

Offeror Name: Teaching Strategies, LLC

Proposed Assessment Name: Teaching Strategies GOLD®

Content Areas: Social–Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, the Arts, English Language Acquisition

Grade Levels: Preschool and kindergarten

Section 1: Overview of Tests

Requirement:

1.1

Describe the specific grade(s) and subject area(s) covered by each assessment and provide an overview of the content and skills measured. Include the types of test items used, the mode(s) of delivery, the availability of equivalent forms, including short forms or screeners (if available) and a test blueprint for each test being proposed.

Teaching Strategies GOLD® is a research-based system for assessing the knowledge, skills, and behaviors of children from birth through kindergarten. Its primary purposes are to observe and document children’s learning at particular points of time and over time, inform instruction, and facilitate communication. It blends ongoing, authentic observational assessment across 10 areas of development and learning with performance-assessment tasks for selected literacy and numeracy objectives. It can be used to assess all children, including English-language learners, children with disabilities, and children who demonstrate competencies beyond typical developmental expectations.

Teachers of infants, toddlers, and preschool children use *Teaching Strategies GOLD®* to inform instructional decisions, plan, and communicate with families and other stakeholders. Kindergarten teachers can use the system during the first 4–6 weeks of school to gain a comprehensive understanding of children’s development and learning as they enter kindergarten. They can also continue to use it throughout the year to inform their instructional practices and build strong partnerships with families. *Teaching Strategies GOLD®* meets kindergarten entry assessment requirements in the Race to the Top—Early Learning Challenge.

Data-collection, analysis, evaluation, and reporting are guided by 38 objectives for development and learning that include predictors of school success. The objectives align well with the Virginia *Standards of Learning* for kindergarten, *Virginia’s Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds*, other state early learning standards, the *Head Start Child Development and Early Learning Framework*, and the *Common Core State Standards* for kindergarten.

When used for kindergarten assessment, *Teaching Strategies GOLD®* may be customized to meet different needs. For example, states and districts may decide which objectives and dimensions teachers are to use, when and how often checkpoints occur, and whether to incorporate the *Common Core State Standards* (CCSS) for kindergarten into *Teaching Strategies GOLD®* online.

Requirement:

Requirement 1.1, continued

Teaching Strategies GOLD[®] can be used to assess children’s knowledge, skills, and behaviors in 10 areas of development and learning: social–emotional, physical, language, cognitive, literacy, mathematics, science and technology; social studies, the arts, and English language acquisition. The following items (objectives and dimensions) can be assessed by using *Teaching Strategies GOLD*[®]:

Social–Emotional

1. Regulates own emotions and behaviors
 - a. Manages feelings
 - b. Follows limits and expectations
 - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
 - a. Forms relationships with adults
 - b. Responds to emotional cues
 - c. Interacts with peers
 - d. Makes friends
3. Participates cooperatively and constructively in group situations
 - a. Balances needs and rights of self and others
 - b. Solves social problems

Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
 - a. Uses fingers and hands
 - b. Uses writing and drawing tools

Language

8. Listens to and understands increasingly complex language
 - a. Comprehends language
 - b. Follows directions

Requirement:

Requirement 1.1, continued

9. Uses language to express thoughts and needs
 - a. Uses an expanding expressive vocabulary
 - b. Speaks clearly
 - c. Uses conventional grammar
 - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
 - a. Engages in conversations
 - b. Uses social rules of language

Cognitive

11. Demonstrates positive approaches to learning
 - a. Attends and engages
 - b. Persists
 - c. Solves problems
 - d. Shows curiosity and motivation
 - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
 - a. Recognizes and recalls
 - b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
 - a. Thinks symbolically
 - b. Engages in sociodramatic play

Literacy

15. Demonstrates phonological awareness
 - a. Notices and discriminates rhyme
 - b. Notices and discriminates alliteration
 - c. Notices and discriminates smaller and smaller units of sound
16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters
 - b. Uses letter–sound knowledge

Requirement:

Requirement 1.1, continued

17. Demonstrates knowledge of print and its uses
 - a. Uses and appreciates books
 - b. Uses print concepts
18. Comprehends and responds to books and other texts
 - a. Interacts during read-alouds and book conversations
 - b. Uses emergent reading skills
 - c. Retells stories
19. Demonstrates emergent writing skills
 - a. Writes name
 - b. Writes to convey meaning

Mathematics

20. Uses number concepts and operations
 - a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
21. Explores and describes spatial relationships and shapes
 - a. Understands spatial relationships
 - b. Understands shapes
22. Compares and measures
23. Demonstrates knowledge of patterns

Science and Technology

24. Uses scientific inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks

Requirement:

Requirement 1.1, continued

Social Studies

- 29. Demonstrates knowledge about self
- 30. Shows basic understanding of people and how they live
- 31. Explores change related to familiar people or places
- 32. Demonstrates simple geographic knowledge

The Arts

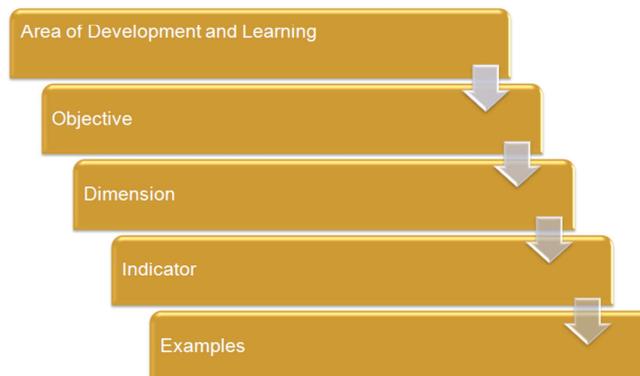
- 33. Explores the visual arts
- 34. Explores musical concepts and expression
- 35. Explores dance and movement concepts
- 36. Explores drama through actions and language

English Language Acquisition

- 37. Demonstrates progress in listening to and understanding English
- 38. Demonstrates progress in speaking English

As shown in the diagram below, *Teaching Strategies GOLD*[®] items are presented in a hierarchy, with the areas of development and learning at the highest level. Each area of development and learning includes multiple objectives.

Hierarchy of the *Teaching Strategies GOLD*[™]
Assessment System



As shown in the diagram and by the lettered items in the list of objectives, dimensions are included for most *Teaching Strategies GOLD*[®] objectives. Dimensions outline specific knowledge, skills, and behaviors related to a particular objective. The detail, or specificity,

Requirement:

Requirement 1.1, continued

provided by the dimensions helps teachers evaluate children’s knowledge, skills, and behaviors accurately. A developmental progression of four indicators is presented for each dimension (or for the objective when a dimension is not shown) when the research literature supports such outlines of sequential development. Examples of what a child might do or say in the classroom are given for each indicator. Ranges of widely held expectations for the knowledge, skills, and behaviors of children in various age-groups and classes/grades are shown by colored bands. As teachers evaluate children’s knowledge and skills at particular points of time and over time, they can compare children’s developmental levels with those expectations. The progressions help teachers understand the significance of what children say and do, set appropriate expectations, choose appropriate teaching strategies, and share information.

As an example, the progression for Objective 17, Dimension b, “Uses print concepts” is shown below.

b. Uses print concepts									
Not Yet	1	2	3	4	5	6	7	8	9
		Shows understanding that text is meaningful and can be read • Points to the words on the sign by the fish bowl and says, “Just one pinch!”		Indicates where to start reading and the direction to follow • Points to beginning of text on the page when pretending to read and moves finger left to right as she continues down the page		Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation • Points to the word <i>hippopotamus</i> and says, “That’s a long word.” • Says, “That means stop reading,” as he points to a period at the end of a sentence.		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 • Touches each word on the page while reciting the words from <i>Brown Bear, Brown Bear, What Do You See?</i> • Picks up finger and returns it to the beginning of the next line when pretend reading	

Teachers evaluate children’s knowledge, skills, and behaviors on a 10-point scale labeled 0 through 9. (The two objectives related to writing are rated on an 8-point scale.) Indicators are given for levels 2, 4, 6, and 8. Levels 1, 3, 5, 7, and 9 are “in-between” levels that are used when a child’s knowledge, skills, and behaviors are emerging to an indicator level and/or demonstrated with support. Level 0 signifies “not yet.” Teachers mark that level when a child of a particular age is not yet expected to demonstrate—and is not yet demonstrating—the knowledge, skills, and behaviors specified by the first indicator. “Not yet” may also apply to a child with a disability or developmental delay who is not yet demonstrating those knowledge, skills, and behaviors.

