

Report



- Report Landing Page
- Class Profile
- Individual Child
- Report Card
- Development and Learning
- Documentation Status
- Assessment Status
- Snapshot
- Snapshot (Birth through Third Grade)
- Snapshot by Dimension
- Alignment

> Back to Report table of contents

Report Landing Page

When you enter the Report area, you'll see a menu of all available reports.

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

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

Select the **GO** button beneath a report to generate that report.

The screenshot shows the 'Generate a Report' interface. At the top, there's a navigation bar with icons for 'Teach', 'Assess', 'Develop', 'Report', and 'Family'. The 'Report' icon is highlighted. On the right side of the navigation bar, it says 'Preschool' and 'SJ' with a notification badge '3'. Below the navigation bar, there's a sidebar with 'I want to...' and two buttons: 'View Report Images' and 'View Report Descriptions'. The main content area is a grid of report cards. Each card has a preview image, a title, and a 'Go' button. The reports shown are: Class Profile, Individual Child, Report Card, Development and Learning, Documentation Status, Assessment Status, Snapshot, Snapshot By Dimension, and Alignment. A blue circle with a question mark is located in the bottom left corner of the interface.

> Back to **Report** table of contents

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

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

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

MyTeachingStrategies™

Teach Assess Develop Report Family

Pre-K Class MT

Reports Reports Queue

Reports Queue

Title	Generated On	Status	Output
Alignment	12/16/2016@04:19 PM	Completed	Table
Alignment	12/16/2016@04:13 PM	Completed	Table
Alignment	12/16/2016@04:11 PM	Completed	Table Graph
Snapshot	12/16/2016@03:47 PM	Completed	Table
Alignment	12/04/2016@10:30 PM	Completed	Table

> Back to **Report** table of contents

Class Profile

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

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

When should I use the Class Profile Report?

This report can be generated on a weekly basis for lesson planning. It allows you to see at what level groups of children are demonstrating their skills, knowledge and abilities. This also can assist in planning and scaffolding for small-group activities.

Report Criteria

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

2 Select **GENERATE REPORT.**

The screenshot shows the 'Class Profile' configuration page in the MyTeachingStrategies interface. The page is divided into several sections:

- Class:** A dropdown menu for selecting the class.
- Checkpoint Period:** Radio button options for:
 - Fall (first trimester) 2016/2017
 - Winter (second trimester) 2016/2017
 - Spring (third trimester) 2016/2017
 - Fall (first trimester) 2017/2018
 - Winter (second trimester) 2017/2018
 - Spring (third trimester) 2017/2018 (selected)
- Age or Class/Grade:** Checkable options for:
 - All (checked)
 - Red - Birth to 1 year
 - Orange - 1 to 2 years
 - Yellow - 2 to 3 years
 - Green - Preschool 3 class/grade
 - Blue - Pre-K 4 class/grade
 - Purple - Kindergarten
 - Pink - 1st Grade
 - Silver - 2nd Grade
 - Brown - 3rd Grade
- Include:** Radio button options for:
 - All Preliminary Levels and Finalized or Unfinalized Checkpoint Level (selected)
 - Finalized or Unfinalized Checkpoint Level
 - Finalized Checkpoint Level

On the right side, there is a 'Report Summary' panel with a 'Generate Report' button at the bottom.

> Back to Report table of contents

Report Results

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

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

The screenshot shows the MyTeachingStrategies interface. At the top, there are navigation icons for Teach, Assess, Develop, Report, and Family. The user is logged in as 'Pre-K Class MT' with 15 notifications. The main content area is titled 'Class Profile' and includes the following information:

- Checkpoint Period: Winter 2016/2017 — All Preliminary Levels and Finalized or Unfinalized Checkpoint Level
- Class: Pre-K Class
- Age or Class/Grade: All
- Generated On: April 16, 2018

Below this is the 'Social-Emotional' table. The table has columns for Objectives / Dimensions, Class/Grade, Not Yet, and levels 1 through 13. The data is as follows:

Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
1a. Manages feelings	Preschool 3 class/grade (Green)				Bella Fernandez, Jonathan Hurst, Natasha Scorpino, Nezie Madella	Ruben Gutierrez, Sam Erickson, Shaute Samuels, Tianna Cotes	Troy Johnson, Vivian Ponce								
1b. Follows limits and expectations	Preschool 3 class/grade (Green)														
1c. Takes care of own needs appropriately	Preschool 3 class/grade (Green)														
2a. Forms relationships with adults	Preschool 3 class/grade (Green)							Bella Fernandez, Jonathan Hurst, Natasha Scorpino	Nezie Madella, Ruben Gutierrez, Sam Erickson, Shaute Samuel	Tianna Cotes, Troy Johnson, Vivian Ponce					
2b. Responds to emotional cues	Preschool 3 class/grade (Green)				Bella Fernandez, Jonathan Hurst, Natasha Scorpino	Nezie Madella, Ruben Gutierrez, Sam Erickson, Shaute Samuel	Tianna Cotes, Troy Johnson, Vivian Ponce								

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

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

> Back to Report table of contents

Individual Child

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

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

When should I use the Individual Child Report?

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

Report Criteria

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

2 Select **GENERATE REPORT**.

> Back to Report table of contents

Report Results

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

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

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

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

Individual Child Report: Bella Fernandez

Birth Date: September 01, 2013
 Checkpoint Periods: Winter 2016/2017, Spring 2017/2018
 Generated On: April 16, 2018

Social-Emotional

Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
1a Manages feelings	Preschool 3 class/grade			12/06/2016	Winter 2016/2017										
1b Follows limits and expectations	Preschool 3 class/grade														
1c Takes care of own needs appropriately	Preschool 3 class/grade														
2a Forms relationships with adults	Preschool 3 class/grade							Winter 2016/2017							
2b Responds to emotional cues	Preschool 3 class/grade				Winter 2016/2017										
2c Interacts with peers	Preschool 3 class/grade				Winter 2016/2017										
2d Makes friends	Preschool 3 class/grade				Winter 2016/2017										
3a Balances needs and rights of self and others	Preschool 3 class/grade			Winter 2016/2017											
3b Solves social problems	Preschool 3 class/grade					Winter 2016/2017									

Select **PRINT** to print your report.

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

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

> Back to **Report** table of contents

Report Card

The Report Card provides up-to-date information for families about their child's skills, knowledge, and abilities. This report displays information about the child's current abilities, as well as what next steps can be expected.

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

When should I use the Report Card?

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

Report Criteria

1 Customize your report by selecting the appropriate **CHILDREN, OBJECTIVES AND DIMENSIONS,** and **LANGUAGE.**

2 Select **GENERATE REPORT.**

The screenshot shows the MyTeachingStrategies interface for creating a Report Card. The top navigation bar includes 'Teach', 'Assess', 'Develop', 'Report', and 'Family'. The 'Report' tab is active. On the right, the user is identified as 'Preschool SJ' with a notification badge '1'. The main content area is titled 'Report Card' and includes instructions: 'To create this report, select a checkpoint period, at least one child, and at least one objective/dimension, then select "Generate Report."'

Callout 1 points to the configuration options:

- Checkpoint Period:** Radio buttons for 'Fall 2017/2018', 'Winter 2017/2018', and 'Spring 2017/2018' (selected).
- Select Children:** A 'Class' dropdown menu and a table with a checked 'Child' and a 'Status' column.
- Select objectives and dimensions +** (indicated by a plus sign).
- Language:** Radio buttons for 'English' (selected) and 'Spanish'.

Callout 2 points to the 'Generate Report' button in the 'Report Summary' sidebar on the right. The sidebar also displays:

- Checkpoint Period:** Spring 2017/2018
- Class:** (empty)
- Children:** (empty)
- Objectives / Dimensions:** All
- Language:** English

> Back to Report table of contents

Report Results

In the right column, the report will first outline the skills and abilities the selected child currently displays. Below, the report will outline the skills and abilities the child will display next.

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

<p>Annie Mitchell Class / Grade: Pre-K Teacher: Tim Reed School / Program: School District</p>		<p>Checkpoint 1 (CP1): Fall 2016/2017 Checkpoint 2 (CP2): Winter 2016/2017 Checkpoint 3 (CP3): Spring 2016/2017 Checkpoint 4 (CP4): Summer 2016/2017</p> <ul style="list-style-type: none"> o E = Exceeding Expectations o M = Meeting Expectations o P = Progressing Toward Expectations 				
Skills, knowledge, and behaviors		Assessment				
	Social-Emotional	CP1	CP2	CP3	CP4	Assessment Comments
1a	Manages feelings	o E • M o P	o E • M o P	o E o M o P	o E o M o P	<p>Currently, Annie: Is beginning to be able to look at a situation differently or delay gratification</p> <p>Next, Annie will: Be able to look at a situation differently or delay gratification</p>
1b	Follows limits and expectations	o E • M o P	o E • M o P	o E o M o P	o E o M o P	<p>Currently, Annie: Is beginning to manage classroom rules, routines, and transitions with occasional reminders</p> <p>Next, Annie will: Manage classroom rules, routines, and transitions with occasional reminders</p>
1c	Takes care of own needs appropriately	o E • M o P	o E • M o P	o E o M o P	o E o M o P	<p>Currently, Annie: Demonstrates confidence in meeting own needs</p> <p>Next, Annie will: Begin to take responsibility for own well-being</p>

