

# Report

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## 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' section of the MyTeachingStrategies interface. On the left, there's a sidebar with 'View Report Images' and 'View Report Descriptions' buttons. The main area is divided into four rows of three boxes each. Each box contains a report title, a preview image, and a 'Go' button.

- Row 1:**
  - Class Profile:** Shows a grid of student names and achievement levels. **Go** button.
  - Individual Child:** Shows a grid of student names and achievement levels. **Go** button.
  - Report Card:** Shows a grid of student names and achievement levels. **Go** button.
- Row 2:**
  - Development and Learning:** Shows a grid of student names and achievement levels. **Go** button.
  - Documentation Status:** Shows a grid of student names and achievement levels. **Go** button.
  - Assessment Status:** Shows a bar chart for 'Not Assessed' (59%), 'Partially Assessed' (30%), and 'Assessed' (1%). **Go** button.
- Row 3:**
  - Snapshot:** Shows a bar chart of student achievement levels. **Go** button.
  - Snapshot By Dimension:** Shows a grid of student names and achievement levels. **Go** button.
  - Alignment:** Shows a table of alignment data. **Go** button.
- Row 4:**
  - A question mark icon.
  - Home | Contact Us | Terms of Use | Privacy Policy**
  - Copyright © 2000-2017 Teaching Strategies, LLC

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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.

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
Snapshot	12/16/2016@03:47 PM	Completed	Table Graph
Alignment	12/04/2016@10:30 PM	Completed	Table

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## 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.

### 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**.

**Class Profile**

- Class:** Preschool TT
- Checkpoint Period:**
  - 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
- Age or Class/Grade:**
  - All
  - 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:**
  - All Preliminary Levels and Finalized or Unfinalized Checkpoint Level
  - Finalized or Unfinalized Checkpoint Level
  - Finalized Checkpoint Level

**Report Summary**

- Class:** Preschool TT
- Checkpoint Period:** Spring (third trimester) 2017/2018
- Age or Class/Grade:** All
- Include:** All Preliminary Levels and Finalized or Unfinalized Checkpoint Level

**Generate 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.

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## 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.

**Class Profile**

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

**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 (Green)				Bella Fernandez, Jonathan Hurst, Natasha Scorpino, Nezie Madella	Ruben Gutierrez, Erickson, Shauta 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, Shauta Samuels	Tianna Cotes, Troy Johnson, Vivian Ponce	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, Shauta Samuels	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.

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## 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.

### Report Criteria

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

The screenshot shows the software interface for generating an Individual Child Report. It is divided into two main sections: 'Select Children' and 'Select Checkpoint Period' on the left, and a 'Report Summary' section on the right.

**Select Children:** A list of children includes: Bella Fernandez, Jonathan Hurst, Natasha Scorpino, Nezie Madella, Ruben Gutierrez, Sam Erickson, Shaute Samuels, Tianna Cotes, Troy Johnson, and Vivian Ponce. The 'Select All' checkbox is checked.

**Select Checkpoint Period:** A list of checkpoint periods from Fall 2014/2015 to Spring 2017/2018. The 'Spring 2017/2018' checkbox is checked.

**Select objectives and dimensions +**

**Report Summary:**

- Children:** None
- Checkpoint Period:** Spring 2017/2018
- Objectives / Dimensions:** All
- Include:** All Preliminary Levels and Finalized or Unfinalized Checkpoint Level

A blue line connects the 'Select Children' and 'Select Checkpoint Period' sections to the 'Select objectives and dimensions +' section. Another blue line connects the 'Select objectives and dimensions +' section to the 'Generate Report' button in the Report Summary section.

### 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.

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## 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.

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## 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.

