

Organization 1

Teaching Strategies GOLD™: Snapshot Report

September 27, 2010

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Overview

This report illustrates the individual children or groups of children who do not meet, meet, or exceed the criteria for widely held expectations in a given area of development and learning at one point in time. The determination is based on the child's age or grade level and his or her ability to demonstrate the skills found in the progressions related to each objective.

This report helps you understand how you can best support the children with whom you work. Consider whether a child is young for the group or grade; whether the child has recently entered the program or school; whether the child has special needs; or whether there are other family or language issues to explore. If you create this report for each area of development and learning, you can then compare multiple areas to consider whether extra supports are needed in particular areas.

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The Data in this Report

This report presents the assessment data gathered for 4 children in Organization 1 for the Fall 2009/2010 checkpoint periods. Teachers at Organization 1 used 9 objectives in Teaching Strategies GOLD™ to evaluate the children for the selected criteria.

Teaching Strategies GOLD™

The *Teaching Strategies GOLD™* assessment system measures the knowledge, skills, and behaviors that are most predictive of school success. The tool has 38 objectives, including 2 objectives related to English language acquisition.

Thirty-six objectives are organized into nine areas of development and learning. The first four are major areas of child development: Social-emotional; Physical; Language; and Cognitive.

The content learning that is usually identified in early learning standards is organized into the following five areas: Literacy; Mathematics; Science and Technology; Social Studies; and The Arts.

The objectives in a tenth area, English Language Acquisition, help teachers follow a child's progress in acquiring receptive and expressive skills in English.

How Teachers Collect Data Included in this Report

The *Teaching Strategies GOLD™* assessment tool asks teachers to follow a systematic process, or cycle in order to collect the data needed for all reports. An important part of this cycle is evaluating scores by comparing them to research-based indicators of learning and development. This is accomplished by looking at the 38 objectives that make up GOLD.

Many of these objectives include *dimensions* that guide teacher's thinking about various aspects of an objective. For example, dimensions of Objective 1, "Regulates own emotions and behaviors" include "Manages feelings," "Follows limits and expectations," and "Takes care of one's own needs appropriately." A list of all areas of development, objectives, and dimensions can be found at the end of this document.

To assess progress, a teacher reads through a *progression* to determine which indicator best describes a child's knowledge, skills, and/or behaviors based on what she has observed in everyday experiences. Asking the question, what does the child know, and what is he or she able to do?

Example of a Teaching Strategies GOLD™ Progression

The teacher uses the numbers above the progression to indicate a child's *level*. The *in-between* levels with no descriptors are used to show emerging behaviors or skills in which the child needs support (verbal, physical, or visual support) in accomplishing the next indicator.

Objective 1 Regulates own emotions and behaviors

a. Manages feelings

Not Yet	1	2	3	4	5	6	7	8	9
		Uses adult support to calm self - Calms self when touched gently, patted, massaged, rocked, or hears soothing voice - Turns away from source of overstimulation and cries, but is soothed by being picked up		Comforts self by seeking out special object or person - Gets teddy bear from cubby when upset - Sits next to favorite adult when sad		Is able to look at situation differently or delay gratification When the block area is full, looks to see what other areas are available		Controls strong emotions in an appropriate manner most of the time - Asserts, "I'm mad. You're not sharing the blocks! I'm going to play with the ramps." - Says, "I'm so excited! We're going to the zoo today!" while jumping up and down.	

Profile of Children Included in the Report

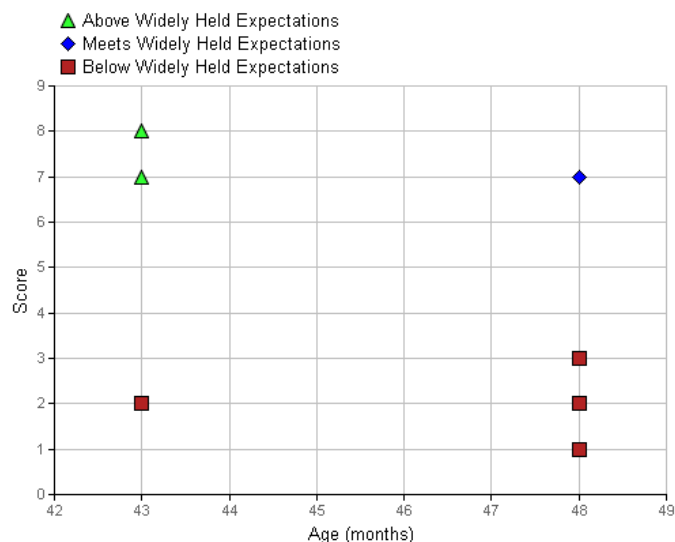
(TBD) Out of 4 possible children, 2 children have enough finalized GOLD data in **Fall 2009/2010** to be included in this report.

