

Understanding *GOLD*® Reports

Scores and Ranges of
Widely Held Expectations



Scores

Interpreting *GOLD*® outcomes reports in *MyTeachingStrategies*® reports requires an understanding of scores related to dimensions, objectives, and areas. This understanding is particularly necessary to reading the Snapshot reports, the Comparative report, and the Growth report.

Dimension Scores

When a child's knowledge, skills, and abilities are evaluated in relation to a dimension, the teacher selects a level of a progression. The level is a point on a numerical rating scale, so it is also the score for the dimension. "Not Yet" is a score of 0; level 1 is a score of 1; level 2 is a score of 2; and so on.

For example, if Aniyah's knowledge, skills, and abilities are evaluated as being at level 5 for Dimension 17a, they are scored as 5 for that dimension.

Objective 17 Demonstrates knowledge of print and its uses

a. Uses and appreciates books and other texts

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<p>Shows interest in books</p> <ul style="list-style-type: none"> Gazes at the pages of a book Brings book to adult to read 														
	<p>Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p> <ul style="list-style-type: none"> Hands teacher book and says, "Let's read Corduroy!" 														
	<p>Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p> <ul style="list-style-type: none"> Says, "I want to read this Dr. Seuss book today." Says, "Eric Carle wrote this book. He is the author." Selects a book in the library and talks to the librarian about the front and back cover; points out the title page when prompted 														
	<p>Uses various types of books for their intended purposes</p> <ul style="list-style-type: none"> Selects a nonfiction book about insects to identify the butterfly seen on the playground 														
	<p>Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons)</p> <ul style="list-style-type: none"> Selects a simple storybook to read when finished with an assignment Checks the glossary when teacher suggests using it to find out the meaning of gill while looking at a book about sharks Determines that a classmate's book is fiction because it has a talking dog. Says, "My library book is also about dogs, but it's nonfiction. The dogs don't talk." 														
	<p>Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure</p> <ul style="list-style-type: none"> Selects a book of jokes from the e-books menu to read so she can tell a joke to the teacher Independently checks the glossary to determine the meaning of a bolded word in science text During a class discussion of James and the Giant Peach, describes the basic story structure 														
	<p>Uses text features and search tools (keywords, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, scene, act, etc.) and how they work together</p> <ul style="list-style-type: none"> Reads a grade-appropriate newspaper article about construction of a new recycling center Uses key words and follows hyperlinks when searching the Web for information related to a class project When writing about a poem he has read, uses the word stanza to refer to particular text 														
Notes:															

Objective Scores

To calculate a score for a child's knowledge, skills, and abilities as they relate to an objective, *GOLD*® sums the scores for all dimensions of that objective.

For example, if Aniyah's knowledge, skills, and abilities are evaluated as being at level 5 for Dimension 17a and at level 6 for Dimension 17b, they are scored as 11 for Objective 17.

Dimensions are not presented for Objectives 13, and 23–38. The score for each of those objectives is the level the teacher identifies for the objective. It is not the sum of other scores.

Objective 17 Demonstrates knowledge of print and its uses

a. Uses and appreciates books and other texts

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	<p>Shows interest in books</p> <ul style="list-style-type: none"> Gazes at the pages of a book Brings book to adult to read 														
	<p>Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p> <ul style="list-style-type: none"> Hands teacher book and says, "Let's read Corduroy!" 														
	<p>Knows some features of a book (e.g., title, author, illustrator, front and back covers); connects specific books to authors</p> <ul style="list-style-type: none"> Says, "I want to read this Dr. Seuss book today." Says, "Eric Carle wrote this book. He is the author." Selects a book in the library and talks to the librarian about the front and back cover; points out the title page when prompted 														
	<p>Uses various types of books for their intended purposes</p> <ul style="list-style-type: none"> Selects a nonfiction book about insects to identify the butterfly seen on the playground 														
	<p>Explains differences between types of texts; locates information in text using basic text features (main headings, table of contents, glossaries, electronic menus, icons)</p> <ul style="list-style-type: none"> Selects a simple storybook to read when finished with an assignment Checks the glossary when teacher suggests using it to find out the meaning of gill while looking at book about sharks Determines that a classmate's book is fiction because it has a talking dog. Says, "My library book is also about dogs, but it's nonfiction. The dogs don't talk." 														
	<p>Locates information using text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) and dictionaries; understands story structure</p> <ul style="list-style-type: none"> Selects a book of jokes from the e-books menu to read so she can tell a joke to the teacher Independently checks the glossary to determine the meaning of a bolded word in science text During a class discussion of James and the Giant Peach, describes the basic story structure 														
	<p>Uses text features and search tools (keywords, sidebars, hyperlinks) proficiently to locate information related to a specific topic; explains parts of stories, poems, scene, act, etc.) and how they work together</p> <ul style="list-style-type: none"> Reads a grade-appropriate newspaper article about construction of a new recycling center Uses key words and follows hyperlinks when searching the Web for information related to a class project When writing about a poem he has read, uses the word stanza to refer to particular text 														
Notes:															