### Report Criteria

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

The screenshot shows the 'Report Card' configuration screen. At the top, there are tabs for Teach, Assess, Develop, Report (which is selected), and Family. On the right, it shows 'Preschool' and 'SJ' with a notification count of 1. Below the tabs, there are sections for 'Report Card', 'Checkpoint Period' (with options for Fall 2017/2018, Winter 2017/2018, and Spring 2017/2018), 'Select Children' (with a dropdown for 'Class' and a table for 'Children' with columns for 'Child' and 'Status'), 'Select objectives and dimensions +', and 'Language' (with options for English and Spanish). To the right, a 'Report Summary' sidebar lists 'Checkpoint Period: Spring 2017/2018', 'Class: Preschool', 'Children: SJ', 'Objectives / Dimensions: All', and 'Language: English'. A blue line connects the 'CHILDREN, OBJECTIVES AND DIMENSIONS, and LANGUAGE' text in the text block above to the 'Select objectives and dimensions +' button in the interface. Another blue line connects the 'Generate Report' button in the sidebar to the 'Generate Report' button at the bottom of the interface.

### 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.

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## 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.

		Skills, knowledge, and behaviors				Assessment	
		Social-Emotional	CP1	CP2	CP3	CP4	Assessment Comments
1a	Manages feelings		<input type="radio"/> E <input checked="" type="radio"/> M <input type="radio"/> P	<input type="radio"/> E <input checked="" type="radio"/> M <input type="radio"/> P	<input type="radio"/> E <input checked="" type="radio"/> M <input type="radio"/> P	<input type="radio"/> E <input checked="" type="radio"/> M <input type="radio"/> P	<b>Currently, Annie:</b> Is beginning to be able to look at a situation differently or delay gratification  <b>Next, Annie will:</b> Be able to look at a situation differently or delay gratification
1b	Follows limits and expectations		<input type="radio"/> E <input checked="" type="radio"/> M <input type="radio"/> P	<input type="radio"/> E <input checked="" type="radio"/> M <input type="radio"/> P	<input type="radio"/> E <input checked="" type="radio"/> M <input type="radio"/> P	<input type="radio"/> E <input checked="" type="radio"/> M <input type="radio"/> P	<b>Currently, Annie:</b> Is beginning to manage classroom rules, routines, and transitions with occasional reminders  <b>Next, Annie will:</b> Manage classroom rules, routines, and transitions with occasional reminders
1c	Takes care of own needs appropriately		<input type="radio"/> E <input checked="" type="radio"/> M <input checked="" type="radio"/> P	<input type="radio"/> E <input checked="" type="radio"/> M <input type="radio"/> P	<input type="radio"/> E <input checked="" type="radio"/> M <input type="radio"/> P	<input type="radio"/> E <input checked="" type="radio"/> M <input type="radio"/> P	<b>Currently, Annie:</b> Demonstrates confidence in meeting own needs  <b>Next, Annie will:</b> Begin to take responsibility for own well-being

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).

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## 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.

### 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.

### 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.

**2** Select **GENERATE REPORT**.

The screenshot shows the 'Development and Learning Report' configuration screen. The 'Areas of Development and Learning' section is highlighted with a large blue callout box labeled '1'. The 'Generate Report' button is highlighted with a smaller blue callout box labeled '2'.

**Select Children**

**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
- Spring 2017/2018

**Areas of Development and Learning**

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

**Include**

- All Preliminary Levels and Finalized or Unfinalized Checkpoint Level
- Finalized or Unfinalized Checkpoint Level
- Finalized Checkpoint Level

**Show**

Objective and Dimension numbers (Not recommended when sharing with parents)

**Language**

- English
- Spanish

**Report Summary**

**Class**

**Children**

None

**Checkpoint Period**

Spring 2017/2018

**Areas of Development and Learning**

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

**Include**

All Preliminary Levels and Finalized or Unfinalized Checkpoint Level  
Finalized or Unfinalized Checkpoint Level  
Finalized Checkpoint Level

**Show**

Objective and Dimension numbers (Not recommended when sharing with parents)