The 2 children included in this report are in 1 class in 1 school/center and have the following demographics:

Genders:	Male: 100% Female: 0%
Races:	White: 100%
Ethnicities:	Not Spanish/Hispanic/Latino: 100%
IEP Statuses:	Children Without IEP: 100% Children With IEP: 0%
Funding Sources:	No children in the report have a funding source selected.
Class Levels:	3 to 4 year olds (Green): 50% 4 to 5 year olds (Blue): 50%
Primary Language Spoken::	English: 100%

Widely-Held Expectations Analysis by Developmental Area

Table 1: Social Emotional



ChartDirector (unregistered) from www.advssofteng.com

Table 2: Physical - Gross Motor

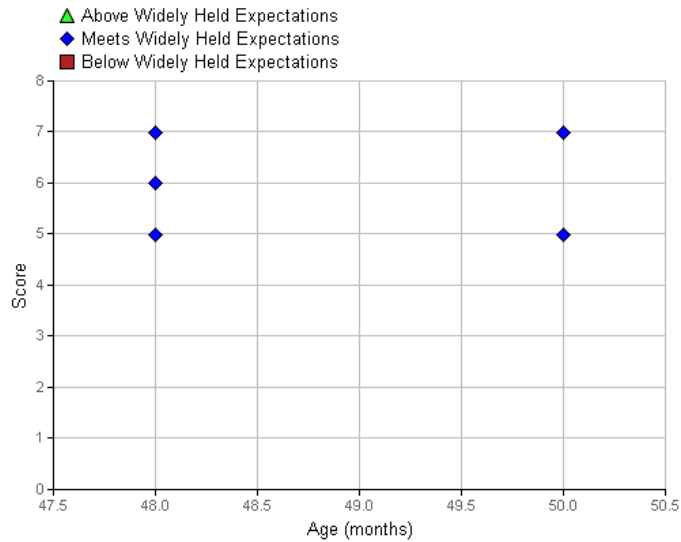
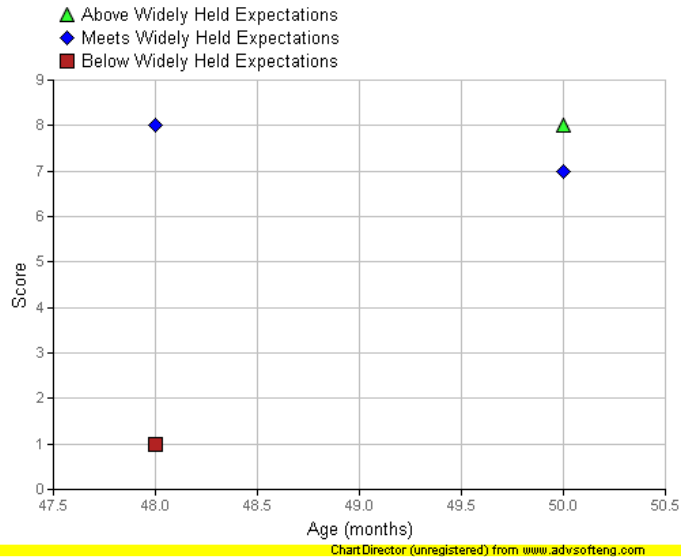


Table 3: Physical - Fine Motor



Snapshot by Developmental Area

Table 4: Social Emotional

Objectives/Dimensions	Not Yet	1	2	3	4	5	6	7	8	9
1a. Manages feelings	1 100%									
		1 100%								
			1 100%							
1b. Follows limits and expectations		1 100%								
			1 100%							
									1 100%	
1c. Takes care of own needs appropriately				1 100%						
2a. Forms relationships with adults			1 100%							
								1 100%		

								1 100%		
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Table 5: Physical - Gross Motor

Objectives/Dimensions	Not Yet	1	2	3	4	5	6	7	8	9
4. Demonstrates traveling skills						1 100%				
						1 100%				
5. Demonstrates balancing skills							1 100%			
								1 100%		
6. Demonstrates gross motor manipulation skills								1 100%		
								1 100%		

Table 6: Physical - Fine Motor

Objectives/Dimensions	Not Yet	1	2	3	4	5	6	7	8	9
7a. Uses fingers and hands								1 100%		
									1 100%	
								1 100%		
7b. Writing tools							1 100%			
		1 100%								
									1 100%	

Appendices

Appendix A: Completion Rate

Each area in *Teaching Strategies GOLD™* includes related objectives. Reports for developmental areas, goals, or other categories are based on data for one or more objectives and dimensions. For each checkpoint period, the teacher identifies the level a child has reached for each objective or dimension. A teacher may omit a particular objective or dimension for a child by oversight, or a teacher might mark an objective as "Not Observed."

The completion rate table shows the percentage of objectives and dimensions that were completed for the group of children included in this report. The percentages of the total objectives that can be observed at the required Checkpoints. Administrators can use this chart for quality control purposes.

	Number of Objectives	Potential Responses	Responses Recorded	% of Total Responses
Social Emotional	2	16	10	63%
Physical - Gross Motor	3	12	6	50%
Physical - Fine Motor	1	8	6	75%

Appendix B: Report Criteria

The criteria used to generate this report are summarized in the Profile of Children Included in the Report. This Appendix shows all of the criteria that were selected to run this report.

Checkpoint Season(s):	Fall 2009/2010
Genders:	Unknown Male Female
Primary Languages:	All
Races:	All
Ethnicities:	All
Funding Sources:	All
Show Results For:	Social Emotional, Physical - Gross Motor, Physical - Fine Motor
Generated On:	September 27, 2010