



GOLD™ by Teaching Strategies®

Reports



Welcome to an inside look at *GOLD*[™] by Teaching Strategies[®] 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.

Imagine being able to bring data to life with just a few clicks of a mouse, telling a story about children's progress. With *GOLD*[™] reports, now you can.





State-of-the-art. User-friendly. Comprehensive.

GOLD[™] by Teaching Strategies[®]
Reports for Teachers



Reports in this section:

Class Profile

Individual Child

Development & Learning

Class Profile Report

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

How It Works

The “Class Profile Report” can be generated for multiple classes at once, enabling administrators to get an overview of where all children are, or for a specific class, making the report more useful for daily planning. Teachers using the report can do so at any time during the checkpoint period, using preliminary levels, in order to understand where children are at that time. This information can then be compared with the information from the end of the previous checkpoint, helping teachers plan for the rest of the checkpoint period based upon growth.

A Closer Look

Because the “Class Profile Report” shows teachers where children’s behavior, skills, and knowledge are along each progression, teachers can use the color bands that appear on the report to easily plan small-group activities for children whose abilities are below, meeting, or exceeding the widely held expectations. This report also lets teachers consider how they might form a mixed ability group so children can learn from each other.

Class Profile Report:

Checkpoint Period:	Winter 2015/2016 - Only Finalized Checkpoint Levels
Classes:	Blue Butterflies
Age or Class/Grade:	Pre-K 4 class/grade (Blue)
Generated on:	July 28, 2015

Data

Social-Emotional

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
1a. Manages feelings	Pre-K 4 class/grade (Blue)						Molly Parker Alex Fisher Lexi Bondi Jamal Bryant Alima Robinson Emily Lacbawan Dan Attman Tacia Williams Scott Hendrick Kate Endrelunas Brad Allen	Brittany Miller Craig LaChance Maria Lopez Hunter Stevens	Alyssa DiNicola		Brynn Smith Soluna McAdams
1b. Follows limits and expectations	Pre-K 4 class/grade (Blue)					Lexi Bondi Jamal Bryant	Brittany Miller Molly Parker Alex Fisher Alima Robinson Dan Attman Tacia Williams Scott Hendrick Kate Endrelunas Brad Allen	Emily Lacbawan	Craig LaChance Alyssa DiNicola Maria Lopez Hunter Stevens		Brynn Smith Soluna McAdams
1c. Takes care of own needs appropriately	Pre-K 4 class/grade (Blue)						Molly Parker Jamal Bryant Kate Endrelunas	Brittany Miller Alex Fisher Lexi Bondi Alima Robinson Emily Lacbawan Dan Attman	Craig LaChance Alyssa DiNicola	Maria Lopez Hunter Stevens	Brynn Smith Soluna McAdams

Class Profile Reports

- enable 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 progressing over 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 multiple checkpoint periods. Teachers select the criteria they wish to use and quickly and easily create a thorough report that provides information on how to plan for a particular child. Using the color-coded bands linked to widely held expectations, the teacher can focus on each child’s individual strengths and see what is needed to support every type of learner.

A Closer Look

Like many other *GOLD*™ by Teaching Strategies® 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. Or teachers can generate the report in the middle of a checkpoint period using preliminary levels in order to get a better idea of where children currently are versus where they were at the end of the last checkpoint. This allows teachers to plan based upon a child’s growth by getting a better picture of where the child is improving versus where he or she is remaining the same or regressing.

Individual Child Report:

Child:	Kate
Birth Date:	05/05/2011
Checkpoint Seasons:	Fall 2015/2016 Winter 2015/2016 Spring 2015/2016 Include only finalized checkpoints
Generated on:	May 13, 2015

