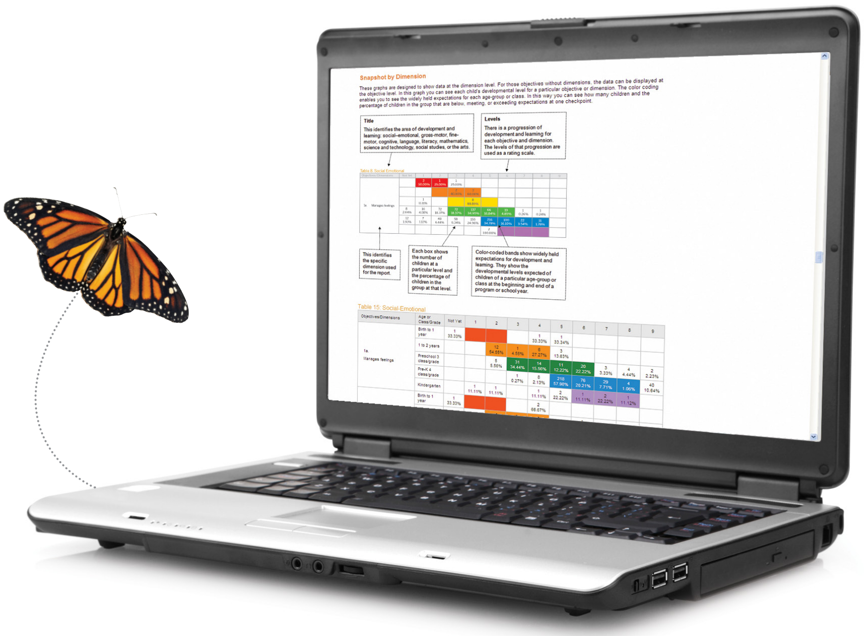
Assessment

Teaching Strategies GOLD® Online

Guide for Administrators

June 2013



Welcome to *Teaching Strategies GOLD®* online!

Welcome to *Teaching Strategies GOLD®* online! It's easy to start using the system. One of your duties as an administrator is to enter information into the system. That includes entering sites, teachers/administrators, classes, and children. This guide explains how to enter that information as well as how to start using each of the other *Teaching Strategies GOLD®* tabs.

To begin, you will first need to log into the system. Make sure that you have the username and password that you received by e-mail from **Implementation@TeachingStrategies.com**. You will need them to sign in.

Let's get started!

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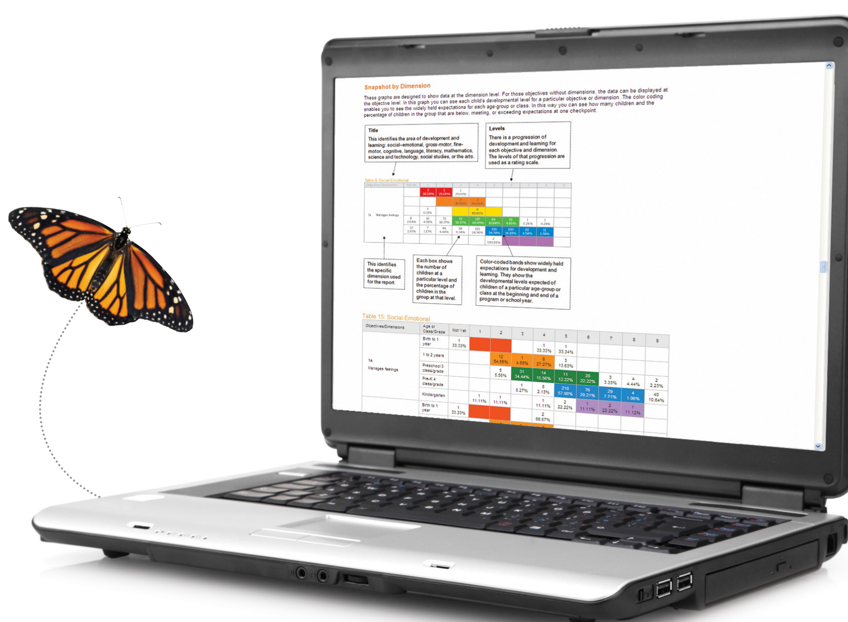
Section 1: **Getting Started**

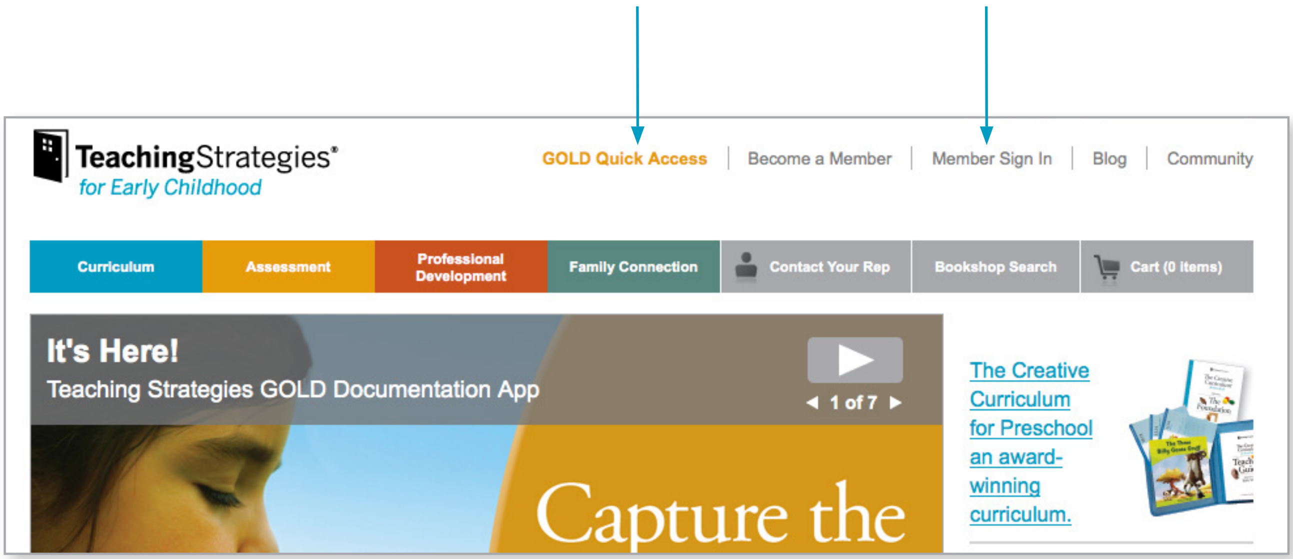


Signing Into Your *Teaching Strategies GOLD*® Account

Steps:

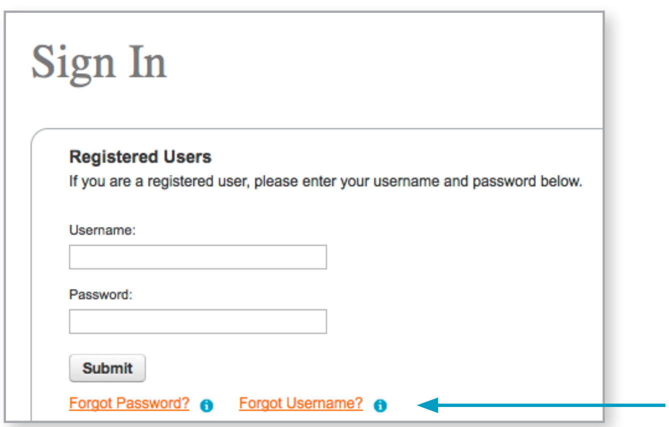
Access the Teaching Strategies Web site (www.teachingstrategies.com).

Click the **GOLD Quick Access** button or the **Member Sign In** button.



Sign in by using the username and password provided in the e-mail you received.

If you sign in by using the **Member Sign In** button, you will be taken to your Dashboard.

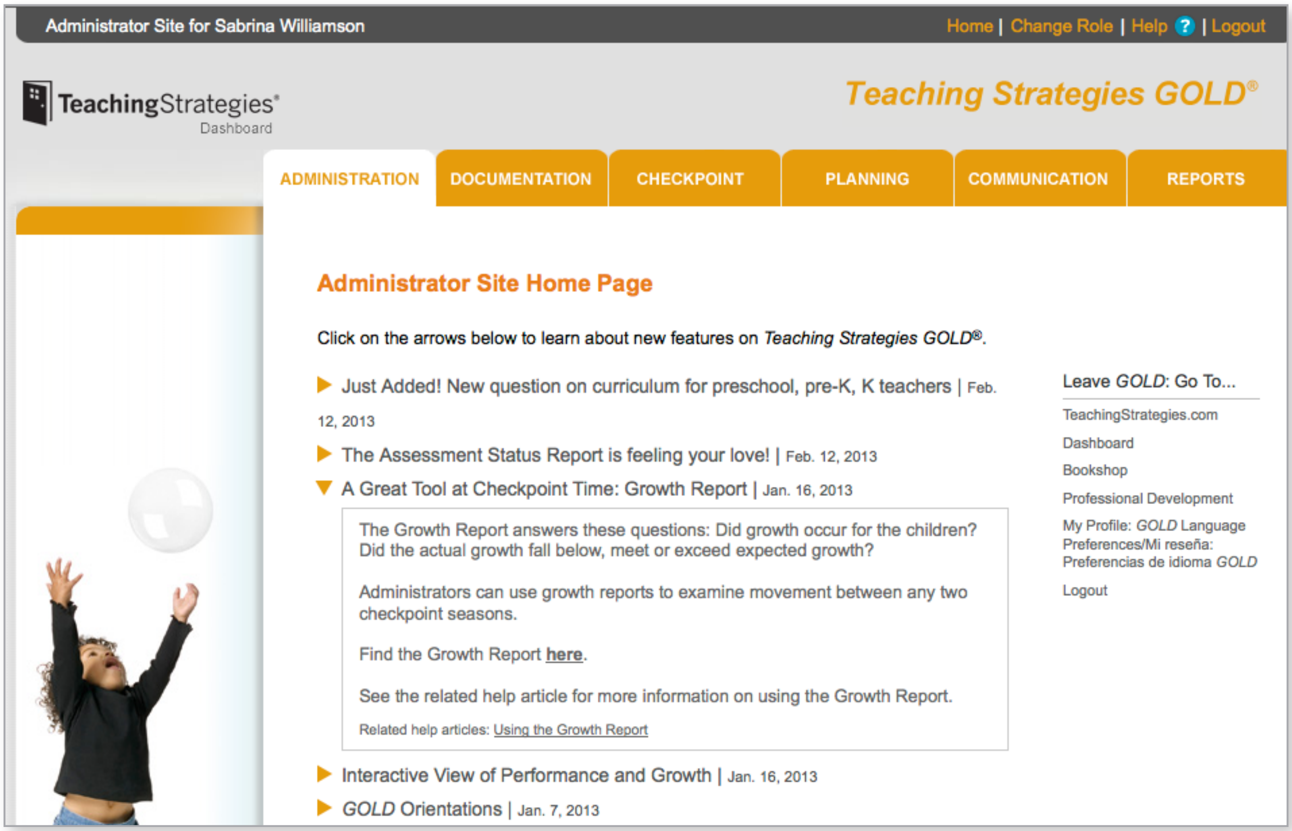


If you ever forget your username or password, use the links to have a reminder e-mailed to you.

