



Teaching Strategies GOLD® Online A Teacher's Quick-Start Guide

Section 4: Checkpoints



Checkpoint Process

The **CHECKPOINT** tab gives you access to the tools you need to enter your assessment decisions at the end of each checkpoint period. This is where you will enter your final decisions about levels, as distinguished from the preliminary levels you selected in the DOCUMENTATION tab. You can choose to enter levels by area, by objective, or by child. All three options take you to the same progression screen (see below and page 33), where you to enter and finalize levels.



View by Area (page 30)



View by Objective (page 31)



View by Child (page 32)

[< Back to Checkpoints by Child](#)

Checkpoint for Bella Rodriguez
 Period: Fall 2010/2011
 The checkpoint due date is: October 29, 2010

Area: English Language ⓘ
 Objective: 8 - Listens to and understands increasingly complex language ⓘ
 Dimension: a. Comprehends language ⓘ

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicators	Not Yet		Shows an interest in the speech of others		Identifies familiar people, animals, and objects when prompted		Responds appropriately to specific vocabulary and simple statements, questions, and stories		Responds appropriately to complex statements, questions, vocabulary, and stories	
Examples	Show									
Colored Bands	Hide									
Previous Checkpoints	Hide				Spring 2009/2010					
Documentation	View All				D 10/01/2010 D 10/08/2010					
Bella Rodriguez	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

View All Documentation for Objective 8a
 Period: Fall 2010/2011
 D 10/08/2010

Close Window X

Checkpoint Progressions (see also page 33)

TIP: How do you approach your checkpoint decisions? Do you prefer to evaluate all data for one child at a time, or do you prefer to think about an entire area, like Cognitive, for the whole class? *Teaching Strategies GOLD*® is designed to support whichever way you like to work.

Checkpoint Process

View by Area

TIP: English language acquisition objectives and Spanish language and literacy objectives appear only if you have identified children to be assessed on them.

Preschool Class
Switch Class ▾

Checkpoint by Area for Preschool Class
Change View ▾

Period: Fall 2010/2011
The checkpoint due date is: **October 29, 2010**

Remember to complete the Content Areas, English Language Acquisition Objectives (where applicable), and Spanish Language and Literacy Area (where applicable). Select the appropriate Area/Objectives on the left.

	Social Emotional	Physical	Language	Cognitive	Finalize by Child
Tommy Baldwin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Grace Burgoyne	<input checked="" type="checkbox"/>				
Adam Glen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Kyla Johnson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Key

- Not Started
- In Progress
- Complete
- Final
- n/a Not Applicable

Support
Where can I review the status of my assessment?

Check the status of your assessment data by area.

Click any box to enter levels.

Colors indicate the status of your decisions.

Click **Change View** to switch the checkpoint period.

Checkpoint Process

View by Objective

You can view checkpoint data for all dimensions of a particular objective by using the [Checkpoint by Objective](#) option.

Click here to open the area to show related objectives and dimensions.

Child	a. Uses an expanding expressive vocabulary	b. Speaks clearly	c. Uses conventional grammar	d. Tells about another time or place
Tommy Baldwin	Select Level	Select Level	Select Level	Select Level
Grace Burgoyne	Level 5	Level 4	Level 6	Level 3
Adam Glen	Select Level	Select Level	Select Level	Select Level
Kyla Johnson	Select Level	Select Level	Select Level	Select Level
Lucy Bea Mathias	Select Level	Select Level	Select Level	Select Level

Click **Change View** to switch to another objective without returning to the Checkpoint by Objective screen.

See the level you have entered for each child, for each dimension.

Checkpoint Process

View by Child

To see all checkpoint data you have entered for an individual child, use the [By Child](#) option.

Preschool Class
Switch Class ▾

By Area
By Objective

By Child

Assessment Status Report
Checkpoint Dates

Checkpoint for Bella

Current View
Child: Bella in Preschool Class
Period: Fall 2010/2011
Color Band at Fall 2010/2011: Preschool 3 class/grade (Green) [Edit](#)
Spanish Language and Literacy Objectives: Off [Edit](#)
English Language Acquisition Objectives: On [Edit](#)
The checkpoint due date is: October 29, 2010

Social-Emotional

Objective 1: Regulates own emotions and behaviors

Dimension	Level	Documentation
a. Manages feelings	Level 4	C D
b. Follows limits and expectations	Level 5	
c. Takes care of own needs appropriately	Level 5	D

Objective 2: Establishes and sustains positive relationships

Dimension	Level	Documentation
a. Forms relationships with adults	Level 4	
b. Responds to emotional cues	Level 5	
c. Interacts with peers	Level 4	
d. Makes friends	Level 5	

Objective 3: Participates cooperatively and constructively in group situations

Dimension	Level	Documentation
a. Balances needs and rights of self and others	Level 4	
b. Solves social problems	Level 4	

[Finalize This Checkpoint](#) | [Move This Checkpoint Data](#) | [Delete This Checkpoint](#)

Key

- [S](#) On-the-Spot Observation Recording Tool
- [C](#) Assessment Opportunity Cards™
- [i](#) Information

Support

How do I finalize a checkpoint?
Change the Checkpoint Period
[Quick Start: Checkpoints](#)
Contact Us

Resources

Additional Self-Care Dimensions for 1c
Download a list of the *Teaching Strategies GOLD™* objectives and dimensions. (en español)
Download a printer-friendly

Change View ▾

Click here to expand the area to see details about objectives and dimensions.