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

For each objective/dimension, the Report Card will indicate if the child is Exceeding Expectations (E), Meeting Expectations (M), or Progressing Toward Expectations (P).

> Back to Report table of contents

Development and Learning

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

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

When should I use the Development and Learning Report?

This report can be generated as soon as you enter preliminary checkpoint information. This is a good report to use to communicate with family members and to include in a child's file at the end of the school year. This report provides a good alternative to the Report Card for younger children.

Report Criteria

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

2 Select **GENERATE REPORT**.

The screenshot displays the 'MyTeachingStrategies' interface for creating a 'Development and Learning Report'. The main content area is divided into several sections:

- Select Children:** Includes a 'Class' dropdown menu and 'Children' checkboxes for 'Select All' and 'Deselect All'.
- Checkpoint Period:** A list of radio buttons for various time periods from Fall 2014/2015 to Spring 2017/2018, with 'Spring 2017/2018' selected.
- Areas of Development and Learning:** A list of checkboxes for various subject areas, all of which are checked, including Social-Emotional, Physical, Language, Spanish Language, Cognitive, Literacy, Spanish Literacy, Mathematics, Science and Technology, Social Studies, The Arts, and English Language Acquisition.
- Include:** Radio buttons for 'All Preliminary Levels and Finalized or Unfinalized Checkpoint Level', 'Finalized or Unfinalized Checkpoint Level', and 'Finalized Checkpoint Level', with the first option selected.
- Show:** A checkbox for 'Objective and Dimension numbers (Not recommended when sharing with parents)', which is currently unchecked.
- Language:** Radio buttons for 'English' and 'Spanish', with 'English' selected.

On the right side, a 'Report Summary' sidebar provides a quick overview of the current report configuration, including the 'Generate Report' button.

> Back to Report table of contents

Report Results

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

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

The report will first outline the skills and abilities the selected child currently displays. Below, the report will outline the skills and abilities the child will display next.

MyTeachingStrategies® | Pre-K Class | MT

Teach | Assess | Develop | Report | Family

Reports | Reports Queue

Print | Print All | Share with Family | Back to Reports

< Back to Report Criteria

Development and Learning Report: Bella Fernandez

• Date: April 16, 2018
 Class: Pre-K Class
 Teacher: Megan Teacher
 Child: Bella Fernandez
 Areas of Development and Learning: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, The Arts, English Language Acquisition
 Period: Winter 2016/2017 — All Preliminary Levels and 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:
Is beginning to comfort self by seeking out special object or person
Manages separations without distress and engages with trusted adults
Is beginning to demonstrate concern about the feelings of others
Is beginning to use successful strategies for entering groups
Is beginning to play with one or two preferred playmates
Responds appropriately to others' expressions of wants
Seeks adult help to resolve social problems

Next Bella will:

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

Development and Learning Summary

Children

▶ Bella Fernandez

?

> Back to **Report** table of contents

Documentation Status

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

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

When should I use the Documentation Status Report?

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

Report Results

To customize your report, select **BACK TO DOCUMENTATION STATUS CRITERIA**.

The first row of the table identifies the objective/dimension.

The final column provides a summary of your documentation collected for each child.

