

**Teaching Strategies GOLD Assessment System
Field Test Edition, January 2010**

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
<p>Social-Emotional</p> <p>1. Regulates own emotions and behaviors</p> <ul style="list-style-type: none"> a. Manages feelings (uses adult support to calm self, able to look at a situation differently, controls strong emotions, etc.) b. follows limits and expectations (responds to changes in an adult's tone of voice, accepts redirection from adults, management classroom rules, routines, etc.) <p>2. Establishes and sustains positive relationships</p> <ul style="list-style-type: none"> a. Forms relationships with adults (secure attachment to one adult, manages separations, engages with trusted adults, etc.) b. Responds to emotional cues (reacts to others' emotional expressions, demonstrates concerns about feelings of others, etc.) c. Interacts with peers (plays near other children, uses successful strategies for entering groups, initiates, joins in, sustains positive interactions, interacts cooperatively, etc.) d. Makes friends (seeks preferred playmate, plays with one or two preferred playmates, maintains 	<p>Physical</p> <p>7. Demonstrates fine-motor strength and coordination</p> <ul style="list-style-type: none"> b. Uses writing and drawing tools (grasps, grips, holds tools)* <p>Language</p> <p>8. Listens to and understands increasingly complex language</p> <ul style="list-style-type: none"> b. Comprehends language (shows interest in speech of others, identifies familiar people, animals, objects, responds appropriately to specific vocabulary, complex statements) a. Follows directions (responds to simple verbal requests, follows detailed instructions, etc.) <p>9. Uses language to express thoughts and needs</p> <ul style="list-style-type: none"> a. Uses an expanding expressive vocabulary (vocalizes and gestures, names familiar people, animals, objects, describes and tells use of items, incorporates new words) b. Speaks clearly (babbling, uses words, is understood, pronounces words correctly, etc.) c. Uses conventional grammar (uses 1-2 word sentences/phrases, 3-4 word 	<p>Social-Emotional</p> <p>1. Regulates own emotions and behaviors</p> <ul style="list-style-type: none"> c. Takes appropriate actions to meet needs (indicates needs and wants, seeks to do things for self, demonstrates confidence, takes responsibility, etc.) <p>Physical</p> <p>4. Demonstrates traveling skills (moves to explore environment, experiments with moving, moves purposefully, coordinate complex movements, etc.)</p> <p>5. Demonstrates balancing skills*</p> <p>6. Demonstrates gross-motor manipulative skills (reaches, grasps, releases objects)*</p> <p>7. Demonstrates fine-motor strength and coordination</p> <ul style="list-style-type: none"> a. Uses fingers and hands (reaches for, touches, holds objects, uses finger and whole arm, uses refined wrist and finger movement, uses small precise finger and hand movements)* <p>Science and Technology</p> <p>28. Uses tools and other technology to perform tasks</p>

