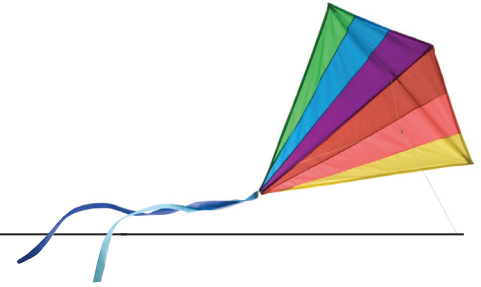




Alignment of

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Teaching Strategies GOLD®  
Objectives for Development & Learning:  
Birth *Through* Kindergarten

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WITH

**Alignment of the *Teaching Strategies GOLD*<sup>®</sup> Objectives for Development & Learning: Birth Through Kindergarten**  
**With**  
***NAEYC Early Childhood Program Standards and Accreditation Criteria & Guidance for Assessment***

This document aligns the content in *NAEYC Early Childhood Program Standards and Accreditation Criteria & Guidance for Assessment* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*<sup>®</sup> assessment system.

**References**

National Association for the Education of Young Children. (2015). *NAEYC Early Childhood Program Standards and Accreditation Criteria & Guidance for Assessment*. Washington, DC: Author. Content retrieved from <http://www.naeyc.org/files/academy/file/AllCriteriaDocument.pdf>

Teaching Strategies, LLC. (2010). *Teaching Strategies GOLD*<sup>®</sup> objectives for development & learning, birth through kindergarten. Bethesda, MD: Author.

<b>Standard 4- Assessment of Child Progress</b>	
<b>4.A. – Creating An Assessment Plan</b>	
<b>4.A.01</b>	
<p>a. Programs conduct assessments as an integral part of the program. Programs use assessments to support children’s learning, using a variety of methods such as observations, checklists, rating scales, and individually administered tests</p>	<p><i>GOLD®</i> provides resources such as <i>Assessment Opportunity Cards™</i>, to support teachers during every step of the continuous and ongoing assessment cycle so that every day of the year, teachers know what to focus on, why it’s important, and how to use the assessment information to plan and report.</p> <p><i>GOLD®</i> uses color-coded progressions for each objective to make it easier for teachers to be continually watching, observing and documenting children’s skills and behaviors in the context of everyday experiences to effectively find out what they know and can do.</p>
<b>4.A.02 The program has a written plan for assessment that describes assessment purposes, procedures, and uses of the results. The plan also includes:</b>	
<p>a. conditions under which children will be assessed,</p> <p>b. timelines associated with assessments that occur throughout the year,</p> <p>c. procedures to keep individual child records confidential,</p> <p>d. ways to involve families in planning and implementing assessments,</p> <p>e. methods to effectively communicate assessment information to families.</p>	<p><i>GOLD®</i> offers a suggested plan for using the assessment system over the course of a program year, including instructions on how to observe, document, assess and share information with families for up to four checkpoint periods.</p> <p><i>GOLD®</i> provides Family Conference Forms for teachers to summarize each child’s development and learning for each checkpoint period. In addition, <i>GOLD®</i> offers the Development and Learning Report, which is designed to share assessment information and recommended activities to families. Families with Internet access and an email address have the opportunity to be invited to view their child’s online portfolio, assessment information and recommended activities directly through the FamilyCentral portal of <i>GOLD®</i>.</p>

<b>4.A.03 The program's written assessment plan includes the multiple purposes and uses of assessment, including:</b>	
<ul style="list-style-type: none"> <li>a. arranging for developmental screening and referral for diagnostic assessment when indicated,</li> <li>b. identifying children's interests and needs,</li> <li>c. describing the developmental progress and learning of children,</li> <li>d. improving curriculum and adapting teaching practices and the environment,</li> <li>e. planning program improvement, and</li> <li>f. communicating with families.</li> </ul>	<p><i>GOLD</i>® offers a Weekly Planning Form for group planning, as well as an Individual Child Planning form where individual children's strengths, needs and interests may be recorded and referenced for individual planning.</p> <p>Reports in <i>GOLD</i>® such as Snapshot, Class Profile, Development and Learning are designed to provide an overall view of the knowledge, skills and behaviors of individual and groups of children in each class or program.</p>
<b>4.B. – Using Appropriate Assessment Methods</b>	
<b>4.B.01</b>	
<ul style="list-style-type: none"> <li>a. Programs use a variety of assessment methods that are sensitive to and informed by family culture, experiences, children's abilities and disabilities, and home language: are meaningful and accurate; and are used in settings familiar to the children.</li> </ul>	<p>With <i>GOLD</i>® assessment takes place in the context of everyday, playful learning experiences. This strengths-based tool uses universal language to reflect an understanding that all children show what they know in various ways. <i>GOLD</i>® tools are used in the context of everyday familiar classroom experiences.</p>
<b>4.B.02</b>	
<ul style="list-style-type: none"> <li>a. Assessments obtain information on all areas of the children's development and learning. Including cognitive skills, language, social-emotional development, approaches to learning, health, and physical development (including self-help skills).</li> </ul>	<p><i>GOLD</i>® is grounded in 38 objectives that guide teachers throughout the assessment cycle. The objectives are organized into 10 areas of development and learning (Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, and The Arts), including broad developmental areas, content areas, and English language acquisition.</p>

