that is essential to the reporting process, including end-of-year expectations for specific standards as they relate to particular objectives and the average score for a group of children. Like all of the interactive reports, this report also offers important information about support services that a child or children might be receiving to help administrators and teachers better understand the context of the data they are viewing.



## Alignment Report - Fall 2016/2017

### Head Start Early Learning Outcomes Framework - Pre-K 4 class/grade

#### Approaches to Learning (48 to 60 Months)

##### SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)

P-ATLS.1. - Sometimes controls impulses independently, while at other times needs support from an adult.

###### 1a: Manages feelings

Class Name	Current Average Score	End of Year Expectation	Emerging		Accomplished	
			Count	Percent	Count	Percent
Department of Education	4.41	8	44	100.00%	0	0.00%
School District	4.41	8	44	100.00%	0	0.00%
My Teaching Strategies	4.41	8	44	100.00%	0	0.00%
Infants, Toddlers, and Twos	2.6	8	10	100.00%	0	0%
Kindergarten	5	8	14	100.00%	0	0%
Preschool	4.9	8	10	100.00%	0	0%
Preschool	4.9	8	10	100.00%	0	0%

## Alignment Report

- Compares assessment information **to state or national standards**
- Shows the **percentage of children whose knowledge and skills are emerging and the percentage of children who have accomplished the standards** that a program uses
- **Can be generated at any time** using unfinalized checkpoint level data or finalized data at the end of the checkpoint



# Goals Report

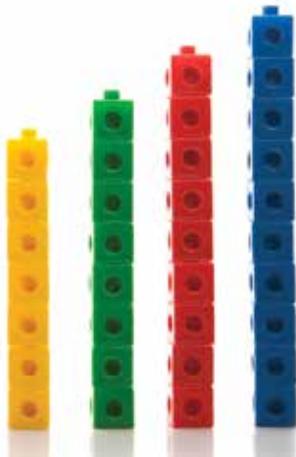
The Goals Report enables administrators to compare assessment data describing children's knowledge, skills, and abilities with customized benchmark values that reflect a program's defined goals.

## How It Works

Administrators can generate the Goals Report at the end of a checkpoint period to compare checkpoint data from one or multiple checkpoint periods to customized benchmark values.

## A Closer Look

The report includes a table for each objective and dimension in the goal with the correlated custom goal expectation for that goal set. The display shows the number of children included, the average score, and the number of children whose knowledge and skills were meeting or not meeting the custom goal expectations.



## Goals

4. Demonstrates traveling skills		Fall 2016/2017					
	Custom Goal Expectations	# Children	Average	# Not Meeting	% Not Meeting	# Meeting	% Meeting
Dept of Education	7	3230	6.1	1909	59.1%	1321	40.9%

6. Demonstrates gross motor manipulative skills		Fall 2016/2017					
	Custom Goal Expectations	# Children	Average	# Not Meeting	% Not Meeting	# Meeting	% Meeting
Dept of Education	8	3225	6.9	2706	83.91%	519	16.09%

11a. Attends and engages		Fall 2016/2017					
	Custom Goal Expectations	# Children	Average	# Not Meeting	% Not Meeting	# Meeting	% Meeting
Dept of Education	7	3225	4.9	3179	98.57%	46	1.43%

## Goals Report

- Enables **administrators to compare assessment data describing children's knowledge, skills, and abilities** with customized benchmark values that reflect a program's defined goals
- Can **show high-level data from across the organization as well as granular data at the individual child level**
- Can be **generated at the end of any checkpoint period**



# Comparative Report

The Comparative Report enables administrators to create comparative data by placing checkpoint ratings for each objective or dimension next to other national data on a uniform scale.

## How It Works

Administrators generate the Comparative Report at the end of any checkpoint period to compare checkpoint data from one or multiple checkpoint periods to widely held expectations, the national normative sample, or *GOLD*® Readiness on a uniform scale.

## A Closer Look

The Comparative Report makes it possible to look at data for children in each area of development and compare it to widely held expectations or to a nationally representative sample of children. Generating this comparative information makes it easy to compare a group of scores across all areas of development. Administrators can broaden or narrow their report criteria to meet their specific needs.



## Comparative

Social-Emotional	Fall 2016/2017						
	# Children	Average	GOLD Readiness Benchmark	# Emerging	% Emerging	# Accomplished	% Accomplished
Department of Education	3232	365	383	2486	76.9	746	23.1

Readiness

## Physical

	# Children
Department of Education	3224

## Comparative

Social-Emotional	National Normative Sample		Fall 2017/2018							
	Bottom	Top	# Children	Average	# Below	% Below	# Meeting	% Meeting	# Exceeding	% Exceeding
Department of Education	465	537	21	296	14	66.7	6	28.6	1	4.8

National Normative Sample

## Comparative

Social-Emotional	Widely Held Expectations		Fall 2016/2017							
	Bottom	Top	# Children	Average	# Below	% Below	# Meeting	% Meeting	# Exceeding	% Exceeding
Department of Education	300	396	5281	347	84	1.3	5196	98.7	1	0

% Meeting	# Exceeding	% Exceeding
5.7		

Widely Held Expectations

## Physical

Physical	Widely Held Expectations		Fall 2016/2017							
	Bottom	Top	# Children	Average	# Below	% Below	# Meeting	% Meeting	# Exceeding	% Exceeding
Department of Education	378	505	5289	394	2464	33.5	3796	60.5		

## Comparative Report

- Offers **multiple filtering options** (such as including archived children and filtering by funding resource) for report criteria to meet a program's specific needs
- Enables administrators to **quickly identify areas of strength and areas where children need more support**
- Helps administrators compare a child's knowledge and skills across all areas of learning to **better understand the whole child**



Ready to get started with *GOLD*®?

Take a closer look at [TeachingStrategies.com/GOLD](https://www.TeachingStrategies.com/GOLD).