If you sign in by using the **GOLD Quick Access** button, you will bypass the Dashboard and go straight to your *Teaching Strategies GOLD*® Home Page.

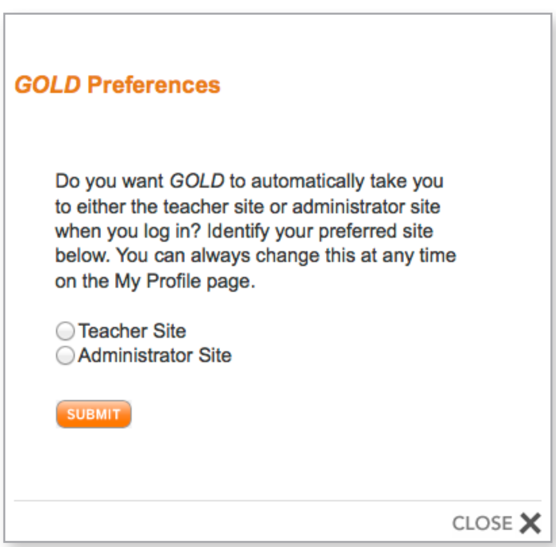
Tip. From the Dashboard, you can access professional development tools and manage your profile. **Refer to the *Teacher's Quick-Start Guide* for more information about the Dashboard.** From the Dashboard, click the *Teaching Strategies GOLD*® logo to access your *Teaching Strategies GOLD*® home page.

Teaching Strategies GOLD® Home Page



Tip. Refer to the Home Page for *Teaching Strategies GOLD*® highlights and updates. The information displayed depends on your organization and the role in which you signed in (i.e., Administrator, Teacher, or TeamCentral user).

When you sign in, you may see the box pictured below, which asks you to set your site preferences. You can make and submit a selection, or you can ignore the question and close the box.



Common *Teaching Strategies GOLD*® Features

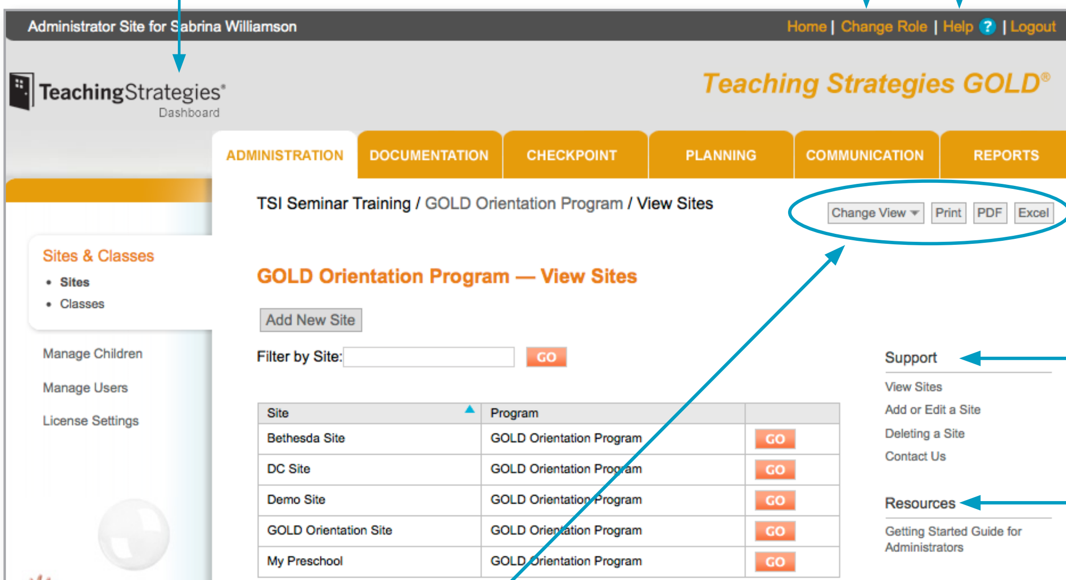
As you navigate *Teaching Strategies GOLD*®, you will notice features that provide extra options and helpful resources. These usually appear at the top of or on the right side of the screen you are viewing.

Dashboard

Clicking the Teaching Strategies® Dashboard logo will take you to your Dashboard.

Change Role
Enables you to toggle between the Administrator, Teacher, and Family sites.

Help
The Help link is always displayed at the top of the page. Click the link to search for "Help" articles and to access the Help Library.



Support and Resources
These options are links to "Help" articles that pertain to the page you are currently using.

Change View
Use this menu to select the information you want to display. The options depend on the purpose of the page you are viewing.

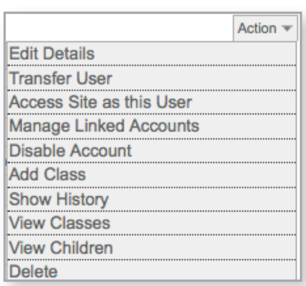
Print
Displays a printer-friendly version of the page.

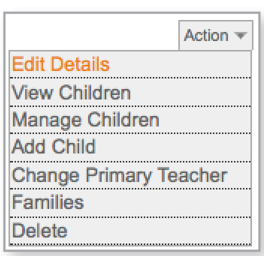
PDF
Displays the page as a PDF file that you can save or print. We recommend creating a PDF first if you are printing the display to share with others. It will be easier to read than a screenshot.

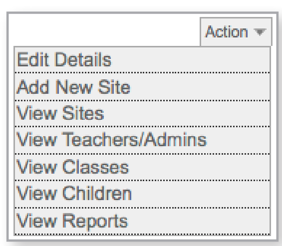
Excel®
Displays the search results as an Excel® file that you can save or print.

Action Menu

This menu (located at the top right of many *Teaching Strategies GOLD*® screens) lists more actions you can take. Like the choices offered under the **Change View** button, the **Action** options depend on the page. Below are examples from different pages:







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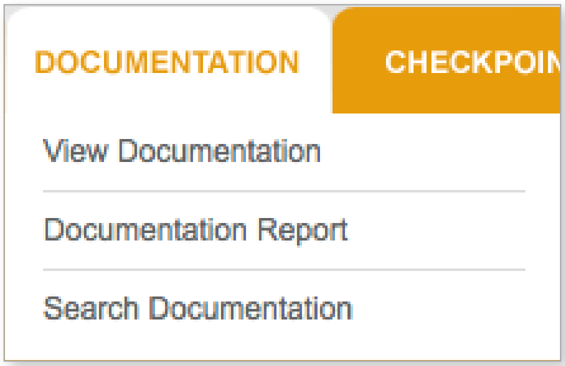
Section 3: **Documentation**

Documentation

In the **DOCUMENTATION** tab, you can view documentation entered by teachers, create a "Documentation Report," and search documentation.

Place your cursor on the **DOCUMENTATION** tab to view the options.



Viewing Documentation

Steps:

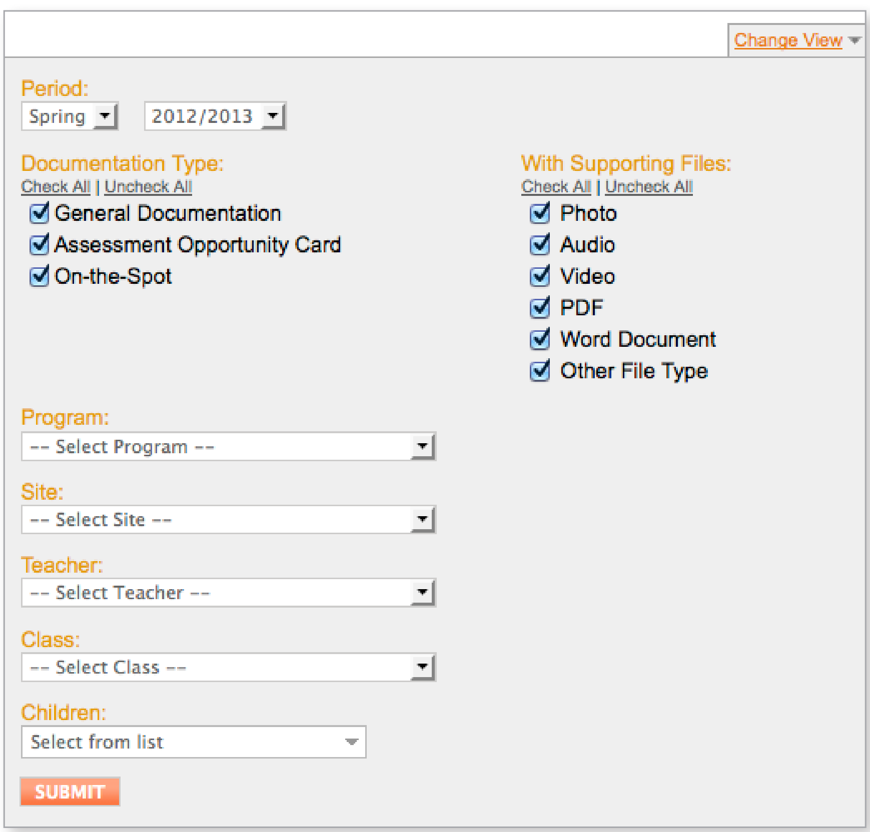
From the **DOCUMENTATION** tab's drop-down menu, select View Documentation.

Click the **Change View** menu in the top right corner of the screen to begin a documentation search.

Select the class for which you want to access the documentation.

From the **Change View** menu, choose the checkpoint period and year you would like to view, the documentation type, and the supporting file type (defaults to all types). You can choose to narrow your view by program, site, teacher, class, or children.

Click **SUBMIT**.

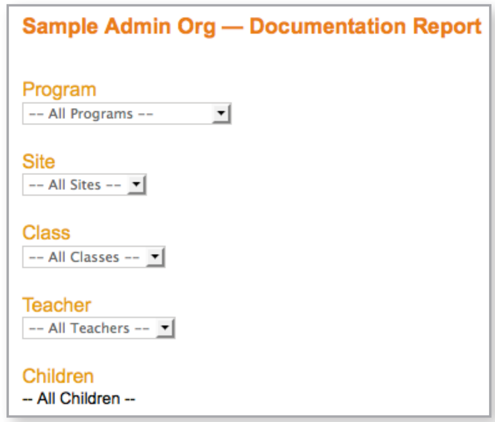


Documentation Report

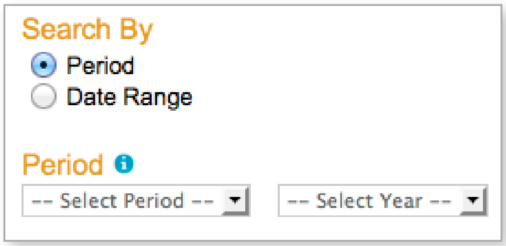
This report shows how many documentation items teachers have entered.

Steps:

From the **DOCUMENTATION** tab's drop-down menu, select Documentation Report to display options.

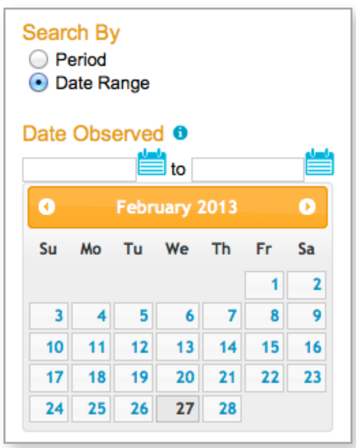


You can choose to narrow your view by **Program**, **Site**, **Class**, **Teacher**, and **Children**.