**Language**

English

**Generate Report**

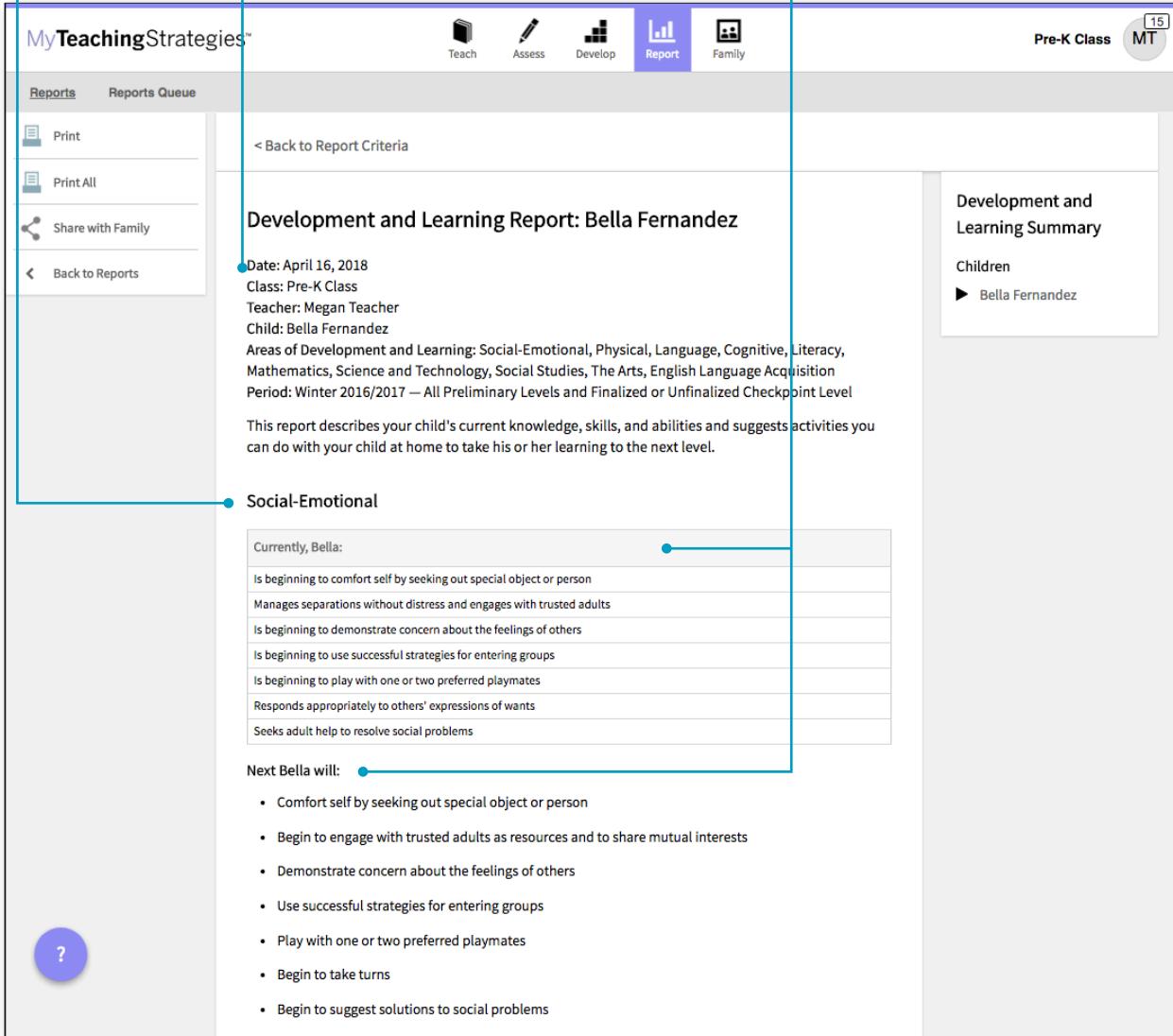
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## Report Results

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.



