Report Landing Page
Class Profile
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Report Card
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Snapshot
Snapshot (Birth through Third Grade)
Snapshot by Dimension
Alignment

How-To Guide for Teachers
Report Landing Page
When you enter the Report area, you’ll see a menu of all available reports.

Use the VIEW REPORT IMAGES and VIEW REPORT DESCRIPTIONS to customize your view.

Select the INFORMATION ICON to see a description of the report.

Select the GO button beneath a report to generate that report.
The Reports Queue provides an overview of the reports you have generated that require aggregated data or large data outputs – specifically, the Snapshot and Alignment reports. The Reports Queue provides status information and links to the report output.

To access the Reports Queue, select **REPORTS QUEUE** from the Report sub-navigation menu.

Select **TABLE** or **GRAPH** from the Output column to see the report results.
Class Profile

The Class Profile Report compares information about the children in your classroom with widely held expectations for their age or class/grade during a particular checkpoint period. This report will inform and support your planning for small- and large-group activities, as well as activities for individual children. This report can also be shared with your Administrator along with your lesson plans to show intentional planning for all children in your class.

To create a Class Profile Report, access the Report area and select GO for the Class Profile Report.

Report Criteria

1. Customize your report by selecting the appropriate CLASS, CHECKPOINT PERIOD, AGE OR CLASS/GRADE, and which levels to include.

2. Select GENERATE REPORT.
At the top of the report you will see a summary of the information represented in the report.

The numbers at the top of the table correspond to the level.

Each area of development and learning is represented in its own table.

Levels for the widely held expectations for the age or class/grade represented will be filled in with color.
Individual Child

The Individual Child Report summarizes a single child’s knowledge, skills, and abilities, compared to the child’s age or class/grade-appropriate widely held expectations. This report will inform and support your planning for individual children. You should use this report when you need to focus on one child at a time to create individualized learning plans. The information about an individual child can also be shared with other stakeholders to discuss and plan for supporting their needs. This report can show multiple checkpoints. This report is an especially helpful resource to use for IFSP/IEP planning, as well as for tracking progress across multiple checkpoint periods.

To create an Individual Child Report, access the Report area and select GO for the Individual Child Report.

Report Criteria

1. Customize your report by selecting the appropriate CHILDREN, CHECKPOINT PERIOD, OBJECTIVES AND DIMENSIONS, and which levels to include.

2. Select GENERATE REPORT.

When should I use the Individual Child Report?

This report can be generated on a weekly basis for lesson planning specifically for children that require additional support. This can assist in planning and scaffolding for individual children and can assist with setting goals. This would also be an appropriate report to use when discussing progress that a child has made from one checkpoint period to the next.
Report Results

Select **REPORT FILTER** to adjust your report criteria.

At the top of the report you will see a summary of the information represented in the report.

Information for each objective area will be represented in its own table.

The numbers at the top of the table correspond to the level.

Select **PRINT** to print your report.

Assigned checkpoint levels are visible within the appropriate level on the progression.

Levels for the widely held expectations for the age or class/grade represented will be filled in with color.
Report Card
The Report Card provides up-to-date information for families about their child’s skills, knowledge, and abilities. This report displays information about the child’s current abilities, as well as what next steps can be expected.

To create a Report Card, access the Report area and select GO for the Report Card.

When should I use the Report Card?
The Report Card can be used after each checkpoint period to communicate with family members. The Report Card takes information directly from the checkpoint decisions a teacher has made for each child and organizes the information in a way that a family member can independently understand. This report is most appropriate for kindergarten classes or above.

Report Criteria
1. Customize your report by selecting the appropriate CHILDREN, OBJECTIVES AND DIMENSIONS, and LANGUAGE.
2. Select GENERATE REPORT.
In the right column, the report will first outline the skills and abilities the selected child currently displays. Below, the report will outline the skills and abilities the child will display next. At the top of the report you will see a summary of the information represented in the report.

Each area of development and learning is represented in its own table. For each objective/dimension, the Report Card will indicate if the child is Exceeding Expectations (E), Meeting Expectations (M), or Progressing Toward Expectations (P).