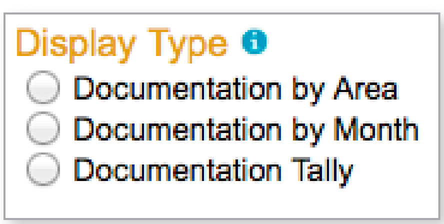


Choose to search by **Period** or **Date Range**.

When searching by **Period**, select the period and year from the drop-down menus.



When searching by **Date Range**, enter the date range during which the observation was made (not the date the documentation item was entered).



Choose the **Display Type**.

Documentation by Area: Shows the number of documentation items associated with each developmental area and the total number of documentation items entered.

Documentation by Month: Shows the number of documentation items entered each month and the total number of documentation items entered.

Documentation Tally: Shows the total number of documentation items entered.

Choose your **Output** preference: HTML, PDF, or Excel®.

Click **SHOW REPORT**.

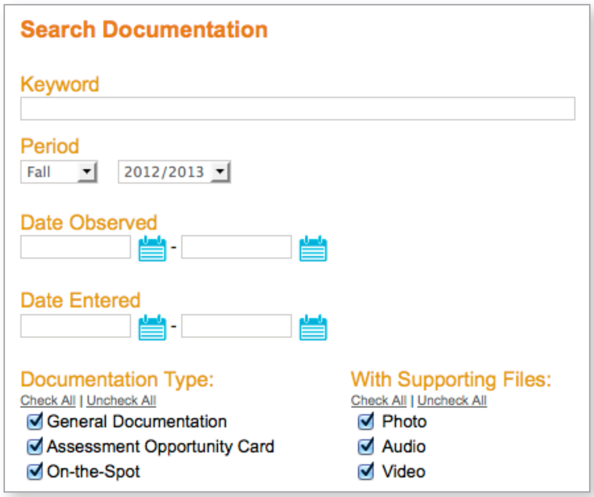
Tip. For more information about the "Documentation Report," click the corresponding "Support" link on the right-hand side of the screen.

Searching Documentation

Steps:

From the **DOCUMENTATION** tab's drop-down menu, select **Search Documentation**.

Enter your filter choices and click **SUBMIT** to search for documentation items that meet your selected criteria.



There are many criteria with which to narrow your search for particular items. The more criteria you select, the fewer documentation items will be displayed from the search.

Search Filters:

Keyword enables you to search for all documentation containing a specified word.

Period enables you to search for items from a different checkpoint period.

Date Observed enables you to search a specified date range during which the teacher observed children.

Date Entered tracks the date on which the teacher entered the documentation item into *Teaching Strategies GOLD*®, regardless of the date it was created in the classroom.

Documentation Type can narrow the search among types of documentation. The default setting yields all types.

> *Tip.* To learn more about each type, hover your cursor over the ⓘ icon on the Add Documentation screen of the teacher site.

With Supporting Files enables you to search for documentation of particular file types. The default setting yields all types.

Has Associated Objective/Dimension? enables you to search for documentation with which the teacher associated objectives/dimensions and for documentation with which the teacher has not yet associated objectives/dimensions.

Has Associated Preliminary Levels? enables you to search for documentation with which the teacher associated preliminary levels and documentation with which the teacher has not yet associated preliminary levels.

Program, **Site**, **Teacher**, **Class**, and **Children** also enable you to narrow your search.

Objectives/Dimensions enables you to narrow the search by specifying objectives or dimensions. Click the plus sign [+] to expand each area. Then select checkboxes to include particular objectives or dimensions.

> *Tip.* Searching by **Objectives/Dimensions** is helpful when you want to focus coaching on a particular area. You can review all documentation the teacher has entered in relation to that area.

Author enables you to filter documentation by author. Enter the teacher's first or last name to search for documentation that he or she entered.

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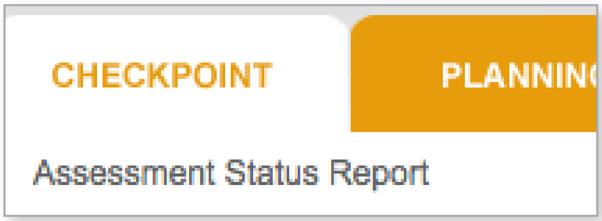
Section 4: **Checkpoints**

Checkpoints

The “Assessment Status Report” feature is accessed under the **CHECKPOINT** tab. Administrators use this report to check teachers’ progress in entering checkpoint evaluations.



Assessment Status Report

Steps:

From the **CHECKPOINT** tab’s drop-down menu, select Assessment Status Report.

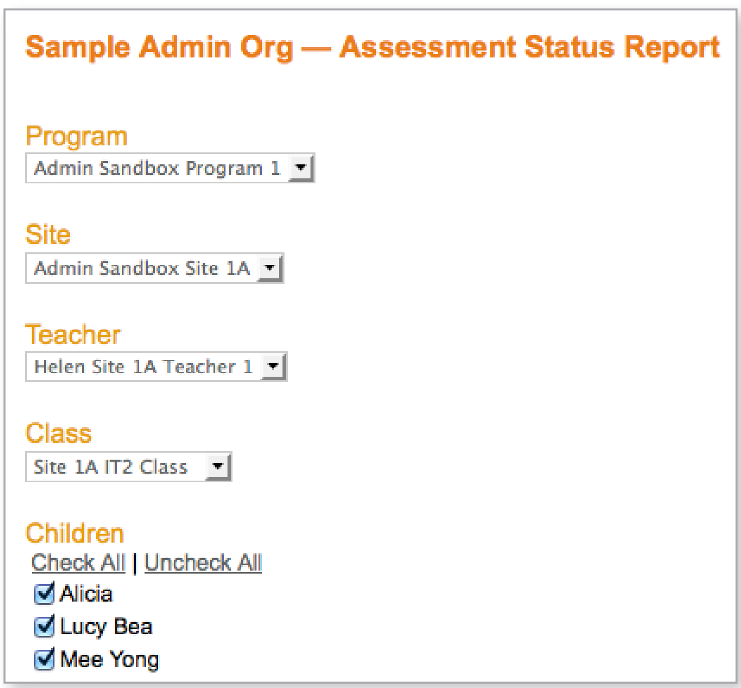
Choose the **Program**, **Site**, **Teacher**, **Classroom**, **Children**, **Period**, **Checkpoints**, and **Output** from the various menus.

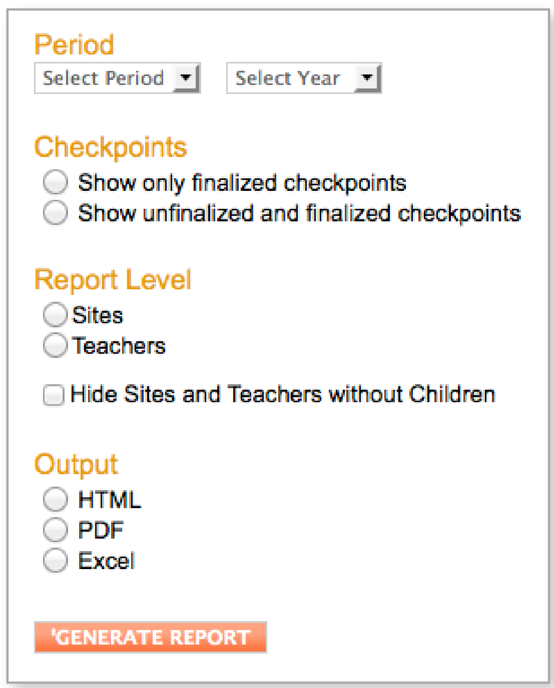
To create this report for all teachers in one site, leave the **Teacher** field as “Select Teacher.”

To create this report for all classes for one teacher, select the teacher’s name and leave the **Class** field as “Select Class.”

If you choose to include all teachers at the program or site level, choose to view the report at either the site level or teacher level.

When you have made your selections, click **GENERATE REPORT**.





Report Details

Site-level view: The percentages show the completion of checkpoint data entry for all children in each site, for each area of development and learning.

Program A — Assessment Status Report

Currently Viewing:
Period: Fall 2010/2011
Checkpoints: Preliminary and Finalized

Program: Program A

Site	Number of Children	Social-Emotional	Physical	Language	Cognitive	Literacy	Mathematics
Site 1	41	98%	98%	98%	98%	98%	98%
Site 2	76	93%	82%	87%	87%	89%	83%

Teacher-level view: The percentages show the completion of checkpoint data entry for all children in each site and classroom, for each area of development and learning. If you select the **HTML** output option, you can click on each classroom name in the report to see the view for a single teacher (a list of all children in the classroom and the status of data entry for each child).

Program A — Assessment Status Report

Currently Viewing:
Period: Fall 2010/2011
Checkpoints: Preliminary and Finalized

Program: Program A

Teacher	Number of Children	Social-Emotional	Physical	Language	Cognitive	Literacy	Mathematics
Teachers at Site 1	41	98%	98%	98%	98%	98%	98%
Allie Conners	1	0%	0%	0%	0%	0%	0%
Claudia White	14	100%	100%	100%	100%	100%	100%
Jessica Green	26	100%	100%	100%	100%	100%	100%
Teachers at Site 2	76	93%	82%	87%	87%	89%	83%
Beth Sampson	17	100%	100%	100%	100%	100%	100%
Bob Administrator	0	0%	0%	0%	0%	0%	0%
Susi Soder	14	100%	100%	100%	100%	100%	100%
Wendy Gaer	45	87%	72%	78%	78%	82%	71%

Single-teacher view: The percentages show the completion of checkpoint data entry for each child, for each area of development and learning.

Blue Bears — Assessment Status Report

Currently Viewing:
Period: Fall 2010/2011
Checkpoints: Preliminary and Finalized

Blue Bears

	Social-Emotional	Physical	Language	Cognitive	Literacy	Mathematics
Alima Robinson	100%	100%	100%	100%	100%	100%
Brad Allen	100%	100%	100%	100%	100%	100%
Brittany Miller	100%	100%	100%	100%	100%	100%
Brynn Smith	100%	100%	100%	100%	100%	100%
Craig LaChance	100%	100%	100%	100%	100%	100%
Dan Attman	100%	100%	100%	100%	100%	100%
Emily Lacbawan	100%	100%	100%	100%	100%	100%
Hunter Stevens	100%	100%	100%	100%	100%	100%
Jamal Bryant	100%	100%	100%	100%	100%	100%
Kate Endrelunas	100%	100%	100%	100%	100%	100%
Lexi Bondi	100%	100%	100%	100%	100%	100%
Maria Lopez	100%	100%	100%	100%	100%	100%
Molly Parker	100%	100%	100%	100%	100%	100%
Scott Hendrick	100%	100%	100%	100%	100%	100%
Soluna McAdams	100%	100%	100%	100%	100%	100%
Tacia Williams	100%	100%	100%	100%	100%	100%

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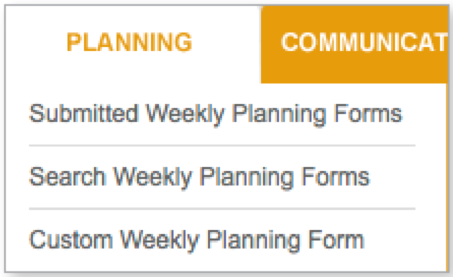
Section 5: **Planning**

Planning

In the **PLANNING** tab, you can view "Weekly Planning" forms and add planning fields to customize the form for your site or program.