Documentation Status

Current View

Report for All Children in Class *Preschool*

Areas of Development:

- Social-Emotional
- Physical
- Language
- Spanish Language
- Cognitive
- Literacy
- Spanish Literacy
- Mathematics
- Science and Technology
- Social Studies
- The Arts
- English Language Acquisition

Period: Spring 2017/2018

Documentation Count By Area and Child

** Please note that the number in the **Documentation Count** column will often be less than the total of the items listed under dimensions. When a piece of documentation is tied to more than one dimension it will appear for each dimension, but will only be counted once under **Documentation Count**.*

Child	1a	1b	1c	2a	2b	2c	2d	3a	3b	Documentation Count
Bella Fernandez	1	1	--	--	--	--	--	--	--	1
Jonathan Hurst	1	1	--	--	--	--	--	--	--	1

Social-Emotional

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

> Back to **Report** table of contents

Report Criteria

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

2 Select a **CHECKPOINT PERIOD**.

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

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

5 Click **SUBMIT** to view your report.

> Back to Report table of contents

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

The screenshot shows the MyTeachingStrategies interface. At the top, there are navigation icons for Teach, Assess, Develop, Report (highlighted), and Family. The user is logged in as 'Preschool SJ'. The main content area is titled 'Reports' and 'Reports Queue'. On the left, there are navigation options: 'Back to Reports', 'Report Filter', and 'Print'. The main report content is for the period 'Spring 2017/2018' and is titled 'Documentation Total By Child'. A note states: 'Please note that the number in the **Total Documentation** column in the "Documentation Total by Child" table may differ from the sum of the numbers in the **Documentation Count** column in the "Documentation Count by Area and Child" table. When a piece of documentation is tagged to objectives/dimensions in more than one area, it will appear for each area but will only be counted once under **Total Documentation**.' Below the note is a table with two columns: 'Child' and 'Total Documentation'.

Child	Total Documentation
Bella Fernandez	3
Jonathan Hurst	1
Natasha Scorpino	3
Nezie Madella	2
Ruben Gutierrez	1
Sam Erickson	1
Shaute Samuels	2
Tianna Cotes	1
Troy Johnson	2
Vivian Ponce	2

> Back to Report table of contents

Assessment Status

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

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

When should I use the Assessment Status Report?

This report should be generated on a regular basis starting two weeks before the checkpoint due date. This will allow you to monitor your progress as you complete the checkpoint. A few days before the checkpoint due date, the report should show 100% completion and finalization.

Report Results

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

A green bar indicates a finalized area. A partially filled bar indicates the percentage of completion for that area. An empty circle indicates that the checkpoint has not been started for that particular objective/dimension. Click an unfilled circle to complete the checkpoint for an unfinalized objective/dimension.

Adjust the report view by selecting a different area from the **SORT BY** drop-down menu. A complete green circle with a checkmark indicates that the checkpoint has been finalized for that particular objective/dimension. N/A indicates that this Objective/Dimension was not applicable for a child. This is used for items that don't always apply to all children, such as the English Language Acquisition Objectives 37 and 38. A complete orange circle indicates that the checkpoint has been completed for that particular objective/dimension, but not finalized.

Objective	1a	1b	1c	2a	2b	2c	2d	3a	3b
Bella Fernandez	✓	✓	✓	✓	✓	✓	✓	○	●
Jonathan Hurst	✓	✓	✓	✓	✓	✓	✓	✓	✓

> Back to **Report** table of contents

Snapshot

The Snapshot Report displays assessment results at a given point in time. It allows you to see child outcomes data in two ways: by areas of development and learning, and by objective/dimension. The Snapshot Report is commonly used by teachers to review how their class is performing overall compared to widely held expectations to the class' age(s) or class(es)/grade(s).

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

When should I use the Snapshot Report?

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

Report Criteria

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

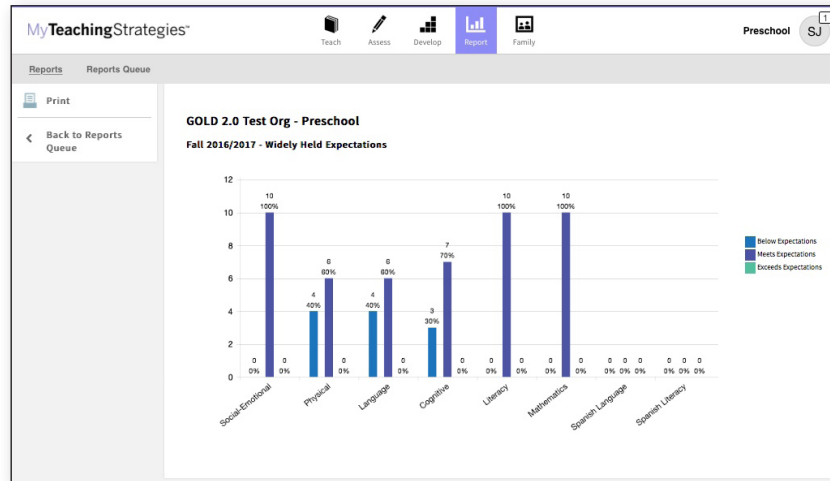
2 Select **GENERATE REPORT**.