Objective 17 Demonstrates knowledge of print and its uses

b. Uses print concepts

Not Yet	1	2	3	4	5	6	7	8	9	10	11
	<p>Shows understanding that text is meaningful and can be read</p> <ul style="list-style-type: none"> Points to the words on the sign by the fish bowl and says, "Just one pinch!" 										
	<p>Indicates where to start reading and the direction to follow</p> <ul style="list-style-type: none"> Points to beginning of text on the page when pretending to read and moves finger left to right as she continues down the page 										
	<p>Shows awareness of various features of printed words, spaces, upper- and lowercase letters, some punctuation</p> <ul style="list-style-type: none"> Points to the word "hippopotamus" and says, "That's a long word." Says, "That means skip reading," as he points to a period at the end of a sentence 										
	<p>Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line</p> <ul style="list-style-type: none"> Touches each word on the page while reciting the words from Brown Bear, Brown Bear, What Do You See? Picks up finger and returns it to the beginning of the next line when pretend reading 										
	<p>Distinguishes features of a sentence and punctuation</p> <ul style="list-style-type: none"> Says, "I think there are four sentences in this passage because I see four periods." Reminds friend to look at the ending punctuation to know whether it stops, shows excitement, or asks a question 										
Notes:											

Area Scores

To calculate an area score for a child's knowledge, skills, and abilities, *GOLD*® sums the scores for all objectives in that area.

For example, if Aniyah's knowledge, skills, and abilities were scored as 11 for Objective 15, 4 for Objective 16, 11 for Objective 17, 10 for Objective 18, and 10 for Objective 19, the raw score for her performance in the area of literacy would be 46.

Objectives and Area	Scores for Aniyah's Literacy Knowledge and Skills
Obj. 15. Demonstrates phonological awareness	11
Obj. 16. Demonstrates knowledge of the alphabet	4
Obj. 17. Demonstrates knowledge of print and its uses	11
Obj. 18. Comprehends and responds to books and other texts	10
Obj. 19. Demonstrates emergent writing skills	10
Literacy Area Score	46

Highest Possible Area Scores

The areas have different ranges of possible scores. All ranges start with zero, which is the score when the child's knowledge, skills, and abilities are evaluated as "Not Yet" for every objective in the area. The highest possible score for each range is obtained when the child's performance is evaluated at the highest level for every objective in that area.

Areas	Score Ranges
Social-Emotional	0-115
Physical	0-69
Language	0-114
Spanish Language	0-114
Cognitive	0-142
Literacy	0-190**
Spanish Literacy	0-190**
Mathematics	0-146

* The highest possible score for the physical (gross-motor) area is 81 when the optional gross-motor dimensions (4a, 4b, 5a, 5b, 5c, 6a, 6b, and 6c) are evaluated instead of the overarching gross-motor objectives (4, 5, and 6).