Data for Kate

*= Preliminary Levels

Social-Emotional Objectives/Dimensions		Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8
1a.	Manages feelings	Pre-K 4 class/grade (Blue)						Fall 2015/2016	Winter 2015/2016	Spring 2015/2016	
1b.	Follows limits and expectations	Pre-K 4 class/grade (Blue)						Fall 2015/2016	Winter 2015/2016	Spring 2015/2016	
1c.	Takes care of own needs appropriately	Pre-K 4 class/grade (Blue)							Fall 2015/2016	Winter 2015/2016	Spring 2015/2016
2a.	Forms relationships with adults	Pre-K 4 class/grade (Blue)						Fall 2015/2016	Winter 2015/2016	Spring 2015/2016	
2b.	Responds to emotional cues	Pre-K 4 class/grade (Blue)					Fall 2015/2016	Winter 2015/2016	Spring 2015/2016		
2c.	Interacts with peers	Pre-K 4 class/grade (Blue)						Fall 2015/2016	Winter 2015/2016 Spring 2015/2016		
2d.	Makes friends	Pre-K 4 class/grade (Blue)					Fall 2015/2016	Winter 2015/2016	Spring 2015/2016		
3a.	Balances needs and rights of self and others	Pre-K 4 class/grade (Blue)						Fall 2015/2016	Winter 2015/2016	Spring 2015/2016	
3b.	Solves social problems	Pre-K 4 class/grade (Blue)						Fall 2015/2016	Winter 2015/2016	Spring 2015/2016	

Individual Child Reports

- let teachers and administrators see **how individual children are progressing** over multiple checkpoint periods.
- help teachers **plan for each individual child** and easily identify areas where he or she may need additional support.
- can be generated at any time** using finalized data from previous checkpoints or preliminary levels to plan based on growth.
- can be used as a final report to **show where the child started and where he or she finished** for each dimension.





Development and Learning Report

The Development and Learning Report helps teachers share important information 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 or he will likely be taking next.

How It Works

The “Development and Learning Report” provides narratives that explain the child’s knowledge, skills, and behaviors in relation to each objective or dimension. Based on the child’s developmental levels, the report also recommends activities customized with the child’s name for the family to do at home to provide additional support. The “Development and Learning Report” can be sent to families electronically, through the dedicated family portal that is part of *GOLD*™ by Teaching Strategies®. Sending the report electronically also allows families to access the recommended activities online.

A Closer Look

The “Development and Learning Report” was designed with families in mind, with content provided in an easy-to-follow, narrative form. It gives teachers the option to remove information that might needlessly complicate the report, such as objective and dimension numbers, and instead simply state the essential information that parents need to help support their children’s progress. Parents can quickly and easily access the recommended developmentally appropriate activities suggested by the report by using the *GOLD*™ online activity library. With the “Development and Learning Report,” involving families in a child’s progress becomes a greatly simplified process.

Development and Learning Report

Date: 5/13/2015

Child: Kate

Areas of Development and Learning: Social-Emotional, Physical, Language, Spanish Language, Cognitive, Literacy, Spanish Literacy, Mathematics, English Language Acquisition

Season: Fall 2015/2016

This report highlights your child's strengths in particular areas of development and learning.

Social-Emotional

Currently, Kate	Recommended Activity
Comforts self by seeking out special object or person	Active Listening (View Other Activities)
Is beginning to manage classroom rules, routines, and transitions with occasional reminders	Bike Signs and Signals (View Other Activities)
Is beginning to demonstrate confidence in meeting own needs	Let's Go (View Other Activities)
Uses trusted adult as a secure base from which to explore the world	Art for Two (View Other Activities)
Is beginning to identify basic emotional reactions of others and their causes accurately	Others Have Feelings, Too (View Other Activities)
Uses successful strategies for entering groups	Rock the Boat (View Other Activities)

Development and Learning Reports

- provide a **simple narrative** of information to share with families.
- **help parents understand** their child's knowledge, skills, and abilities in relation to each objective or dimension.
- identify where children's abilities currently are and the **likely next steps** they will take along each progression.
- **recommend developmentally appropriate activities** for families to do at home to support children's learning.







Streamlined. Customizable. Easy-to-Use.

GOLD[™] by Teaching Strategies[®]
Reports for Administrators

Reports in this section:

Snapshot

Growth Report

Comparative Report

Snapshot Report

The Snapshot Report offers teachers and administrators the chance to get an overarching look at their program's performance levels for a single checkpoint season. The report can be generated for the *GOLD*™ by Teaching Strategies® areas of learning, state standards, or the domains of the Head Start Child Development and Early Learning Framework.