You'll be taken to the Reports Queue after you generate the report.

> Back to Report table of contents

Report Results

The Snapshot report can be viewed in either a Table or Graph format.



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

GOLD 2.0 Test Org - Preschool
Fall 2016/2017

	Below	Meeting	Exceeding
Social-Emotional	0 / 0%	10 / 100%	0 / 0%
Physical	4 / 40%	6 / 60%	0 / 0%
Language	4 / 40%	6 / 60%	0 / 0%
Cognitive	3 / 30%	7 / 70%	0 / 0%
Literacy	0 / 0%	10 / 100%	0 / 0%
Mathematics	0 / 0%	10 / 100%	0 / 0%
Spanish Language	0 / 0%	0 / 0%	0 / 0%
Spanish Literacy	0 / 0%	0 / 0%	0 / 0%

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

> Back to **Report** table of contents

Snapshot (Birth through Third Grade)

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

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

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

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

Report Criteria

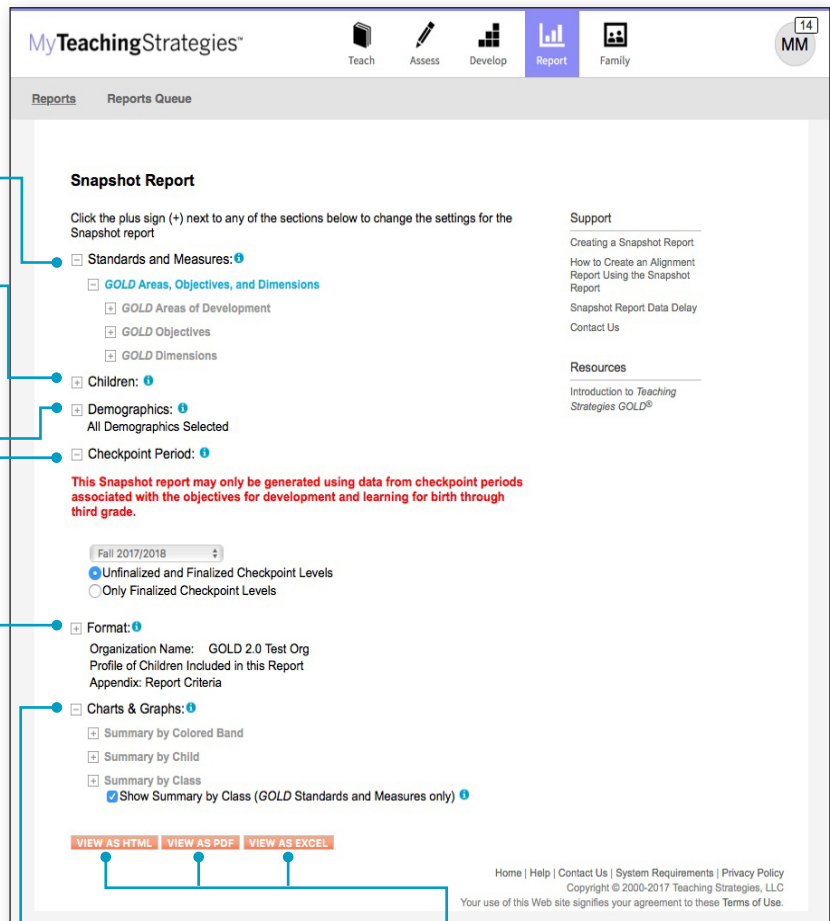
1 In **STANDARDS AND MEASURES**, choose to generate the report at the area, objective, or dimension level (areas selected by default). You can also pick and choose areas, objectives, and/or dimensions.

