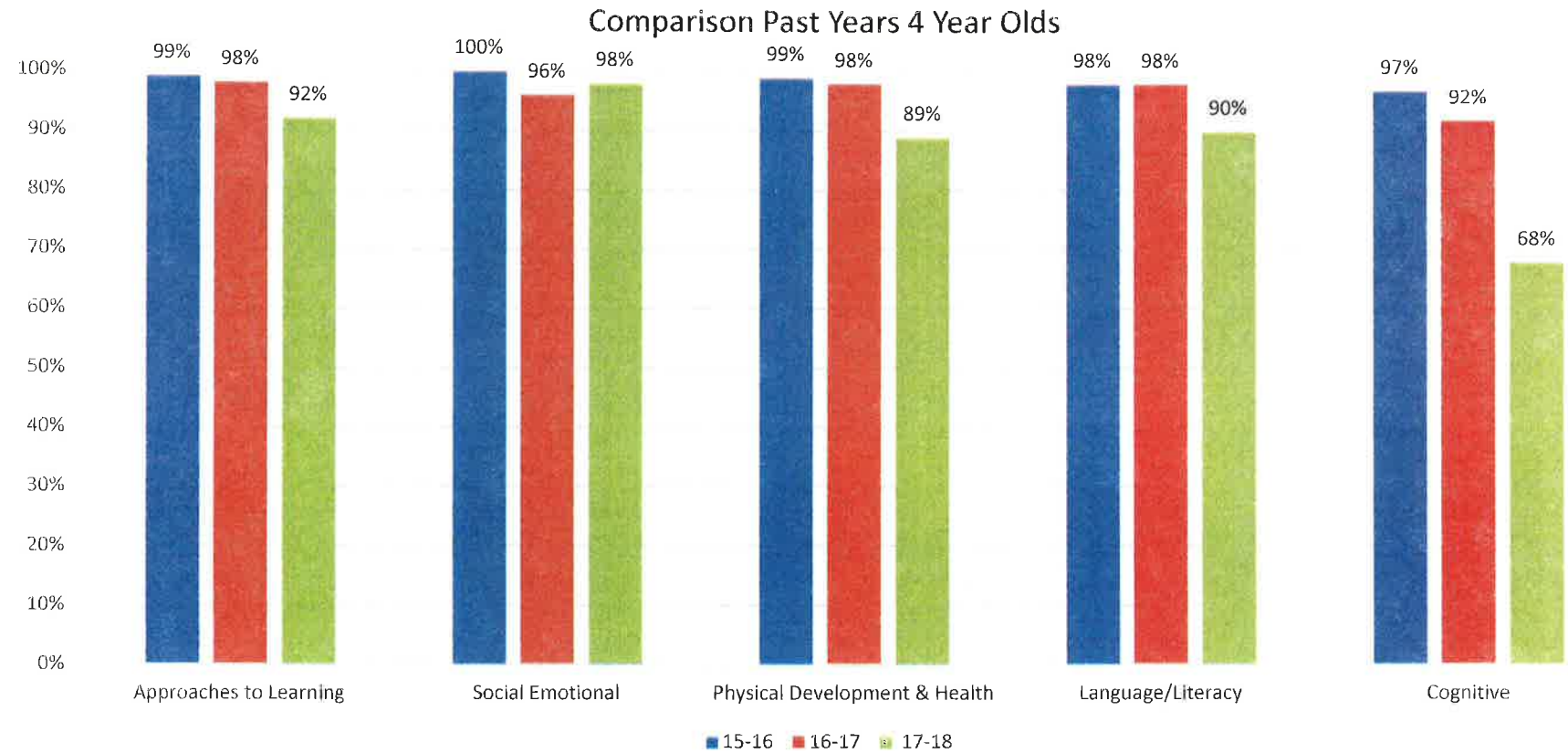


# School Readiness Outcomes

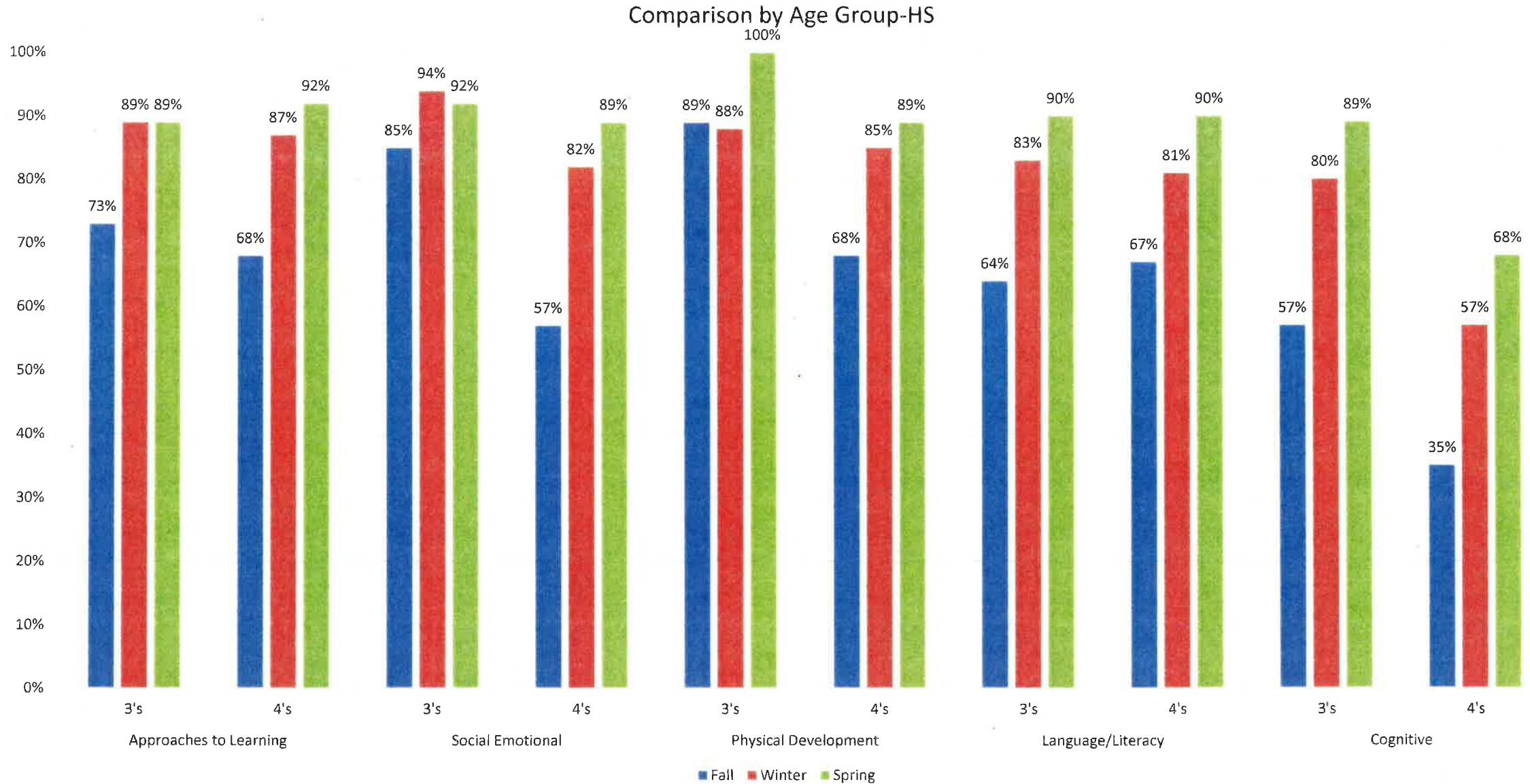


The graph shows the percentage of assessed children who met expectations in each category at the end of the Spring Assessment Periods of the last 2 years (blue and red columns). The green column shows percentage of assessed children who met expectations in each category at the end of the current reporting period this current year. PACT formally assesses kindergarten-bound children three times a year using data from Teaching Strategies GOLD (a valid and reliable assessment tool that is aligned with Head Start Early Learning Outcomes Framework and the Illinois Early Learning Standards). The graph shows only children that had assessments in all 3 reporting periods.