How It Works

The “Snapshot Report” functions like photographs, capturing information about a group of children at one particular point in time. Teachers and administrators can generate a “Snapshot Report” to show the number of children at a particular developmental level for each objective and dimension. Charts can be included in the report to show whether the skills of children are below, meeting, or exceeding expectations. This can be done for an area of development and learning, an objective, a dimension, or another outcome, such as a Head Start or state early learning standard. Charts can also be created to include the entire program or any combination of sites. With these reports, teachers and administrators can easily see the status of their group of children.

A Closer Look

The “Snapshot Report” can also generate Alignment Report data in a printer-friendly way, showing how the skills of children in preschool and preK are developing in relation to the expectations of Head Start or state early learning standards. The users can select their Head Start or state early learning standards and then view the skills, knowledge, and behaviors of an individual child or group of children. Users can also filter the report using demographic information.

Snapshot by Dimension

These graphs are designed to show data at the dimension level. For those objectives without dimensions, the data can be displayed at the objective level. In this graph you can see each child's developmental level for a particular objective or dimension. The color coding enables you to see the widely held expectations for each age-group or class. In this way you can see how many children and the percentage of children in the group that are below, meeting, or exceeding expectations at one checkpoint.

Title

This identifies the area of development and learning: social-emotional, gross-motor, fine-motor, cognitive, language, literacy, mathematics, science and technology, social studies, or the arts.

Levels

There is a progression of development and learning for each objective and dimension. The levels of that progression are used as a rating scale.

Table 8. Social Emotional

Objectives/Dimensions	Not Yet	1	2	3	4	5	6	7	8	9
1a. Manages feelings		2 50.00%	1 25.00%	1 25.00%						
				2 40.00%	3 60.00%					
		1 11.11%			8 88.89%					
	8 2.04%	16 4.08%	72 18.37%	72 18.37%	137 34.95%	66 16.84%	19 4.85%	1 0.26%	1 0.24%	
	12 1.93%	7 1.13%	40 6.44%	58 9.34%	155 24.96%	216 34.78%	100 16.10%	22 3.54%	11 1.78%	

This identifies the specific dimension used for the report.

Each box shows the number of children at a particular level and the percentage of children in the group at that level.

Color-coded bands show widely held expectations for development and learning. They show the developmental levels expected of children of a particular age-group or class at the beginning and end of a program or school year.

Snapshot Reports

- show a “snapshot” of **development at a particular point in time.**
- help teachers **understand how to best support children** by showing their status at a given point.
- use important **information that's essential to the reporting process**, such as children's ages, background, family, or language.
- keep identifying information confidential, making reports useful **for sharing with boards or funders.**
- can be created using the program's logo and a **customized** introduction for formal submission to agencies, boards, or state officials.
- enable users to generate **Alignment Report data in a printer-friendly way**, showing the end of year expectations for a specific objective as it relates to a state or Head Start standard.



Growth Report

Sometimes, when a child isn't meeting widely held expectations, it can be challenging to document the other real gains that he or she is making. With *GOLD*™ by Teaching Strategies®'s online Growth Report, users can shine a spotlight on *any* meaningful movement and growth that a child demonstrates.

How It Works

The “Growth Report” examines movement between any two checkpoint seasons and shows change made by children over time. Because the “Growth Report” shows gains independent of widely held expectations, administrators can demonstrate any gains children make over time. This means that children who begin with developmental or other delays can still show gains toward meeting widely held expectations.

A Closer Look

The “Growth Report” helps communicate the gains children are making and supports planning in order to ensure that all children in the class are making progress toward their goals.