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<p>friendships, etc.)</p> <p>3. Participates cooperatively and constructively in group situations</p> <ol style="list-style-type: none"> a. Balances needs and rights of self and others (responds appropriately to others' wants, takes turns, initiates sharing, cooperates and shares ideas, etc.) b. Solves social problems (expresses feelings during conflict, seeks adult help, suggests solutions, resolves problems, etc.) <p>Language</p> <p>8. Listens to and understands increasingly complex language</p> <ol style="list-style-type: none"> a. Comprehends language (shows interest in speech of others, identifies familiar people, animals, objects, responds appropriately to specific vocabulary, complex statements) <p>10. Uses appropriate conversational and other communication skills</p> <ol style="list-style-type: none"> a. Engages in conversations (simple back-and-forth, initiates, engages in conversation, etc.) b. Uses social rules of language (looks at listener, etc.) 	<p>sentences/phrases, etc.)</p> <ol style="list-style-type: none"> d. Tells about another time or place (makes statements, tells stories, etc.) <p>Cognitive</p> <p>11. Demonstrates positive approaches to learning</p> <ol style="list-style-type: none"> a. Attends and engages (pays attention to sights and sounds, sustains interest, sustains work on tasks, etc.) b. Persists (repeats actions to obtain results, practices an activity, plans and pursues tasks, etc.) c. Solves problems (reacts to problem, observes and imitates problem solving, etc.) d. Shows curiosity and motivation (uses senses, explores and investigates, shows eagerness to learn, uses a variety of resources to answer questions, etc.) 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.) <p>12. Remembers and connects experiences</p> <ol style="list-style-type: none"> a. Recognizes and recalls (recognizes familiar people, places objects, looks for hidden objects, tells about experiences in order, uses strategies to remember, etc.) b. Makes connections (looks for familiar persons when tames, remembers 	
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	<p>sequence of personal routines, draws on everyday experiences, applies rules to new contexts, etc.)</p> <p>13. Uses classification skills (matches similar 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"> a. Thinks symbolically (recognizes people, objects animals in pictures, draws and identifies what it is, uses drawings, etc., to represent ideas, etc.) b. Engages in sociodramatic play (imitates actions during play, acts out scenarios, interacts with children in pretend play, etc.) <p>Literacy</p> <p>15. Demonstrates phonological awareness</p> <ul style="list-style-type: none"> a. Notices and discriminates rhyme (joins in rhyming songs and games, fills in missing rhyming word, generates rhyming words, etc.) 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.) c. Notices and discriminates smaller and smaller units of sound (hears, shows awareness of separate words in sentences, separate syllables, verbally 	
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	<p>separates and blends phonemes, etc.)</p> <p>16. Demonstrates knowledge of the alphabet</p> <ul style="list-style-type: none"> a. Identifies and names letters (recognizes and names letters in own name, other letters, upper and lower case, etc.) b. Uses letter-sound knowledge (identifies sounds of letters, produces correct sounds, understands sequence of letters, applies letter-sound correspondence, etc.) <p>17. Demonstrates knowledge of print and its uses</p> <ul style="list-style-type: none"> a. Uses and appreciates books (shows interest in books, orients book, knows features of a book, uses various types of books, etc.) 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>18. Comprehends and responds to books and other texts</p> <ul style="list-style-type: none"> 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.) b. Uses emergent reading skills (pretends to read, tries to match oral 	
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	<p>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, invented spelling, etc.)</p> <p>Mathematics</p> <p>20. Uses number concepts and operations</p> <p>a. Counts (verbally counts, uses number names, etc.)</p> <p>b. Quantifies (demonstrates understanding of concepts of 1, 2, more, recognizes names of numbers, makes sets, solves problems, etc.)</p> <p>c. Connects numerals with their quantities (recognizes, names numerals, identifies numerals, etc.)</p> <p>21. Explores and describes spatial relationships and shapes</p> <p>a. Understands spatial relationships (follows simple directions related to position, proximity, uses and responds to positional words, uses sketches to locate objects, etc.)</p> <p>b. Understands shapes (matches, identifies, describes shapes, etc.)</p> <p>22. Compares and measures (compares objects, orders set of objects uses</p>	
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	<p>measurement words, etc.)</p> <p>23. Demonstrates knowledge of patterns (shows interest in patterns, copies, creates, recognizes patterns, etc.)</p> <p>Science and Technology</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 properties of objects and materials</p> <p>27. Demonstrates knowledge of Earth's environment</p> <p>28. Uses tools and other technology to perform tasks</p> <p>Social Studies</p> <p>29. Demonstrates knowledge about self</p> <p>30. Shows basic understanding of people and how they live</p> <p>31. Explores change related to familiar people or places</p> <p>32. Demonstrates simple geographic knowledge</p> <p>English Language Acquisition</p> <p>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</p>	
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multiword phrases, uses grammar, etc.)
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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.

Note: Areas that are not precursor to or components of any of the three outcomes, and therefore not included in the crosswalk, were:

Physical

6. Demonstrates gross-motor manipulative skills (manipulates balls)

The Arts

33. Explores the visual arts

34. Explores musical concepts and expression

35. Explores dance and movement concepts

36. Explores drama through actions and language

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