Place your cursor on the **PLANNING** tab to view the options.

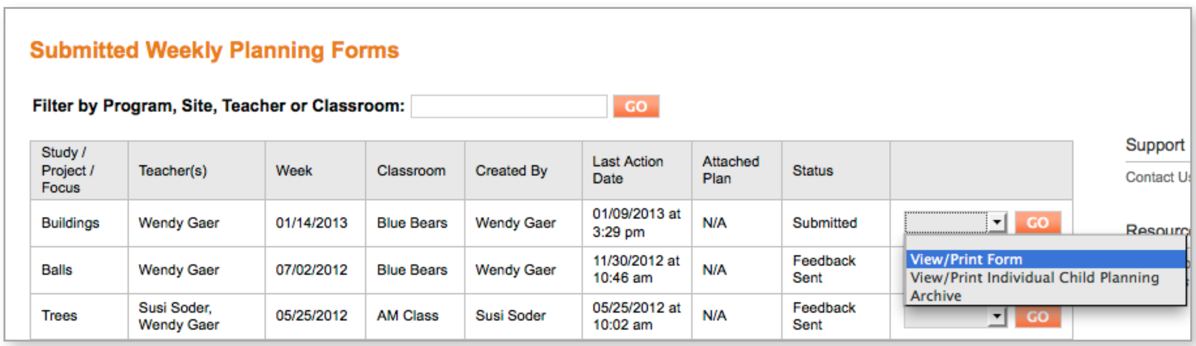


Reviewing a Submitted "Weekly Planning Form"

Steps:

From the **PLANNING** tab's drop-down menu, select **Submitted Weekly Planning Forms**.

From the list of submitted forms, select **View/Print Form** from the drop-down menu in line with the form you want to review.



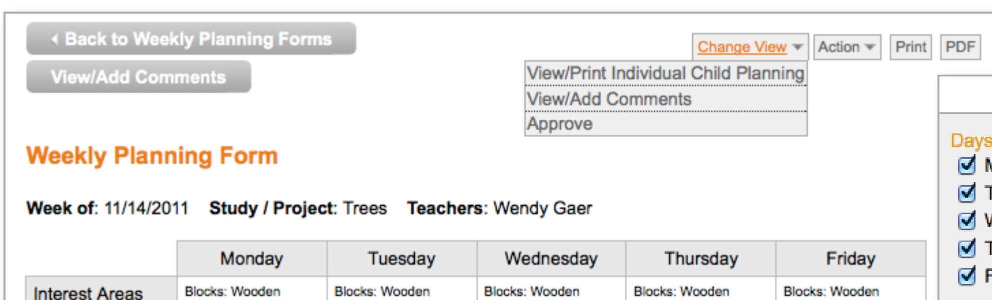
Submitted Weekly Planning Forms

Filter by Program, Site, Teacher or Classroom: GO

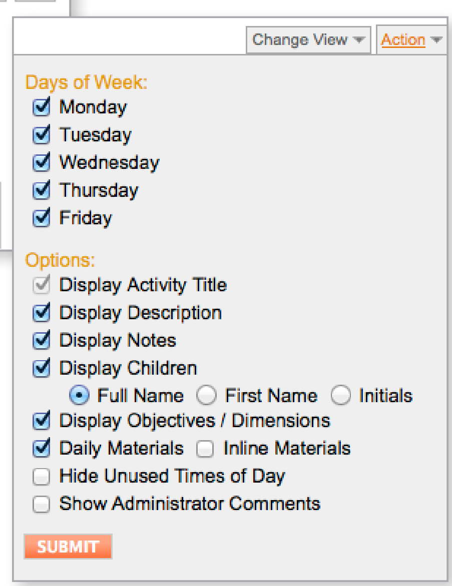
Study / Project / Focus	Teacher(s)	Week	Classroom	Created By	Last Action Date	Attached Plan	Status	
Buildings	Wendy Gaer	01/14/2013	Blue Bears	Wendy Gaer	01/09/2013 at 3:29 pm	N/A	Submitted	GO
Balls	Wendy Gaer	07/02/2012	Blue Bears	Wendy Gaer	11/30/2012 at 10:46 am	N/A	Feedback Sent	
Trees	Susi Soder, Wendy Gaer	05/25/2012	AM Class	Susi Soder	05/25/2012 at 10:02 am	N/A	Feedback Sent	GO

Click **GO** to display the form.

To approve the plan, click **Change View** and then click **Approve**.



To change the screen display of that form, click the **Action** menu, select the items you want to view, and then click **SUBMIT**.



Searching for a Particular "Weekly Planning Form"

Steps:

From the **PLANNING** tab's drop-down menu, select **Search Weekly Planning Forms**.

Enter the filters with which you would like to search.

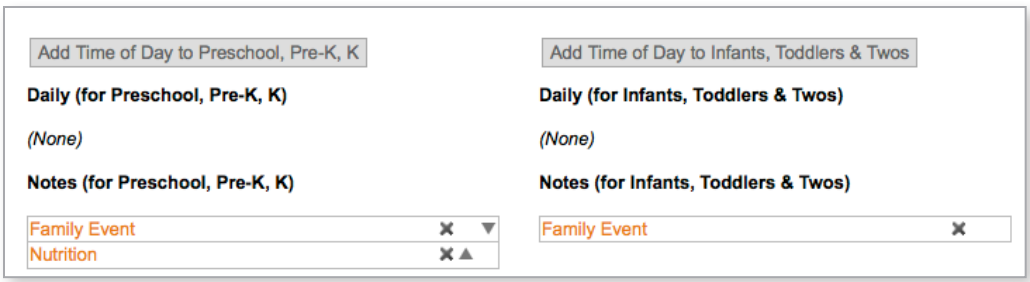
Click **GO**.

Adding a Custom Time of Day to "Weekly Planning" Forms

Steps:

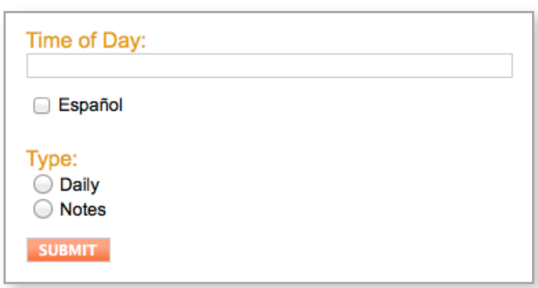
From the **PLANNING** tab's drop-down menu, select **Custom Weekly Planning Form**.

Click **Add Time of Day to Preschool, Pre-K, K** or **Add Time of Day to Infant, Toddlers & Twos**.



Enter a title for **Time of Day**.

Select a **Type** (select **Daily** or **Notes**).



Tip. **Daily** will show a planning box for each day.

Notes will show one section for the week.

Click **SUBMIT**. The new **Time of Day** will be added to your weekly planning forms.

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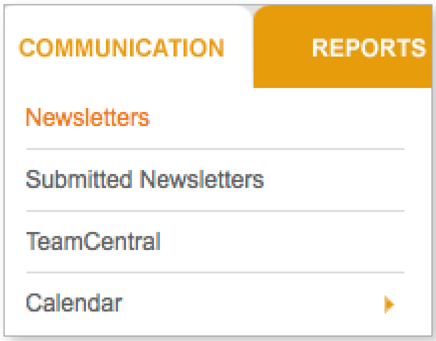
Section 6: **Communication**

Communication

The **COMMUNICATION** tab includes the communication features of *Teaching Strategies GOLD*®. You can create and view newsletters and calendars, and approve individuals' access as TeamCentral members.

Place your cursor on the **COMMUNICATION** tab to view the options.

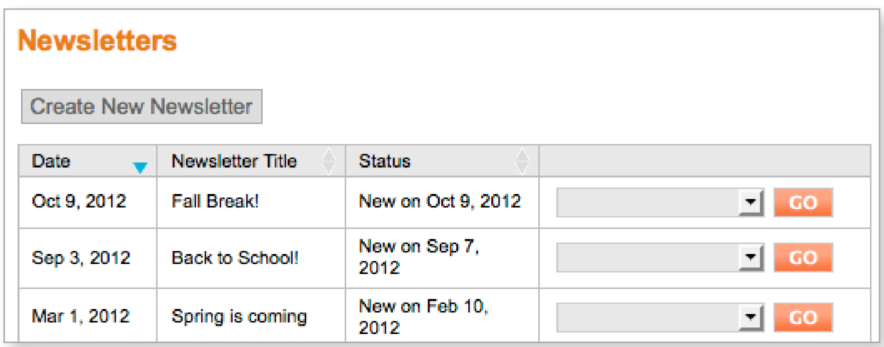
Creating a Newsletter



Steps:

From the **COMMUNICATION** tab's drop-down menu, select **Newsletters**.

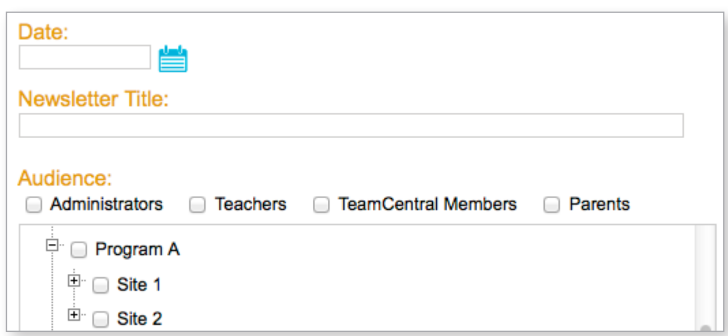
Click **Create New Newsletter**.



Click the blue calendar icon to select the **Date**.

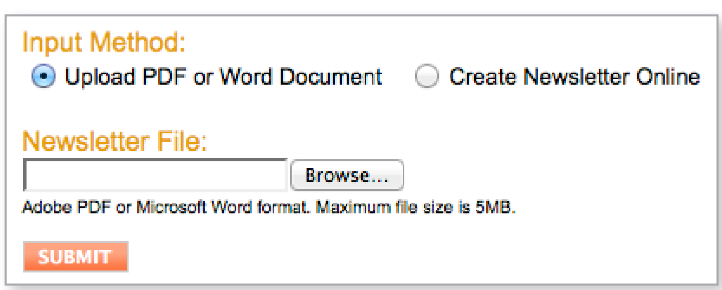
Enter a **Newsletter Title**.

Select an **Audience** by clicking the appropriate boxes (multiple selections can be made). Remember to choose the program, site, or classroom.



Choose an **Input Method**.

To use an existing PDF or Word document as your newsletter, choose **Upload PDF or Word Document**. Then click **Browse** to choose your newsletter file.



Creating a Newsletter, *continued*

To create a newsletter by using *Teaching Strategies GOLD*® options, choose **Create Newsletter Online**.

Click **Add Article** to show an article entry box.

Enter an article title.

Enter text in the "Article Body" box.