** The progressions for dimensions 19a and 19b show indicators and expectations for levels 1-7, not levels 1-9.

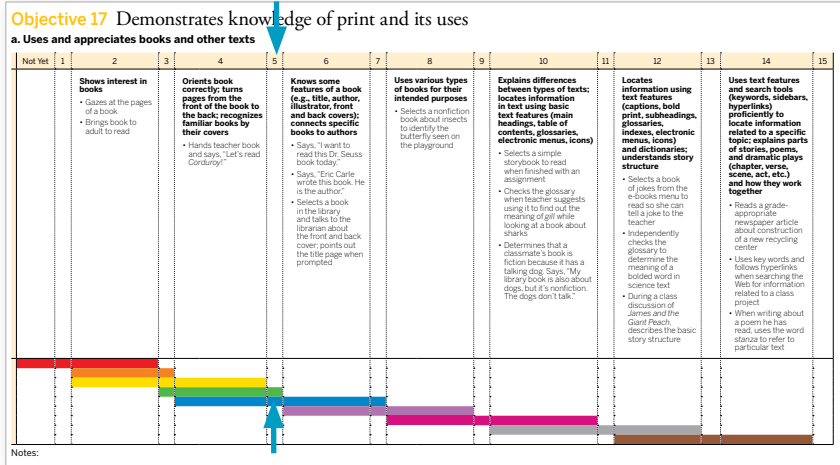
Ranges of Widely Held Expectations

To read *GOLD*® outcome reports in *MyTeachingStrategies*®, it is also important to understand ranges of widely held expectations for each dimension, objective, and area.

Widely Held Expectations for a Dimension

Each *GOLD*® progression of development and learning includes colored bands that show the range of widely held expectations for each age-group and each class/grade. If a child's knowledge, skills, and abilities are evaluated at a level within the range shown by the colored band for the child's age or class/grade, the child's performance meets widely held expectations for that dimension.

For example, if Aniyah is in a pre-K 4 class (for which expectations are shown by the blue band) and her knowledge, skills, and abilities are evaluated at level 5 for Dimension 17a, her performance meets widely held expectations for that dimension.

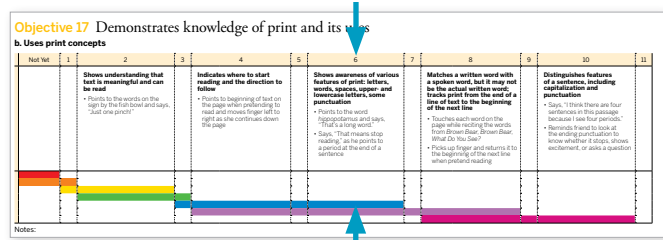
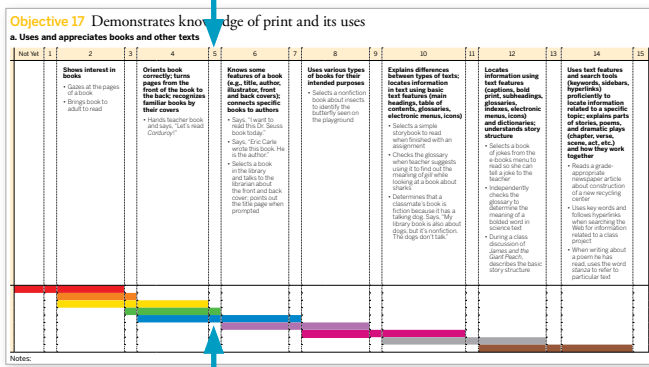


Widely Held Expectations for an Objective

To identify the beginning of the range of widely held expectations for an age or class/grade for an objective, *GOLD*® sums the numbers associated with the beginning levels of the age's or class's/grade's range for all related dimensions. To identify the end of the range of widely held expectations for an age or class/grade for an objective, *GOLD*® sums the numbers associated with the ending levels of the age's or class's/grade's range for all related dimensions.

For example, expectations for the pre-K 4 class/grade (blue) range from level 4 to Level 7 for Dimension 17a. For Dimension 17b, expectations range from level 3 to level 6. For pre-K 4, widely held expectations for Objective 17 therefore range from (4 + 3) to (7 + 6), or 7 to 13.

The raw score for Aniyah's knowledge, skills, and abilities related to Objective 17 is 11, which falls within the range of 7–13. Her performance meets widely held expectations for the pre-K 4 class/grade (blue) for Objective 17.



Widely Held Expectations for an Area

To identify the beginning of the range of widely held expectations for an age or class/grade in an area, *GOLD*[®] sums the numbers associated with the beginning levels of the age's or class's/grade's range for all related objectives. To identify the end of the range of widely held expectations for an age or class/grade in an area, *GOLD*[®] sums the numbers associated with the ending levels of the age's or class's/grade's range for all related objectives.