This rating scale is not used for the objectives in science and technology, social studies, and the arts. Instead, teachers record observations that provide examples of children’s learning in these areas and then evaluate them according to the particular expectations of the school district or state.

Requirement:

Requirement 1.1, continued

With *Teaching Strategies GOLD*[®], teachers collect evidence of children’s development and learning during meaningful classroom experiences. Teachers observe intentionally throughout the day; consult with family members and specialists who work with individual children; and build portfolios with observation notes, photographs, video clips, audio clips, and scanned samples of children’s work. When particular kinds of information about literacy and numeracy are difficult to collect during everyday classroom activities, teachers integrate curriculum-embedded learning experiences for the purpose of conducting focused observations. Informally, teachers continually analyze and evaluate the evidence in order to respond immediately to children and to plan instruction. At checkpoints throughout the year—and more often as necessary—teachers analyze and formally evaluate the evidence in order to formulate longer-term plans, examine children’s progress, compare student performance with widely held expectations, and communicate with stakeholders. A dedicated family portal strengthens and simplifies communication with family members. In addition to reporting data for individuals, *Teaching Strategies GOLD*[®] can automatically aggregate, disaggregate, and report data for classes, schools, districts, and the Virginia Department of Education. Teaching Strategies also collaborates with states to integrate *Teaching Strategies GOLD*[®] results into statewide longitudinal data systems.

The *Teaching Strategies GOLD*[®] progressions of development and learning help teachers fully understand each child’s current levels of development and likely next steps. In addition to research summaries, specific guidance and an online activities library help teachers establish effective environments and offer meaningful, engaging instruction on the basis of assessment results. There is a family version of each activity, and each can be shared in English or Spanish.

Teaching Strategies GOLD[®] materials are available as a paper toolkit and as an online system to which programs subscribe. Online users may print particular tools when they prefer to work with hard copy. In November 2012, a mobile application will be made available to make the documentation process easier for teachers who use iPhone[®], iPad[®], or iPod Touch[®]. With the application, information about student performance can be entered seamlessly into the student’s *Teaching Strategies GOLD*[®] portfolio.

Requirement:

1.2

Provide evidence of alignment of test items to the Virginia Standards of Learning (SOL) for existing assessments. For assessments developed in response to the RFP, provide a plan for assuring the alignment of test items to the SOL.

Two alignment documents are included as appendices of this proposal: Appendix A) “Alignment of *Teaching Strategies GOLD*[®] Objectives for Development & Learning: Birth Through Kindergarten With Virginia’s Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds With” and Appendix B) “Alignment of *Teaching Strategies GOLD*[®] Objectives for Development & Learning: Birth Through Kindergarten With Virginia’s Early

Requirement:
<p>Requirement 1.2, continued</p> <p><i>Learning Standards for Kindergarten.</i>”The <i>Virginia Foundation Blocks</i> alignment can also be retrieved from http://www.teachingstrategies.com/content/pageDocs/VA-GOLD-Alignment-PS-2012.pdf. The Virginia SOL for kindergarten alignment can be retrieved from http://www.teachingstrategies.com/content/pageDocs/VA-GOLD-Alignment-Kindergarten-2012.pdf</p>

Section 2: Technical Characteristics

Requirement:
<p>2.1 Provide evidence of content, construct, concurrent, and predictive validity as appropriate. Include validity evidence that supports the use of scores from the proposed assessment in teacher evaluation, addressing specifically the validity of using assessment results to support inferences about effectiveness of teacher in producing growth in student performance (if available).</p>
<p>After several years of development that included pilot testing, <i>Teaching Strategies GOLD</i>[®] was published in the summer of 2010. Extensive independent research conducted by the Center for Educational Measurement and Evaluation at The University of North Carolina at Charlotte shows that <i>Teaching Strategies GOLD</i>[®] is highly valid and reliable and that it is equally valid and reliable for the assessment of children who are English-language learners and the assessment of children with disabilities. The CEME procedure is designed to create norm samples that match the U. S. Census Bureau 2009 estimates for children ages birth to 5 years, 11 months with respect to seven ethnic subgroups. The Center is continuing its analyses as more data are collected over time. Please see the <i>Technical Manual for the Teaching Strategies GOLD</i>[®] <i>Assessment System</i> included as Appendix C of this proposal.</p>

Requirement:
<p>2.2 Provide evidence of reliability, both for the total test and for any subtests for which scores are reported. Include estimates of error in measurement.</p>
<p>Several analyses were conducted to determine whether <i>Teaching Strategies GOLD</i>[®] is a reliable measure of development and learning. These included person and item reliabilities, internal consistency reliability, and interrater reliability. The items in all areas of development and learning had high reliability scores. Interrater reliability was also measured, with all reliability scores above .8. For a more technical discussion of reliability, please see the <i>Technical Manual for the Teaching Strategies GOLD</i>[®] <i>Assessment System</i> (Appendix C).</p>

Requirement:
2.3 Provide evidence that the assessment is appropriate for use with student subgroups, including English language learners and student with disabilities. Include documentation that the assessment does not exhibit bias toward any major subgroups (e.g., through an analysis of differential item functioning). In addition, provide a sensitivity review to demonstrate the assessment tasks and items are designed to be accessible and fair for all students.
<i>Teaching Strategies GOLD</i> [®] is appropriate for use with all children from birth through kindergarten. It is not appropriate for use as a screening tool, but it is appropriate for use with all children. The scale, which describes developmental milestones from birth through kindergarten, enables users to focus on each child's strengths rather than on what the child cannot do. <i>Teaching Strategies GOLD</i> [®] is inclusive of children who are following a typical developmental pattern, children who are English-language learners, children with disabilities, and children who demonstrate competencies beyond typical developmental expectations. <i>Teaching Strategies GOLD</i> [®] enables teachers to assess children accurately, using the same scale for all children. Independent researchers have analyzed data for all children in a nationally representative sample, including children with disabilities and English language learners. Rasch analysis and item difficulty analysis showed that the tool produces relevant and sensitive data for all populations.

Requirement:
2.4 Provide evidence that the assessment includes items of varying difficulty to ensure accurate measurement of student achievement across the ability continuum, including the tails of the score distribution.
<i>Teaching Strategies GOLD</i> [®] is an observational assessment system that does not involve student testing. Teachers collect evidence of children's development and learning during meaningful classroom experiences. They observe intentionally throughout the day; consult with family members and specialists who work with individual children; and build portfolios with observation notes, photographs, video clips, audio clips, and scanned samples of children's work. When particular kinds of information about literacy and numeracy are difficult to collect during everyday classroom activities, teachers integrate curriculum-embedded learning experiences for the purpose of conducting focused observations. Informally, teachers continually analyze and evaluate the evidence in order to respond immediately to children and to plan instruction. At checkpoints throughout the year—and more often as necessary—teachers analyze and formally evaluate the evidence. Both formally and informally, teachers rate children's knowledge, skills, and behaviors along progressions of development and learning that include indicators of increasing complexity.