2 In **CHILDREN**, select a classroom.

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

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

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



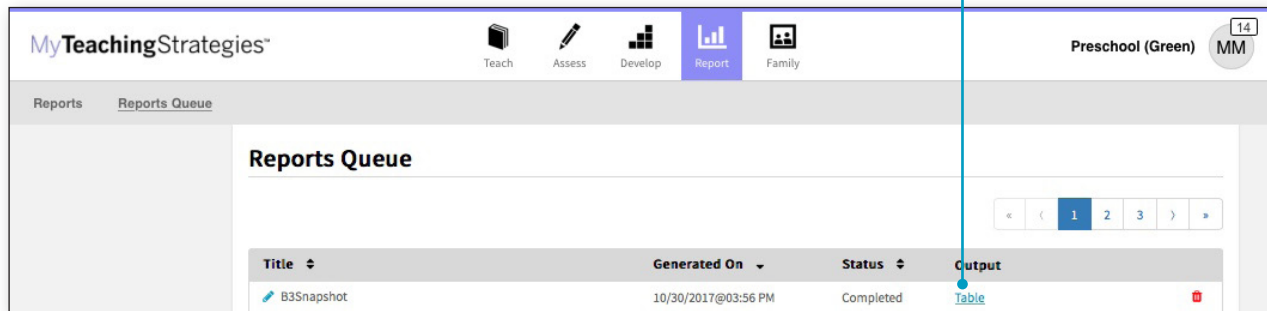
6 In **CHARTS & GRAPHS**, choose to generate the report by Colored Band, by Child, or by Class (selected by default).

7 Select **VIEW AS HTML**, **VIEW AS PDF** or **VIEW AS EXCEL**.

> Back to Report table of contents

8

The report will appear on the Reports Queue. Select **TABLE** to open the report output.



Report Results

GOLD 2.0 Test Org
Teaching Strategies GOLD® Snapshot Report
October 30, 2017

Profile of Children
Out of 20 possible children, 14 children have enough GOLD data in Fall 2017/2018 to be included in this report.

Gender:	Male: 88% Female: 32%
Race:	White: 62% Black or African American: 15% Asian Indian: 18% Bangladesh: 3% Chinese: 3%
Ethnicity:	Not Spanish/Hispanic/Latino: 76% Guatemalan: 19%
IFSP/IEP Status:	Children Without IFSP: 97% Children With IFSP: 3% Children Without IEP: 97% Children With IEP: 3%
Funding Source(s):	Child Care: 4 Head Start: 4 Military: 1 Pre-K: 8
Age or Class/Grade:	Birth to 1 year (Red): 6% 1 to 2 years (Orange): 15% 2 to 3 years (Yellow): 3% Preschool 3 class/grade (Green): 28% Pre-K 4 class/grade (Blue): 9% Kindergarten (Purple): 39% 2nd Grade (Silver): 3% 3rd Grade (Brown): 3%
Primary Language:	English: 74% Spanish: 24% Chinese (at dialect): 3%

Note: At the beginning of the year, it is appropriate for a student's skills and abilities to fall below widely held expectations for his age or class/grade because he may not have received instruction for that level. In Kindergarten, for example, we would expect him to come into Kindergarten with those skills represented just before the purple color band begins, or where blue meets purple but doesn't overlap.

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

Table 1: Social-Emotional by Program

Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)	9	56%	42.3	6	33%	46.7	3	17%	57.7

Table 2: Physical by Program

Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)	14	74%	20.7	5	26%	21.2			

Table 3: Language by Program

Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)	9	64%	20.0	5	36%	38.0			

Table 4: Spanish Language by Program

Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)				1	100%	52.0			

Table 5: Cognitive by Program

Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)	4	67%	45.8	2	33%	62.0			

Table 6: Literacy by Program

Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)	9	64%	20.0	5	36%	38.0			

Table 7: Spanish Literacy by Program

Class Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Preschool (Green)				1	100%	58.0			

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

> Back to Report table of contents

Snapshot by Dimension

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

When should I use the Snapshot by Dimension Report?

This report is commonly used by teachers to visually compare their assessment results for their class, using colored bands, against widely held expectations.

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

Report Criteria

- 1 Under **SELECT CHILDREN**, select a class and/or children.
- 2 You have the option to filter under **CHILD DEMOGRAPHICS**.
- 3 Select a **CHECKPOINT PERIOD**. It is defaulted to include the current period.

Selecting a previous checkpoint associated with birth through kindergarten data will display the birth through kindergarten objectives/dimensions and progressions.

Selecting a current checkpoint associated with birth through third grade data will display the birth through third grade objectives/dimensions and progressions.
- 4 Under **INCLUDE DATA**, determine whether to include specific objectives/dimensions. It is defaulted to include all.
- 5 Select **FINALIZED OR UNFINALIZED CHECKPOINT LEVEL** or **FINALIZED CHECKPOINT LEVEL**.

MyTeachingStrategies® | Teach | Assess | Develop | Report | Family | Preschool (Green) | 14 | MM

Reports | Reports Queue

< Back to Reports

Snapshot by Dimension
To create this report, select a checkpoint period, at least one child, and at least one objective/dimension, then select "Generate Report."

