

# Assess

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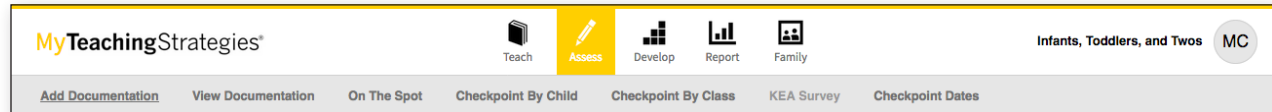
Documentation  
On the Spot Recording Tool  
Checkpoints  
COSF Checkpoint

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# Documentation

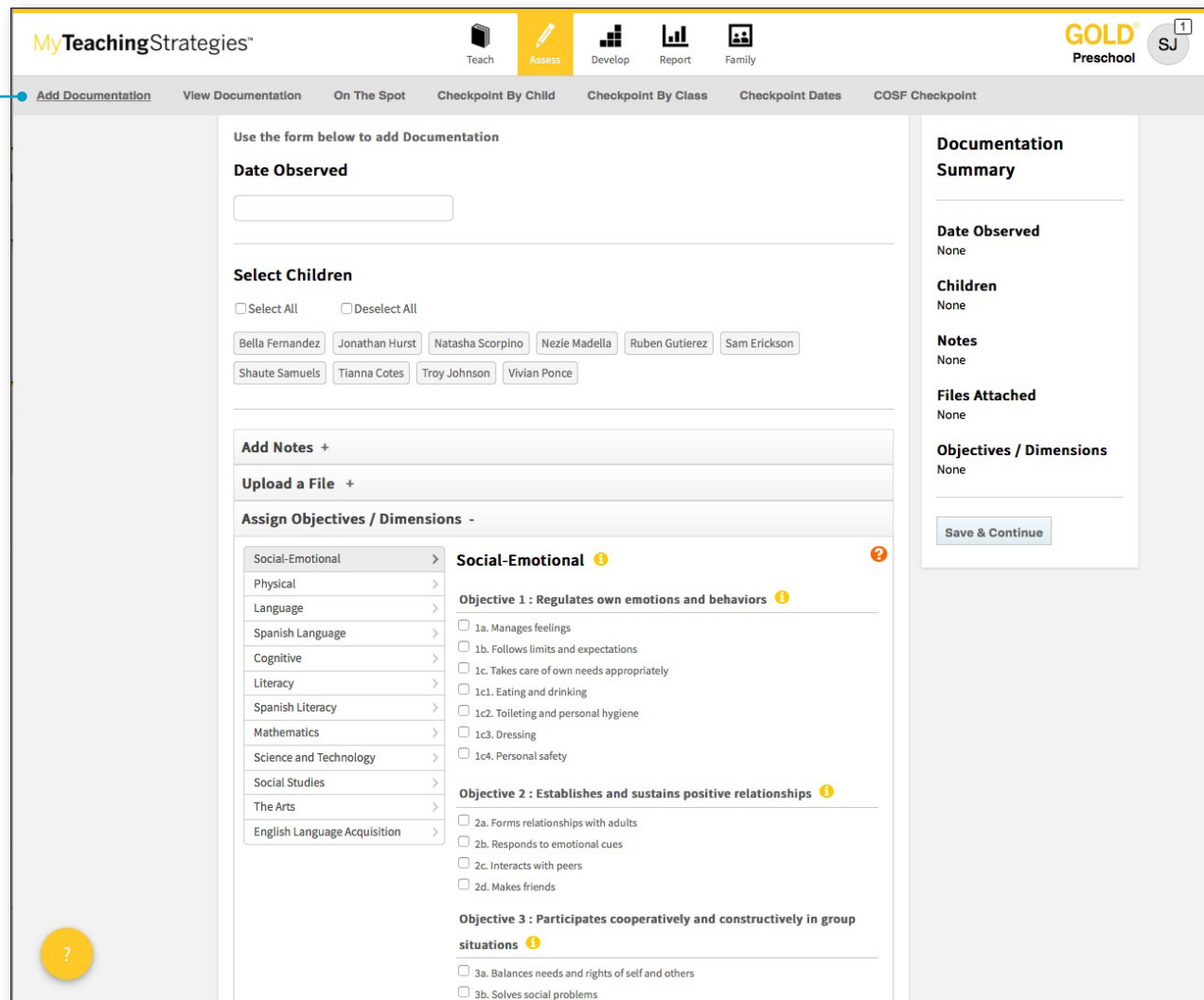
In the Assess area you'll find everything you need to enter assessment information for the children in your classroom. Here you can view and add documentation, and input your checkpoint data.

Within the Assess sub-navigation bar you'll find six options: Add Documentation, View Documentation, On The Spot, Checkpoint By Child, Checkpoint By Class, KEA Survey (if applicable), and Checkpoint Dates.