GOLD™ by Teaching Strategies® Growth Report

Areas of Development: All Areas

Compare to: Color Band Expectations

Checkpoint Periods: Fall 2015/2016, Winter 2015/2016, Spring 2015/2016

Checkpoint Types: Unfinalized and Finalized Checkpoint Levels

Age or Class/Grade at Checkpoint Period: Preschool 3 class/grade (Green)

Children to Compare: All Children with Ratings in Any Checkpoint Period

Report Level: Organization, Programs, and Sites

Social-Emotional	Color Band Expectations		Children	Average	# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding
	Bottom	Top								
Program	516	614	418	517	178	42.60%	226	54.10%	14	3.00%
Site 1	516	614	48	525	15	31.30%	31	64.60%	2	4.00%
Site 2	516	614	21	520	9	42.90%	12	57.10%		
Site 3	516	614	28	505	17	60.70%	11	39.30%	1	2.00%
Site 4	516	614	47	535	16	34.00%	30	63.80%		
Site 5	516	614	23	511	11	47.80%	12	52.20%	1	1.00%
Site 6	516	614	29	527	10	34.50%	18	62.10%	4	1.00%
Site 7	516	614	30	533	9	30.00%	17	56.70%		
Site 8	516	614	37	480	24	64.90%	13	35.10%		
Site 9	516	614	24	522		25.00%	18	75.00%	1	
Site 10	516	614	19	533	1			52.60%		
Site 11	516	614	17	492	1			41.20%		
Site 12	516	614	36	478	2			30.60%		
Site 13	516	614	35	511	1			60.00%		
Site 14	516	614	24	558				62.50%	5	

Physical	Color Band Expectations		Children	Average	# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding
	Bottom	Top								
Program	512	617	409	511	182	44.50%	225	55.00%	3	0.75%
Site 1	512	617	48	510	25	52.10%	22	45.80%	1	2.08%
Site 2	512	617	21	510	9	42.90%	12	57.10%		
Site 3	512	617	28	511	11	39.30%	12	53.60%		
Site 4	512	617	41	518	14	34.10%	12	63.40%		

Growth Reports

- help teachers determine **whether children are progressing at the necessary rate** for meeting their achievement goals.
- enable all children to **demonstrate progress toward their goals**, even those who are not meeting widely held expectations.
- show teachers the **areas where additional support might be required** for particular children.
- generate **information that supports the standards** found in many state requirements for assessment.



Comparative Report

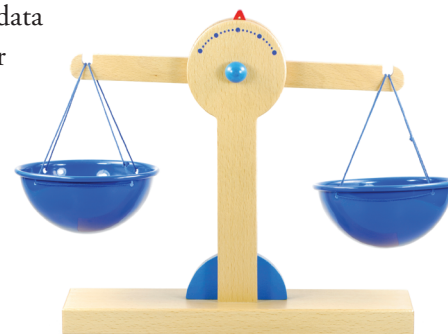
The Comparative Report enables users to generate comparative data by taking children’s skill level scores for each objective or dimension and putting them on a uniform scale. This is a necessary step in order for the scores to be used for comparison purposes and enables users to compare skill levels across areas to better understand the whole child.

How It Works

The “Comparative Report” will present data for each area of development and compare the children’s scores to either widely held expectations or to a nationally representative sample of children. By selecting “Widely Held Expectations,” users can compare data for a group of children to determine if they are below, meeting, or exceeding widely held expectations. Or, users can opt for comparison to the “National Normative Sample,” in which the range of scores indicating whether a group of children are below, meeting, or exceeding expectations is comprised of the scores of children who have been assessed by *GOLD*™ by Teaching Strategies® (as opposed to the widely held expectations). In either case, generating this comparative information makes it easy to compare a group of children’s scores across areas of development, highlighting areas needing additional attention.

A Closer Look

Administrators can generate a chart, table, or both in order to illustrate their data comparing a group of children’s scores across areas. This helps them to quickly identify areas of strength and areas in need of attention. The report offers multiple filtering options under Areas of Development, Programs, Sites, Children, and Demographics—allowing administrators the ability to broaden or narrow their report criteria in order to meet their specific needs. The visual illustrations of data presented in the table offer a user-friendly and printer-friendly way to present important information in an easy-to-understand format.