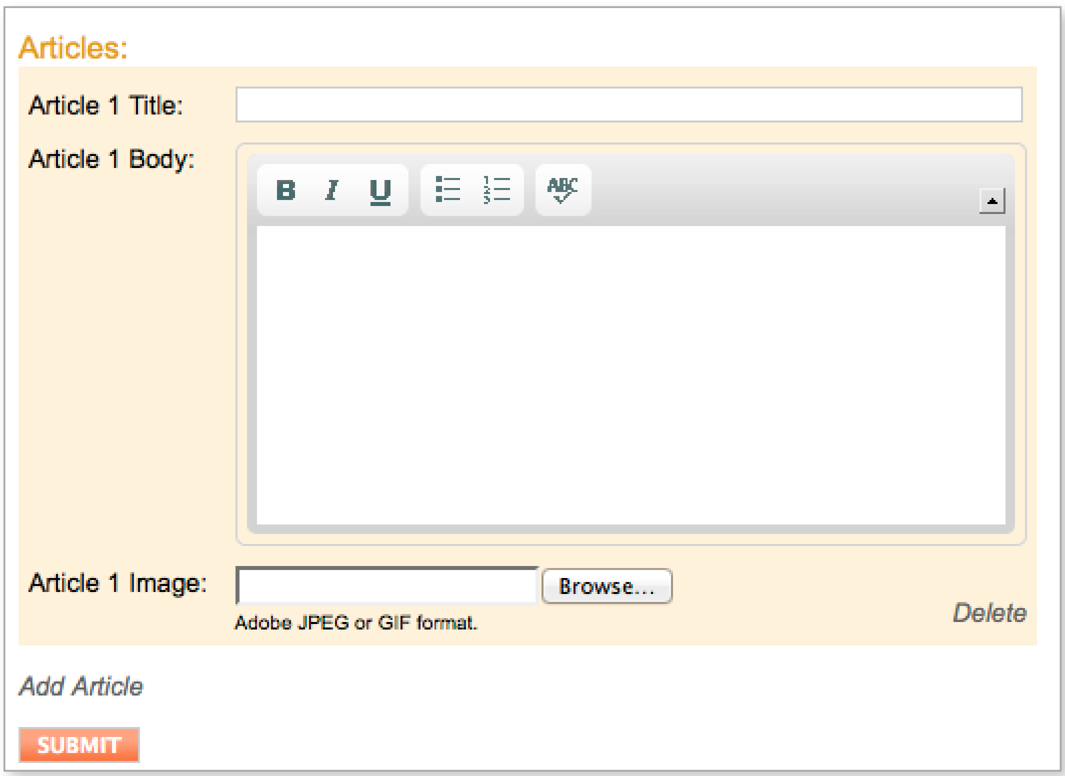
Click **Browse** if you would like to add an image to your article.

Note. Images must be JPEG or GIF format.

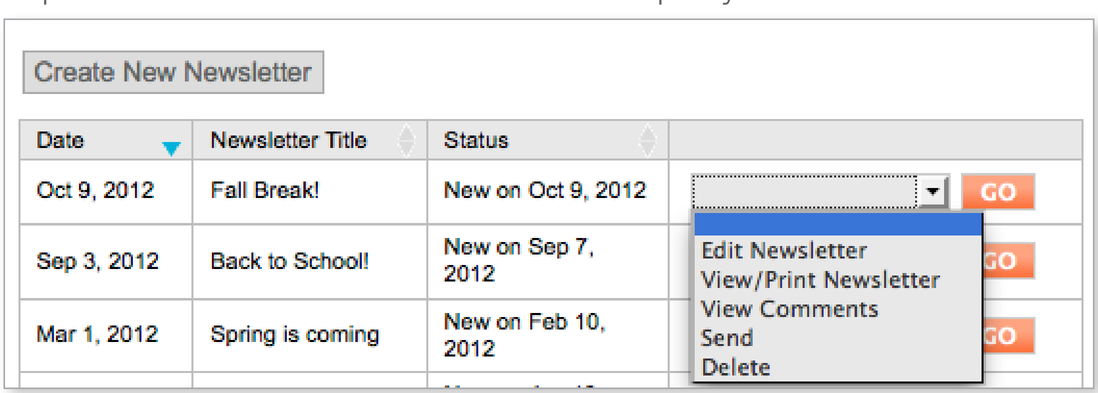
Click **Add Article** again to title and write another article. You may include as many articles in the newsletter as you would like.

Click **Delete** to remove an article from the newsletter.

When finished, click **SUBMIT**.



To view comments and edit, view, print, send, or delete a newsletter you have created, click the drop-down menu in line with the newsletter. Choose the option you want and then click **GO**.

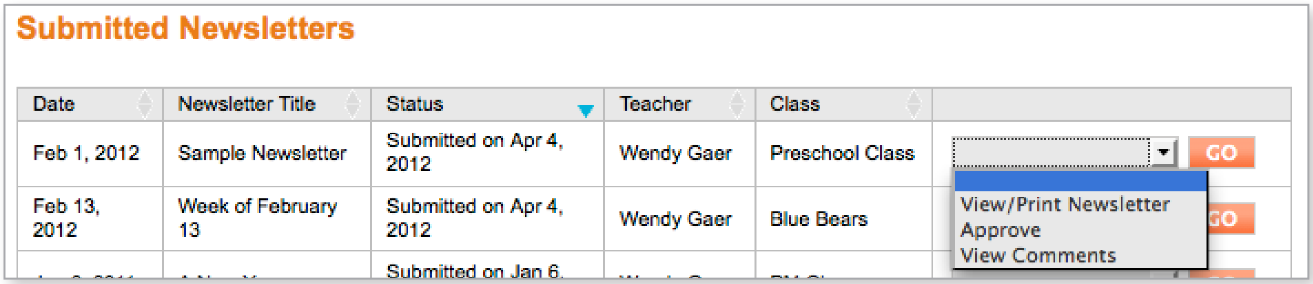


Submitted Newsletters

This option enables you to view newsletters created by other users in your organization, offer comments, and approve them before they are shared with others.

Steps:

From the **COMMUNICATION** tab's drop-down menu, select **Submitted Newsletters** to open the screen showing all of the newsletters that were submitted to you.



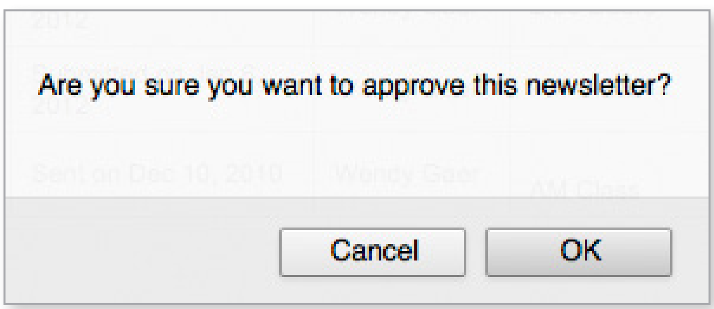
Track across the row of the newsletter you want to see. Click the drop-down menu next to the **GO** button in that row.

Select the action you would like to take with that newsletter.

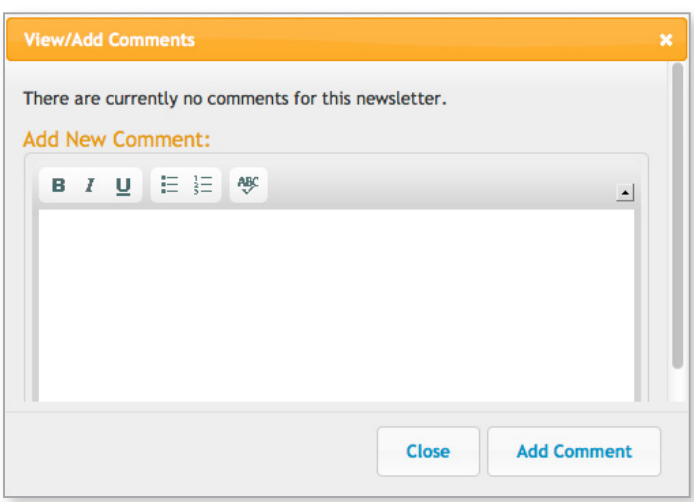
Click **GO**.

Note. Select **View/Print Newsletter** to see what the newsletter will look like when it is sent. Select **Approve** to bring up an approval window.

If you chose the option to approve the newsletter, click **OK**.



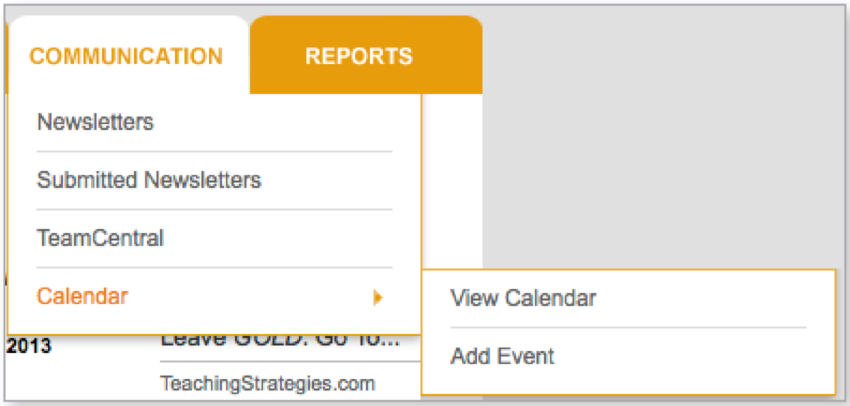
Note. Select **View/Add Comments** to see existing comments and to enter your own comments.



Calendar

Steps:

From the **COMMUNICATION** tab's drop-down menu, select **Calendar** to display the submenu. Select **View Calendar** or **Add Event** to get started.



Viewing a Calendar

Steps:

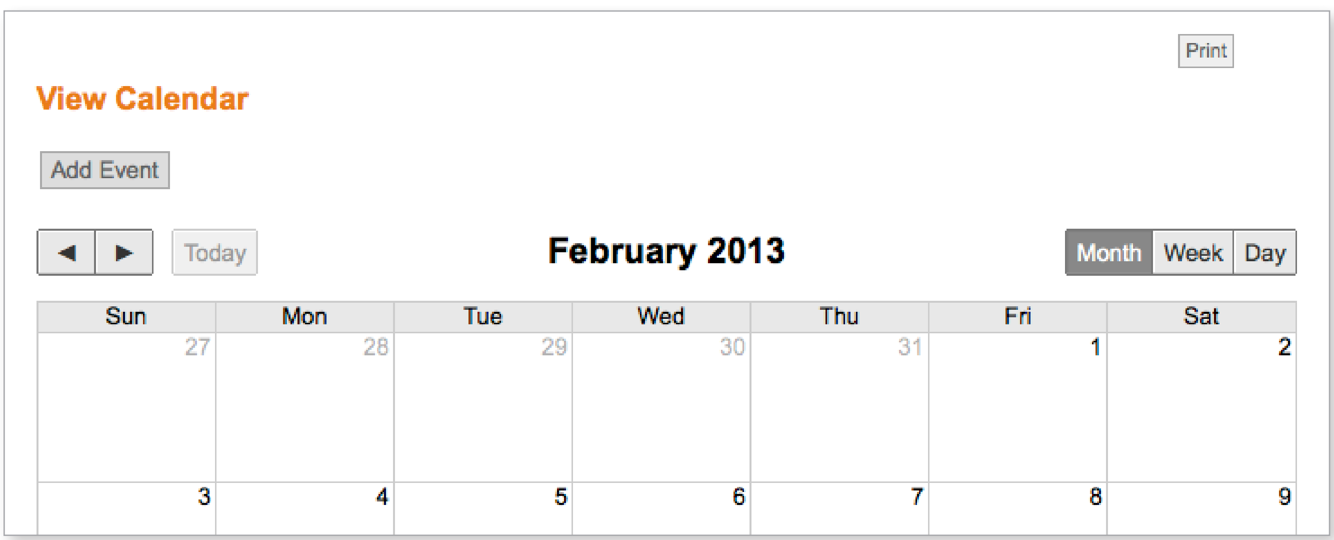
From the **COMMUNICATION** tab's drop-down menu, select **Calendar** to display the submenu.