4/27/2018

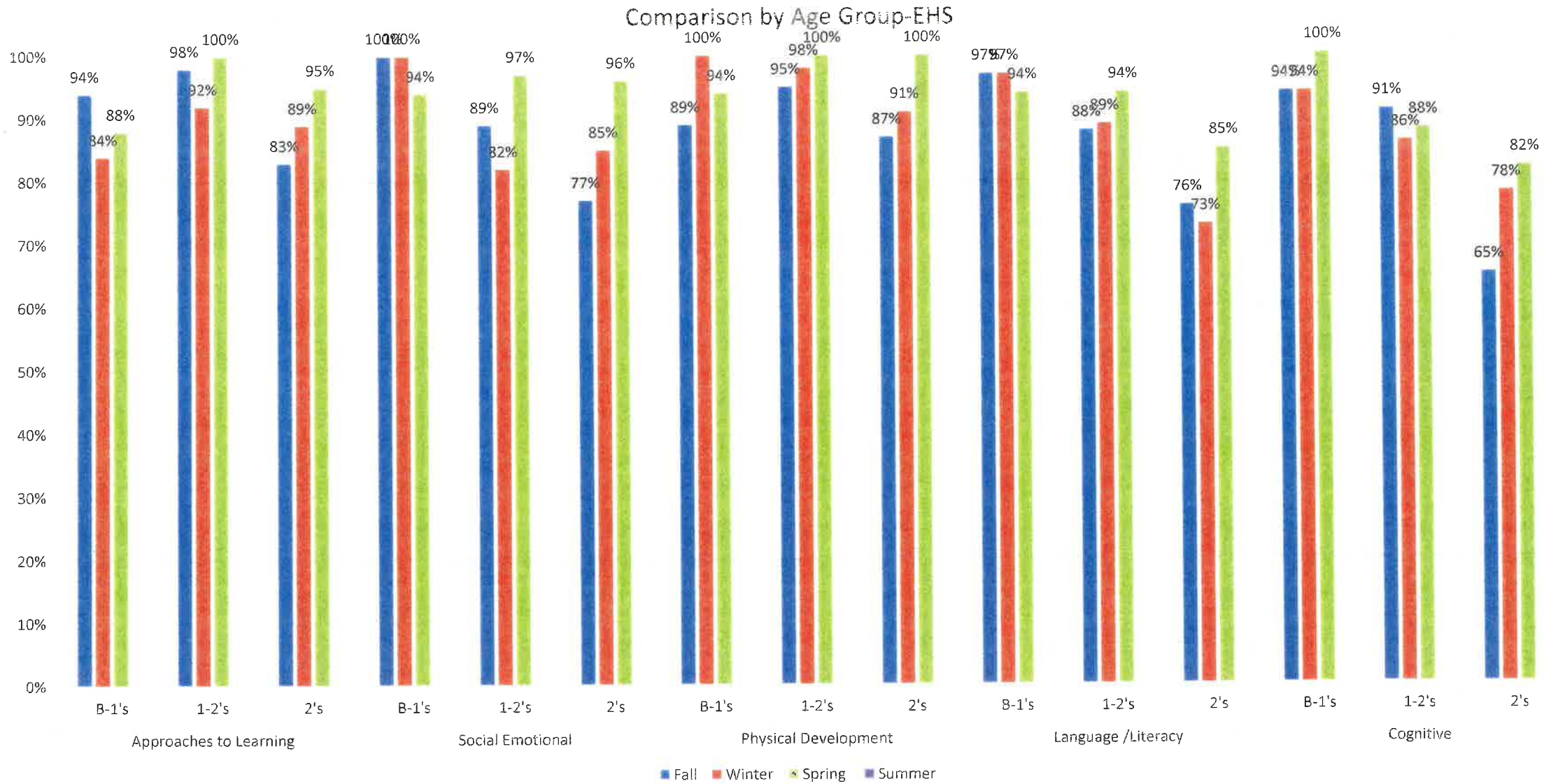
A-3

# Child Outcomes by Area 2017-18 Program Year



PACT formally assessed children three times a year using data from Teaching Strategies GOLD (a valid and reliable assessment tool). The percentage shows children who are meeting or exceeding expectations in each area at the end of each reporting period. This data does not include children with IEP's/IFSP's.

# Child Outcomes by Area 2017-18 School Year



PACT formally assessed EHS children four times a year using data from Teaching Strategies GOLD (a valid and reliable assessment tool). The percentage shows children who are meeting or exceeding expectations in each area at the end of each reporting period. This data does not include children with IEP's/IFSP's.

