

Fall 2011 Children's Outcomes

UCAN Head Start

This report from our assessment tool of Teaching Strategies GOLD shows 362 current children with enough assessment information to be in the finalized report. Teachers have been entering observations on children since the first day of school. The fall checkpoint date ended 10-28-11. Assessment information is entered in all domains of learning. This report breaks out 3 and 4 year olds and shows whether they are below, meeting or exceeding widely held expectations for what is developmentally appropriate for that age group.

Overall dimensions assessed are: Social Emotional, Physical-Gross Motor, Physical Fine-Motor, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies and The Arts. For those children who speak Spanish as a first language there are also two more dimensions, Spanish Language and Spanish Literacy.

In the social emotional dimension children are assessed on whether they can manage their feelings, follow limits and expectations, take care of their own needs appropriately, form relationships with adults, respond to emotional cues, interact with peers, make friends, balance the needs and rights of their self and others, and solve social problems.

In the physical gross motor dimension they are assessed for their traveling skills, balancing skills and gross motor manipulative skills. In fine motor they are assessed in their ability to use their fingers and hands and using writing and drawing tools.

In the language dimension they are assessed for their comprehension of language, following directions, using an expanding expressive vocabulary, speaking clearly, using conventional grammar, able to tell about events from another time or place, engaging in conversations, and using social rules of language.

In the cognitive dimension they are assessed on their ability to attend to and engage in an activity, persistence, solving problems, showing curiosity and motivation, showing flexibility and inventiveness in thinking, ability to recognize and recall events, making connections between what they are learning and the real world, classifying, thinking symbolically and engaging in sociodramatic play.

In the literacy dimension children are assessed on their ability to notice and discriminate rhyming and alliteration, noticing smaller units of sound, identifying and naming letters, uses letter-sound knowledge, uses print concepts, interacts during story time, uses emergent reading skills, retells stories, writes his or her name and writes to convey meaning.

The mathematics dimension assesses children's ability to count, quantify, connect numerals with their quantities, understands spatial relationships, understands shapes, compares and measures, and demonstrates knowledge of patterns.

In science and technology children are assessed on their ability to use scientific inquiry skills, demonstrating knowledge of the characteristics of living things, demonstrating knowledge of the physical properties of objects and materials, demonstrating knowledge of the earth's environment and using tools and other technology to perform tasks.

In Social studies children assessed on their ability to demonstrate knowledge about self, showing basic understanding of people and how they live, explores change related to familiar people or places and demonstrates simple geographic knowledge.

In the arts children are assessed on whether they explore the visual arts, whether they explore musical concepts and expression, whether they explore dance and movement concepts and whether they explore drama through actions and language.

For Science, Social studies and the arts there is not enough research for a standard. Therefore those domains are assessed on whether the skills are not yet observed, emerging or meeting expectations.

The Spanish Language and literacy domains assess how children whose first language is Spanish are doing in acquiring those skills in their native language.