Select **View Calendar**.

Click  to view past or future months.

Click the **Month**, **Week**, or **Day** buttons to change the calendar view.

Click **Print** in the top right corner of the screen to print the calendar in the current view.



Adding an Event to the Calendar

Steps:

From the **COMMUNICATION** tab's drop-down menu, select Calendar to display the submenu.

Select **Add Event**.

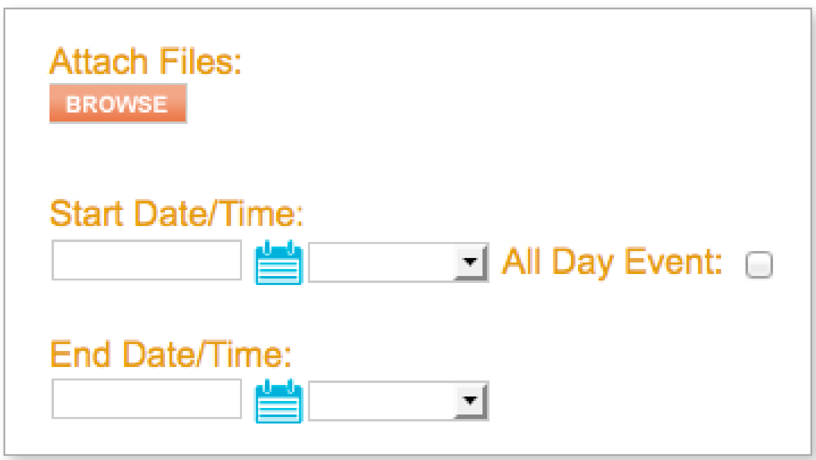
Alternatively, you can click the **Add Event** button on the View Calendar screen.

Enter the **Event Name** and **Description**.

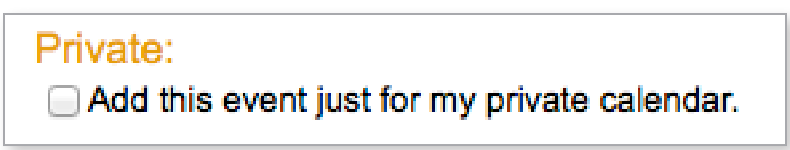
Attach files to an event by clicking the **BROWSE** button.

Enter the **Start Date/Time** of the event.

Enter the **End Date/Time** of the event.



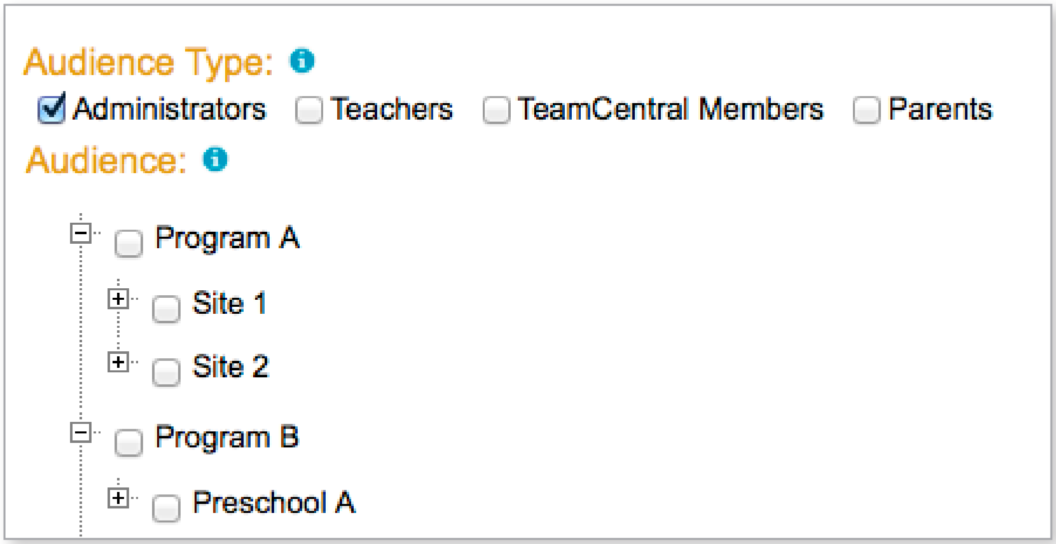
Check the box under **Private** if you want the event to appear only on your private calendar. The **Audience Type** and **Audience** sections will be hidden.



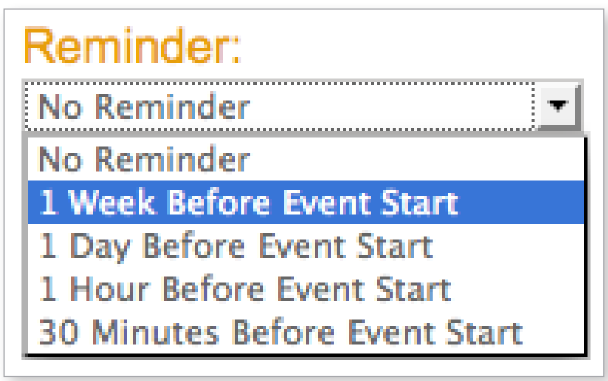
Adding an Event to the Calendar, *continued*

Uncheck **Private** to share the event with others.

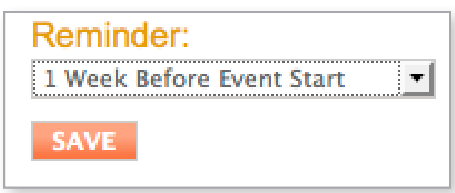
Check **Audience Type** and **Audience** to share with individuals, programs, or sites.



Select the **Reminder** drop-down menu to set a reminder, which will be sent to you by e-mail according to your settings.



Click **SAVE** to add the event to the calendar.



TeachingStrategies®

Teaching Strategies GOLD® Online

Guide for Administrators

Section 7: **Reports**

The “Growth Report”

The “Growth Report” shows child outcomes over time. Administrators use the “Growth Report” to compare the levels of children’s knowledge, skills, and behaviors at two checkpoint periods.

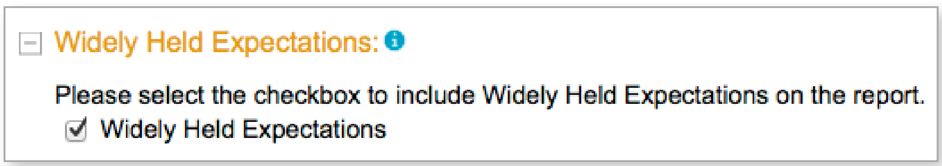
Steps:

From the **REPORTS** tab’s drop-down menu, select Growth Report.

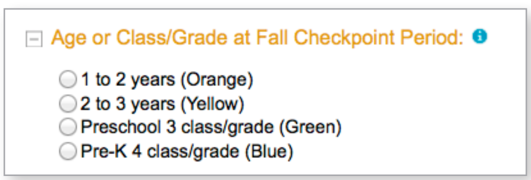
Select the criteria to include in your report. The default setting includes all options in each section.

Use the options under **Areas of Development**; **Programs, Sites, and Children**; and **Demographics** to narrow your report criteria.

Choose whether to include the **Widely Held Expectations**.

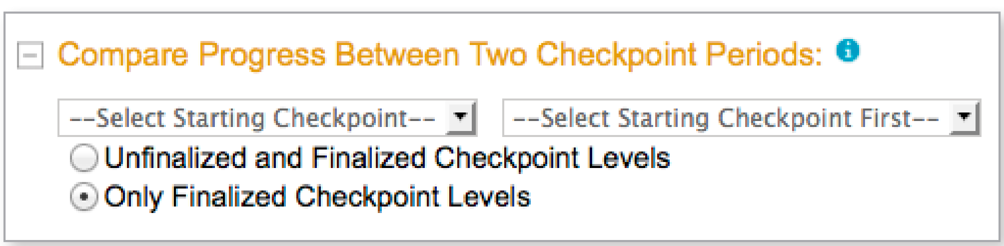


Select an age or class/grade from **Age or Class/Grade at Fall Checkpoint Period**.



Select two **Checkpoint Periods**.

Select the use of only finalized checkpoint data or the use of both finalized and unfinalized checkpoint data.



Tip. Using unfinalized data enables you to examine progress during a checkpoint period and possibly increase your data pool, but you run the risk of using data on which a teacher is still working.

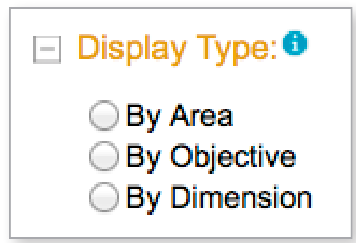
The default score format is **Raw Score**.

Raw Score: To calculate an area raw score for a child's knowledge, skills, and behaviors, *Teaching Strategies GOLD*® sums the ratings for each child, based on his or her skills, knowledge, and behaviors for each item (objectives/dimensions) in that area.

Select an option under **Report By** to choose which license level to include.

Tip. For more detailed information about the "Growth Report," refer to the video tutorial and support documents listed on the right side of the screen.

From the **Display Type** choices, select the detail with which you would like the data to be presented. If you select either **By Objective** or **By Dimension**, you can only export the data for one area at a time.



Select which children to include in the report. Select **Only Children With Ratings in Both Checkpoint Periods** to report data only for children who have ratings in both checkpoint periods. Select **All Children With Ratings in Either Checkpoint Period** to report data for children who have ratings in either or both checkpoint periods.

Tip. Including only children with data from both checkpoint periods may give you a better idea of their growth, but the report might not include all of the children in the program.

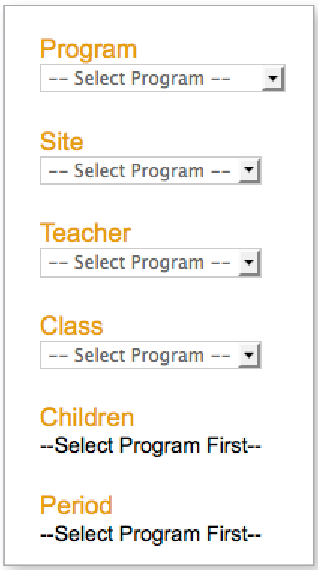
The “Individual Child Report”

This report enables you to see how individual children are performing during one or more checkpoint periods. By checking multiple checkpoint periods, you can track each child’s development and learning over time.

