GOLD® Reports
A special note for programs serving children with disabilities:

_GOLD®_ is fully aligned with Office of Special Education Programs (OSEP) outcomes and automatically converts the information from _GOLD®_ to the 7-point scale on the Child Outcomes Summary Form (COSF). The data teachers enter into _GOLD®_ enables administrators to generate OSEP-mandated reports, saving time and helping teachers individualize instruction for the children in their classes. In addition, _GOLD®_ developers worked directly with the Early Childhood Outcomes (ECO) Center on the crosswalk to ensure the tool’s effectiveness for assessing children with disabilities.
Get an inside look at GOLD® reports!

GOLD® reports are unique: they are cutting-edge, state-of-the-art, and designed to make it simple for teachers and administrators to analyze information within the MyTeachingStrategies® platform.

Imagine being able to bring the data that tells the story of children’s development to life with just a few clicks of a mouse. With GOLD® reports, now you can.
Streamlined. Customizable. Easy to Use.

GOLD® Reports for Teachers and Administrators

Class Profile
Individual Child Report Card
Development and Learning
Documentation Status
Assessment Status
Snapshot
Alignment
Goals
Comparative
Streamlined. Customizable. Easy to Use.

GOLD® Reports for Teachers and Administrators

Class Profile
Individual Child
Report Card
Development and Learning
Documentation Status
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Snapshot
Alignment
Goals
Comparative
Class Profile Report

The Class Profile Report compares information about the knowledge, skills, and abilities of the children in one or more classes with the widely held expectations for their age or class/grade. The widely held expectations are compared to assessment data for each dimension during one checkpoint period.

How It Works

The Class Profile Report can be generated for multiple classes at once, giving administrators an overview of where all children are. It can also be generated for a specific class, making the report more useful for daily planning. Teachers can run this report at any time during the checkpoint period, using preliminary or unfinalized levels, or finalized checkpoint ratings in order to understand where children are at that time and plan for upcoming small-group activities and individualized instruction. The report can then be compared to a report from the end of the previous checkpoint, helping teachers make plans based on children’s growth and development for the rest of the checkpoint period.

A Closer Look

The Class Profile Report shows teachers where children’s knowledge, skills, and abilities are along each progression. Teachers can use the colored bands on the report to easily plan each week’s small-group activities for children whose abilities are progressing toward, meeting, or exceeding the widely held expectations. This report also lets teachers consider how they might group children at different developmental levels so that they can learn from one another.
### Class Profile Report

- Enables teachers to quickly see where children’s skills are along each progression
- Can be created for all classes at once to provide overview information or for individual classes to help with day-to-day planning

- Can be generated at any time using preliminary or unfinalized data during the checkpoint period or using finalized data at the end of the checkpoint

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#### Social-Emotional

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<tr>
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<tr>
<td>1b. Follows limits and expectations</td>
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<td></td>
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<td></td>
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<td>Ruben Gutierrez</td>
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Individual Child Report

The Individual Child Report lets teachers and administrators see how individual children are performing during one checkpoint period or across multiple checkpoint periods.

How It Works

The Individual Child Report can be generated for one child or multiple children at a time and customized to include one or more checkpoint periods. Teachers select the criteria they wish to use and easily create a thorough report that informs planning for a particular child. Using the colored bands that show widely held expectations, the teacher can focus on each child’s strengths and see what is needed to support every learner.

A Closer Look

Like many other GOLD* reports, the Individual Child Report can be generated at the end of a checkpoint period using finalized data from previous checkpoints, which is helpful for demonstrating progress. Teachers also can generate the report in the middle of a checkpoint period using preliminary levels in order to see where children’s knowledge, skills, and abilities currently are compared to where they were at the end of the previous checkpoint period. This provides teachers with a better picture of how the child has progressed during the checkpoint period or across multiple checkpoint periods and allows them to plan based upon the child’s growth.
Individual Child Report

- Lets teachers and administrators see how individual children are progressing over one or more checkpoint periods
- Helps teachers plan for individual children and easily identify areas where they may need additional support

- Can be generated at any time using finalized data from previous checkpoints or preliminary levels from the current checkpoint to plan based on growth
- Can be used as a final report to show where a child's knowledge, skills, and abilities began and where they currently are for each dimension.
Report Card

The Report Card gives families up-to-date information about their child’s knowledge, skills, and abilities, displaying not only the child’s current abilities, but also what they can expect next.

How It Works
The Report Card can be used throughout the year to communicate with family members about a child’s growth and development. The Report Card takes information directly from teachers’ checkpoint decisions and arranges the information in a way that a family member can readily understand.