The screenshot shows the 'Development and Learning Report' for a child named Bella Fernandez. The report header includes the date (April 16, 2018), class (Pre-K Class), teacher (Megan Teacher), and child (Bella Fernandez). It lists areas of development and learning such as Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, The Arts, and English Language Acquisition. The report period is Winter 2016/2017, covering all preliminary levels and finalized or unfinished checkpoint levels. A summary section titled 'Development and Learning Summary' shows 'Children' (Bella Fernandez) with a list of activities. The main body of the report is divided into sections like 'Social-Emotional' and 'Physical', each listing current behaviors and future goals. A sidebar on the left provides navigation options like Print, Print All, Share with Family, and Back to Reports. A bottom footer features a question mark icon and a circular icon with the number 15 and the letters MT.

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## 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.

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

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

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## 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.

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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 software interface with the following elements:

- Header:** MyTeachingStrategies logo, Teach, Assess, Develop, Report (selected), Family, Preschool, SJ (with a notification badge).
- Left Sidebar:** Reports (selected), Reports Queue, Back to Reports, Report Filter, Print.
- Central Content:**
  - Period:** Spring 2017/2018
  - Section:** Documentation Total By Child
  - Note:** 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**.
  - Table:** A grid showing the total documentation for each child. The columns are Child and Total Documentation.

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

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## 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 unfinished 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.

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## 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.

### Report Criteria

- 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.

### 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.

**1** Select 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.

**Report Summary**

- Teacher:** Susan James
- Class:** All Classes
- Children:** None
- Child Demographics:** All
- Checkpoint Period:** Spring 2017/2018
- Include Data:** By Area
- Include:** Finalized or Unfinalized Checkpoint Level
- Output Selection:** Widely Held Expectations
- Summarize By:** User

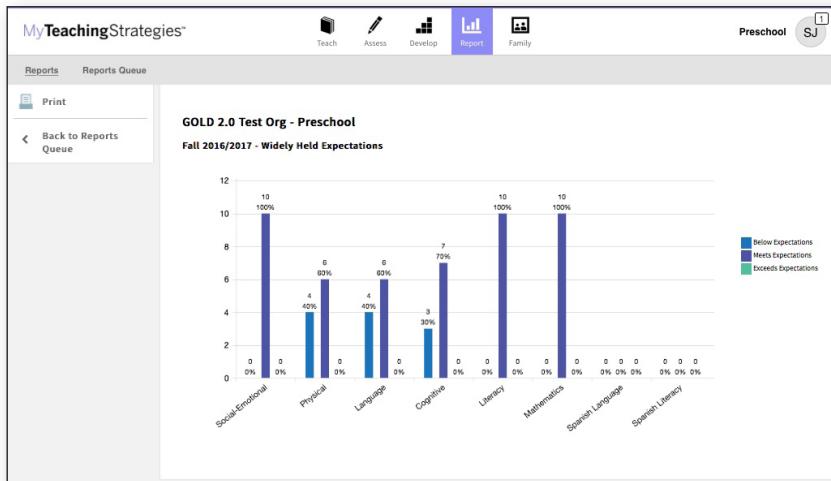
**Generate Report**

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

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## 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.

	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.

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## 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.

### 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).

### 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).

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

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

Title	Generated On	Status	Output
B3Snapshot	10/30/2017@03:56 PM	Completed	<a href="#">Table</a>

## 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: 68% Female: 32%
Race:	White: 62% Black or African American: 15% Asian Indian: 10% Asian Pacific Islander: 4% Chinese: 3%
Ethnicity:	Not Spanish/Hispanic/Latino: 76% Mexican: 16% Guatemalan: 1%
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: 2 Migrant: 1 Pre-K: 8
Age or Class/Grade:	Birth to 1 year (Red): 6% 1 to 2 years (Orange): 16% 2 to 3 years (Yellow): 3% Preschool (Green): 26% Pre-K 4 Class/grade (Blue): 9% Kindergarten (Purple): 30% 2nd Grade (Pink): 3% 3rd Grade (Brown): 3%
Primary Language:	English: 74% Spanish: 24% Chinese (all dialects): 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	50%	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	25%	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%	46.8	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.