### Annie Mitchell

**Class / Grade:** Pre-K  
**Teacher:** Kim Read  
**School / Program:** School District

**Checkpoint 1 (CP1): Fall 2016/2017**  
**Checkpoint 2 (CP2): Winter 2016/2017**  
**Checkpoint 3 (CP3): Spring 2016/2017**  
**Checkpoint 4 (CP4): Summer 2016/2017**

- **E** = Exceeding Expectations  
- **M** = Meeting Expectations  
- **P** = Progressing Toward Expectations

#### Social-Emotional

<table>
<thead>
<tr>
<th>Skills, knowledge, and behaviors</th>
<th>CP1</th>
<th>CP2</th>
<th>CP3</th>
<th>CP4</th>
<th>Assessment Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a Manage feelings</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>1b Follows limits and expectations</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>1c Takes care of own needs</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
</tr>
</tbody>
</table>

**Currently:** Annie is beginning to be able to look at a situation differently or delay gratification.

**Next:** Annie will be able to look at a situation differently or delay gratification.

**Currently:** Annie is beginning to manage classroom rules, routines, and transitions with occasional reminders.

**Next:** Annie will manage classroom rules, routines, and transitions with occasional reminders.

**Currently:** Annie demonstrates confidence in meeting own needs.

**Next:** Annie will begin to take responsibility for own well-being.
Development and Learning

The Development and Learning Report highlights a child’s strengths in particular areas of development and learning. Many teachers use this report to communicate with other stakeholders about a child’s development. This allows teachers to clearly and concisely discuss the areas in which a child is able to demonstrate his or her abilities and allows a team of educators and family members to make a plan to support the continued growth.

To create a Development and Learning Report, access the Report area and select **GO** for the Development and Learning Report.

**Report Criteria**

1. Customize your report by selecting the appropriate **CHILDREN**, **CHECKPOINT PERIOD**, **AREAS OF DEVELOPMENT AND LEARNING**, and which levels to include. You can also choose to include Objective and Dimension numbers.

2. Select **GENERATE REPORT**.
The report will first outline the skills and abilities the selected child currently displays. Below, the report will outline the skills and abilities the child will display next.

Information for each objective area will be represented in its own table.

At the top of the report you will see a summary of the information represented in the report.

Development and Learning Report: Bella Fernandez

Date: April 16, 2018
Class: Pre-K Class
Teacher: Megan Teacher
Child: Bella Fernandez


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

Social-Emotional

Currently, Bella:
- Is beginning to comfort self by seeking out special object or person
- Handles separations without distress and engages with trusted adults
- Is beginning to demonstrate concern about the feelings of others
- Is beginning to use successful strategies for entering groups
- Is beginning to play with one or two preferred playmates
- Responds appropriately to others’ expressions of wants
- Seeks adult help to resolve social problems

Next Bella will:
- Comfort self by seeking out special object or person
- Begin to engage with trusted adults as resources and to share mutual interests
- Demonstrate concern about the feelings of others
- Use successful strategies for entering groups
- Play with one or two preferred playmates
- Begin to take turns
- Begin to suggest solutions to social problems
Documentation Status

The Documentation Status Report will help you see, at a glance, where you may need more information to plan activities and observations. It shows how many times you associated the objective/dimension with documentation for individual children. Teachers can also choose to include a breakdown of the total amount of documentation collected for a class or child.

To create a Documentation Status Report, access the Report area and select GO for the Documentation Status Report. The report will automatically generate for the current checkpoint period.

Report Results

When should I use the Documentation Status Report?
This report can be generated on a weekly basis to help to plan for activities and observations. This will help you to know who you have not observed for specific objectives and dimensions. This report should be generated before the checkpoint is started to ensure that there is sufficient documentation for you to select your checkpoint levels.

Each area of development and learning is represented in its own table.
How-To Guide for Teachers

Report Criteria

1. Use the CLASS drop-down menu to select a class, and choose which children to include in your report.

2. Select a CHECKPOINT PERIOD.

3. Select the checkbox next to INCLUDE DOCUMENTATION TOTAL to include the total amount of documentation available for each child in the generated report.

4. Select the objectives and dimensions to include in the report. All objectives and dimensions will be pre-selected. Click DESELECT ALL to clear all selections.