A Closer Look
Organized by individual objective and dimension, the Report Card shows whether a child’s knowledge, skills, and abilities are progressing toward, meeting, or exceeding the widely held expectations for the child’s age or class/grade.
- Enables teachers and administrators to share meaningful updates with family members
- Shows families what skills and abilities children are currently demonstrating and what they can be expected to show next
- Clearly compares children’s skills and abilities to widely held expectations for their age or class/grade
Development and Learning Report

The Development and Learning Report helps teachers share important developmental information and appropriate at-home activities with family members. It can be generated in both English and Spanish, and uses an easy-to-understand format that conveys what the child is currently able to do and what steps she will likely take next.

How It Works

The Development and Learning Report provides narratives that explain the child’s knowledge, skills, and abilities in relation to each objective or dimension. Based on the child’s developmental levels, the report also recommends activities for the family to do with the child, providing additional support to extend the learning at home.

A Closer Look

The Development and Learning Report was designed with families in mind, providing content in an easy-to-follow narrative form. It gives teachers the option to customize what information is shown. A teacher might choose to display details such as the objective and dimension numbers or simply state the essential information that will help families support their children’s progress. The Development and Learning Report simplifies the process of involving families in a child’s progress.
Development and Learning Report: Bella Fernandez

Date: February 01, 2018
Class: Preschool
Teacher: Susan James
Child: Bella Fernandez

Period: Fall 2016/2017 — Finalized or Unfinalized Checkpoint Level

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

Social-Emotional

Currently, Bella:
- Comforts self by seeking out special object or person
- Accepts redirection from adults
- Demonstrates confidence in meeting own needs
- Is beginning to engage with trusted adults as resources and to share mutual interests
- Demonstrates concern about the feelings of others
- Plays near other children; uses similar materials or actions
- Is beginning to establish a special friendship with one other child, but the friendship might only last a short while
- Takes turns
- Seeks adult help to resolve social problems

Next Bella will:
- Begin to be able to look at a situation differently or delay gratification
- Begin to manage classroom rules, routines, and transitions with occasional reminders
- Begin to take responsibility for own well-being
- Begin to engage with trusted adults as resources and to share mutual interests
- Begin to identify basic emotional reactions of others and their causes accurately
- Begin to use successful strategies for entering groups
- Establish a special friendship with one other child, but the friendship might only last a short while

Development and Learning Report

- Provides a simple narrative of a child’s progress to share with families
- Helps families understand their child’s knowledge, skills, and abilities in relation to each objective or dimension
- Shows where a child’s abilities currently are and the likely next steps the child will take along each progression
- Suggests developmentally appropriate activities for families to do at home to support children’s learning
Documentation Status Report

The Documentation Status Report shows, at a glance, how many pieces of documentation are associated with each objective and dimension for each child. This information can be used to identify where more information may be needed to plan activities and observations.

How It Works

The Documentation Status Report can be generated for multiple classes and children at once, providing administrators with an overview of the documentation collected across their program(s). Teachers and administrators can also choose specific objectives and dimensions when they run the report to spotlight specific areas that need more observation.

A Closer Look

The Documentation Status Report can be generated regularly to help administrators support teachers as they plan for activities and observations. This will help administrators and teachers identify which children and skills have not been observed for specific objectives and dimensions. Teachers can use this report before the end of the checkpoint period to ensure that there is sufficient documentation to make the checkpoint decision.
Documentation Status Report

- Enables teachers to see, at a glance, where additional information may be needed to plan for activities and inform assessment decisions.
- Gives administrators information that helps them guide teachers in classroom planning.
- Can be used at any time to see the quantity of information that has been collected by objective and dimension.
Assessment Status Report

The Assessment Status Report shows teachers’ progress toward completing the assessment for a checkpoint and, by objective and dimension, shows which children are missing ratings.

How It Works
The Assessment Status Report can be generated for multiple sites, classes, and children at once, providing administrators with an overview of the checkpoint completion for their program(s). Teachers and administrators can also choose specific objectives and dimensions when they run the report to spotlight specific areas that may need future attention.

A Closer Look
The Assessment Status Report can be generated on a regular basis, allowing teachers to monitor their progress as they complete a checkpoint. Teachers and administrators will know a checkpoint is complete when the report shows 100%.
Assessment Status Report

- Gives teachers a clear view of their checkpoint completion status
- Enables administrators to see program-wide levels of checkpoint completion
- **Links teachers directly to the checkpoint page** by allowing them to select an objective/dimension for a child which will open Checkpoint By Child for that child, for that item, for the selected period.
Snapshot Reports

The Snapshot Reports give teachers and administrators an overarching look at their program’s performance levels for a single checkpoint period.