See the assessment level.

View documentation.

Click here for a shortcut to edit the class/grade for this child.

Click here to view data for another child or checkpoint period.

Tip: Did you enter data into the wrong checkpoint period? Any data that has not been finalized can be moved to another checkpoint period or deleted. Click [Unfinalize This Checkpoint](#) if entries were finalized but you need to make changes. (The Unfinalize option only appears if entries were finalized.)

Checkpoint Progression Screen

Whether you view the Checkpoint by Area, by Objective, or by Child, you are led to the progression screen. This is where you will make your assessment decisions for each objective or dimension for each child. Remember, the colored bands on each progression show age or class/grade ranges for widely held developmental and learning expectations.

TIP: If you don't see documentation that you entered, be sure to verify that you are in the correct checkpoint period.

[< Back to Checkpoints by Child](#)

Checkpoint for Bella Rodriguez
 Period: Fall 2010/2011
 The checkpoint due date is: October 29, 2010

Area: English Language ⓘ
 Objective: 8 - Listens to and understands increasingly complex language ⓘ
 Dimension: a. Comprehends language ⓘ

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicators	Not Yet		Shows an interest in the speech of others		Identifies familiar people, animals, and objects when prompted		Responds appropriately to specific vocabulary and simple statements, questions, and stories		Responds appropriately to complex statements, questions, vocabulary, and stories	
Examples										
Colored Bands										
Previous Checkpoints					Spring 2009/2010					
Documentation										
Bella Rodriguez	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Click here to enter the final checkpoint developmental level.

Click here to hide the colored bands.

Click to show examples of indicators.

Click icon to view documentation.

When you are finished, click the [Next Dimension](#) button to go to the next dimension. Alternatively, you can click the [Save and Close](#) button to save your entry and return to your initial checkpoint screen.



Checkpoint Screens

Optional Physical Dimensions

When entering data for Physical Objectives 4, 5, and 6, you can use the optional gross-motor dimensions to have the system assist you. These optional dimensions provide more details about the large-muscle physical objectives.

For some programs, these are not optional and are included as part of the Physical objectives/dimensions.

Checkpoint for Bella Rodriguez
 Period: Fall 2010/2011
 The checkpoint due date is: October 29, 2010

Area: Physical ⓘ
 Objective: 4 - Demonstrates traveling skills ⓘ
 Fill Out Optional Dimensions to Suggest Level ⓘ

Level	Not Yet	Level 1	Level 2
Indicators	Not Yet		Moves to explore immediate environment

Click **Fill Out Optional Dimensions to Suggest Level** to enter ratings for each physical dimension.

Fill Out Optional Dimensions to Suggest Level

Area: Physical ⓘ
 Objective: 4 - Demonstrates traveling skills ⓘ
 Dimension: a. Walks ⓘ

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicators	Not Yet		Rolls from front (stomach) to back and back to front (stomach)		Crawls and/or begins to cruise		Walks steadily without support		Walks up and down stairs, alternating feet	
Colored Bands										

Click here to select a level for each optional dimension and have the system recommend a level for the objective.

Click **Submit** to view the recommendation based on your responses.

Fill Out Optional Dimensions to Suggest Level

Level Recommendation

Based on your responses, the system recommends that you place the child between levels 4 and 6

Close

TIP: Note that the system does not enter the recommended checkpoint level for you. Once you close this box, you will need to enter the appropriate level for each objective.

Checkpoint Screens

Science and Technology, Social Studies, and the Arts

Objectives for science and technology, social studies, and the arts appear in a checklist format. *Teaching Strategies GOLD*® does not define progressions in these areas. If you are going to rate children's knowledge, skills, and behaviors in these areas, base your decisions on the expectations identified by your program.

Click **Content** to see Math, Literacy, and the other content areas.

Use check boxes to rate (or score) children's skills, knowledge, and behavior.

Scroll down to see all of the objectives.

Click here to view documentation associated with these objectives.

Finalizing/Unfinalizing Checkpoint Data

Teaching Strategies GOLD® has two types of status for your checkpoint entries: unfinalized and finalized. Your assessment decisions are considered “unfinalized” until you choose “finalize.” Finalizing the entries signals to your administrator that you are not making any further changes to your decisions.