Section 3: Use of Assessment as a Measure of Growth

Requirement:
3.1 Provide evidence that the scores resulting from the assessment have been used as measures of growth by other local or state education agencies.
<p>Teaching Strategies has provided online assessment tools and implementation support since 2001. <i>Teaching Strategies GOLD</i>[®] replaced an earlier tool in 2010. Teaching Strategies now provides that online assessment system, training, and ongoing support to nearly 3000 customers ranging in size from states and branches of the U.S. military to individual schools and child care programs. Nationally, more than 100,000 teachers are currently using <i>Teaching Strategies GOLD</i>[®] to assess the development and learning of more than 800,000 children in infant–toddler, preschool, and kindergarten classrooms. “Performance and Growth” Reports can be generated easily when data have been finalized for at least two checkpoints.</p> <p>More than a dozen states use <i>Teaching Strategies GOLD</i>[®] for statewide assessment in publicly funded pre-kindergarten programs, and <i>Teaching Strategies GOLD</i>[®] is the most widely used assessment tool in Head Start programs. In addition to its nationwide use in infant–toddler and preschool classrooms, <i>Teaching Strategies GOLD</i>[®] is currently being implemented in kindergarten classrooms in Washington (WaKIDS), Delaware, New Jersey, Colorado, Missouri, Massachusetts and Hawaii. The <i>Colorado Preschool Program 2012 Legislative Report</i> issued in January 2012 by the Colorado Department of Education speaks to the use of <i>Teaching Strategies Gold</i>[®] scores as measures of growth by local and state education agencies. The following quote from page 6 of that report is especially relevant to Requirement 3.1: “The graphs on the following pages... demonstrate developmental progress for CPP children using data from the three assessment systems of choice in 2010–2011: The Creative Curriculum Developmental Continuum, <i>Teaching Strategies GOLD</i>[®], and HighScope COR.” The full report is available from http://www.cde.state.co.us/cpp/download/CPPOdocs/2012_CPP_Legislative_Report.pdf. It is also included as Appendix D of this proposal.</p>

Requirement:
3.2 Describe the methodology used to measure growth. For example, does the assessment employ a vertical scale, use a computer-adaptive model to measure growth over time, or employ some other methodology. Does the methodology allow for the longitudinal measure of growth across academic years? What about the measurement of required growth on the proposed assessment to reach proficient on the statewide assessments (the Standards of Learning tests) in a specified amount of time? Include standard setting studies or other analyses conducted to establish measures of growth.
<i>Teaching Strategies GOLD</i> [®] provides norm scores for growth, enabling users to compare growth across areas. The assessment system can be used to track the growth over time of

Requirement:

Requirement 3.2, continued

children of different ages and to monitor their readiness for kindergarten. Data from a final norm sample were used to identify expected growth trajectories.

The norm sample was divided into 3-month age bands that were based on the ages of the children at the time of the fall assessment checkpoint. Children were placed into 18 age bands. The youngest band included children aged 3 through 5 months, and the oldest band included children aged 54 through 56 months.

Raw scores were derived by summing across the teacher ratings for all of the items in each scale of the assessment instrument. Each item was rated by teachers who used a 10-point scale. The ranges of possible raw scores were as follows: Social-Emotional (0-90), Physical (0-50), Language (0-80), Cognitive (0-100), Literacy (0-120), and Mathematics (0-70). Note that the total number of possible raw score points varied by developmental area because each scale included a different number of items.

Researchers further developed scale scores for each of the six developmental areas by using Item Response Theory, which is a common approach in educational and psychological assessment. Scale scores are generally considered more reliable and meaningful than raw scores. They are interval-level scores that result from the transformation of raw scores, and they are not dependent on the number of items rated for each area. Scale scores were calibrated to conform to a normal distribution with a mean of 500 and a standard deviation of 100 across the entire age range. The mean of 500 was associated with children at 36 months of age, which was sensible because that is the intended middle of the age range for *Teaching Strategies GOLD*[®]. *Teaching Strategies GOLD*[®] does enable users to measure growth longitudinally.

Requirement:

3.3

Describe the methodologies used to control item exposure so that the accuracy of students' scores is not impacted by multiple exposures to the same items.

Teaching Strategies GOLD[®] is an observational assessment system that does not entail student testing. Teachers gather evidence of children's development and learning during meaningful classroom experiences and by consulting with professional colleagues and family members. Practice and repetition are integral to developmentally appropriate instruction, but they do not interfere with the accuracy of results obtained by using *Teaching Strategies GOLD*[®].

Requirement:
3.4 Describe the procedures used to validate the measures of growth.
Extensive study of data from the 2010–2011 and 2011–2012 academic years confirms the validity and reliability of the scale scores created for each developmental area of <i>Teaching Strategies GOLD</i> [®] . Various reliability and validity checks were conducted to ensure the reliability and validity of the growth scores. For more information, please see the <i>Growth Norms Technical Summary</i> included as Appendix E of this proposal. Results demonstrate that the <i>Teaching Strategies GOLD</i> [®] raw and scale scores are sensitive to the process of child growth and development. Analyzing the normed scores can help teachers understand children’s skills and relative areas of strength and weakness; monitor their expected growth; and compare children’s knowledge, skills, and behaviors to a nationally representative sample.

Section 4: Test Administration Procedures

Requirement:
4.1 Describe the administration procedures necessary to produce growth scores. For example, is the assessment designed to be administered multiple times during the year or administered once in the fall and once in the spring?
<i>Teaching Strategies GOLD</i> [®] assists teachers throughout a four-step assessment cycle. Teachers collect and analyze evidence of children’s development and learning on an ongoing basis. They evaluate the levels of children’s knowledge, skills, and behaviors informally as often as necessary to plan and offer appropriate instruction. At as many as four checkpoints per year, they also evaluate children’s development and learning formally. Some reports can be generated as soon as data are entered. For other reports, data must be finalized first. Growth reports can be run as soon as data are finalized for two or more checkpoints. When data have been entered for additional checkpoints, users may choose the time span over which they want to track progress.

Requirement:
4.2 Describe any processes used for pre-identifying and/or registering students for testing. Include what data, including the State Testing Identifier, are collected for each student, how data are collected or transmitted, and how data are maintained and securely managed.
Virginia LEA users can enter children’s data into <i>Teaching Strategies GOLD</i> ® manually or by using an uploading function. Each child is given a unique identifier. Teaching Strategies can also customize <i>Teaching Strategies GOLD</i> ® to support a state-specified identifier for reporting at the school district level and for submitting data to the state. To see any <i>Teaching Strategies GOLD</i> ® data specific to an organization (i.e., information about programs, teachers, children, evaluations, etc.), users must log in successfully via SSL. Users who are logged in are only able to access data directly tied to their login configurations. For instance, a teacher is only able to access data about children in his or her own class(es). A site administrator is only able to access information about the classes and children at his or her own site. A family may only access data about its own child.

Requirement:
4.3 Describe all materials needed for test administration and how school divisions will order and obtain sufficient quantities. Include details of test booklets and answer documents for paper/pencil testing (if applicable), test administration manuals, etc. If applicable, identify any test administration materials school divisions would be responsible for supplying locally (manipulatives, copies of test materials, etc).
<i>Teaching Strategies GOLD</i> ® does not entail student testing. It blends ongoing, authentic observational assessment across 10 areas of development and learning with performance-assessment tasks for selected literacy and numeracy objectives. Teachers collect evidence of children’s development and learning during meaningful classroom experiences. Teachers observe intentionally throughout the day; consult with family members and specialists who work with individual children; and build portfolios with observation notes, photographs, video clips, audio clips, and scanned samples of children’s work. When particular kinds of information about literacy and numeracy are difficult to collect during everyday classroom activities, teachers integrate curriculum-embedded learning experiences for the purpose of conducting focused observations. Informally, teachers continually analyze and evaluate the evidence in order to respond immediately to children and to plan instruction. At checkpoints throughout the year—and more often as necessary—teachers analyze and formally evaluate the evidence in order to formulate longer-term plans, examine children’s progress, compare student performance with widely held expectations, and communicate with stakeholders. In the online system, a dedicated family portal strengthens and simplifies communication with family members.