<b>4.B.03</b>	
<p>a. Norm-references and standardized tests are used primarily when seeking information on eligibility for special services or when collecting information for overall program effectiveness. When formal assessments are used, they are combined with informal methods such as observation, checklists, rating scales, and work sampling.</p>	<p>While <i>GOLD</i>® is not a screening or diagnostic tool, easy to use color-coded developmental progressions are provided to help teachers compare each child's knowledge, skills and behaviors to widely held expectations of what level most children of a particular age or class/grade are likely to be at the beginning and end of a program year. Assessing children against these progressions throughout the school year will raise red flags to teachers, administrators, and support staff when a child's knowledge, skills or behaviors may warrant additional assessment and or services.</p>
<b>4.B.04</b>	
<p>a. If the program uses published instruments, it evaluates information from the publisher about the standardized sample, standardization procedures, scoring, reliability, and validity to ensure that the results obtained with the instruments are valid for the program's purposes.</p>	<p><i>GOLD</i>® presents a complete assessment solution because it is research based, valid, and reliable. <i>GOLD</i>® is thoroughly grounded in the most current research about how children develop and learn. It's alignment with the Common Core State Standards, state early learning guidelines, and <i>the Head Start Early Learning Outcomes Framework</i> ensure educators know that all progressions point toward school success.</p> <p>The Center for Educational Measurement and Evaluation (CEME), The University of North Carolina at Charlotte, conducted extensive research with 10,963 children to ensure the validity and reliability of <i>GOLD</i>®. This extremely diverse group of children received services from 618 different programs at 2,525 different early childhood centers across the United States. These programs included Head Start, private childcare, and school-based sites.</p>

4.B.05 Staff developed assessment methods:	
<ul style="list-style-type: none"> <li>a. are aligned with curriculum goals.</li> <li>b. provide an accurate picture of all children’s abilities and progress.</li> <li>c. are appropriate and valid for their stated purposes.</li> <li>d. provide meaningful and stable results for all learners, including English-language learners and children with special needs.</li> <li>e. provide teachers with clear ideas for curriculum development and daily planning.</li> <li>f. are regularly reviewed to be certain that they are providing the needed information.</li> </ul>	<p>The 38 objectives within 10 areas of development and learning can easily be aligned with the goals of any developmentally appropriate curriculum.</p> <p><i>Assessment Opportunity Cards™</i> provide directions for short, playful, curriculum embedded classroom experiences, providing opportunities for teachers to observe children’s literacy and numeracy skills.</p> <p>The <i>On-the-Spot Observation Recording Tool</i> is a convenient checklist that helps teachers quickly capture consistent information about selected objectives on an ongoing basis and eliminates the need for teachers to create their own checklists.</p> <p>A suite of reports are available to provide teachers with continuous information about children’s progress. These reports include the “Individual Child Report”, which enable teachers to view the progress of individual children, and the “Class Profile Report,” which assists in planning for groups of children with similar levels. Teachers can generate these reports on an ongoing basis, and use the data to inform instruction and individualized learning experiences for all children, including English language learners, children with disabilities, and children who demonstrate competencies beyond the typical developmental expectations.</p> <p>The searchable activity library within <i>GOLD®</i> contains over 1,000 developmentally appropriate activities in English and Spanish. Teachers can search for and easily pinpoint those activities that relate to particular objectives or skills they want to address with the class or individual children.</p>
4.C. – Identifying Children’s Interests and Needs and Describing Children’s Progress	