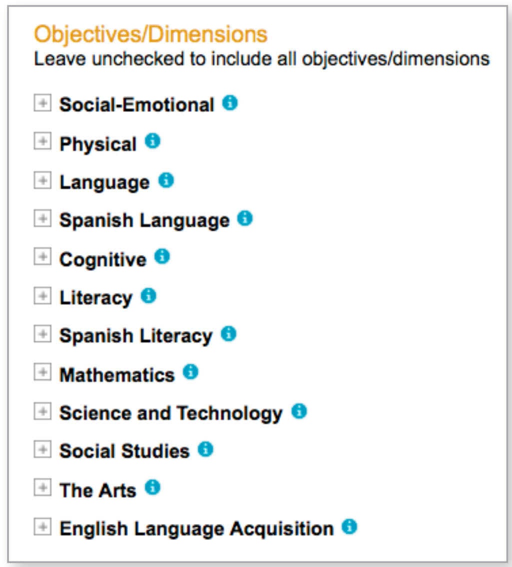
Steps:

From the **REPORTS** tab’s drop-down menu, select **Individual Child**.

Select the **Program**, **Site**, **Teacher**, **Class**, **Children**, and **Period** for which you would like to generate this report.



Select specific **Objectives/Dimensions** to choose items for inclusion in the report.

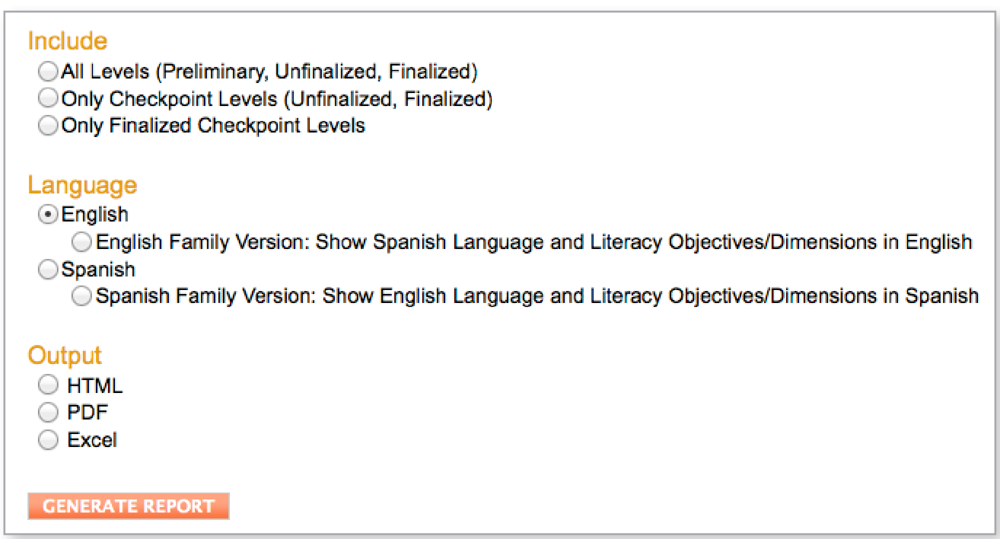


Select the **Checkpoint Levels** to include from **All Levels**, **Only Checkpoint Levels**, and **Only Finalized Checkpoint Levels.**

Select the **Language** in which you want the report to be generated.

Select an **Output** to choose a format.

Click **GENERATE REPORT**.



The “Snapshot Report”

The “Snapshot Report” displays child outcomes data at a given time. It enables you to see the data by area, objective, and dimension. You can also report important demographic information.

Steps:

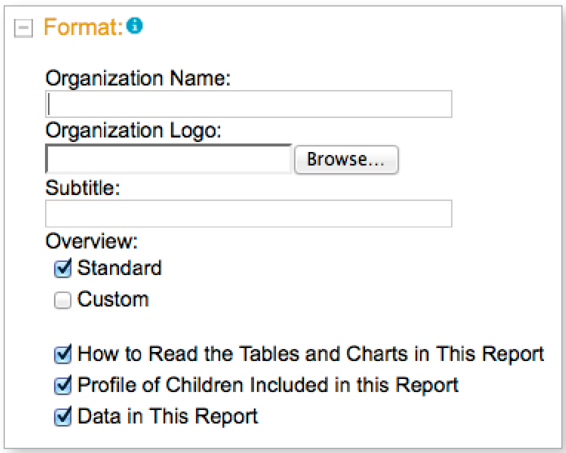
From the **REPORTS** tab’s drop-down menu, select Snapshot.

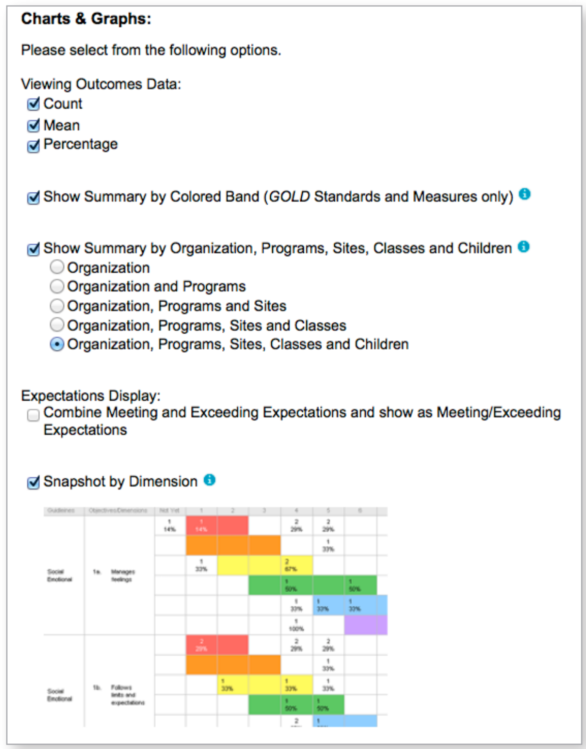
Use the options under **Standards and Measures**; **Programs, Sites, and Children**; and **Demographics** to specify the types of data to be included in your report. (To see the options, click the plus signs [+] to the left of the headings. Click the minus signs [–] to hide the lists.)

Select a **Checkpoint Period**.

Select the use of only finalized checkpoint data or the use of both finalized and unfinalized checkpoint data.

Use the options under **Format** to select information for inclusion in the report output.

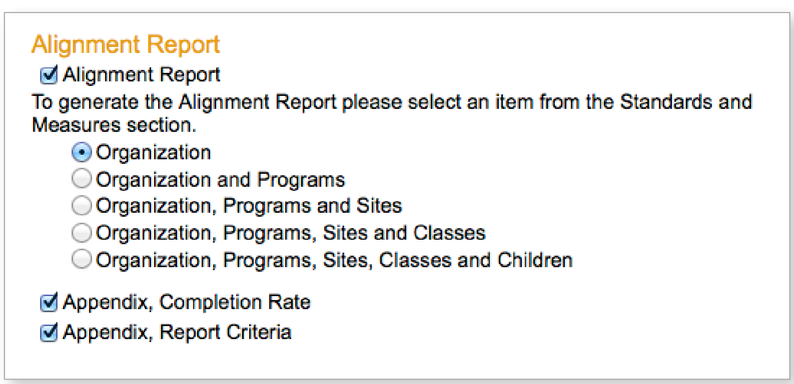




The “Alignment Report” feature included in the “Snapshot Report” shows how the skills of children in preschool and pre-K are developing in relation to the expectations in state early learning standards or the *Head Start Child Development & Early Learning Framework*.

The report output is based on the state standards or Head Start alignment selected under **Standards and Measures**.

Click **VIEW AS HTML**, **VIEW AS PDF**, or **VIEW AS EXCEL**® to generate the report as the file type you prefer.



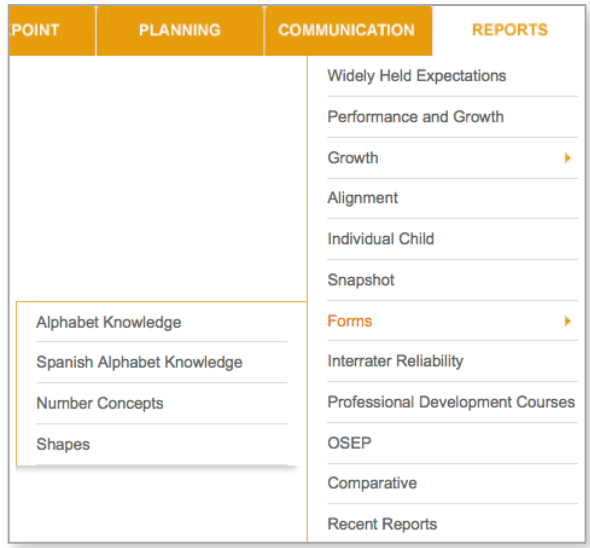
Tip. For more detailed information, watch the video tutorial linked in the “Support” section of the screen.

Forms

Alphabet Knowledge

Steps:

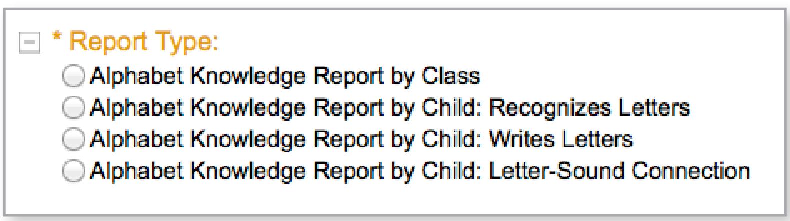
From the **REPORTS** tab's drop-down menu, select **Forms** to view a submenu.



Click **Alphabet Knowledge**.

Click the plus signs [+] to see options for changing the settings.

Select a **Report Type**. You have the option of seeing a "Report by Class" or seeing at least one "Report by Child."



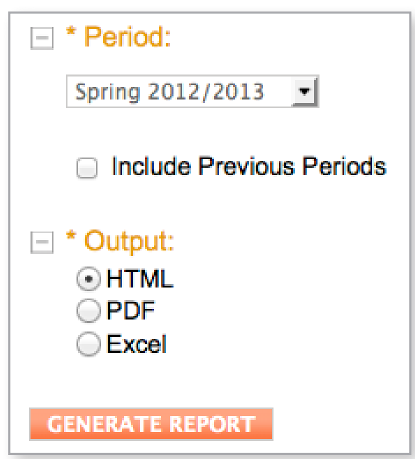
Tip. You can only run one of these report types at a time. If you decide to run the others, simply close the report that was created, return to this screen, and select a different report type.

Use the options under **Programs, Sites, and Children** and **Demographics** to specify the data to be included in your report.

Select a checkpoint **Period**.

Select an **Output**.

After making all selections, click **GENERATE REPORT**.



Spanish Alphabet Knowledge

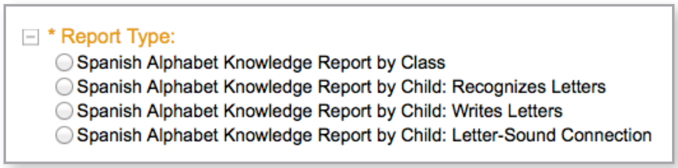
Steps:

From the **REPORTS** tab's drop-down menu, select **Forms** to view a submenu.

Click **Spanish Alphabet Knowledge**.

To generate the report, follow the steps listed above for the "Alphabet Knowledge Form".

"Spanish Alphabet Knowledge" reports should be used when the Spanish language and literacy objectives are enabled for particular children.



Number Concepts

Steps:

From the **REPORTS** tab's drop-down menu, select **Forms** to view a submenu.

Click **Number Concepts**.

Click the plus signs [+] to see options for changing the settings.

Select a **Report Type**.