## Adding Documentation

To create digital portfolios for the children in your class, select **ADD DOCUMENTATION** from the sub-navigation.



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- 1 Select the children in your class you'd like to add documentation for. Choose **SELECT ALL** to choose all children in your classroom.
- 2 Input the documentation date in the **DATE OBSERVED** field. Note: This is the date that you collected the documentation, not the day you entered the documentation into the tool.
- 3 Add notes to your documentation by clicking the + symbol to the right of **ADD NOTES** and adding text within the text box.

The **DOCUMENTATION SUMMARY** will provide a summary of the information you've provided for your documentation.

- 4 Upload pictures, videos, or other files to your documentation by clicking the + symbol next to **UPLOAD A FILE** and selecting the **ADD FILE** button.
- 5 Tag relevant objectives/dimensions to the documentation by clicking the + symbol to the right of **ASSIGN OBJECTIVES/DIMENSIONS**. Select the appropriate dimension from the list on the left, and select all appropriate objectives.
- 6 Select **SAVE & CONTINUE** to save your documentation.

A single observation note can relate to more than one objective or dimension, so teachers can assign documentation to multiple objectives and/or dimensions. Select the appropriate area from the list on the left, and select all appropriate objectives/dimensions.

**File Sizes and File Types**  
 Maximum file sizes are 100MB for videos and 5MB for other files. Allowed file types are JPG, GIF, MP3, MPEG, AVI, TIFF, Microsoft® Word, PDF, WAV, QuickTime Movie, AIFF, MP4, and Windows® Media.

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## Selecting a Preliminary Level

You may choose to assign preliminary levels for the objectives/dimensions you related to a particular piece of documentation. These are not final checkpoint decisions; you will make those at the end of the checkpoint period after reviewing all the documentation under the checkpoint tab. Follow the steps below to set preliminary levels on the next screen.

Click here to hide or show the colored bands. Point to **HIDE COLORED BANDS** button.

Click **SHOW EXAMPLES** to see examples of abilities at each developmental level.

Use the arrows or the progression slider to scroll left or right along the progression.

**MyTeachingStrategies™** | Teach | Assess | Develop | Report | Family | GOLD Preschool SJ

Add Documentation | View Documentation | On The Spot | Checkpoint By Child | Checkpoint By Class | Checkpoint Dates | COSF Checkpoint

Hide Colored Bands | Show Examples

**Social-Emotional** | **1b. Follows limits and expectations** | Previous | Next | Save & Close

NOT YET | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13

Progression View | Level View

	2	3	4	5	6	7
Responds to changes in an adult's tone of voice and expression						
Accepts redirection from adults						
Manages classroom rules, routines, and transitions with occasional reminders						
Bella Fernan...						
Jonathan Hurst						
Natasha Scor...						

**Documentation Summary**

**Children**  
Bella Fernandez  
Jonathan Hurst  
Natasha Scorpino  
Nezie Madella  
Ruben Gutierrez  
Sam Erickson  
Shaute Samuels  
Tianna Cotes  
Troy Johnson  
Vivian Ponce

**Date Observed**  
03/22/2018

**Notes**  
None

**Files Attached**  
None  
0

**Objectives / Dimensions**  
1a. Manages feelings  
1b. Follows limits and expectations

Click the circle under the appropriate level to assign a preliminary level on the basis of this particular piece of documentation.

Use the *MyTeachingStrategies®* app to easily capture documentation using a mobile device. Download the app onto your Apple mobile devices from the App Store, or onto your Android mobile devices from the GooglePlay™ Store or Amazon Appstore for Android.

The colored bands on the progressions indicate the age and class/grade for widely held developmental and learning expectations. While there is a typical progression for each objective, it is not rigid; development and learning are uneven, overlapping, and interrelated. More information is available in the Objectives for Development and Learning course under My Courses in the Develop area.

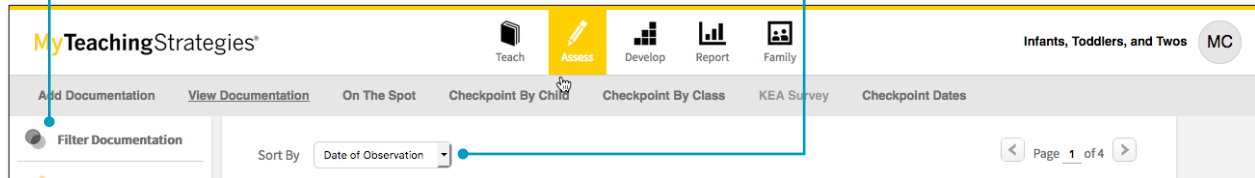
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## View Documentation

To view documentation you have previously added, select **VIEW DOCUMENTATION** from the sub-navigation. Here you'll see all documentation you've collected, sorted by date of observation with the newest pieces of documentation listed first.

Select **FILTER DOCUMENTATION** to find documentation for specific keywords, checkpoint periods, children, dates, file types, authors, or objectives/dimensions.