Requirement:

Requirement 4.3, continued

Teaching Strategies GOLD[®] is an observational system. Teachers and families collect evidence of children's knowledge, skills, and development during everyday activities. Children use the ordinary materials and equipment supplied by the school division; no extra supplies are needed. Children with disabilities are assessed with their usual equipment and devices if they use any.

Teaching Strategies GOLD[®] materials for teachers and administrators are available as a paper toolkit and as an online system to which programs subscribe. Online users may print particular tools when they prefer to work with hard copy. Technology requirements for use of the online system are described in our response to Requirement 4.5. In November 2012, a mobile application will be made available to make the documentation process easier for teachers who use iPhone[®], iPad[®], or iPod Touch[®]. With the application, information about student performance can be entered seamlessly into the student's *Teaching Strategies GOLD*[®] portfolio.

Both the paper and electronic versions of *Teaching Strategies GOLD*[®] include several tools:

Teaching Strategies GOLD Objectives for Development and Learning: Birth Through Kindergarten—This is a thorough reference volume that explains each area and objective. It presents related research and progression(s) of development and learning for each objective, expectations for each age or class/grade, and examples of strategies that promote learning. It also explains the assessment cycle and the *Teaching Strategies GOLD*[®] rating scale.

Child Assessment Portfolio—Teachers use a paper booklet or electronic portfolios to record, analyze, and evaluate information collected about each child's knowledge, skills, and development. The portfolio documents an entire year's development and learning in one convenient place. In online portfolios, teachers can store observation notes, photos, video clips, audio clips, and scans of children's work. The paper toolkit also includes a *Child Assessment Portfolio Summary Form* to summarize ratings at the objective level in order to share that information with administrators. (The online version summarizes such information automatically.)

On-the-Spot Observation Recording Tool—This checklist enables teachers quickly to collect information about physical, literacy, and mathematics development and learning. They record information about one child or a group of children when they are involved with children in the classroom or outside and need to note a date when a behavior or skill was observed.

Assessment Opportunity Cards—These cards explain how to structure opportunities for children to demonstrate what they know and can do in relation to particular literacy and numeracy objectives. The cards offer guidance for adjusting the experiences for children whose knowledge and skills are of different developmental levels.

Family Conference Form—This form offers one of several ways to share assessment information with families in a conference setting.

Requirement:
<p><i>Requirement 4.3, continued</i></p> <p>For paper toolkit users, use of the various <i>Teaching Strategies GOLD</i>[®] tools is explained in the front matter of <i>Teaching Strategies GOLD</i>[®] <i>Objectives for Development and Learning</i>. Online implementation is supported by free, self-paced online training modules; a <i>Quick-StartGuide</i>; help articles; and embedded tips. Free support is also delivered by phone and e-mail to users of both versions. Without additional cost, both toolkit and online users may undertake a process that leads to interrater reliability certification. Optional in-person training is available for a fee.</p> <p>LEAs (including school divisions) order <i>Teaching Strategies GOLD</i>[®] by calling the Teaching Strategies Customer Solutions Team (800.637.3652) or the Teaching Strategies sales representative for Virginia. Each paper toolkit includes materials for assessing the knowledge, skills, and behaviors of 25 children. Online subscriptions are priced on a per-child basis.</p>

Requirement:
<p>4.4 Provide examples of the test administration manuals to be used with the assessment(s).</p>
<p><i>Teaching Strategies GOLD</i>[®] is an observational assessment system that does not involve student testing. Use of the various <i>Teaching Strategies GOLD</i>[®] tools is explained in the front matter of <i>Teaching Strategies GOLD</i>[®] <i>Objectives for Development and Learning</i>. Online implementation is supported by free, self-paced online training modules; a <i>Quick-StartGuide</i>; help articles; and embedded tips.</p>

Requirement:
4.5 Describe all technology requirements related to school personnel managing the administration of tests and to students completing tests if assessments include technology-based delivery. Include the minimum and recommended hardware and software requirements and network requirements for test administration by school personnel and test delivery to students. Include how assessments are hosted (e.g., locally, vendor, 3 rd party). Provide examples of user interfaces for test administration by school personnel and test delivery to students. Include descriptions or examples of test navigation and any test tools (e.g., calculator, ruler, highlighter) available to students for testing.
<i>Teaching Strategies GOLD</i> [®] is a hosted solution that is accessible to teachers and administrators from any browser that supports a secure connection and specifically supports Internet Explorer [®] 7.0 and 8.0; Firefox [®] 3.5–5; and web browsers with HTML 4.0, 4.1, and 5.0 compatibility. The assessment is observational, so there is no technology requirement for test delivery.
Requirement:
4.6 Describe accommodations available to students with disabilities and limited English proficient students. Include procedures related to the provision of accommodations to eligible students.
<i>Teaching Strategies GOLD</i> [®] can be used to assess all students, including children with disabilities and children who have limited English proficiency. The assessment process should be the same for all children. Using the same held developmental and learning expectations for all children helps teachers encourage every child to reach his or her full potential. In addition, such an assessment process enables teachers to identify developmental and learning lags and gaps in order to provide appropriate interventions and learning experiences. The <i>Teaching Strategies GOLD</i> [®] assessment system explains the predictable sequence of development and learning of most young children. To ensure that all children—including those with disabilities—are making progress, teachers recognize the many emergent skills that precede the full development of skills from birth through the end of kindergarten. <i>Teaching Strategies GOLD</i> [®] <i>Objectives for Development & Learning</i> shows wide ranges of sequential knowledge, skills, and behaviors for the objectives. The progressions are a guide for determining how each child is developing and learning in the various areas, and they acknowledge that children show their competencies in different ways. The progressions emphasize to teachers that all children have knowledge, skills, and behaviors upon which to build. <i>Teaching Strategies GOLD</i> [®] helps teachers identify children who may be struggling in some areas of development and learning. In general, the developmental rates of children with disabilities tend to be more unpredictable than the rates of children without disabilities. <i>Teaching Strategies GOLD</i> [®] also accounts for the fact that children demonstrate their competencies in various ways. With accurate assessment information, teachers can identify supportive strategies, such as offering small-group work or different materials, to make it easier for children to participate and make progress through daily experiences.

Requirement:

Requirement 4.6, continued

Using *Teaching Strategies GOLD*[®] to assess children with disabilities provides significant benefits for a number of reasons:

- It meets the important indicators for appropriate assessment as recommended by the Division for Early Childhood (DEC) of the Council for Exceptional Children and the National Association for the Education of Young Children. It has all of the attributes of high-quality assessment described by DEC, i.e., it is used for specified purposes, is authentic, and has good psychometric qualities.
- It is comprehensive. For the purpose of planning instruction, information is gathered across all areas of development and learning.
- It involves families in the assessment process.
- It identifies the child's skills and abilities and minimizes the impact of the disability on the results.
- It emphasizes what the child can do. Because incremental rates of progress are documented within a broad range of development and learning tasks, it guides teachers to understand next steps in development.
- It is a strengths-based tool. Children's knowledge, skills, and behaviors are rated on a scale that describes emerging competencies well as mastery. It provides an ongoing record of what a child can do at every checkpoint.

With *Teaching Strategies GOLD*[®], teachers collect evidence of children's development and learning during meaningful classroom experiences. They observe intentionally throughout the day; consult with family members and specialists who work with individual children; and build portfolios with observation notes, photographs, video clips, audio clips, and scanned samples of children's work. When particular kinds of information about literacy and numeracy are difficult to collect during everyday classroom activities, teachers integrate curriculum-embedded learning experiences for the purpose of conducting focused observations.