How It Works

The Snapshot Reports function like a photograph, capturing assessment information about the knowledge, skills, and abilities of a group of children at a particular point in time.

**Snapshot Report**

Teachers and administrators can generate the Snapshot Report to show the number of children at each developmental level for all objectives and dimensions or areas. Charts can be included in the report to show whether children's skills are progressing toward, meeting, or exceeding widely held expectations.

**Snapshot by Dimension Report**

The Snapshot by Dimension Report uses colored bands to visually represent, at the dimension level, how the assessment data for a given class compares to widely held expectations.

**Snapshot (Birth Through Third Grade) and Snapshot (Birth Through Kindergarten) Reports**

These reports show a breakdown of children's demographic information. The Snapshot (Birth Through Kindergarten) Report uses checkpoint data associated with the objectives for development and learning for birth through kindergarten (which is useful if your program accessed GOLD® before MyTeachingStrategies®), while the Snapshot (Birth Through Third Grade) report uses checkpoint data associated with the objectives for development and learning for birth through third grade.
Snapshot Reports

- Show a “snapshot” of development at a particular point in time
- Help teachers understand children’s current knowledge, skills, and abilities and use that information to plan developmentally appropriate experiences
- Use important information that is essential to the reporting process, such as children’s ages, background, family, or language
- Keep identifying information confidential, making reports appropriate for sharing with boards and funding sources
- Show end-of-year expectations for a specific objective as it relates to state or Head Start early learning standards

**How It Works**

The Alignment Report generates data based on the alignment, or standards, that the user chooses before running the report. Teachers and administrators select standards for their state and generate a report that shows which *GOLD*® objectives are aligned to those standards. The Alignment Report can be used throughout the year to see the percentage of children whose knowledge and skills are emerging and the percentage of those who have accomplished the standards that a program uses.

**A Closer Look**

The Alignment Report can also be used to generate other information that is essential to the reporting process, including end-of-year expectations for specific standards as they relate to particular objectives and the average score for a group of children. Like all of the interactive reports, this report also offers important information about support services that a child or children might be receiving to help administrators and teachers better understand the context of the data they are viewing.
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>
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</table>

Alignment Report

- Compares assessment information to state or national standards
- Shows the percentage of children whose knowledge and skills are emerging and the percentage of children who have accomplished the standards that a program uses
- Can be generated at any time using unfinalized checkpoint level data or finalized data at the end of the checkpoint
Goals Report

The Goals Report enables administrators to compare assessment data describing children’s knowledge, skills, and abilities with customized benchmark values that reflect a program’s defined goals.

How It Works

Administrators can generate the Goals Report at the end of a checkpoint period to compare checkpoint data from one or multiple checkpoint periods to customized benchmark values.

A Closer Look

The report includes a table for each objective and dimension in the goal with the correlated custom goal expectation for that goal set. The display shows the number of children included, the average score, and the number of children whose knowledge and skills were meeting or not meeting the custom goal expectations.
Goals

<table>
<thead>
<tr>
<th>4. Demonstrates traveling skills</th>
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<tbody>
<tr>
<td>Custom Goal Expectations</td>
<td># Children</td>
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<th>6. Demonstrates gross motor manipulative skills</th>
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<td>Custom Goal Expectations</td>
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<table>
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<tr>
<th>11a. Attends and engages</th>
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<tr>
<td>Custom Goal Expectations</td>
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<td>Dept of Education</td>
</tr>
</tbody>
</table>

Goals Report

- Enables administrators to compare assessment data describing children’s knowledge, skills, and abilities with customized benchmark values that reflect a program’s defined goals.

- Can show high-level data from across the organization as well as granular data at the individual child level.

- Can be generated at the end of any checkpoint period.
Comparative Report

The Comparative Report enables administrators to create comparative data by placing checkpoint ratings for each objective or dimension next to other national data on a uniform scale.

How It Works

Administrators generate the Comparative Report at the end of any checkpoint period to compare checkpoint data from one or multiple checkpoint periods to widely held expectations, the national normative sample, or GOLD® Readiness on a uniform scale.

A Closer Look

The Comparative Report makes it possible to look at data for children in each area of development and compare it to widely held expectations or to a nationally representative sample of children. Generating this comparative information makes it easy to compare a group of scores across all areas of development. Administrators can broaden or narrow their report criteria to meet their specific needs.
• Offers **multiple filtering options** (such as including archived children and filtering by funding resource) for report criteria to meet a program’s specific needs

• Helps administrators compare a child’s knowledge and skills across all areas of learning to better understand the whole child

• Enables administrators to **quickly identify areas of strength and areas where children need more support**

Comparative Report

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<td>Bottom</td>
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<table>
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Ready to get started with GOLD®?

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