Use the **SORT BY** drop-down menu to sort by Date of Observation or Date Added.

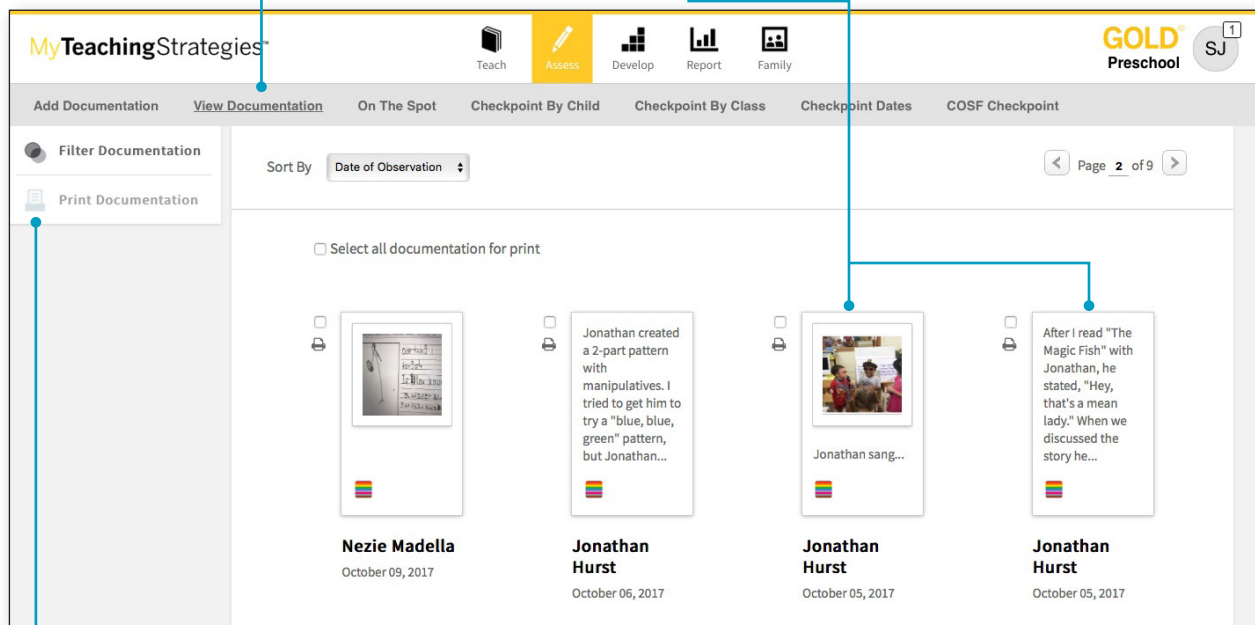


## Print Documentation

From the View Documentation screen teachers can print individual, multiple, or all documentation.

1 Select **VIEW DOCUMENTATION** from the sub-navigation.

2 Select one or more documentation tiles, or if you want to select all documentation, select the checkbox next to **SELECT ALL DOCUMENTATION FOR PRINT**.

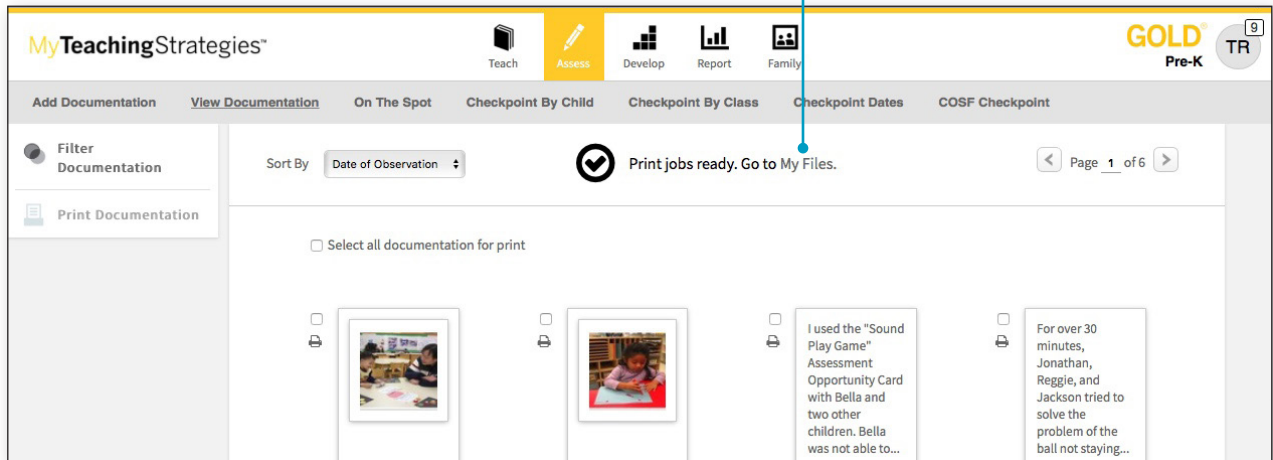


3 Then select **PRINT DOCUMENTATION** in the left-hand navigation.

4 A pop-up box will appear with the ability to de-select options for displaying the notes, attachments, associated objectives & dimensions, preliminary levels, date/time entered, and/or author. Make sure the options you want to display in the PDF are checked, and then select **PRINT**. A PDF is then generated on your device that is ready for printing.