4.C.01 All children receive developmental screening that includes:	
<p>a. the timely screening of all children within three months of the program entry;</p> <p>b. screening instruments that meet professional standards for standardization, reliability, and validity;</p> <p>c. screening instruments that have normative scores available on a population relevant for the child being screened;</p> <p>d. screening of children’s health status and their sensory, language , cognitive, gross-motor, fine-motor, and social-emotional development;</p> <p>e. a plan for evaluating the effectiveness of the screening program: and</p> <p>f. using the results to make referrals to appropriate professional, when needed, and ensuring that the referrals are followed.</p>	<p>The <i>GOLD</i>® Assessment Cycle supports teachers during every step of the ongoing assessment cycle, with the first step being “Observe and Collect Facts”. During this first step teachers observe and document children’s behavior. Using the Objectives for Development &amp; Learning to focus their observations, they learn what each child knows and can do. <i>GOLD</i>® offers easy – to – use tools to guide teachers through this important step in the assessment process.</p> <p>This ongoing assessment tool is grounded in 38 Objectives for Development &amp; Learning and is intended to be used throughout the entire year. The 38 objectives are based on research, include predictors of schools success, and are aligned with the <i>Head Start Early Learning Outcomes Framework</i> and early learning standards for each state. Objectives are organized in to 10 areas of development and learning:</p> <ul style="list-style-type: none"> <li>• Social Emotional</li> <li>• Physical</li> <li>• Language</li> <li>• Cognitive</li> <li>• Literacy</li> <li>• Mathematics</li> <li>• Science and Technology</li> <li>• Social Studies</li> <li>• The Arts</li> <li>• English Language Acquisition</li> </ul> <p>To ensure that <i>GOLD</i>® is both valid and reliable, The Center of Educational Measurement and Evaluation (CEME), the University of North Carolina at Charlotte, conducted extensive research with thousands of children and teachers. A norm sample of 10,963 children were selected to match the U.S. Census Bureau 2009 estimates for children ages birth to 5 years, 11 months with respect to seven ethnic subgroups.</p> <p>Based on research literature, easy to use color-coded developmental progressions are provided to help teachers compare each child’s knowledge, skills, and behaviors to widely held expectations of what level most children of a particular age or class/grade are likely to be at the beginning and end of a program year.</p>

<b>4.C.02</b>	
<p>a. Teachers assess the developmental progress of each child across all developmental areas, using a variety of instruments and multiple data sources that address the program's curriculum areas. Staff members with diverse expertise and skills collect information across a full range of children's experiences.</p>	<p>Progressions of development and learning, a central feature of <i>GOLD</i>® enable teachers to understand how children's observable behaviors relate to the objectives across all developmental areas. The <i>On-The-Spot Observation Recording Tool</i> allows all staff members to observe and assess children informally across a wide range of daily routines and experiences.</p> <p>An optional feature of <i>GOLD</i>® is the InterRater Reliability certification. This online process gives teachers opportunities to rate children's knowledge, skills and behaviors to evaluate portfolios, compared to the ratings of Teaching Strategies master raters. When teachers use <i>GOLD</i>® reliably, their ratings are more accurate, consistent and objective. Consequently, administrators can be confident that the instructional decisions and outcomes based on assessments are accurate, consistent and objective.</p>
<b>4.C.03</b>	
<p>a. Teachers refer to curriculum goals and developmental expectations when interpreting assessment data.</p>	<p>Indicators and examples are provided for each objective to help teachers know what to look and listen for as they observe and interact-and how to interpret what they see and hear.</p>
<b>4.D. – Adapting Curriculum, Individualizing Teaching, and Informing Program Development</b>	
<b>4.D.01</b>	
<p>a. Teachers or others who know the children and are able to observe their strengths, interests, and needs on an ongoing basis conduct assessments to inform classroom instruction and to make sound decisions about individual and group curriculum content, teaching approaches, and personal interactions.</p>	<p>Explanations and detailed examples are included for every objective – so teachers can focus their observation and understand how to use assessment information to plan for each child and the group. Comprehensive summaries of important research findings related to each objective are provided to help teachers understand what objectives are important and why. Practical strategies are presented for each objective to show how to help children progress.</p> <p><i>GOLD</i>® assesses what children currently know and can do, what steps they are ready to take next, and how to help them make those steps. Activities aligned to each of the 38 objectives as well as individual and class reports are available to help guide teachers in their daily planning of classroom instruction.</p>