TIP: In *Teaching Strategies GOLD*®, the terms “unfinalized” and “finalized” refer to the checkpoint process. The term “Preliminary Level” refers to individual pieces of documentation. The preliminary level you select for one piece of documentation relates to your assessment of a particular child, but *Teaching Strategies GOLD*® will not preselect a checkpoint level for you. To finalize an area, you must select a level for every objective/dimension.

By Area

Checkpoint by Area for Preschool Class

Period: Fall 2010/2011
The checkpoint due date is: October 29, 2010

Remember to complete the Content Areas, English Language Acquisition Objectives (where applicable), and Spanish Language and Literacy Area (where applicable). Select the appropriate Area/Objectives on the left.

	Social Emotional	Physical	Language	Cognitive	Finalize by Child
Tommy Baldwin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Grace Burgoyne	<input checked="" type="checkbox"/>				
Adam Glen	<input type="checkbox"/>				

Click the box to finalize, and select **Finalize** in the pop-up screen.

To make a change, click the box and select **Unfinalize** in the pop-up screen. Then edit and finalize when finished. Click **Finalize** to finalize all entries in all areas for one child.

By Child

Checkpoint for Bella

Current View
Child: Bella in Preschool Class
Period: Fall 2010/2011
Color Band at Fall 2010/2011: Preschool 3 class/grade (Green) [Edit](#)
Spanish Language and Literacy Objectives: Off [Edit](#)
English Language Acquisition Objectives: On [Edit](#)
The checkpoint due date is: October 29, 2010

Social-Emotional

Objective 1: Regulates own emotions and behaviors

Dimension	Level	Documentation
a. Manages feelings	Level 4	C D
b. Follows limits and expectations	Level 5	
c. Takes care of own needs appropriately	Level 5	D

Objective 2: Establishes and sustains positive relationships

Dimension	Level	Documentation
a. Forms relationships with adults	Level 4	
b. Responds to emotional cues	Level 5	
c. Interacts with peers	Level 4	
d. Makes friends	Level 5	

Objective 3: Participates cooperatively and constructively in group situations

Dimension	Level	Documentation
a. Balances needs and rights of self and others	Level 4	
b. Solves social problems	Level 4	

[Finalize This Checkpoint](#) | [Move This Checkpoint Data](#) | [Delete This Checkpoint](#)

Click here and select **Finalize This Checkpoint**.

To make a change, click and select **Unfinalize This Checkpoint**. Edit and then finalize when finished.

By Objective

Checkpoint by Objective for Preschool Class

Current View
Period: Fall 2010/2011
The checkpoint due date is: October 29, 2010

Social-Emotional ⓘ

Objective 1: Regulates own emotions and behaviors ⓘ

- a. Manages feelings ⓘ
- b. Follows limits and expectations ⓘ
- c. Takes care of own needs appropriately ⓘ
- c1. Feeding ⓘ
- c2. Toileting and personal hygiene ⓘ
- c3. Dressing ⓘ

Objective 2: Establishes and sustains positive relationships ⓘ

- a. Forms relationships with adults ⓘ
- b. Responds to emotional cues ⓘ
- c. Interacts with peers ⓘ
- d. Makes friends ⓘ

Objective 3: Participates cooperatively and constructively in group situations ⓘ

- a. Balances needs and rights of self and others ⓘ
- b. Solves social problems ⓘ

[Finalize This Checkpoint](#)

When levels have been entered for every child, click **Finalize This Checkpoint**.

To make a change, click **Unfinalize This Checkpoint**. Edit and then finalize when finished.

Assessment Status Report

This report enables you to see whether you have entered levels and finalized checkpoints by area. It enables you to determine where you are missing data.

Select whether or not to include only finalized checkpoints for all children and areas

Select PDF to print the report.

Currently Viewing:
Period: Fall 2010/2011
Checkpoints: Finalized Only

Blue Butterflies

	Social-Emotional	Physical	Language	Cognitive	Literacy	Mathematics	Science and Technology	Social Studies	The Arts	English Language Acquisition	Spanish Language	Spanish Literacy
Adam Glen	0%	0%	0%	0%	0%	0%						
Alex Fisher	100%	100%	100%	100%	100%	100%	100%	100%	100%			
Alma Robinson	100%	100%	100%	100%	100%	100%	100%	100%	100%			
Alyssa DiNicola	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

0% means you have not identified levels that correspond with your "Checkpoints" choice for any objectives/dimensions in that area.

100% means you have identified levels that correspond with your "Checkpoints" choice for all objectives/dimensions in that area.

The meaning of the percentages depends upon whether you are including both unfinalized and finalized levels in the report.