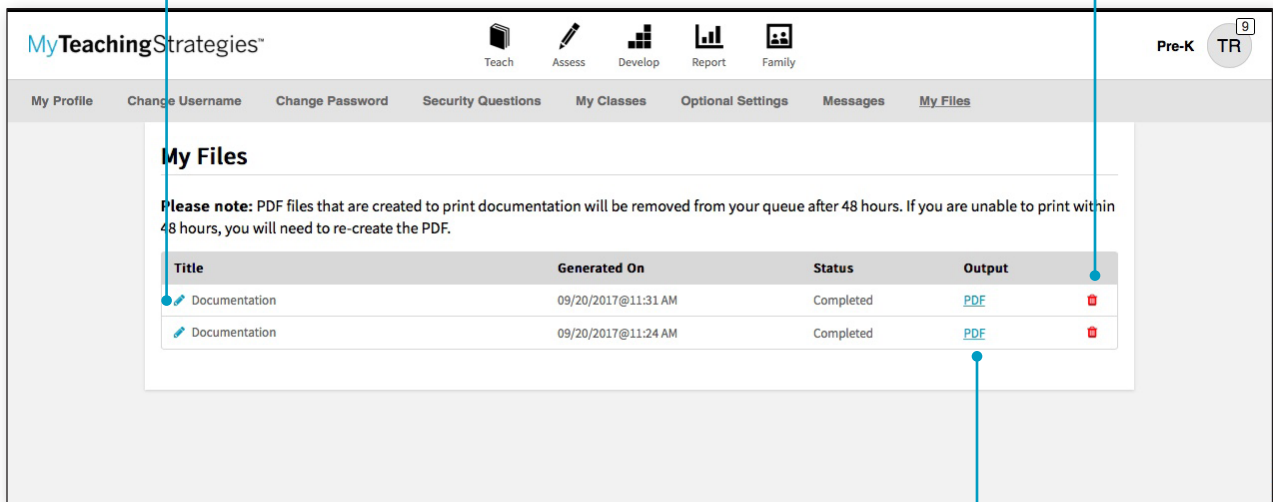
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- 5 If the PDF generation will take a few minutes to complete, you will see a message explaining this process. If that message appears, select **CLOSE**. When the PDF is ready, you will see an alert at the top of your screen. Select **MY FILES** to retrieve your PDF. Please Note: The file will only remain here for 48 hours.



- 6 On the My Files page, you can change the name of each PDF you have generated by clicking on the pencil icon next to the title of each PDF.

- 7 You can also remove a specific PDF from your list by clicking the garbage can icon on the right-hand side.



- 8 To view the PDF, select the **PDF** link under the Output column. Please Note: The file will only remain here for 48 hours.

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## Modifying or Deleting Documentation

From the View Documentation screen, select the piece of documentation to edit or delete.

To edit the documentation, select **EDIT DOCUMENTATION**.

To delete the documentation, select **DELETE DOCUMENTATION**.

The screenshot displays the MyTeachingStrategies interface. At the top, there are navigation tabs for Teach, Assess, Develop, Report, and Family. The 'Assess' tab is active. Below the navigation, there are options for 'Add Documentation', 'View Documentation', 'On The Spot', 'Checkpoint By Child', 'Checkpoint By Class', and 'Checkpoint Dates'. The 'View Documentation' option is selected. On the left side, there is a sidebar with options: Filter Documentation, Edit Documentation, Delete Documentation, Individualize Documentation, and Share Documentation. The 'Delete Documentation' option is highlighted with a blue circle and a line pointing to the 'DELETE DOCUMENTATION' text above. The main content area shows a photo of children playing with Legos. Below the photo, there is a section for 'Mee Young' with the date 'October 27, 2016' and 'General Documentation'. Underneath, there is a list of 'Objectives / Dimensions' with checkboxes next to each item. On the right side, there is a 'Documentation Summary' section with fields for 'Children' (Mee Young), 'Documentation Type' (General Documentation), 'Date Observed' (10/27/2016), 'Notes' (a paragraph describing Mee Young's play with Legos), 'Caption' (copy\_975826edd34196c47c4fe6e...), 'Files Attached' (copy\_975826edd34196c47c4fe6e...), and another list of 'Objectives / Dimensions' with checkboxes.

## Individualizing Documentation

When viewing documentation with more than one child associated with it, you can individualize that documentation so that a copy of that documentation appears in each child's individual portfolio. You can then access each child's unique piece of documentation to edit and add more notes or objectives/dimensions that are specific to each child.