5. Click SUBMIT to view your report.
If **INCLUDE DOCUMENTATION TOTAL** is selected in the Report Filter, a Documentation Total table will generate above the Documentation Count table. This will include the total amount of documentation available in the selected checkpoint period for each child.

```plaintext
<table>
<thead>
<tr>
<th>Child</th>
<th>Total Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Della Fernandez</td>
<td>3</td>
</tr>
<tr>
<td>Jonathan Hurst</td>
<td>1</td>
</tr>
<tr>
<td>Natasha Scorpio</td>
<td>3</td>
</tr>
<tr>
<td>Nedie Meelli</td>
<td>2</td>
</tr>
<tr>
<td>Robert Gutierrez</td>
<td>1</td>
</tr>
<tr>
<td>Sam Edison</td>
<td>1</td>
</tr>
<tr>
<td>Shuale Samuel</td>
<td>2</td>
</tr>
<tr>
<td>Tianna Cotes</td>
<td>1</td>
</tr>
<tr>
<td>Troy Johnson</td>
<td>2</td>
</tr>
<tr>
<td>Vivian Ponce</td>
<td>2</td>
</tr>
</tbody>
</table>
```
Assessment Status

The Assessment Status Report will tell you how far you have progressed in completing the assessment for a checkpoint. Continue to generate this report throughout your checkpoint period until all status bars are colored green. This report will also show which children are missing a rating by objective and dimension.

To create an Assessment Status Report, access the Report area and select GO for the Assessment Status Report. The report will automatically generate for the current checkpoint period.

Report Results

The top of the report provides a summary of your checkpoint progress. A solid orange bar indicates a completed area that has not been finalized. Use the CHECKPOINT PERIOD drop-down menu to change the checkpoint viewed.

A green bar indicates a finalized area.

A partially filled bar indicates the percentage of completion for that area.

An empty circle indicates that the checkpoint has not been started for that particular objective/dimension.

Click an unfilled circle to complete the checkpoint for an unfinalized objective/dimension.

A complete green circle with a checkmark indicates that the checkpoint has been finalized for that particular objective/dimension.

A complete orange circle indicates that the checkpoint has been completed for that particular objective/dimension, but not finalized.

N/A indicates that this Objective/Dimension was not applicable for a child. This is used for items that don’t always apply to all children, such as the English Language Acquisition Objectives 37 and 38.

Adjust the report view by selecting a different area from the SORT BY drop-down menu.
The Snapshot Report displays assessment results at a given point in time. It allows you to see child outcomes data in two ways: by areas of development and learning, and by objective/dimension. The Snapshot Report is commonly used by teachers to review how their class is performing overall compared to widely held expectations to the class’ age(s) or class(es)/grade(s).

To create a Snapshot Report, access the Report area and select GO for the Snapshot Report.

**When should I use the Snapshot Report?**

This report is more widely used by administrators than by teachers but you may want to generate it after the first checkpoint period to get a better understanding of what the data will look like from an administrator’s perspective.

1. Customize your report by selecting the appropriate CHILDREN, CHECKPOINT PERIOD, which data and levels to include, and your output type. You can also select whether to generate the report by Widely Held Expectations or Kindergarten Readiness.

2. Select GENERATE REPORT.

You’ll be taken to the Reports Queue after you generate the report.
The Snapshot report can be viewed in either a Table or Graph format.

The Graph output displays a bar graph for the class, or child, you choose to include in the report output. The X axis represents the areas of development and learning, or the objectives/dimensions, and the Y axis represents the number of children with data. The color-coded key will show which bar represents the number and percentage of children whose skills, knowledge, and abilities were below, meeting, or exceeding widely held expectations for the selected checkpoint period.

The Table output displays a table for the class, or child, you choose to include in the report output. For each area of development and learning, or for each objective/dimension, the number and percentage under the Below, Meeting, and Exceeding columns represent the number and percentage of children whose skills, knowledge, and abilities were below, meeting, or exceeding widely held expectations for the selected checkpoint period.
Snapshot (Birth through Third Grade)

The Snapshot (Birth Through Third Grade) Report, generated only from checkpoint data associated with the objectives for development and learning for birth through third grade, displays a group’s assessment results at a given point in time, enabling you to see which children are below, meeting, and exceeding the widely held expectations for each area. The report can be organized by entity, by colored band, and, for teachers, by class. You can view it in HTML, as a PDF, or in Excel.

To create a Snapshot (Birth Through Third Grade) Report, access the Report area, and then select GO for the Snapshot (Birth through Third Grade) Report.

When should I use the Snapshot (Birth Through Third Grade) Report?

This report is commonly used by teachers to review how their class is performing overall compared to widely held expectations to the class’ age(s) or class(es)/grade(s).

Report Criteria

1. In STANDARDS AND MEASURES, choose to generate the report at the area, objective, or dimension level (areas selected by default). You can also pick and choose areas, objectives, and/or dimensions.

2. In CHILDREN, select a classroom.

3. In DEMOGRAPHICS, filter by gender, language, and any other child demographic field.

4. In CHECKPOINT PERIOD, choose a checkpoint period. The current period will be selected by default. Please note that only checkpoint periods associated with the objectives for development and learning for birth through third grade will be available.