<b>4.D.02</b>	
a. Teaching teams meet at least weekly to <b>interpret and use</b> assessment results to align curriculum and teaching practices to the interest and needs of children.	In addition to individual and class reporting, Child Assessment Portfolios can guide conversations around children's progress over time. The Child Assessment Portfolios provide one convenient location for teachers to analyze, interpret, and evaluate the information they collect. The color-coded progressions of these portfolios guide teachers in interpreting their observations and making accurate decisions.
<b>4.D.03</b>	
a. Teachers interact with children to assess their strengths and needs to inform curriculum development and individualized teaching.	<p>The <i>On- The Spot Observation Recording Tool</i> helps teachers capture information about selected objectives quickly and accurately as they interact with children one-on –one or in small groups throughout everyday classroom experiences and routines.</p> <p><i>Assessment Opportunity Cards™</i> are 10 short, playful curriculum-embedded classroom experiences during which teachers can focus their observations on particular objectives for literacy and numeracy while engaged with the children. Supporting additional opportunities for teacher's to observe children's strengths, <i>Assessment Opportunity Cards™</i> help teachers round out the information they need to make accurate assessment decisions.</p>
<b>4.D.04</b>	
a. Teachers and other professionals associated with the program use assessment methods and information to design goals for individual children as well as to guide curriculum planning and monitor progress.	Teachers use <i>GOLD®</i> assessment tools to gather information to make instructional decisions; the provided objectives help them focus on what matters most. Helpful strategies related to each objective are provided to enable teachers to plan for and adjust support to all children easily.

4.D.05	
<p>a. Teachers talk and interact with infants to assess and encourage use of language (e.g., smiles, sounds, eye contact, and cooing).</p>	<p><i>GOLD</i>® is a comprehensive system for use with children from birth through kindergarten. Teachers can refer to the list of strategies to support children on each objective.</p> <p>Objective 2: Establishes and sustains positive relationships  Dimension a: Forms relationships with adults  Level 2 indicator: Demonstrates a secure attachment to one or more adults  Level 4 indicator: Uses trusted adult as a secure base from which to explore the world</p> <p>Recommended strategies include: “Build positive relationships with each child by making purposeful observations every day, talking to each child respectfully, being sensitive to the child’s feelings, and validating accomplishments and progress.”</p> <p>Objective 9: Uses language to express thoughts and needs  Dimension a: Uses an expanding expressive vocabulary  Level 2 indicator: Vocalizes and gestures to communicate</p> <p>Recommended strategies include: “Serve as a good speech model for children. Speak slowly, and model correct grammar” or “Ask families about the child’s successful communication strategies at home.”</p>

4.D.06	
<p>a. Teachers observe infants to assess development and use these observations to modify curriculum, interactions, and care.</p>	<p><i>GOLD</i>® is a comprehensive system for use with children from birth through kindergarten. Teachers can refer to the list of strategies to support children on each objective.</p> <p>Objective 2: Establishes and sustains positive relationships            Dimension a: Forms relationships with adults            Level 2 indicator: Demonstrates a secure attachment to one or more adults            Level 4 indicator: Uses trusted adult as a secure base from which to explore the world</p> <p>Recommended strategies include: “Build positive relationships with each child by making purposeful observations every day, talking to each child respectfully, being sensitive to the child’s feelings, and validating accomplishments and progress.”</p> <p>Objective 9: Uses language to express thoughts and needs            Dimension a: Uses an expanding expressive vocabulary            Level 2 indicator: Vocalizes and gestures to communicate</p> <p>Recommended strategies include: “Serve as a good speech model for children. Speak slowly, and model correct grammar” or “Ask families about the child’s successful communication strategies at home.”</p>

<b>4.D.07</b>	
a. Teachers talk and interact with individual children and encourage their use of language to inform assessment of children's strengths, interests and needs.	<p>With optional Spanish Objectives, educators are able to assess children's strengths in Spanish Language acquisition and no longer need to rely on a separate assessment tool to support the English and dual-language learners in the classroom.</p> <p>When teachers implement <i>GOLD</i>®, they follow a systematic process, following the steps of the Assessment Cycle. The first step of the cycle asks teachers to ask "What does this child know, and what is he or she able to do?" and to "observe and collect facts through observation and documentation."</p>
<b>4.D.08</b>	
a. Teachers observe and document children's work, play behaviors, and interactions to assess progress. They use the information gathered to plan and modify the curriculum and their teaching.	<i>GOLD</i> ® is designed as an ongoing assessment tool where teachers are observing children and making assessment decisions throughout the many different situations they experience within the classroom day.
<b>4.E. – Communicating with Families and Involving Families in the Assessment Process</b>	
<b>4.E.01</b>	
a. Families have ongoing opportunities to share results of observations from home to contribute to the assessment process.	The <i>Family Conference Form</i> makes it easier for teachers and families to develop a mutual understanding of each child's strengths and challenges. The form is initially completed by the teacher summarizing the child's developmental progress during a particular period. The rest of the form is completed during conference time allowing the family to offer insights into a child's skills and behaviors at home. The teacher and family decide on next steps together based on these observations and assessment decisions.
<b>4.E.02</b>	
a. Family members are provided information, either verbally or in writing, about their child's development and learning on at least a quarterly basis, with written reports at least two times a year.	Checkpoints should occur at regular periods throughout the year. For example, the checkpoints may occur in the third month, sixth month, ninth month, and twelfth month (for year-round programs) of the program. After each checkpoint, it is recommended that the <i>Family Conference Form</i> be used to summarize and share results.

