

## Teaching Strategies GOLD® Assessment System

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
<p><b>Social-Emotional</b></p> <p>1. Regulates own emotions and behaviors</p> <ol style="list-style-type: none"> <li>Manages feelings (uses adult support to calm self, able to look at a situation differently, controls strong emotions, etc.)</li> <li>follows limits and expectations (responds to changes in an adult's tone of voice, accepts redirection from adults, management classroom rules, routines, etc.)</li> </ol> <p>2. Establishes and sustains positive relationships</p> <ol style="list-style-type: none"> <li>Forms relationships with adults (secure attachment to one adult, manages separations, engages with trusted adults, etc.)</li> <li>Responds to emotional cues (reacts to others' emotional expressions, demonstrates concerns about feelings of others, etc.)</li> <li>Interacts with peers (plays near other children, uses successful strategies for entering groups, initiates, joins in, sustains positive interactions, interacts cooperatively, etc.)</li> <li>Makes friends (seeks preferred playmate, plays with one or two preferred playmates, maintains friendships, etc.)</li> </ol> <p>3. Participates cooperatively and constructively</p>	<p><b>Physical</b></p> <p>7. Demonstrates fine-motor strength and coordination</p> <ol style="list-style-type: none"> <li>Uses writing and drawing tools (grasps, grips, holds tools)*</li> </ol> <p><b>Language</b></p> <p>8. Listens to and understands increasingly complex language</p> <ol style="list-style-type: none"> <li>Comprehends language (shows interest in speech of others, identifies familiar people, animals, objects, responds appropriately to specific vocabulary, complex statements)</li> <li>Follows directions (responds to simple verbal requests, follows detailed instructions, etc.)</li> </ol> <p>9. Uses language to express thoughts and needs</p> <ol style="list-style-type: none"> <li>Uses an expanding expressive vocabulary (vocalizes and gestures, names familiar people, animals, objects, describes and tells use of items, incorporates new words)</li> <li>Speaks clearly (babbling, uses words, is understood, pronounces words correctly, etc.)</li> <li>Uses conventional grammar (uses 1-2 word sentences/phrases, 3-4 word sentences/phrases, etc.)</li> <li>Tells about another time or place (makes statements, tells stories, etc.)</li> </ol>	<p><b>Social-Emotional</b></p> <p>1. Regulates own emotions and behaviors</p> <ol style="list-style-type: none"> <li>Takes appropriate actions to meet needs (indicates needs and wants, seeks to do things for self, demonstrates confidence, takes responsibility, etc.)</li> </ol> <ol style="list-style-type: none"> <li>**Feeding</li> <li>**Toileting and Personal Hygiene</li> <li>**Dressing</li> <li>**Safety</li> </ol> <p><b>Physical</b></p> <p>4. Demonstrates traveling skills</p> <p>7. Demonstrates fine motor strength and coordination.</p> <ol style="list-style-type: none"> <li>Uses fingers and hands.</li> </ol>