For example, for the pre-K 4 class/grade (blue), expectations range from 9–19 for Objective 15, from 4–10 for Objective 16, from 7–13 for Objective 17, from 8–18 for Objective 18, and from 12–21 for Objective 19. For the pre-K 4 class/grade, the range of widely held expectations for literacy is therefore (9 + 4 + 7 + 8 +12) to (19 + 10 + 13 + 18 + 21), or 40–81.

The score for Aniyah's literacy knowledge, skills, and abilities is 46, which falls within the range of 40–81. Her performance meets widely held expectations for the pre-K 4 class/grade for literacy.

Objectives and Area	Widely Held Expectations for Pre-K 4 (Blue Band)	Scores for Aniyah's Literacy Knowledge, Skills, and Abilities
Obj. 15. Demonstrates phonological awareness	9–19	11
Obj. 16. Demonstrates knowledge of the alphabet	4–10	4
Obj. 17. Demonstrates knowledge of print and its uses	7–13	11
Obj. 18. Comprehends and responds to books and other texts	8–18	10
Obj. 19. Demonstrates emergent writing skills	12–21	10
Literacy Area Range (Sums)	40–81	46

Ranges of Widely Held Expectation for Each Age or Class/Grade, by Area

Widely held expectations for each age or class/grade are shown for the following areas: social-emotional, physical, language, Spanish language, cognitive, literacy, Spanish literacy, and mathematics.

Widely held expectations are not shown for the areas of science and technology, social studies, the arts, and English language acquisition. That is because research does not yet support the definition of appropriate expectations.

For each area, these are the ranges of expectations for each age-group and class/grade:

Social–Emotional Development and Learning

Ages and Classes/Grades	Colored Bands	Ranges of Widely Held Expectations
Birth to 1 year	Red	4–16
1 to 2 years	Orange	14–30
2 to 3 years	Yellow	24–39
Preschool 3	Green	34–50
Pre-K 4	Blue	46–61
Kindergarten	Purple	56–74
First Grade	Pink	74–87
Second Grade	Silver	87–99
Third Grade	Brown	99–106

Physical Development and Learning

Ages and Classes/Grades	Colored Bands	Ranges of Widely Held Expectations
Birth to 1 year	Red	4-12
1 to 2 years	Orange	12-19
2 to 3 years	Yellow	18-26
Preschool 3	Green	23-32
Pre-K 4	Blue	29-39
Kindergarten	Purple	35-45
First Grade	Pink	43-51
Second Grade	Silver	49-58
Third Grade	Brown	55-65

Language Development and Learning and Spanish Language Development and Learning

Ages and Classes/Grades	Colored Bands	Ranges of Widely Held Expectations
Birth to 1 year	Red	3-15
1 to 2 years	Orange	14-29
2 to 3 years	Yellow	25-39
Preschool 3	Green	34-49
Pre-K 4	Blue	43-58
Kindergarten	Purple	53-65
First Grade	Pink	65-80
Second Grade	Silver	81-95
Third Grade	Brown	94-107

Cognitive Development and Learning

Ages and Classes/Grades	Colored Bands	Ranges of Widely Held Expectations
Birth to 1 year	Red	2-12
1 to 2 years	Orange	9-27
2 to 3 years	Yellow	23-39
Preschool 3	Green	36-52
Pre-K 4	Blue	46-66
Kindergarten	Purple	59-84
First Grade	Pink	84-100
Second Grade	Silver	100-118
Third Grade	Brown	117-132

Literacy Development and Learning and Spanish Literacy Development and Learning

Ages and Classes/Grades	Colored Bands	Ranges of Widely Held Expectations
Birth to 1 year	Red	0-2
1 to 2 years	Orange	2-13
2 to 3 years	Yellow	12-28
Preschool 3	Green	26-52
Pre-K 4	Blue	40-81
Kindergarten	Purple	65-115
First Grade	Pink	119-142
Second Grade	Silver	145-163
Third Grade	Brown	163-181

Mathematics Development and Learning

Ages and Classes/Grades	Colored Bands	Ranges of Widely Held Expectations
Birth to 1 year	Red	0-2
1 to 2 years	Orange	2-12
2 to 3 years	Yellow	10-24
Preschool 3	Green	20-36
Pre-K 4	Blue	35-53
Kindergarten	Purple	49-72
First Grade	Pink	73-95
Second Grade	Silver	95-117
Third Grade	Brown	117-139