Use the options under **Children**, **Demographics**, **Period**, and **Output** to specify the data to be included in your report.

Click **GENERATE REPORT**.

Shapes

Steps:

From the **REPORTS** tab's drop-down menu, click **Forms** to view a submenu.

Click **Shapes**.

Click the plus signs [+] to see options for changing the settings.

Select a **Report Type**.

Use the options under **Children**, **Demographics**, **Period**, and **Output** to specify the data to be included in your report.

Click **GENERATE REPORT**.

The "Interrater Reliability Certification Report"

Use this report to monitor the completion status of staff members who are authorized to undertake the interrater reliability certification process.

Steps:

From the **REPORTS** tab's drop-down menu, select **Interrater Reliability**.

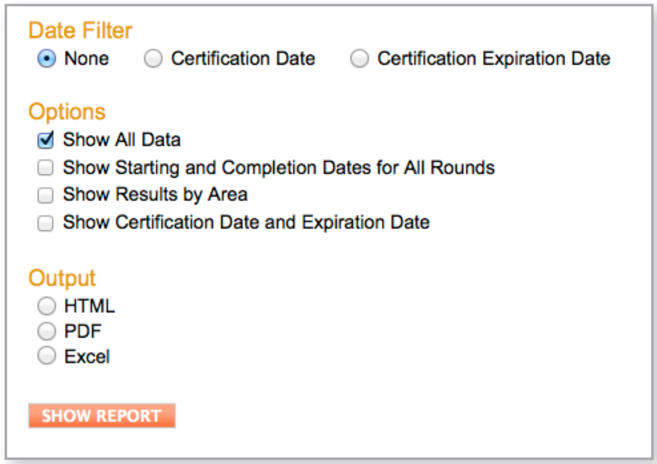
Select **All Programs** and **All Sites** or specify a program and site from the drop-down list.

Select a **Date Filter**.

Select your **Options**.

Select your **Output** preference.

Click **SHOW REPORT**.



The "Professional Development Course Completion Report"

Use this report to monitor staff members' status with regard to the completion of *Teaching Strategies GOLD*® online professional development courses.

Steps:

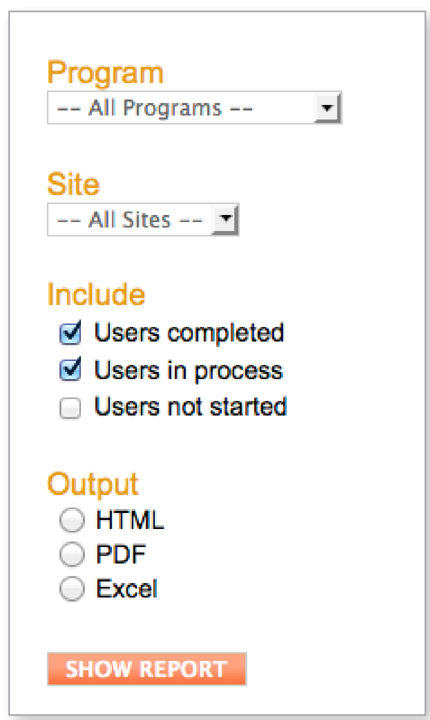
From the **REPORTS** tab's drop-down menu, select **Professional Development Courses**.

You can select **All Programs** and **All Sites** or select a specific program and site.

Select whether you want to **Include** users who have completed, are making progress in completing, and/or have not started the course.

Select your **Output** preference.

Select **SHOW REPORT** to generate the report.



The “Comparative Report”

In *Teaching Strategies GOLD®*, children’s skill levels are scored for each objective or dimension. The “Comparative Report” enables users to compare children’s scores to widely held expectations, to a nationally representative sample of children who have been assessed with *Teaching Strategies GOLD®*, or to a to readiness benchmark for a child’s readiness as he or she moves from pre-K toward kindergarten entry.

Steps:

From the **REPORTS** tab’s drop-down menu, select **Comparative Report**.

Select the criteria to include in your report. The default setting includes all options in each section.

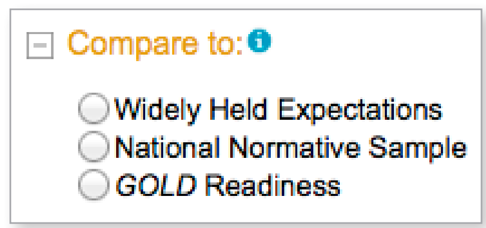
Use the options under **Areas of Development**; **Programs, Sites, and Children**; and **Demographics** to narrow your report criteria.

Choose whether to compare children’s data to **Widely Held Expectations**, **National Normative Sample**, or ***GOLD* Readiness**.

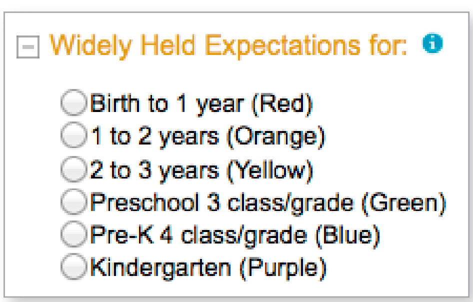
Choosing **Widely Held Expectations** enables users to compare data for a group of children to determine if the children’s skills, knowledge, and behavior are below, meeting, or exceeding widely held expectations.

Choosing **National Normative Sample** enables users to compare children’s data to a nationally representative sample.

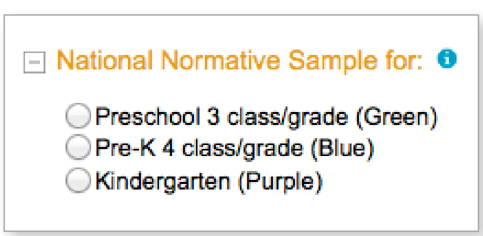
Choosing ***GOLD* Readiness** enables users to measure a child’s readiness as he or she moves from pre-K toward kindergarten entry.



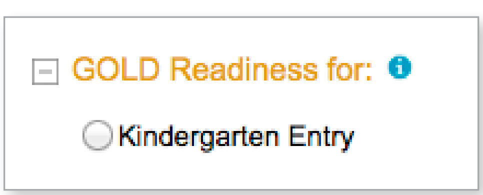
Once you have selected an option under **Compare to**, an additional selection option appears. Options will be dependent on what you select under **Compare to**.



Any single age or class/grade can be selected when you choose **Widely Held Expectations**.



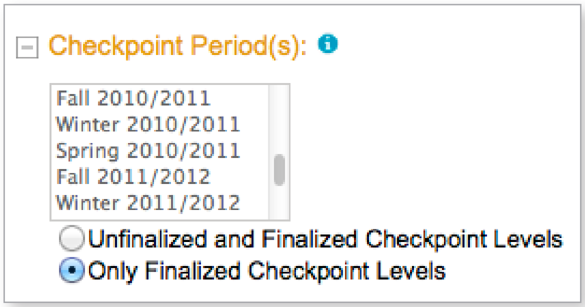
Select **Preschool 3 class/grade (Green)**, **Pre-K 4 class/grade (Blue)**, or **Kindergarten (Purple)** when you choose **National Normative Sample**.



The default selection is **Kindergarten Entry** when you choose ***GOLD* Readiness**.

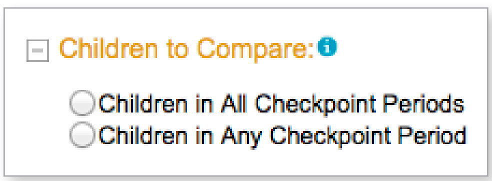
Select one or more **Checkpoint Periods**.

Select the use of only finalized checkpoint data or the use of both finalized and unfinalized checkpoint data. To select more than one checkpoint period, hold down the "control" key on your keyboard and use your mouse to select which periods you would like to report on.

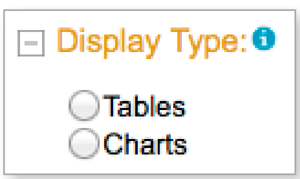


Tip. Using unfinalized data enables you to examine comparative data during a checkpoint period and possibly increase your data pool, but you run the risk of using data on which a teacher is still working.

Choose which children to include in the report. Select **Only Children With Ratings in All Checkpoint Periods** to report data only for children who have ratings in both checkpoint periods. Select **All Children With Ratings in Any Checkpoint Period** to report data for children who have ratings in either or both checkpoint periods.



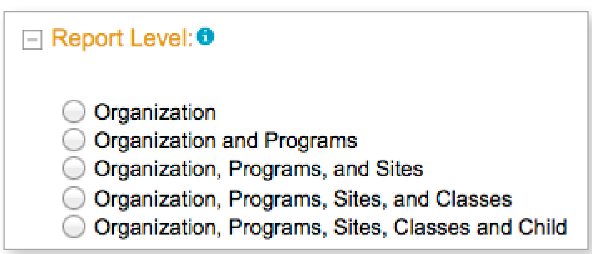
Tip. Including only children with ratings from both checkpoint periods may give you a better idea of the growth in your program, but the report might not include results for all children in your program.



Select an option under **Display Type** to choose which display to include.

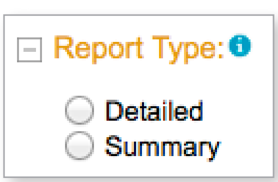
When selecting **Widely Held Expectations** or **National Normative Scores**, the user can choose to include tables or charts.

When selecting ***GOLD* Readiness**, the user's only display type option is tables.



When the user chooses **Tables** as the display type, an additional report criteria selection appears: **Report Level**.

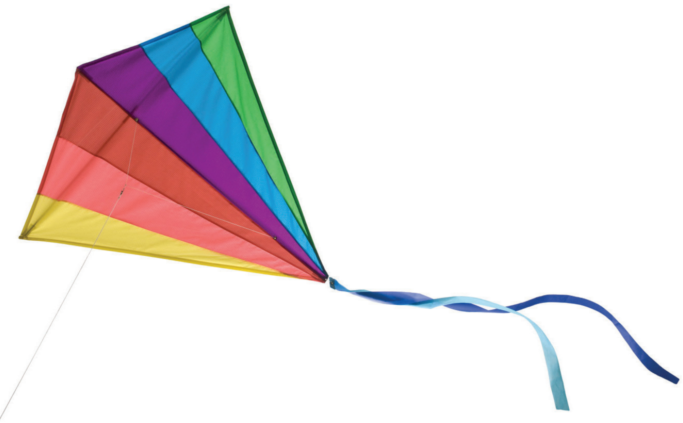
Select an option under **Report Level** to choose which license level to include.



When the user chooses ***GOLD* Readiness** under **Compare to**, an additional report criteria selection appears: **Report Type**.

Select an option under **Report Type**. Selecting **Detailed** will include the following data in the report output: a widely held expectation range for each area; widely held expectations data; the **Readiness Benchmark** for each area; and **Readiness** data. Selecting **Summary** will include the following data in the report output: a widely held expectation range for each area; the **Readiness Benchmark** for each area; and **Readiness** data.

Tip. For more detailed information about the "Comparative Report," refer to the support documents listed on the right side of the screen.



We hope that you found this *Guide* to be useful and informative.
If you have further questions or require additional support, just e-mail us at **Implementation@TeachingStrategies.com** or call *Teaching Strategies GOLD*® support at **866.736.5913**.

Thank you for using *Teaching Strategies GOLD*®!