GOLD™ by Teaching Strategies® Comparative Report

Areas of Development: All Areas

Compare to: National Normative Sample

Checkpoint Periods: Fall 2015/2016, Winter 2015/2016, Spring 2015/2016

Checkpoint Types: Unfinalized and Finalized Checkpoint Levels

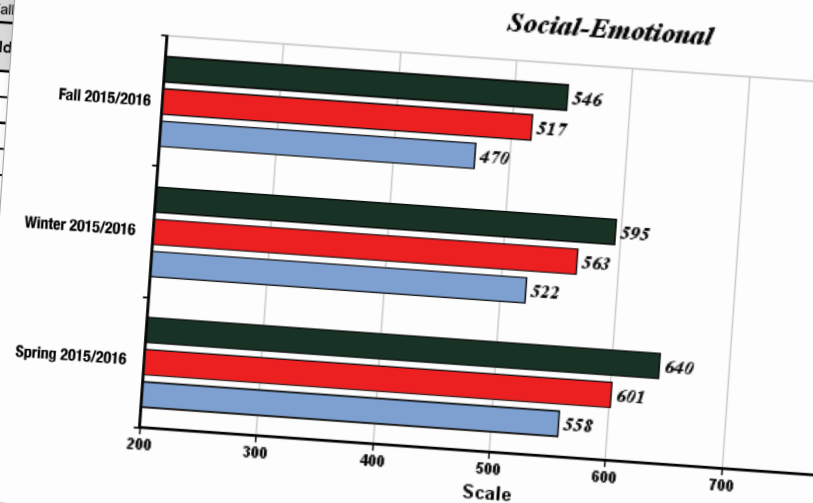
Age or Class/Grade at Checkpoint Period: Preschool 3 class/grade (Green)

Children to Compare: All Children with Ratings in Any Checkpoint Period

Report Level: Programs and Sites

Social-Emotional												
Program	Fall 2015/2016				Winter 2015/2016				Spring 2015/2016			
	Bottom	Top	# Children	Average	# Children Below	# Children Meeting	# Children Exceeding	Bottom	Top	# Children	Average	# Children Below
Site 1	470	546	418	517	68	237	113	522	595	441	563	76
Site 2	470	546	48	525	3	34	11	522	595	50	566	6
Site 3	470	546	21	520	3	12	6	522	595	23	569	3
Site 4	470	546	28	505	5	17	6	522	595	30	552	6
Site 5	470	546	47	535	8	16	23	522	595	49	586	4
Site 6	470	546	23	511	2	18	3	522	595	27	560	4
Site 7	470	546	29	527	4	14	11	522	595	28	578	5
Site 8	470	546	30	533	3	16	11	522	595	30	580	4
Site 9	470	546	37	480	17	14	6	522	595	40	538	11
Site 10	470	546	24	522	2	19	3	522	595	25	577	1
Site 11	470	546	19	533	2	8	9	522	595	20	571	5
Site 12	470	546	17	492	5	10	2	522	595	14	532	3
Site 13	470	546	36	478	9	26	1	522	595	45	523	15
Site 14	470	546	35	517	4	24	7	522	595	35	565	6
Site 14	470	546	24	558								

Physical					
Program	Fall				
	Bottom	Top	# Children	Average	# Child
Site 1	478	554	409	511	
Site 2	478	554	48	510	
Site 3	478	554	21	510	
Site 4	478	554	28	511	
Site 5	478	554	41	518	
Site 6	478	554	23	510	
Site 6	478	554	29	516	



Comparative Reports

- enable users to compare their data not only between checkpoint periods but also **across developmental levels**.
- offer the option to **output data into an easy-to-read chart format**, providing a clear overview of information that can easily be shared with key stakeholders.
- include a feature that enables administrators to **compare their data to a nationally representative sample** (our National Normative Sample) which consists of scores of children who have been assessed specifically by GOLD™ by Teaching Strategies®.

Ready to get started with *GOLD*[™] by Teaching Strategies®?

Take a closer look at **TeachingStrategies.com/GOLD**
or contact us at **sales@teachingstrategies.com** or **800.637.3652** option 6.