<b>4.E.03</b>	
<p>a. Teachers, families, and relevant specialists have regular opportunities to participate in two-way communication conferences to discuss each child's progress, accomplishments, difficulties in the classroom and at home as well as to plan learning activities.</p>	<p><i>GOLD</i>® family communication tools promote regular dialogues between schools and homes. <i>GOLD</i>® offers a dedicated portal for communicating online with families about children's experiences and progress.</p> <p>The <i>Family Conference Form</i> makes it easier for teachers and families to develop a mutual understanding of each child's strength's and challenges, and to share expectations for the child's development and learning. Teachers begin to fill out the form by summarizing the child's developmental progress during a particular period. The rest of the form is completed during a conference as the teacher and family together decide on next steps.</p> <p>The <i>Development and Learning Report</i> was designed for sharing information with each child's family. It provides narratives that explain the child's knowledge, skills, and behaviors in relation to each objective or dimension. Then on the basis of the child's developmental levels, it recommends activities for the family to do at home to provide additional support. Both of these forms can be printed or shared electronically with families.</p>
<b>4.E.04</b>	
<p>a. Staff work to achieve consensus with families about assessment methods that will best meet the child's needs.</p>	<p>The <i>Family Conference Form</i> allows teachers to summarize each child's knowledge, skills and behaviors. A key aspect of this form is the ability to work with the family to create a plan to support the child at school and at home.</p>
<b>4.E.05</b>	
<p>a. Communication with families about their child's assessment is sensitive to family values, culture, identity, and home language.</p>	<p>To help ensure successful communication, <i>GOLD</i>® provides online templates for the <i>Family Conference Form</i> in both English and Spanish. For teachers and families who speak languages other than English or Spanish, the template is also available as a downloadable form to be edited to reflect the languages spoken by the families in the program.</p>

<b>4.E.06 The program staff provide families with information about the choice, use, scoring, and interpretation of screening and assessment methods that includes:</b>	
<ul style="list-style-type: none"> <li>a. the purpose and use for which an assessment is designed and its programmatic purpose and use,</li> <li>b. the interpretations of the results and their meaning in terms of future learning opportunities for their child,</li> <li>c. the way teaching staff or others have been trained to use assessment procedures and interpret results as well as the conditions under which the child will be assessed (e.g., group size, time constraints, familiarity with adults involved), and</li> <li>d. access to or information about the specific instruments used.</li> </ul>	<p>The online HELP area in <i>GOLD</i>® includes a section called “Resources for Families” with a bank of resources and articles about how to support their child at home. In addition, teachers may download, print and share the <i>GOLD</i>® Family Flyer document which outlines the purpose and use of <i>GOLD</i>®.</p>
<b>4.E.07 The program staff provide families with a full explanation of confidentiality by:</b>	
<ul style="list-style-type: none"> <li>a. listing categories of individuals who will have access to individual child screening and assessment results as well as the reasons for their access.</li> <li>b. sharing regulations governing access to files and familial rights.</li> <li>c. describing the procedures used to keep individual child records confidential.</li> <li>d. explain how and why children’s individual screening results and assessment information will be represented, used, and interpreted.</li> </ul>	<p><i>GOLD</i>® is sensitive to the needs of programs wishing to maintain confidentiality of child and family information. The online system requires a unique username and secure password for each user. This allows teachers to view only the children in their classroom. When viewing and printing Weekly Lesson Plans with child individualization, teachers have the option of printing children’s initials, rather than full names. Individualized reports, activities, and Child Plans are available only to the child’s teacher and authorized administrators.</p>