4/27/2018

## Description of Dimensions by Area\*

### Approaches to Learning

**11a.** Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

- 4's Goal: Level 6
- 3's Goal: Level 5
- 2's Goal: Level 4
- 1's Goal: Level 3
- B to 1's Goal: Level 2

### Physical Development and Health

**7a.** Uses refined wrist and finger movements; Uses small, precise finger and hand movements

- 4's Goal: Level 7
- 3's Goal: Level 6
- 2's Goal: Level 5
- 1's Goal: Level 4
- B to 1's Goal: Level 3

**8b.** Follows directions of two or more steps that relate to familiar objects and experiences; Follows detailed instructional, multistep directions

- 4's Goal: Level 7
- 3's Goal: Level 5
- 2's Goal: Level 4
- 1's Goal: Level 3
- B to 1's Goal: Level 2

**1c.** Demonstrates confidence in meeting own needs; Takes responsibility for own well-being

- 4's Goal: Level 7
- 3's Goal: Level 6
- 2's Goal: Level 5
- 1's Goal: Level 4
- B to 1's Goal: Level 3

**11c.** Solves problems without having to try every possibility

- 4's Goal: Level 6
- 3's Goal: Level 5
- 2's Goal: Level 4
- 1's Goal: Level 3
- B to 1's Goal: Level 1

**7b.** Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end

- 4's Goal: Level 7
- 3's Goal: Level 6
- 2's Goal: Level 5
- 1's Goal: Level 4
- 4.** Moves purposefully from place to place with control; Coordinates complex movements in play and games

### Social Emotional

**3a.** Takes turns or initiates the sharing of materials in the classroom and outdoors

- 4's Goal: Level 6
- 3's Goal: Level 4
- 2's Goal: Level 3
- 1's Goal: Level 2

- 4's Goal: Level 7
- 3's Goal: Level 6
- 2's Goal: Level 5
- 1's Goal: Level 4
- B to 1's Goal: Level 3

**2b.** Identifies basic emotional reactions of others and their causes accurately

- 4's Goal: Level 6
- 3's Goal: Level 5
- 2's Goal: Level 3
- 1's Goal: Level 2
- B to 1's Goal: Level 1

**6.** Manipulates balls or similar objects with flexible body movements; Manipulates balls or similar objects with a full range of motion

- 4's Goal: Level 7
- 3's Goal: Level 6
- 2's Goal: Level 5
- 1's Goal: Level 4
- B to 1's Goal: Level 3

### Language and Literacy

**1b.** Manage classroom rules, routines, and transitions with occasional reminders

- 4's Goal: Level 6
- 3's Goal: Level 5
- 2's Goal: Level 4
- 1's Goal: Level 3
- B to 1's Goal: Level 2

**9c.** Uses conventional grammar. Uses complete four-to-six word sentences

- 4's Goal: Level 7
- 3's Goal: Level 5
- 2's Goal: Level 3
- 1's Goal: Level 2
- B to 1's Goal: Level 1

**15a.** Fills in the missing rhyming word; generates rhyming words spontaneously; Decides whether two words rhyme

- 4's Goal: Level 6
- 3's Goal: Level 4
- 2's Goal: Level 3
- 1's Goal: Level 2

less, or the same (equal); counts all or counts on to find out how many

- 4's Goal: Level 6
- 3's Goal: Level 4
- 2's Goal: Level 3
- 1's Goal: Level 2

**16a.** Recognizes and names a few letters in own name; Recognizes and names as many as 10 letters, especially those in own name

- 4's Goal: Level 4
- 3's Goal: Level 2
- 2's Goal: Level 2

**21b.** Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

- 4's Goal: Level 6
- 3's Goal: Level 5
- 2's Goal: Level 3
- 1's Goal: Level 2

**16b.** Identifies the sounds of a few letters; Produces the correct sounds for 10-20 letters; Shows understanding that a sequence of letters represents a sequence of spoken sounds

- 4's Goal: Level 2
- 3's Goal: Level 2

**23.** Copies simple repeating patterns; Extends and creates simple repeating patterns

- 4's Goal: Level 6
- 3's Goal: Level 4
- 2's Goal: Level 3
- 1's Goal: Level 1

**19a.** Mock letters or letter-like words; Letter strings; Partially accurate name; Accurate name

- 4's Goal: Level 5
- 3's Goal: Level 3
- 2's Goal: Level 2
- 1's Goal: Level 1

\*These Goals for each age group, represent the TS Gold developmental level for each dimension that overlaps the child's current Colored Band with the next Colored Band up.

Rev. 2/16/17

**18c.** Retells some events from a familiar story with close adult prompting or retells familiar stories using pictures or props as prompts; Retells a familiar story in proper sequence, including major events and characters

- 4's Goal: Level 4
- 3's Goal: Level 2
- 2's Goal: Level 2

### Cognitive

**20a.** Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting

- 4's Goal: Level 6
- 3's Goal: Level 5
- 2's Goal: Level 3
- 1's Goal: Level 2

**20b.** Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts Makes sets of 6-10 objects and then describes the parts; identifies which part has more,