<p>in group situations</p> <ul style="list-style-type: none"> <li>a. Balances needs and rights of self and others (responds appropriately to others' wants, takes turns, initiates sharing, cooperates and shares ideas, etc.)</li> <li>b. Solves social problems (expresses feelings during conflict, seeks adult help, suggests solutions, resolves problems, etc.)</li> </ul> <p><b>Language</b></p> <p>8. Listens to and understands increasingly complex language</p> <ul style="list-style-type: none"> <li>a. Comprehends language (shows interest in speech of others, identifies familiar people, animals, objects, responds appropriately to specific vocabulary, complex statements)</li> </ul> <p>10. Uses appropriate conversational and other communication skills</p> <ul style="list-style-type: none"> <li>a. Engages in conversations (simple back-and-forth, initiates, engages in conversation, etc.)</li> <li>b. Uses social rules of language (looks at listener, etc.)</li> </ul>	<p><b>Cognitive</b></p> <p>11. Demonstrates positive approaches to learning</p> <ul style="list-style-type: none"> <li>a. Attends and engages (pays attention to sights and sounds, sustains interest, sustains work on tasks, etc.)</li> <li>b. Persists (repeats actions to obtain results, practices an activity, plans and pursues tasks, etc.)</li> <li>c. Solves problems (reacts to problem, observes and imitates problem solving, etc.)</li> <li>d. Shows curiosity and motivation (uses senses, explores and investigates, shows eagerness to learn, uses a variety of resources to answer questions, etc.)</li> <li>e. Shows flexibility and inventiveness in thinking (imitates others using objects, uses creativity and imagination in play, changes plans if a better idea is thought of, thinks through solutions, etc.)</li> </ul> <p>12. Remembers and connects experiences</p> <ul style="list-style-type: none"> <li>a. Recognizes and recalls (recognizes familiar people, places objects, looks for hidden objects, tells about experiences in order, uses strategies to remember, etc.)</li> <li>b. Makes connections (looks for familiar persons when tames, remembers sequence of personal routines, draws on everyday experiences, applies rules to new contexts, etc.)</li> </ul> <p>13. Uses classification skills (matches similar</p>	
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	<p>objects, places objects in 2 or more groups, groups objects by characteristics, etc.)</p> <p>14. Uses symbols and images to represent something not present</p> <ul style="list-style-type: none"><li>a. Thinks symbolically (recognizes people, objects animals in pictures, draws and identifies what it is, uses drawings, etc., to represent ideas, etc.)</li><li>b. Engages in sociodramatic play (imitates actions during play, acts out scenarios, interacts with children in pretend play, etc.)</li></ul> <p><b>Literacy</b></p> <p>15. Demonstrates phonological awareness</p> <ul style="list-style-type: none"><li>a. Notices and discriminates rhyme (joins in rhyming songs and games, fills in missing rhyming word, generates rhyming words, etc.)</li><li>b. Notices and discriminates alliteration (sings songs with repeating initial sounds, aware some words begin the same way, matches beginning sounds, isolates and identifies beginning sounds, etc.)</li><li>c. Notices and discriminates smaller and smaller units of sound (hears, shows awareness of separate words in sentences, separate syllables, verbally separates and blends phonemes, etc.)</li></ul> <p>16. Demonstrates knowledge of the alphabet</p> <ul style="list-style-type: none"><li>a. Identifies and names letters (recognizes and names letters in own name, other letters, upper and lower case, etc.)</li></ul>	
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	<p>b. Uses letter-sound knowledge (identifies sounds of letters, produces correct sounds, understands sequence of letters, applies letter-sound correspondence, etc.)</p> <p>17. Demonstrates knowledge of print and its uses</p> <p>a. Uses and appreciates books (shows interest in books, orients book, knows features of a book, uses various types of books, etc.)</p> <p>b. Uses print concepts (understands text is meaningful, can be read, indicates where to start reading, aware of features of print, matches written and spoken word, etc.)</p> <p>18. Comprehends and responds to books and other texts</p> <p>a. Interacts during read-alouds and book conversations (contributes language from book at appropriate time, asks and answers questions about text, identifies story-related problems, reconstructs story, etc.)</p> <p>b. Uses emergent reading skills (pretends to read, tries to match oral language and words on page, etc.)</p> <p>c. Retells stories (retells events, familiar stories, with detail, etc.)</p> <p>19. Demonstrates emergent writing skills</p> <p>a. Writes name (scribbles or marks, partially accurate, accurate, etc.)</p> <p>b. Writes to convey meaning (scribbles or marks, mock letters letter strings,</p>	
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	<p>invented spelling, etc.)</p> <p><b>Mathematics</b></p> <p>20. Uses number concepts and operations</p> <ul style="list-style-type: none"> <li>a. Counts (verbally counts, uses number names, etc.)</li> <li>b. Quantifies (demonstrates understanding of concepts of 1, 2, more, recognizes names of numbers, makes sets, solves problems, etc.)</li> <li>c. Connects numerals with their quantities (recognizes, names numerals, identifies numerals, etc.)</li> </ul> <p>21. Explores and describes spatial relationships and shapes</p> <ul style="list-style-type: none"> <li>a. Understands spatial relationships (follows simple directions related to position, proximity, uses and responds to positional words, uses sketches to locate objects, etc. )</li> <li>b. Understands shapes (matches, identifies, describes shapes, etc.)</li> </ul> <p>22. Compares and measures (compares objects, orders set of objects uses measurement words, etc.)</p> <p>23. Demonstrates knowledge of patterns (shows interest in patterns, copies, creates, recognizes patterns, etc.)</p> <p><b>Science and Technology</b></p> <p>24. Uses scientific inquiry skills</p> <p>25. Demonstrates knowledge of the characteristics of living things</p> <p>26. Demonstrates knowledge of the physical</p>	
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	<p>properties of objects and materials                  27. Demonstrates knowledge of Earth's environment                  28. Uses tools and other technology to perform tasks</p> <p><b>Social Studies</b>                  29. Demonstrates knowledge about self                  30. Shows basic understanding of people and how they live                  31. Explores change related to familiar people or places                  32. Demonstrates simple geographic knowledge</p> <p><b>English Language Acquisition</b>                  37. Demonstrates progress in listening to and understanding English (observes others as they converse in English, responds to and understands English words and phrases, etc.)</p> <p>38. Demonstrates progress in speaking English (repeats sounds and words in English, uses socially interactive terms, develops multiword phrases, uses grammar, etc.)</p>	
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\*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.