Select Children
Class: All Classes
Children: Select All Deselect All

Child Demographics +

Checkpoint Period
 Fall 2014/2015
 Winter 2014/2015
 Spring 2014/2015
 Summer 2014/2015
 Fall 2015/2016
 Winter 2015/2016
 Spring 2015/2016
 Summer 2015/2016
 Fall 2016/2017
 Winter 2016/2017
 Spring 2016/2017
 Summer 2016/2017
 Fall 2017/2018
 Winter 2017/2018

Include Data
 By Objective/Dimension
 Select objectives and dimensions +

Include
 Finalized or Unfinalized Checkpoint Level
 Finalized Checkpoint Level

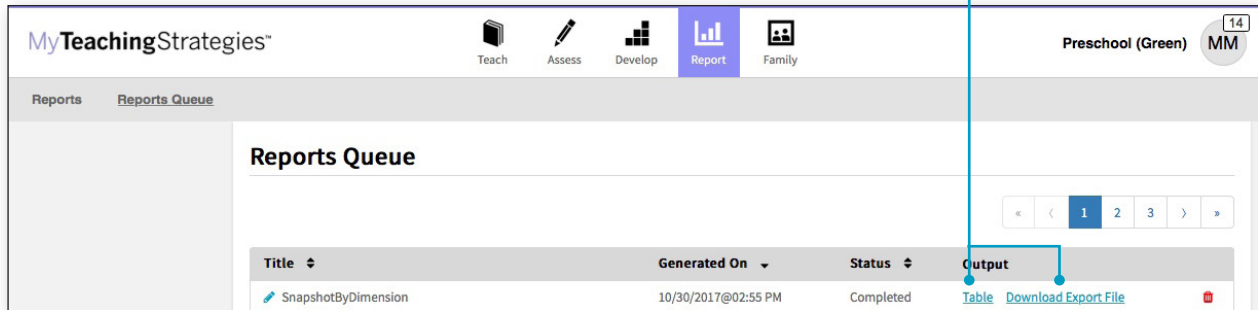
Report Summary
 Class: All Classes
 Children: None
 Child Demographics: All
 Checkpoint Period: Fall 2017/2018
 Include Data: By Objective/Dimension
 Objectives / Dimensions: All
 Include: Finalized or Unfinalized Checkpoint Level

Generate Report

- 6 Select **GENERATE REPORT**.

> Back to Report table of contents

7 You will be taken to the Reports Queue, where you can view the report as a table or as a downloaded export file.



Both report outputs list a table for each included area.

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

Each row will show the number and percentage of children whose skills, knowledge, and abilities were evaluated at each level for each objective/dimension.

Snapshot By Dimension

Please Note: The Snapshot by Dimension report is refreshed every three hours to reflect updated data.
Checkpoint Period: Fall 2017/2018

Table 1: Social-Emotional

Objectives / Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
1a. Manages feelings	Preschool 3 class/grade			2 28.57%		1 14.29%		3 42.86%	1 14.29%						
1b. Follows limits and expectations	Preschool 3 class/grade				3 42.86%		1 14.29%	2 28.57%			1 14.29%				
1c. Takes care of own needs appropriately	Preschool 3 class/grade			1 20%			1 20%	2 40%		1 20%					
2a. Forms relationships with adults	Preschool 3 class/grade							1 25%					3 75%		
2b. Responds to emotional cues	Preschool 3 class/grade				1 25%			1 25%	2 50%						
2c. Interacts with peers	Preschool 3 class/grade				1 25%			2 50%	1 25%						
2d. Makes friends	Preschool 3 class/grade					1 25%				3 75%					
3a. Balances needs and rights of self and others	Preschool 3 class/grade		1 25%					3 75%							
3b. Solves social problems	Preschool 3 class/grade					1 25%		3 75%							

Table 2: Physical

Objectives / Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
4. Demonstrates traveling skills	Preschool 3 class/grade				3 100%												
5. Demonstrates balancing skills	Preschool 3			2		1											

> Back to Report table of contents

Alignment

The Alignment Report enables teachers to quickly see how the children in their classrooms are developing in relation to the Common Core State Standards, *The Head Start Child Development and Early Learning Framework*, and the early learning standards for their states.