5. In FORMAT, customize the output of the report.

6. In CHARTS & GRAPHS, choose to generate the report by Colored Band, by Child, or by Class (selected by default).

7. Select VIEW AS HTML, VIEW AS PDF or VIEW AS EXCEL.
The report will appear on the Reports Queue. Select TABLE to open the report output.

Report Results

If included, the report output will include a Profile of Children, which will state how many child records had enough data to be included in the report and a breakdown of demographic information.

Each area, objective, or dimension will appear in its own table. The Widely Held Expectations information for each area, objective, or dimension will include the number of children, the percentage of children, and the average score for children whose skills, knowledge, and abilities are below, meeting, or exceeding widely held expectations.
Snapshot by Dimension

The Snapshot by Dimension Report can be generated by teachers from checkpoint data associated with the objectives for development and learning for either birth through kindergarten or birth through third grade. The report displays the levels of a given objective or dimension, showing the number or percentage of children at levels along the progression.

To create a Snapshot by Dimension Report, access the Report area and select GO for the Snapshot by Dimension Report.

Report Criteria

1. Under **SELECT CHILDREN**, select a class and/or children.
2. You have the option to filter under **CHILD DEMOGRAPHICS**.
3. Select a **CHECKPOINT PERIOD**. It is defaulted to include the current period.
   - Selecting a previous checkpoint associated with birth through kindergarten data will display the birth through kindergarten objectives/dimensions and progressions.
   - Selecting a current checkpoint associated with birth through third grade data will display the birth through third grade objectives/dimensions and progressions.
4. Under **INCLUDE DATA**, determine whether to include specific objectives/dimensions. It is defaulted to include all.
5. Select **FINALIZED OR UNFINALIZED CHECKPOINT LEVEL** or **FINALIZED CHECKPOINT LEVEL**.
6. Select **GENERATE REPORT**.

When should I use the Snapshot by Dimension Report? This report is commonly used by teachers to visually compare their assessment results for their class, using colored bands, against widely held expectations.
Both report outputs list a table for each included area.

The objectives/dimensions appear listed down the left side of each table, each including a row for any available ages or classes/grades.

Each row will show the number and percentage of children whose skills, knowledge, and abilities were evaluated at each level for each objective/dimension.
The Alignment Report enables teachers to quickly see how the children in their classrooms 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 their states.

The Alignment Report shows the percentage of children whose knowledge and skills are emerging and the percentage of children who have accomplished the Common Core, Head Start or state standards.

To begin creating your report, access the Report area and select GO for the Alignment Report.

**Report Criteria**

1. Customize your report by selecting the appropriate CLASS, CHILDREN, CHECKPOINT PERIOD, STANDARD(S), which levels to include, and if you’d like to include ARCHIVED CHILDREN. You also have the ability to filter by specific demographic information under CHILD DEMOGRAPHICS.

2. Choose an OUTPUT type.

**When should I use the Alignment Report?**

This report can be generated all year long to see how your assessment data aligns to other standards and measures your program uses.
You will be taken to the Reports Queue. Once the report has generated, select the TABLE link. The report will appear in your browser.

Select PRINT in the left-hand navigation to print the report. Select Browser Print for an HTML version, or PDF Generation for a PDF version.

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-ATL5.1. - Sometimes controls impulses independently, while at other times needs support from an adult.

1a. Manages feelings

<table>
<thead>
<tr>
<th>Class Name</th>
<th>Current Average Score</th>
<th>End of Year Expectation</th>
<th>Emerging Count</th>
<th>Emerging Percent</th>
<th>Accomplished Count</th>
<th>Accomplished Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOLD 2.0 Test Ong</td>
<td>126.50</td>
<td>8</td>
<td>1</td>
<td>50.00%</td>
<td>1</td>
<td>50.00%</td>
</tr>
<tr>
<td>Default Program</td>
<td>126.50</td>
<td>8</td>
<td>1</td>
<td>50.00%</td>
<td>1</td>
<td>50.00%</td>
</tr>
<tr>
<td>Default PreK</td>
<td>126.50</td>
<td>8</td>
<td>1</td>
<td>50.00%</td>
<td>1</td>
<td>50.00%</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Pre K</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Test PS</td>
<td>126.5</td>
<td>8</td>
<td>1</td>
<td>50.00%</td>
<td>1</td>
<td>50.00%</td>
</tr>
</tbody>
</table>

P-ATL6.1. - With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.

11a. Attends and engages