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# On The Spot Recording Tool

The On The Spot Recording Tool is a checklist that you can use to collect information quickly, either for one child or a group of children.

Information about a child’s behavior as it occurs during the course of play or planned small-group times contributes to the total picture of a child’s development. Documenting children’s learning means recording and preserving your observations throughout the day. Documentation takes many forms: observation notes, photographs, video or audio clips, checklists or samples of children’s work.

To access this tool, select **ON THE SPOT** from the sub-navigation.

## How can you use the On The Spot Recording Tool?

- Focus your observations on the particular objectives included.
- Find the indicator and level that best describes a child’s skills and abilities. Write the date that you observed these skills or abilities. If you used a particular *Assessment Opportunity Card™* to gather the information, note this.
- At progress checkpoints, refer to both the On The Spot Observation Recording Tool and other documentation before making your final ratings.

## Creating a customized On-the-Spot Recording Tool

- 1 Click here to select the children you would like to include.
- 2 To show the colored bands, select **COLOR** under **SELECT OUTPUT**.
- 3 Expand the **SELECT OBJECTIVES AND DIMENSIONS** drop-down menu by clicking the + icon to customize the objectives/ dimensions shown.

The screenshot shows the 'On The Spot' tool interface. At the top, there are navigation tabs: 'Add Documentation', 'View Documentation', 'On The Spot', 'Checkpoint By Child', 'Checkpoint By Class', and 'Checkpoint Dates'. The 'On The Spot' tab is active. Below this, there are three main sections: 'Select Children', 'Select Output', and 'Select objectives and dimensions'. The 'Select Children' section has a 'Select All' checkbox checked and a list of children's names: Aiden Sheen, Alicia Jacobson, Dylan Mattison, Harjit Harrin, Lauren Leland, Lucy Bea, Mee Young, Raul Lopez, Sandy McNeill, and Todd Sampson. The 'Select Output' section has a 'Color' radio button selected. The 'Select objectives and dimensions' section has a 'Physical' dropdown menu expanded, showing a list of objectives: Objective 4 (Demonstrates traveling skills), Objective 5 (Demonstrates balancing skills), Objective 6 (Demonstrates gross-motor manipulative skills), and Objective 7 (Demonstrates fine-motor strength and coordination). Each objective has a 'Select All' checkbox checked. At the bottom, there is an 'Include instructions' section with a 'Yes' radio button selected. On the right side of the interface, there is a sidebar with sections for 'Children', 'Select Output', 'Objectives / Dimensions', and 'Include instructions', each with a list of the corresponding items. A 'Next' button is located at the bottom of the sidebar.



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# Checkpoints

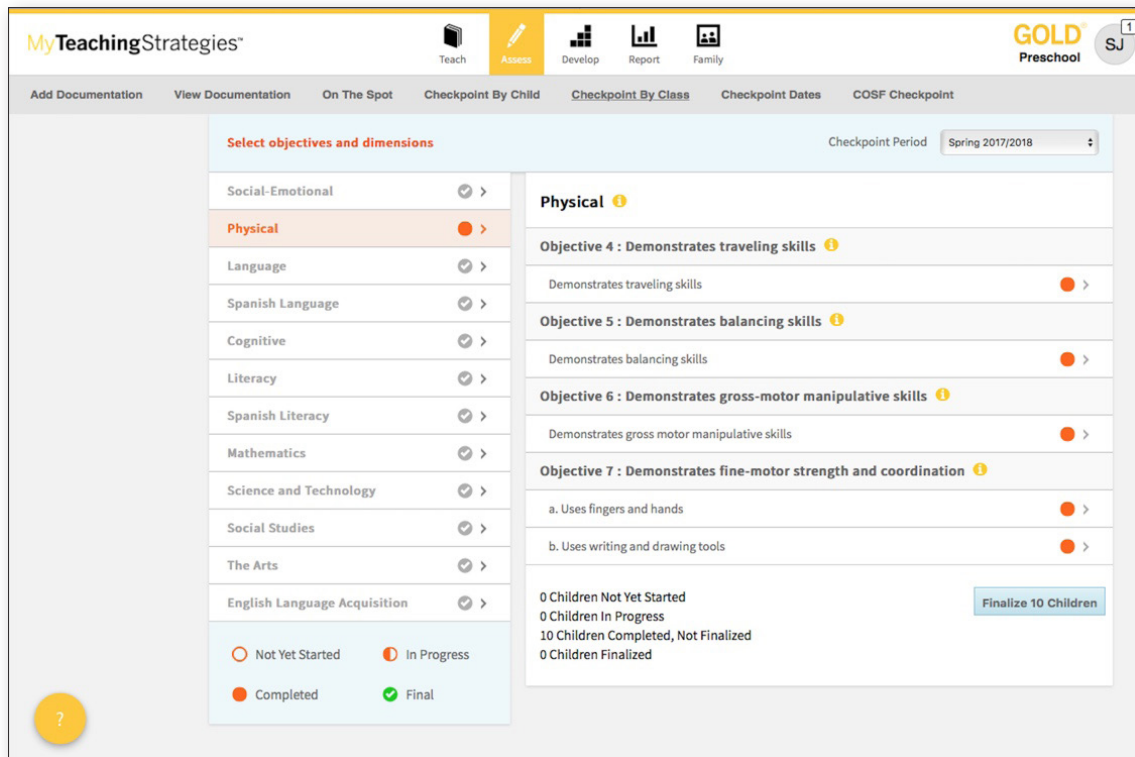
Within the Assess area, the Checkpoint By Child and Checkpoint By Class areas give you access to the tools you need to enter your assessment decisions at the end of each checkpoint period. This is where you will enter your final decisions about levels, as distinguished from the preliminary levels you selected in the **ADD DOCUMENTATION** area.