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

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

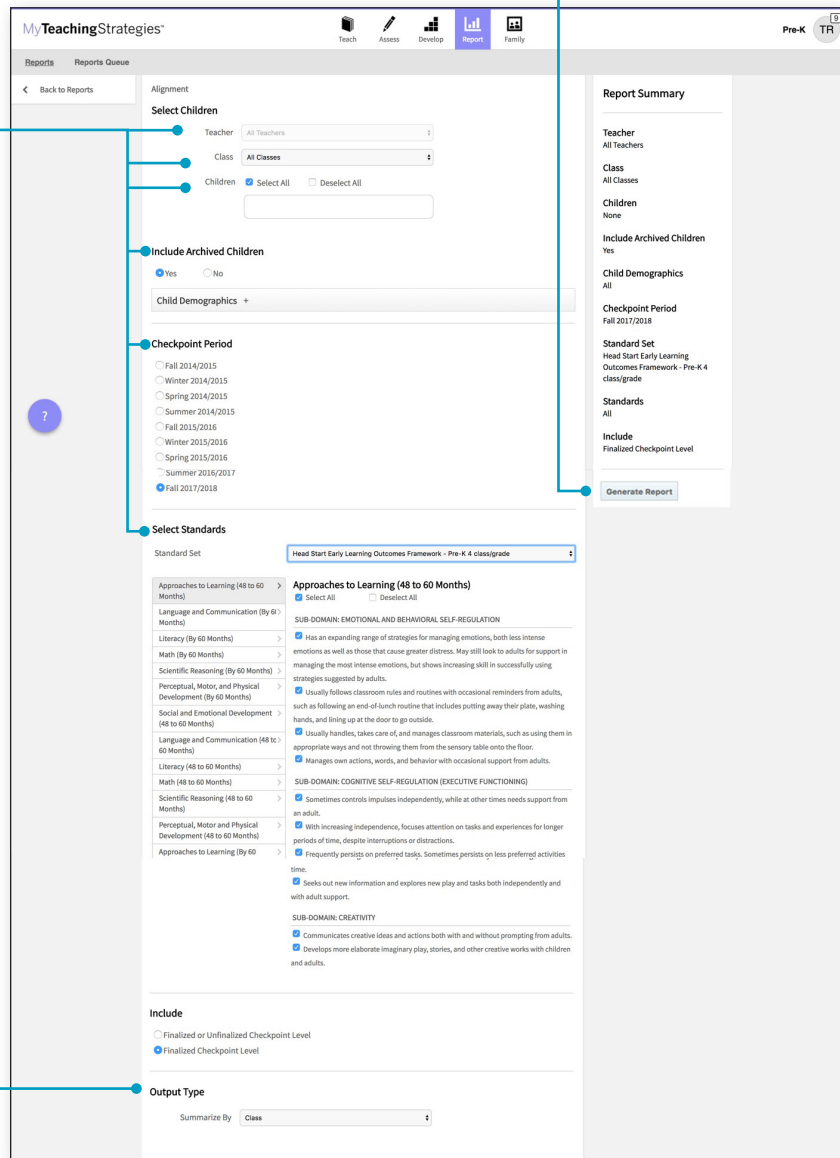
Report Criteria

When should I use the Alignment Report?
 This report can be generated all year long to see how your assessment data aligns to other standards and measures your program uses.

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

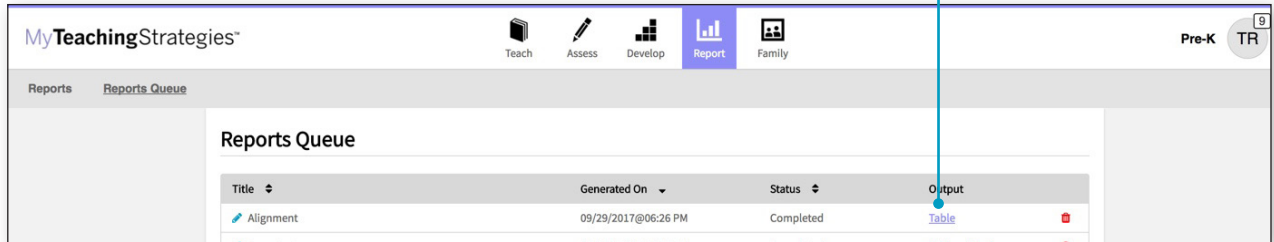
2 Choose an **OUTPUT** type.

3 Select **GENERATE REPORT**.



> Back to Report table of contents

4 You will be taken to the Reports Queue. Once the report has generated, select the **TABLE** link. The report will appear in your browser.



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