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## 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.

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**.

### 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.

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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
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										

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# 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

- 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**.

### 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.

- Select **GENERATE REPORT**.

**1** Choose an **OUTPUT** type.

**2** Choose an **OUTPUT** type.

**3** Select **GENERATE REPORT**.

The screenshot shows the 'Alignment' report configuration screen. It includes the following sections:

- Select Children:** Teacher: All Teachers, Class: All Classes, Children: Select All (checkbox checked), Deselect All (checkbox).
- Include Archived Children:** Yes (radio button selected).
- Child Demographics:** All.
- Checkpoint Period:** Fall 2014/2015, Winter 2014/2015, Spring 2014/2015, Summer 2014/2015, Fall 2015/2016, Winter 2015/2016, Spring 2015/2016, Summer 2016/2017, Fall 2017/2018.
- Select Standards:** Standard Set: Head Start Early Learning Outcomes Framework - Pre-K class/grade. A detailed list of sub-domains and specific standards follows:
  - Approaches to Learning (48 to 60 Months): Select All, Deselect All. Sub-domain: EMOTIONAL AND BEHAVIORAL SELF-REGULATION. Includes: Has an emerging range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.
  - Language and Communication (By 6 Months): Select All, Deselect All. Sub-domain: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING). Includes: Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.
  - Literacy (By 60 Months): Select All, Deselect All. Sub-domain: CREATIVITY. Includes: Manages own actions, words, and behavior with occasional support from adults.
  - Math (By 60 Months): Select All, Deselect All. Sub-domain: CREATIVITY. Includes: Sometimes controls impulses independently, while at other times needs support from an adult.
  - Scientific Reasoning (By 60 Month): Select All, Deselect All. Sub-domain: CREATIVITY. Includes: With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.
  - Perceptual, Motor, and Physical Development (By 60 Months): Select All, Deselect All. Sub-domain: CREATIVITY. Includes: Frequently persists on preferred tasks. Sometimes persists on less preferred activities.
  - Social and Emotional Development (48 to 60 Months): Select All, Deselect All. Sub-domain: CREATIVITY. Includes: Seeks out new information and explores new play and tasks both independently and with adult support.
  - Language and Communication (48 to 60 Months): Select All, Deselect All. Sub-domain: CREATIVITY. Includes: Communicates creative ideas and actions both with and without prompting from adults.
  - Math (48 to 60 Months): Select All, Deselect All. Sub-domain: CREATIVITY. Includes: Develops more elaborate imaginary play, stories, and other creative works with children and adults.
  - Scientific Reasoning (48 to 60 Months): Select All, Deselect All. Sub-domain: CREATIVITY. Includes:
  - Perceptual, Motor and Physical Development (48 to 60 Months): Select All, Deselect All. Sub-domain: CREATIVITY. Includes:
  - Approaches to Learning (By 60 Months): Select All, Deselect All. Sub-domain: CREATIVITY. Includes:
- Include:** Finalized or Unfinalized Checkpoint Level (radio button), Finalized Checkpoint Level (radio button selected).
- Output Type:** Summarize By: Class.

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

Title	Generated On	Status	Output
Alignment	09/29/2017@06:26 PM	Completed	<a href="#">Table</a>

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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.

Class Name	Current Average Score	End of Year Expectation	Emerging		Accomplished	
			Count	Percent	Count	Percent
GOLD 2.0 Test Org	126.50	8	1	50.00%	1	50.00%
Default Program	126.50	8	1	50.00%	1	50.00%
Default Site	126.50	8	1	50.00%	1	50.00%
Kindergarten	0	8	0	0.00%	0	0.00%
Pre-K	0	8	0	0.00%	0	0.00%
Test PS	126.5	8	1	50.00%	1	50.00%

P-ATL6.1. - With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.

11a: Attends and engages