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? MyTeachingStrategies® is designed to support whichever way you like to work.

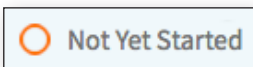
## Entering checkpoint levels

There are two ways to enter your checkpoint information: Checkpoint By Child and Checkpoint By Class. Checkpoint by Child allows you to add checkpoint levels one child at a time, while Checkpoint By Class allows you to enter checkpoint levels for an entire class. No matter which option you choose you'll need to select the objectives/dimensions you would like to set levels for on the Objectives/Dimensions screen.

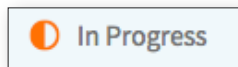
English language acquisition objectives and Spanish language and literacy objectives appear only if you have identified children to be assessed on them.



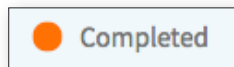
The circles to the right of each objective show your progress. The active area will show the circles in color. Other inactive areas are seen in gray.



An empty circle indicates the area is not yet started.



A half-filled orange circle indicates the area is in progress.



A filled-in orange circle indicates that you have completed assigning all checkpoint levels for the area.



A green circle with a checkmark indicates that you have finalized checkpoint levels for this area.

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Once you've chosen an objective/dimension, you'll be led to the progression screen. This is where you will make your assessment decisions for each objective/dimension for each child. Remember, the colored bands on each progression show age or class/grade ranges for widely held developmental and learning expectations.

Select **SHOW PREVIOUS CHECKPOINT** to see the checkpoint level(s) previously assigned for this objective/dimension.

If entering levels through Checkpoint By Child, you'll see only one child's name here. If entering levels through Checkpoint By Class, you'll see your full class list here.

Use the arrows or the progression slider to scroll left or right along the progression.

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

Select **SHOW** or **HIDE COLORED BANDS** and/or **SHOW** or **HIDE EXAMPLES** to customize your view.

Toggle between **PROGRESSION VIEW** and **LEVEL VIEW** to view an individual level only.

To assign a level, select the circle under the appropriate level. The selected level will now be green with a checkmark.

Preliminary levels entered while adding documentation will appear as a folder for the corresponding child at the level where the preliminary level was made. The number in the folder reflects the number of preliminary levels made at that level for that child. Select this folder to view the documentation associated with these preliminary levels.

A folder will appear to the right of a child's name when there is at least one available piece of documentation for that child. The number in the folder reflects the number of documentation tagged to this objective/dimension for that child, with or without preliminary levels. Select this folder to view all documentation associated with the objective/dimension you are viewing for that child.

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Documentation with preliminary levels will display a colored band icon with the selected level. Documentation without preliminary levels will display "Preliminary level not yet assigned."

The screenshot shows the 'Assess' tab in the MyTeachingStrategies interface. A modal window titled 'Documentation: Jonathan Hurst' is open, displaying two documentation entries. The first entry is for '20a. Counts' dated September 27, 2016, with a 'Preliminary Level: 5' assigned, indicated by a colored band icon. The second entry is dated September 16, 2016, with a 'Preliminary Level: 2' assigned, also indicated by a colored band icon. The background shows a table with columns for different counting skills, such as 'Verbally counts (not always in the correct order)' and 'Verbally counts to 10; counts up to five objects accurately, using one number name for each object'.

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In Checkpoint by Class, for objectives/dimensions where children's skills, knowledge, and abilities are not yet expected in the widely held expectations according to the class' color band, a selection option will be available in the "Not Yet" level.

Select this option to auto-populate "Not Yet" for each child. Once selected, you can select different levels for specific children who may be demonstrating skills, knowledge, and abilities at a level other than "Not Yet."

The screenshot shows the 'Checkpoint By Class' interface for the objective '20f. Applies number combinations and mental number strategies in mathematical operations'. The 'Progression View' table is as follows:

	Not Yet	1	2	3	4
<b>Mark All as "Not Yet"</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Bella Fernandez</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Jonathan Hurst</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Natasha Scorpino</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Nezie Madella</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When you are finished, select **NEXT** to continue to the next objective/dimension. Alternatively, you can click the **SAVE AND CLOSE** button to save your entry and return to your initial checkpoint screen.