When using *Teaching Strategies GOLD*[®], the teacher considers the idea captured by each objective as it applies to individual children. The teacher observes how each child progresses toward meeting the objective while using individualized modification, assistive devices, or adult support as necessary to participate in learning activities. For example, a child with a physical disability might use a walker or wheelchair to move around the classroom. The idea of Objective 4, "Demonstrates traveling skills," is that the child is able to move or propel him- or herself to get where he or she wants to go. Any means that a child uses (e.g., adaptive equipment, scooting, or crawling) meets the objective.

Teaching Strategies GOLD[®] is fully aligned with the Office of Special Education Programs (OSEP) outcomes and automatically converts the information entered from *Teaching Strategies GOLD*[®] to the 7-point scale on the Child Outcomes Summary Form. The data teachers enter into *Teaching Strategies GOLD*[®] enable administrators to generate OSEP-mandated reports, saving time and helping teachers individualize instruction. Furthermore, *Teaching Strategies GOLD*[®] developers worked directly with the Early Childhood Outcomes Center on a crosswalk to ensure

Requirement:

Requirement 4.6, continued

the effectiveness of the system for assessing the development and learning of children with disabilities.

Teaching Strategies GOLD[®] can also be used to assess children who are English-language or dual-language learners. Two objectives are related to English language acquisition. To assess the development and learning of English- and dual-language learners accurately, it is important first to determine the primary language(s) of the children. *Teaching Strategies GOLD*[®] includes a “Home Language Survey” to help teachers gather useful information about the languages children hear and speak at home and at school. Teachers discuss the questions with parents or other family members (with the assistance of interpreters if necessary), and they determine the answers to the questions together. However, data gathered with this “Home Language Survey” are not used to label children or identify them for special services. They are used to help the teacher determine how to assess children most accurately and support their development and learning. When the child is aged 3 or older, the survey answers help teachers determine whether to use the English language acquisition objectives.

With regard to all of the objectives other than those for English language and literacy, it is ideal to assess children’s development and learning by documenting their knowledge, skills, and behaviors when they respond in their preferred languages (the languages they choose at particular times to show what they know and can do). For example, if a child can count to ten in Spanish and counts five objects accurately, using one number name for each object, then his or her knowledge and skill are considered as being at level 4 of Objective 20a, “Counts.”

All *Teaching Strategies GOLD*[®] materials are available in both English and Spanish, and teachers may use language and literacy items in both languages. The language and literacy objectives are usually measured from an English-language perspective. For children whose home language is Spanish, a Spanish-language version of these objectives is presented to help teachers track language and literacy development in Spanish. These objectives are very similar to the English version of the language and literacy objectives, but adaptations were made to reflect patterns of development unique to Spanish language and literacy.

Teachers and administrators can generate reports and learning activities in English or Spanish. However, variable text is not translated automatically.

Requirement:
4.7 Describe procedures for completed student tests to be submitted for scoring and reporting purposes.
<i>Teaching Strategies GOLD</i> [®] does not entail student testing. It blends ongoing, authentic observational assessment across 10 areas of development and learning with performance-assessment tasks for selected literacy and numeracy objectives. Teachers collect evidence of children’s development and learning during meaningful classroom experiences. Informally, teachers continually analyze and evaluate the evidence in order to respond immediately to children and to plan instruction. At designated checkpoints throughout the year—and more often as necessary—teachers analyze and evaluate the evidence formally. The online system generates a suite of reports, aggregating and disaggregating data at levels ranging from individual children to states.

Section 5 : Scoring and Reporting

Requirement:
5.1 Describe scoring procedures for all item types and test forms administered, including implemented quality control measures.
<i>Teaching Strategies GOLD</i> [®] does not entail student testing. It blends ongoing, authentic observational assessment across 10 areas of development and learning with performance-assessment tasks for selected literacy and numeracy objectives. Teachers document what children say and do during meaningful classroom experiences, and then they relate that documentation to particular <i>Teaching Strategies GOLD</i> [®] objectives. On the basis of the gathered evidence, teachers evaluate children’s knowledge, skills, and behaviors on a 10-point scale labeled 0 through 9. (The two objectives related to writing are rated on an 8-point scale.) Indicators are given for levels 2, 4, 6, and 8. Levels 1, 3, 5, 7, and 9 are “in-between” levels that are used when a child’s knowledge, skills, and behaviors are emerging to an indicator level and/or demonstrated with support. Level 0 signifies “not yet.” Teachers mark that level when a child of a particular age is not yet expected to demonstrate—and is not yet demonstrating—the knowledge, skills, and behaviors specified by the first indicator. “Not yet” may also apply to a child with a disability or developmental delay who is not yet demonstrating those knowledge, skills, and behaviors. “Not observed” is marked in rare instances when a child has not had opportunities to demonstrate the knowledge, skills, and behaviors related to an objective or dimension. This might happen when a child is new to the class or has had significant absences during the checkpoint period.
To support the accuracy of teachers’ evaluations, Teaching Strategies offers an online process that leads to interrater reliability certification. Each teacher evaluates a variety of student portfolios that have been rated by Teaching Strategies master raters. Upon reaching 80% reliability in each area of development and learning, the teacher is given reliability certification.

Requirement:

5.2

Describe the type of reporting provided (e.g., static and/or dynamic, electronic and/or paper-based, item-level, strand-level, and/or test-level scoring). Include approximate timelines for score reports to be available to divisions, how score reports will be accessed and/or obtained, and samples of student, class, school, and division score reports and sample record layouts for electronic data files.

Requirement 5.2

Data that teachers enter into *Teaching Strategies Gold*[®] online are always available to them through a web-based platform. Teachers can access their students' records at any time to add and review documentation, complete evaluations, and generate reports. *Teaching Strategies Gold*[®] online employs a permissions-based structure for managing data and generating reports. For example, a teacher may access data and run reports for his or her class and children, but not other children. School administrators may access information about the children in their own schools. Some reports can be generated as soon as a teacher has entered preliminary or finalized data. Other reports are generated only when data have been finalized. Growth reports require data from at least two checkpoints.

Teaching Strategies GOLD[®] enables teachers, and administrators to examine information about the skills, knowledge, and behaviors of individual students, and to combine information at the classroom, site, school district, and state levels. *Teaching Strategies GOLD*[®] online reports present data in accessible, visually appealing ways that provide a deeper understanding of children's development and learning in comparison with their peers and widely held expectations for each grade.

Teaching Strategies GOLD[®] online offers a suite of reports to show how children are performing during one checkpoint period and progressing over multiple periods. All reports can be generated in English and Spanish. The "Widely Held Expectations Report," "Performance and Growth Report," and "Alignment Report" are interactive. Planning reports include the "Class Profile Report," "Individual Child Report," and "Snapshot Report." Communication with families is facilitated by the "Development and Learning Report" and a "Family Conference Form." Administrators may also generate the "Comparative Report." Reports can be generated in both English and Spanish.

