Handout 7

TS Gold, High Scope and Child Skills Checklist

Teaching Strategies GOLD® online
Sign up for a demo of Teaching Strategies GOLD online
Teaching Strategies GOLD online offers a revolutionary approach to early childhood assessment. It is an assessment tool available to teachers that is user-friendly and inclusive—one that enables them to increase the effectiveness of their assessments while having more time to spend with children. It's easy to use, it's effective, and it works—saving teachers' time and helping them be confident in their assessment decisions.

Helps early educators focus on what matters most
Teaching Strategies GOLD can be used with any developmentally appropriate early childhood curriculum and is based on 38 research-based objectives that include predictors of school success and are aligned with the Common Core State Standards, state early learning guidelines, and the Head Start Child Development and Early Learning Framework. These help teachers focus on what matters most for children's success.

Supports all learners
Teaching Strategies GOLD can be used to support all types of learners, including children with special needs and children with advanced knowledge and skills.

Fully bilingual: English and Spanish
Because *Teaching Strategies GOLD* is a fully bilingual tool, it offers teachers support for assessing the dual-language learners in their classrooms who are learning English and Spanish.

User-friendly features
With user-friendly features such as research summaries, color-coded progressions of development and learning, online portfolios, and easy-to-generate, state-of-the-art reports, *Teaching Strategies GOLD* online saves teachers time and helps eliminate some of the common challenges associated with assessment.
With *Teaching Strategies GOLD* online, teachers can:

- Use a variety of online tools to gather and organize meaningful data quickly, including online portfolios where children's work can be stored.
- Create a developmental profile of each child to answer the questions, "What does this child know? What is he or she able to do?"
- Understand how their observations relate to important objectives for development and learning and use that understanding to scaffold each child's learning determine if a child is making progress and compare the child's

knowledge, skills, and behaviors to those of most children of his or her age or class/group.

- Recognize children who might benefit from special help, screening, or further evaluation.
- Generate comprehensive reports that can be customized easily and shared with family members and other stakeholders; to learn more about this state-of-the-art feature, download our *Teaching Strategies GOLD* online Reports Brochure (PDF).

Support for Head Start programs

Head Start programs use Child Management Systems (CMS) such as ChildPlus.net to manage program data including data specific to children, classrooms, sites, and programs. A bridge connecting ChildPlus.net and *Teaching Strategies GOLD* allows for seamless data exchange between both systems. Administrators enter data once into ChildPlus.net and see the same information imported into *Teaching Strategies GOLD* online. In addition, administrators can use ChildPlus.net to add, update and archive records for their programs, significantly reducing the data entry workload as well as increasing accuracy between both Child Plus and *Teaching Strategies GOLD*. Accuracy between both systems provides for more informative and precise Head Start reports that can be used to improve classroom planning and the overall quality of a program.

High Scope Preschool COR

The Preschool Child Observation Record (COR) is an observation-based instrument providing systematic assessment of young children's knowledge and abilities in all areas of development.

This authentic instrument can be used by any developmentally based program serving preschool children, not just programs using the HighScope Curriculum.

What Does the Preschool COR Assess?

The Preschool COR is used to assess children from the ages of 2½ to 6 years. The Infant-Toddler COR is for programs serving children between the ages of 6 weeks and 3 years. Because children develop at different rates rather than according to an exact timetable, the two instruments overlap in the age range covered. Having both instruments is especially useful for programs serving children with special needs, whose chronological and developmental ages may differ widely on one or more dimensions.

Sample Pages

- Observation Items

Module 4: Celebrating Child Growth

- [Anecdote Form Book](#)
- [Family Report Form](#)
- [What's Next? Book](#)
- [Parent Guide](#)

The COR is organized into six broad categories of child development. Within each category is a list of observation items. These items are based on key developmental indicators — KDIs (formerly known as key experiences) — in each content area for the age range covered. There are six categories and 32 items on the Preschool COR and six categories and 28 items on the Infant-Toddler COR. Under each of the items are five developmental levels that describe behavior ranging from simple (1) to more complex (5).

How Does the Preschool COR Work?

The COR is an observational tool. Teachers or caregivers spend a few minutes each day writing brief notes ("anecdotes") that describe significant episodes of young children's behavior. They record their notes on printed forms or in computer files, and then classify and rate them according to the COR categories, items, and levels.

COR anecdotes, gathered on a child over time and systematically rated according to the COR framework, are the basic units of information that are compiled and analyzed to provide a comprehensive portrait of each child's developmental gains and of the progress of the group as a whole. Using COR forms and software, a variety of reports may be generated from this information.

What Do I Need To Get Started?