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## Science and Technology, Social Studies, and the Arts

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

The screenshot shows the 'Assess' section of the MyTeachingStrategies interface. The main heading is 'Science and Technology' followed by objective '25. Demonstrates knowledge of the characteristics of living things'. A table below lists children and their assessment levels across three categories: 'No Evidence Yet', 'Emerging', and 'Meets Program Expectations'.

	No Evidence Yet	Emerging	Meets Program Expectations
Bella Fernandez	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Jonathan Hurst	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Natasha Scorpino	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nezie Madella	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ruben Gutierrez	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Sam Erickson	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Shaute Samuels	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Tianna Cotes	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Troy Johnson	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Vivian Ponce	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

### Finalizing Checkpoint Data

Teachers can now finalize an area in Checkpoint By Class for one child, or multiple children, before all children have completed or finalized checkpoint levels.

To finalize an area for one child or multiple children with completed checkpoints, navigate to the ASSESS area. Select CHECKPOINT BY CLASS in the sub-navigation. Select an area of development on the left side of the screen. If there is at least one child with completed checkpoint levels, you will see a button that says, "Finalize 1 Child" or "Finalize # Children". This button indicates how many children's checkpoint levels can be finalized for that area. Select the FINALIZE 1 CHILD or FINALIZE # CHILDREN button to finalize checkpoint levels for all eligible children in that area. A list will appear showing the names of the children whose checkpoint levels will be finalized. Select FINALIZE to confirm. All eligible children's checkpoint levels are now finalized for that area.

In *MyTeachingStrategies®* 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 *MyTeachingStrategies®* will not preselect a checkpoint level for you. To complete an area, you must select a level for every objective/dimension and select Finalize.

The screenshot shows a 'Finalize' dialog box for 'Objective 6: Demonstrates gross-motor manipulative skills'. It lists sub-objectives: 'Demonstrates gross motor manipulative skills', 'a. Uses fingers and hands', and 'b. Uses writing and drawing tools'. At the bottom, it shows a progress summary: '0 Children Not Yet Started', '0 Children In Progress', '10 Children Completed, Not Finalized', and '0 Children Finalized'. A 'Finalize 10 Children' button is visible.

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## Viewing Checkpoint Dates

To see your checkpoint due dates, select **CHECKPOINT DATES** from the sub-navigation.

Use the drop-down menu to adjust the year viewed.

The screenshot shows a navigation bar with the following items: Add Documentation, View Documentation, On The Spot, Checkpoint By Child, Checkpoint By Class, KEA Survey, and Checkpoint Dates. Below the navigation bar, there is a 'Year' dropdown menu currently set to '2016/2017'. Underneath the menu, the text reads 'View Checkpoint Dates' and 'Below are the checkpoint dates for your organization. Use the filter above to change Year'. A table follows, showing the following data:

Period	Start Date	Checkpoint Due Date
Fall	07/15/2016	10/29/2016
Winter	10/30/2016	02/14/2017
Spring	02/15/2017	05/31/2017
Summer	06/01/2017	08/14/2017

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## GOLD® Kindergarten Entry Assessment Survey

The GOLD® Kindergarten Entry Assessment Survey helps you save time entering checkpoint levels during the first checkpoint of the kindergarten school year. The survey asks you to compare students' knowledge, skills, and abilities with where we typically expect students to be when they enter kindergarten for each objective and dimension.

You can access the survey by selecting **KEA SURVEY** from the Assess area.

The survey also gives brief assessment prompts for many objectives/ dimensions to help you answer questions accurately. These assessment prompts are found on the left-hand side of each screen.

The survey questions help you focus on the indicators of the progression that describe kindergarten readiness. These questions appear to the right of the grey "Q:" above each progression.

The screenshot displays the MyTeachingStrategies GOLD Kindergarten Entry Assessment Survey interface. At the top, there is a navigation bar with icons for Teach, Assess, Develop, Report, and Family. Below this is a secondary navigation bar with options like 'Add Documentation', 'View Documentation', 'On The Spot', 'Checkpoint By Child', 'Checkpoint By Class', 'KEA Survey', 'Checkpoint Dates', and 'COSF Checkpoint'. The main content area is titled 'Literacy' and '15a. Notices and discriminates rhyme'. A question 'Q: Is the student beginning to decide whether two words rhyme?' is displayed, with a note: 'If the student does this consistently without your support, consider level 6 or higher.' Below the question is a progression view table with columns for levels 2 through 7 and rows for various indicators. A 'Q:' icon is positioned to the left of the question text. The table shows progress for several students, with some cells containing checkmarks and icons.