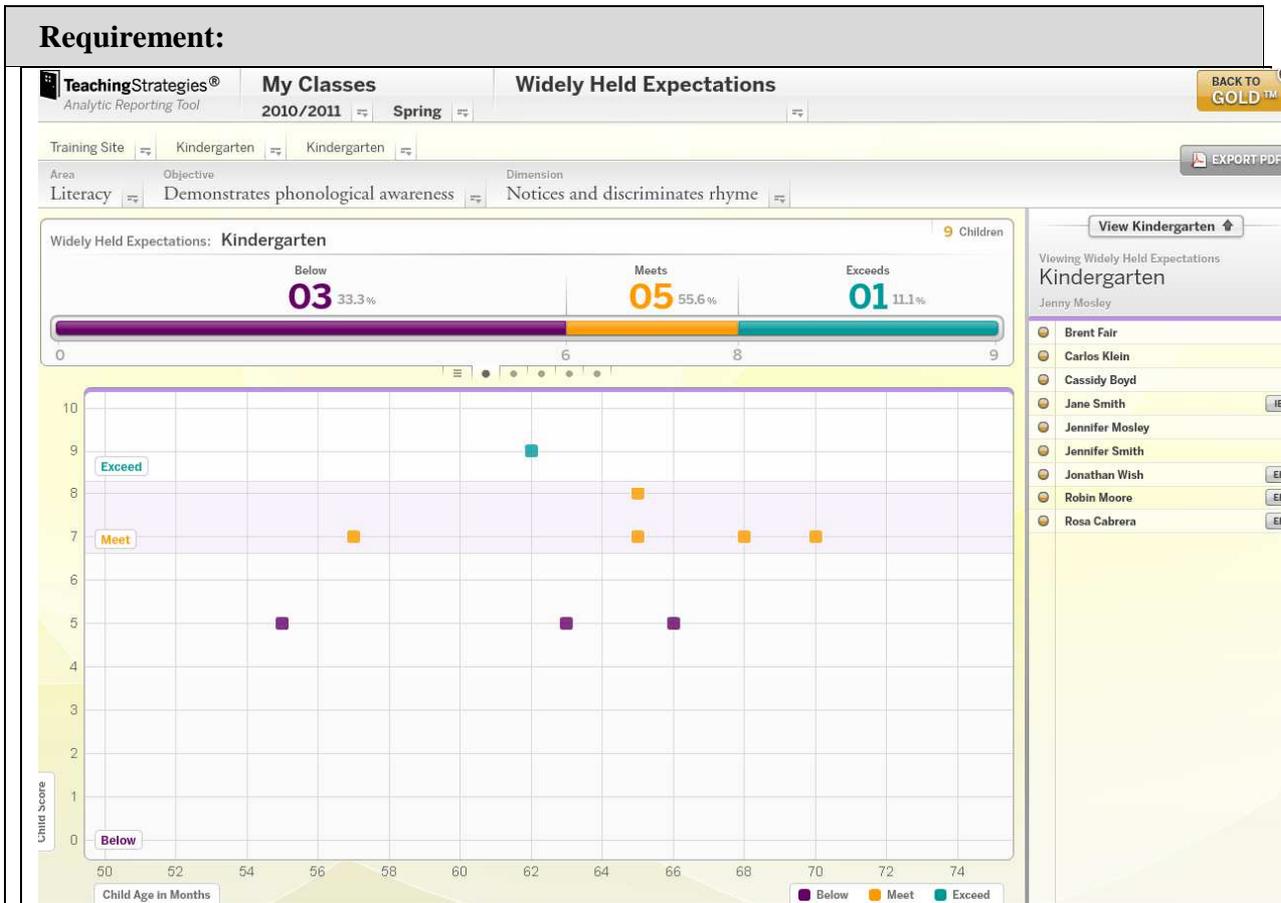
- Widely Held Expectations Report—compares information about the knowledge, skills, and behaviors of an individual child or groups of children with the widely held expectations for children of the same age or class/grade
- Performance and Growth Report—shows change in children's development and learning over multiple checkpoint periods
- Alignment Report— shows how well the knowledge, skills, a behaviors of a child or groups of children meet important state early learning standards and/or align to the domains of the *Head Start Child Development and Early Learning Framework*
- Class Profile Report—provides an overview of all children in a class during a particular checkpoint period

Requirement:

Requirement 5.2, continued

- Individual Child Report—shows the developmental and learning levels of a child/children at a given point during a checkpoint period.
- Snapshot Report—gives an overarching look at program performance levels for a single checkpoint season
- Development and Learning Report—highlights a child’s particular strengths in specified areas of development and learning
- Comparative Report—enables users to compare their data to widely held expectations for various age-groups and grades, compare their data to expectations for a normed sample, compare skills across areas of development and learning, and compare groups based on demographic characteristics

The “**Widely Held Expectations Report**” is used by teachers and administrators. It compares children’s knowledge, skills, and behavior with widely held expectations for children of the same age or class/grade. It shows whether the knowledge, skills, and behaviors a child or group of children are below, meeting, or exceeding criterion-referenced expectations. It can be customized to include data from an organization, program, site, or class, depending upon the user’s level of access. Data can be viewed broadly or specifically. Teachers and administrators begin by looking at a particular area, and then they can look at children’s developmental levels for specific objectives and dimensions. Users also have the option of incorporating information about support services, averages, and progress. In terms of a literacy objective, the chart on the following pages shows the comparison for a class at a given point in time.



Teaching Strategies GOLD® “Widely Held Expectations Report” Excerpt

Requirement 5.2, continued

“Performance and Growth” reports enable users to organize outcome data in a variety of ways at the program, site, school, class, or individual child level. Together, these reports provide an overall picture of how children are progressing toward meeting developmental and learning objectives.

The “Performance and Growth Reports” answer these questions:

1. Is this child or group of children meeting end-of-year expectations? (performance)
2. Is this child or group of children demonstrating progress toward meeting expectations? (growth)

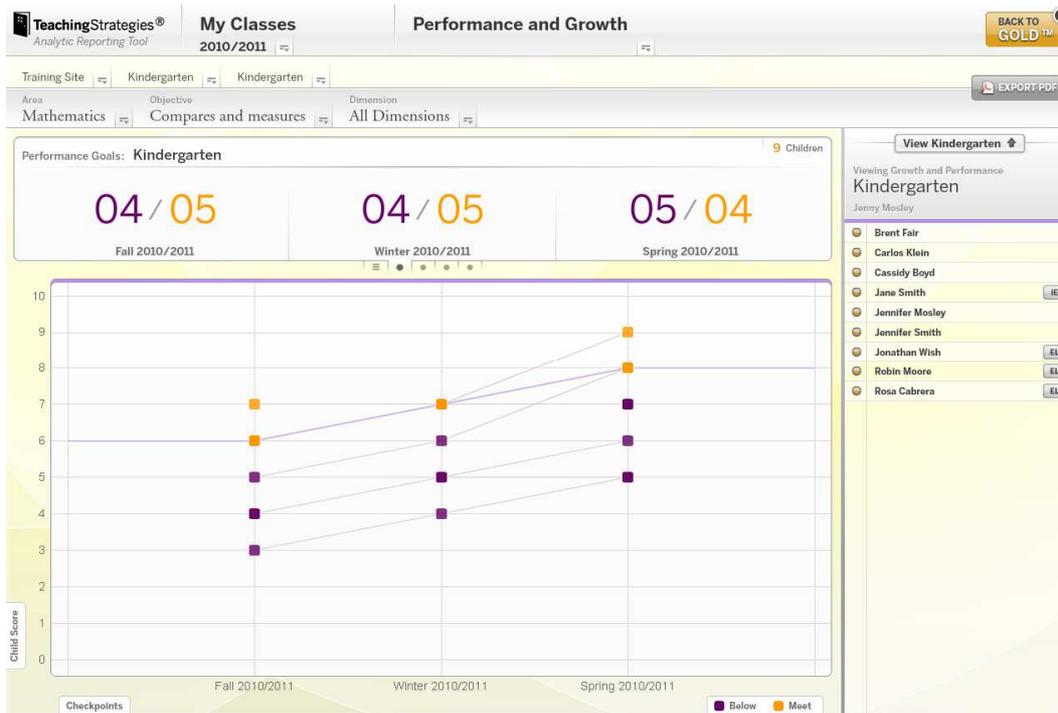
Performance reports compare the levels of children’s knowledge, skills, and behaviors at a particular checkpoint with widely held expectations for each age or class/grade. Those expectations are shown in *Teaching Strategies GOLD*® progressions by colored bands. For the first checkpoint season, it is reasonable to expect children to be demonstrating knowledge, skills,

Requirement:

Requirement 5.2, continued

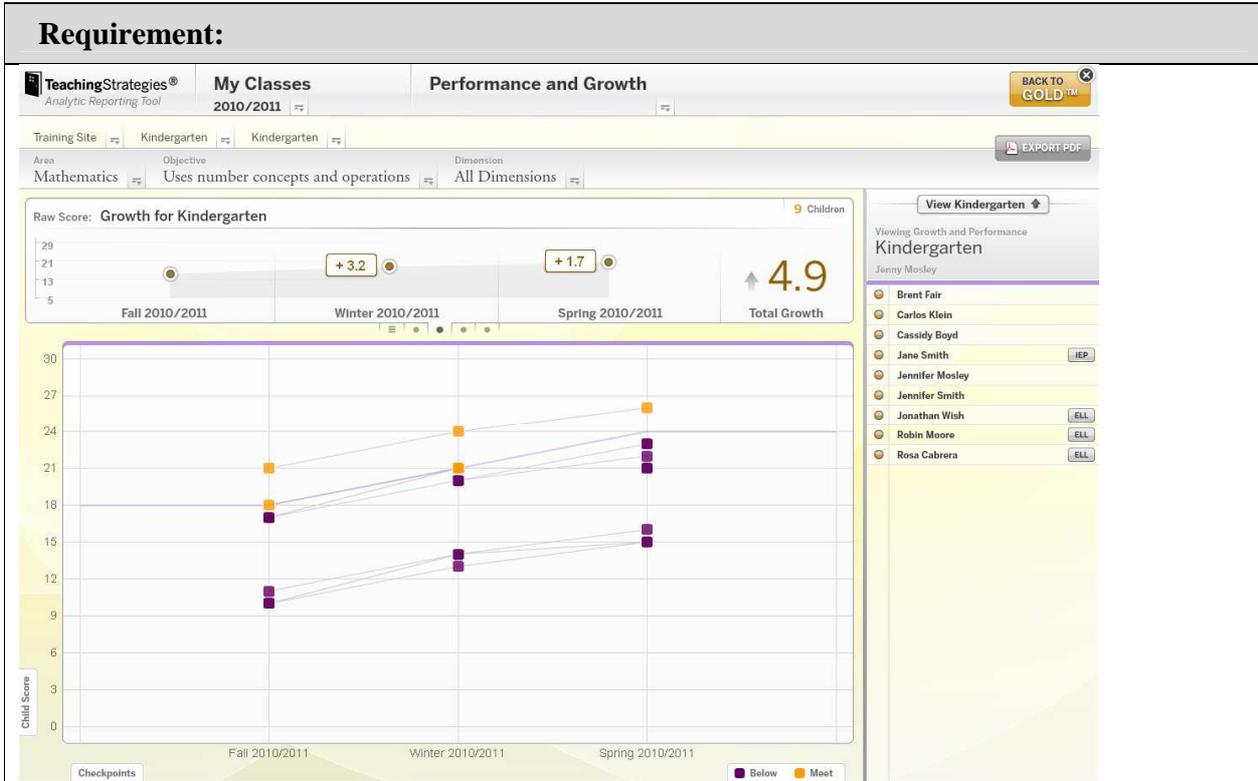
and behaviors at the lowest level of the colored band for their age-group or class/grade. By the last checkpoint season, it is usually reasonable to expect children to be demonstrating knowledge, skills, and behaviors at the highest level of the colored band for their age-group or class/grade. Teachers use this information to adjust their instruction to meet the individual strengths and needs of each child.

Growth reports show change over time. Teachers and administrators use growth reports to examine change between any two checkpoint seasons. Growth can also be measured by raw scores. Unlike performance reports, which are tied directly to widely held expectations, growth reports can show gains without comparing them to expectations. This enables administrators and teachers to track children’s progress over time. Thus, children who begin with developmental or other delays can show gains toward meeting widely held expectations.



Teaching Strategies GOLD® “Performance and Growth Report” Excerpt

Requirement:



Teaching Strategies GOLD® “Growth Report” Excerpt

Requirement 5.2, continued

Teachers and administrators can generate “**Alignment Reports**” to show the progress of individual children and groups of children toward meeting the Virginia Foundation Blocks and the Virginia SOLs for kindergarten. Educators can easily see the percentages of children whose skills are emerging and children whose skills have met the standards. It also shows end-of-year expectations for an objective as well as the average score for a group of children. The data can be aggregated across all programs, disaggregated by key demographics, organized by domain, or organized by individual item (as shown in the example below):



Teaching Strategies GOLD® Alignment Report Excerpt

“**Comparative Reports**” enable users to compare their data to widely held expectations for various age-groups and grades, compare their data to expectations for a normed sample, compare skills across areas of development and learning, and compare groups based on demographic characteristics. Administrators generate the “Comparative Report” to compare data at the state, organization, program, site, class, or child level. For the pre-K year (the year before kindergarten), Teaching Strategies GOLD® provides kindergarten readiness reports.

Requirement:

Requirement 5.2, continued

The “**Class Profile Report**” compares information about the knowledge, skills, and behaviors of the children in one or more classes with widely held expectations for their age or class/grade. This information can be presented for each dimension during one checkpoint period. It assists planning by enabling teachers and administrators quickly to see children’s developmental levels.

The screenshot shows a 'Class Profile Report' for 'Pre-K 4 class/grade (Blue)'. It features a table with columns for 'Objectives/Dimensions', 'Age or Class/Grade', 'Not Yes', and performance levels 1 through 9. The 'Social-Emotional' section includes three dimensions: '1a. Manages feelings', '1b. Follows rules and expectations', and '1c. Takes care of own needs appropriately'. Each dimension's data is represented by a grid of colored cells (blue, green, yellow, red) indicating the developmental level of individual children, with names listed in the cells.

Teaching Strategies GOLD® “Class Profile Report” Excerpt

The “**Individual Child Report**” enables teachers and administrators see how individual children are performing during one checkpoint period or progressing over multiple checkpoint periods. It helps teachers plan for each child and to identify areas where the child needs additional support. When generated with data from multiple checkpoint periods, it can be used to show an individual child’s progress.

Requirement:

Individual Child Report:

Child:	Brent Fair
Birth Date:	12/04/2006
Checkpoint Seasons:	Spring 2010/2011
	Include only finalized checkpoints
Generated on:	May 20, 2011

Data for Brent Fair

* = Preliminary Levels

Social-Emotional

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
1a. Manages feelings	Kindergarten (Purple)						Spring 2010/2011				
1b. Follows limits and expectations	Kindergarten (Purple)						Spring 2010/2011				
1c. Takes care of own needs appropriately	Kindergarten (Purple)							Spring 2010/2011			
2a. Forms relationships with adults	Kindergarten (Purple)							Spring 2010/2011			
2b. Responds to emotional cues	Kindergarten (Purple)						Spring 2010/2011				
2c. Interacts with peers	Kindergarten (Purple)							Spring 2010/2011			
2d. Makes friends	Kindergarten (Purple)							Spring 2010/2011			
3a. Balances needs and rights of self and others	Kindergarten (Purple)							Spring 2010/2011			
3b. Solves social problems	Kindergarten (Purple)							Spring 2010/2011			

Teaching Strategies GOLD® “Individual Child Report” Excerpt

Requirement 5.2, continued

When used for kindergarten entry assessment, the “Individual Child Report” gives the teacher benchmarks for each child. In the example on the next page, the purple area shows whether the child’s skill levels are within or outside the range of widely held expectations for kindergarten children in the area of literacy. At the time of entry, the kindergarten child in the example was developing as expected except with regard to a dimension of phonological awareness (Dimension 15c). With this information, the teacher is able to plan instruction that will support further development of the child’s phonological awareness.