Depending on your preference, you may choose from a written version, or Web-based version of the COR. By using the options link to your left you will find an explanation of each. Training is recommended for first-time users.

How Do I Learn More?

Here are some [FAQs](#) to explore or click on the links below to see sample pages. If you still have questions, please contact us by phone at 800.407.7377, by fax at 800.442.4329, or by e-mail at [info@highscope.org.](#)

Child Skills Checklist

(From "*Observing Development of the Young Child*" by Janice J. Beaty)

Child's Name: _____   Observer: _____

DOB: _____   Dates: _____

_____

Program: _____

Directions:

Put a ✓ for items you see the child perform regularly. Put **N** for items where there is no opportunity to observe. Leave all others blank.

Item	*Evidence*	*Date*
1. Self-Identity		
___ Separates from parents without difficulty		
___ Does not cling to classroom staff excessively		
___ Makes eye contact with adults		
___ Makes activity choices without teacher's help		
___ Seeks other children to play with		
___ Play roles confidently in dramatic play		
___ Stands up for own rights		
___ Displays enthusiasm about doing things for self		
2. Emotional Development		
___ Allow self to be comforted during stressful time		
___ Eats, sleeps, toilets without fuss away from home		
___ Handles sudden changes/startling situations with control		
___ Can express anger in words rather than actions		

Module 4: Celebrating Child Growth

Item	Evidence	Date
___ Does not withdraw from others excessively		
___ Shows people affection, connection, love		
___ Shows interest/attention in classroom activities		
___ Smiles seems happy much of the time		
3. Social Play		
___ Spends time watching others play		
___ Plays on own with toys/materials		
___ Plays parallel to others with similar toys/materials		
___ Makes friends with other children		
___ Gains access to play in a positive manner		
___ Maintains role in ongoing play in a positive manner		
___ Resolves play conflicts in a positive manner		
4. Prosocial Behavior		
___ Shows concern for someone in distress		
___ Can tell how another fells during conflict		
___ Shares something with another		
___ Gives something to another		
___ Takes turns without a fuss		
___ Helps another to a task		
___ Helps (care for) another is need		
5. Gross Motor Development		
___ Walks down steps alternating feet		
___ Runs with control over speed and direction		
___ Jumps up and lands on two feet		

Module 4: Celebrating Child Growth

Item	Evidence	Date
___ Hops on one foot		
___ Throws, catches and kicks		
___ Climbs up and down climbing equipment with ease		
___ Moves legs and feet in rhythm to beat		
___ Moves arms and hands in rhythm to beat		
6. Fine Motor Development		
___ Show hand preference (which is _____)		
___ Turns with hand easily (knobs, lids, eggbeaters)		
___ Pours liquid into glass without spilling		
___ Unfastens/fastens zippers, buttons, Velcro tabs		
___ Picks up and inserts objects with ease		
___ Uses drawing/writing tools with control		
___ Pounds in nails, uses clay with control		
7. Cognitive Development: Classification, Number, Time & Space		
___ Identities objects by shape		
___ Identifies objects by color		
___ Identifies objects by size		
___ Sorts objects by likeness		
___ Puts events in sequence		
___ Counts how many are present		
___ Knows what happens today		
___ Can build a block enclosure		
8. Spoken Language		

Module 4: Celebrating Child Growth

Item	Evidence	Date
___ Listens but does not speak		
___ Gives single word answers		
___ Gives short-phrase responses		
___ Does chanting and singing		
___ Takes part in conversations		
___ Speaks in expanded sentences		
___ Asks questions		
___ Can tell a story		
9. Pre-writing & Pre-reading Skills		
___ Pretends to write with pictures and scribbles		
___ Makes horizontal lines of scribbles		
___ Includes letter like forms		
___ Makes some letters, prints name or initial		
___ Holds book right-side up; turns pages left to right		
___ Pretends to read using pictures to tell the story		
___ Retells stories from books with increasing accuracy		
___ Show awareness that print in books tells the story		
10. Art Skills		
___ Makes random marks on paper		
___ Makes controlled scribbles		
___ Makes basic shapes		
___ Combines circles/squares with crossed lines		
___ Makes "suns"		
___ Draws person as sun-face with arms and legs		

Item	Evidence	Date
___ Draws animals, trees, flowers		
___ Draws objects together in a picture		
11. Imagination		
___ Pretends an action without taking role		
___ Assigns roles to takes assigned roles		
___ Takes on characteristics and actions of role		
___ Needs particular props to do pretend play		
___ Can pretend with imaginary objects		
___ Uses language for creating and sustaining plot		
___ Uses exciting, danger-packed themes		
___ Uses elaborate themes, ideas, details		