	2	3	4	5	6	7
Joins in rhyming songs and games						
Fills in the missing rhyming word; generates rhyming words spontaneously						
Decides whether two words rhyme						
Alano Rodriguez	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caitlyn Rabowski	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dylan Rubenstein	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Isaiah Lutz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Jessica Bowman	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jocelyn Santiago	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kileah Coates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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# COSF Checkpoint

Teachers who have children that had IEP or IFSP entry information collected via another tool can enter the child's entry data using the COSF Checkpoint option in the Assess area.

Access the COSF Checkpoint by selecting **COSF CHECKPOINT** from the Assess area.

Please note: In order to use this feature, you must be a user within a license that has OSEP enabled and the ability to use additional tools as the entry and/or exit tool for children enabled.

1

Any child record with an entry and/or exit tool set to a tool other than *GOLD*® will appear. Select **START** under the Summary column for a child record.

**COSF Checkpoint Overview**

Not Started 
  Preliminary 
  Finalized

Name	Date of Entry to Part	Checkpoint	Summary	Outcome #1	Outcome #2	Outcome #3
Jason Mathers	08/01/2017	Entry	<input type="radio"/> Start	Entry Required	Entry Required	Entry Required
		Exit	Entry Required			



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**2** Enter the entry date under **DATE**.

**3** Enter each person involved with collecting the entry or exit data under **PERSONS INVOLVED IN DECIDING THE SUMMARY RATINGS**.

**4** Identify any ways family members contributed to the collection of this information under **FAMILY INFORMATION ON CHILD FUNCTIONING**.

**5** Select **SAVE AND GO TO OUTCOME #1**.

The screenshot shows the 'Enter COSF Checkpoint Summary' form. At the top, there are navigation tabs: Teach, Assess (highlighted), Develop, Report, and Family. The user is logged in as 'MM' with a 'GOLD' badge. The form title is 'Enter COSF Checkpoint Summary'. Below the title, it shows 'Child: Jason Mathers', 'Birthdate: 08/02/2013', and 'Checkpoint: Part B Entry'. There is a 'Date' field with '08/15/2017' entered. Below that is a section for 'Persons involved in deciding the summary ratings:' with a table for 'Role' and 'Name'. One person is listed: 'Case Manager' (Role) and 'Susan James' (Name). There are buttons for 'Remove this person' and 'Add another person'. Below this is a section for 'Family information on child functioning (check all that apply):' with four checkboxes: 'Received in team meeting' (checked), 'Collected separately' (unchecked), 'Incorporated into assessment(s)' (checked), and 'Not included' (unchecked). At the bottom right, there are two buttons: 'Save and Close' and 'Save and Go To Outcome #1'. A yellow question mark icon is visible in the bottom left corner of the form area.

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6 Enter the outcome score in the fields provided..

7 Enter at least one piece of supporting evidence under **SUPPORTING EVIDENCE FOR OUTCOME #1**.

MyTeachingStrategies®

Teach Assess Develop Report Family

GOLD MM  
Preschool/Pre-K (Green & Blue)

Add Documentation View Documentation On The Spot Checkpoint By Child Checkpoint By Class Checkpoint Dates COSF Checkpoint

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### COSF Checkpoint Outcome #1

**Child:** Jason Mathers  
**Birthdate:** 08/02/2013  
**Checkpoint:** Part B Entry

**Outcome #1: Positive social-emotional skills (including social relationships)**

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 18 months)

**To what extent does Jason show age-appropriate functioning, across a variety of settings and situations, on this outcome?**

Not Yet	+ / -	Emerging	+ / -	Somewhat	+ / -	Completely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Supporting Evidence for Outcome #1**

Source of Information	Date	Relevant Result
<input type="text" value="Documentation"/>	<input type="text" value="08/09/2017"/>	<input type="text"/>

**Finalize**  
 This COSF checkpoint will be marked "preliminary" until it is finalized.

8 Select the checkbox next to **FINALIZE** to finalize the outcome rating.

9 Select **SAVE AND GO TO OUTCOME #2**.

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10 Enter the outcome score in the fields provided.

11 Enter at least one piece of supporting evidence under **SUPPORTING EVIDENCE FOR OUTCOME #2**.

12 Select the checkbox next to **FINALIZE** to finalize the outcome rating.

13 Select **SAVE AND GO TO OUTCOME #3**.

> Back to **Assess** table of contents

14

Enter the outcome score in the fields provided.

15

Enter at least one piece of supporting evidence under **SUPPORTING EVIDENCE FOR OUTCOME #3**.

16

Select the checkbox next to **FINALIZE** to finalize the outcome rating.

17

Select **SAVE AND CLOSE**.

The entry or exit outcome scores for this child will then be finalized.

Name	Date of Entry to Part	Checkpoint	Summary	Outcome #1	Outcome #2	Outcome #3
Jason Mathers	08/01/2017	Entry	● Edit	● Edit	● Edit	● Edit
		Exit	Entry Required			