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
15a. Notices and discriminates rhyme	Kindergarten (Purple)							Fall 2010/2011			
15b. Notices and discriminates alliteration	Kindergarten (Purple)					Fall 2010/2011					
15c. Notices and discriminates smaller and smaller units of sound	Kindergarten (Purple)				Fall 2010/2011						
16a. Identifies and names letters	Kindergarten (Purple)					Fall 2010/2011					
16b. Uses letter-sound knowledge	Kindergarten (Purple)			Fall 2010/2011							
17a. Uses and appreciates books	Kindergarten (Purple)							Fall 2010/2011			
17b. Uses print concepts	Kindergarten (Purple)					Fall 2010/2011					
18a. Interacts during read-alouds and book conversations	Kindergarten (Purple)					Fall 2010/2011					
18b. Uses emergent reading skills	Kindergarten (Purple)						Fall 2010/2011				
18c. Retells stories	Kindergarten (Purple)					Fall 2010/2011					
19a. Writes name	Kindergarten (Purple)						Fall 2010/2011				
19b. Writes to convey meaning	Kindergarten (Purple)						Fall 2010/2011				

Teaching Strategies GOLD® “Individual Child Report” Excerpt

Requirement:

Requirement 5.2, continued

The “**Snapshot Report**” displays assessment results at a given point in time by class/grade (e.g., kindergarten) in relation to the Head Start framework domains, the *Teaching Strategies GOLD*[®] areas of development and learning, or each *Teaching Strategies GOLD*[®] dimension. It gives teachers and administrators an overarching look at their program’s performance levels for a single checkpoint season. Data can be filtered on the basis of important demographics, such as disabilities, language, ages, and birthdates. It does not show identifying information about any child, so it is useful for sharing information with boards and funders.

Table 1: Literacy

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
15a. Notices and discriminates rhyme	Kindergarten						3 33.33%	4 44.44%	1 11.11%	1 11.12%	
15b. Notices and discriminates alliteration	Kindergarten				3 33.33%			2 22.22%	3 33.33%		1 11.12%
15c. Notices and discriminates smaller and smaller units of sound	Kindergarten				3 33.33%			2 22.22%	3 33.33%	1 11.12%	
16a. Identifies and names letters	Kindergarten		1 11.11%	1 11.11%	1 11.11%			1 11.11%	4 44.44%		1 11.12%
16b. Uses letter-sound knowledge	Kindergarten		2 22.22%	1 11.11%				2 22.22%	3 33.33%		1 11.12%
17a. Uses and appreciates books	Kindergarten						3 33.33%	4 44.44%	1 11.11%		1 11.12%
17b. Uses print concepts	Kindergarten				3 33.33%			1 11.11%	4 44.44%		1 11.12%
18a. Interacts during read-alouds and book conversations	Kindergarten				3 33.33%				5 55.55%		1 11.11%
18b. Uses emergent reading skills	Kindergarten					3 33.33%			4 44.44%	1 11.11%	1 11.12%

Teaching Strategies GOLD[®] “*Snapshot Report*” Excerpt

The “**Development and Learning Report**” helps teachers share important information with family members. Generated in either English or Spanish, the report uses an easy-to-understand format to convey what the child is currently able to do and what developmental steps he or she will probably take next. The “**Development and Learning Report**” provides a simple narrative that explains the child’s knowledge, skills, and behaviors in relation to each objective and dimension. On the basis of the child’s developmental levels, the report also recommends activities for the family to do at home. The report can be sent to families electronically through the dedicated family portal. Sending the report electronically also enables the family to access the recommended activities (in English or Spanish) online.

Requirement:

Literacy	Recommended Activity
Currently, Kyla:	
Decides whether two words rhyme	Bos Constructors, Candlesticks, and Jumping Elephants: Having Fun With Rhymes (View Other Activities)
Matches beginning sounds of some words	Me, Too! (View Other Activities)
Hears and shows awareness of separate syllables in words	Clapping Songs (View Other Activities)
Recognizes as many as 10 letters, especially those in own name	Alphabet Book (View Other Activities)
Produces the correct sounds for 10-20 letters	A Letter to a Friend (View Other Activities)
Uses various types of books for their intended purposes	Book Fun
Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation	I Can Read Words (View Other Activities)
Identifies story-related problems, events, and resolutions during conversations with an adult	Can You Do It? (View Other Activities)
Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation	Creating a Job Chart (View Other Activities)
Retells a familiar story in proper sequence, including major events and characters	Budding Author (View Other Activities)
Accurately writes his or her name	Computer Sign-Up (View Other Activities)
Uses early invented spelling	Being Kind to Our Pet (View Other Activities)
Next Kyla will:	
	<ul style="list-style-type: none"> • Begin to generate a group of rhyming words when given a word • Begin to isolate and identify the beginning sound of a word • Begin to verbally separate and blend onset and rime • Begin to identify and name 11-20 upper- and 11-20 lowercase letters when presented in random order • Begin to show understanding that a sequence of letters represents a sequence of spoken sounds • Begin to match a written word with a spoken word but it may not be the actual written word; track print from the end of a line of text to the beginning of the next line • Begin to reconstruct story using pictures, text, and props; begin to make inferences and draw conclusions • Begin to try to match oral language to words on page; point to words as reads; use different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print

Teaching Strategies GOLD® “Development and Learning Report” Excerpt

Requirement 5.2, continued

State Longitudinal Data Systems

Teaching Strategies has worked with several states to support the flow of data between the *Teaching Strategies GOLD®* online system and state longitudinal data systems, using multiple secure methods. In each case, Teaching Strategies found a solution that enables the state to synchronize the data as frequently as necessary, including real-time synchronization. *Teaching Strategies GOLD®* data are always secured by using SSL encryption, and the system meets the rigorous requirements of many states, the U.S. military, and web-based application security certification.

Requirement:

5.3

Describe all data tools available to school division staff for the analysis of data and the creation of customized reports.

As described in responses to other Requirements, teachers analyze data at various points in the four-step assessment cycle. *Teaching Strategies GOLD*[®] progressions help teachers understand the significance of what children say and do and help them determine how the documentation they collect is related to critical objectives for development and learning. Informally on a continuing basis and formally at three or four checkpoints, teachers review the documentation they have organized and stored online. Then they evaluate children’s knowledge, skills, and behaviors by rating them on a 10-point scale. (The two writing objectives are rated on an 8-point scale.) When ratings have been entered, teachers and administrators can choose among a variety of robust reporting options. Some reports are designed to inform instruction and administrative decisions; others are designed for sharing information with families.

Teaching Strategies GOLD[®] enables teachers and administrators to examine information about the knowledge, skills, and behaviors of individual children and groups of children. Information about individual children can be combined at the classroom, site, school district, and state levels. Many reports present children’s development and learning in comparison with their peers and with widely held expectations for the children’s age-group or class/grade. Reports can be generated in English and Spanish.

Teaching Strategies GOLD[®] online offers a variety of reports. *Please see our response to Requirement 5.2 for more complete descriptions.*

- Widely Held Expectations Report—compares information about the knowledge, skills, and behaviors of an individual child or groups of children with the widely held expectations for children of the same age or class/grade
- Performance and Growth Report—shows change in children’s development and learning over multiple checkpoint periods
- Alignment Report— shows how well the knowledge, skills, a behaviors of a child or groups of children meet important state early learning standards and/or align to the domains of the *Head Start Child Development and Early Learning Framework*
- Class Profile Report—provides an overview of all children in a class during a particular checkpoint period
- Individual Child Report—shows the developmental and learning levels of a child/children at a given point during a checkpoint period.
- Snapshot Report— gives an overarching look at program performance levels for a single checkpoint season
- Development and Learning Report—highlights a child’s particular strengths in specified areas of development and learning
- Comparative Report—enables users to compare their data to widely held expectations for various age-groups and grades, compare their data to expectations for a normed sample, compare skills across areas of development and learning, and compare groups based on demographic characteristics