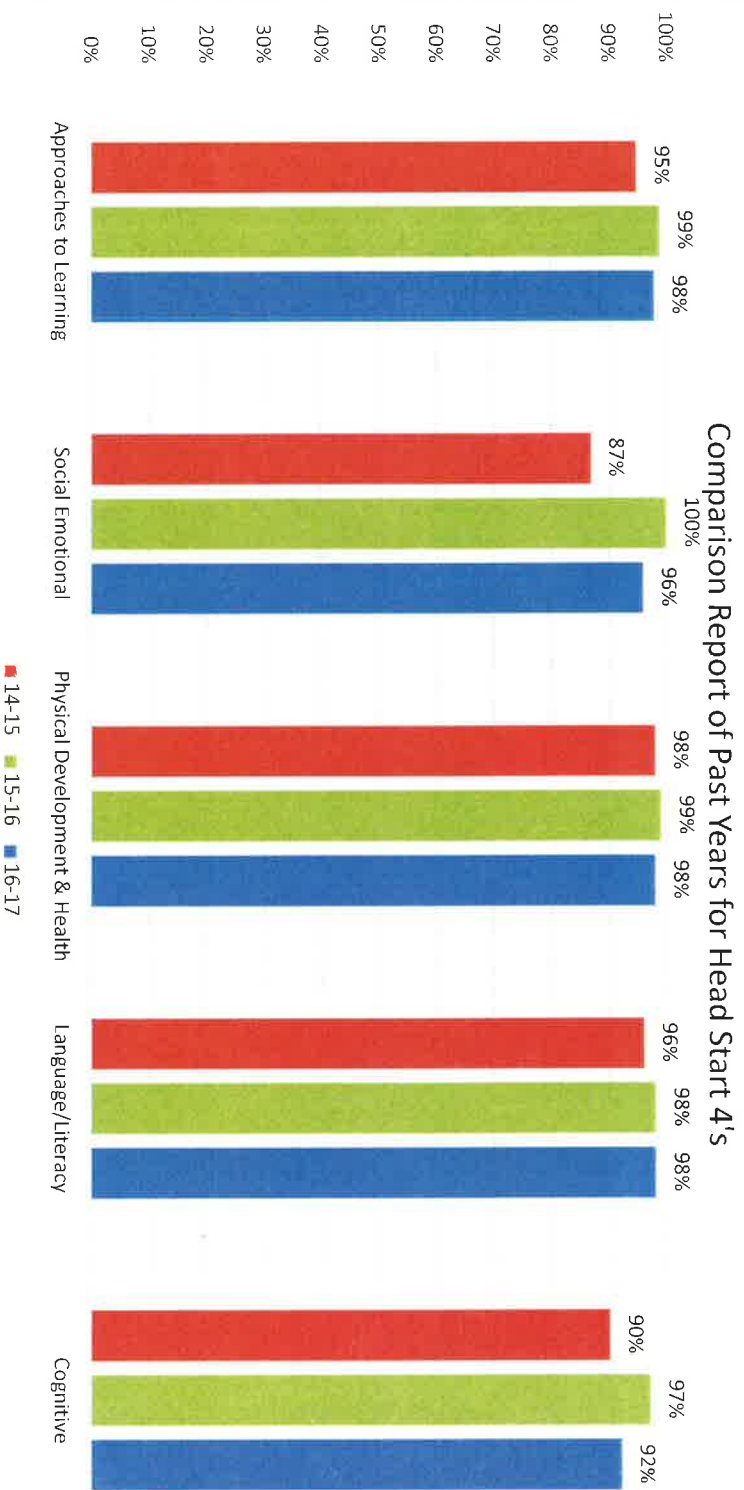


# School Readiness Outcomes



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 (red and green columns). The blue 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 assessed kindergarten-bound children three times a year using data from Teaching Strategies GOLD. TSGOLD is a valid and reliable assessment tool that is aligned with Head Start Early Learning Outcomes Framework and the Illinois Early Learning Standards. Beginning 15-16, the graph shows only children that had assessments in all 3 reporting periods. See other side for description of categories.

Rev. 4/29/17

## 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

**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

**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

### 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

**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

**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

### 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

**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

**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

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

**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

**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

**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

**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

**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

**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,

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

**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

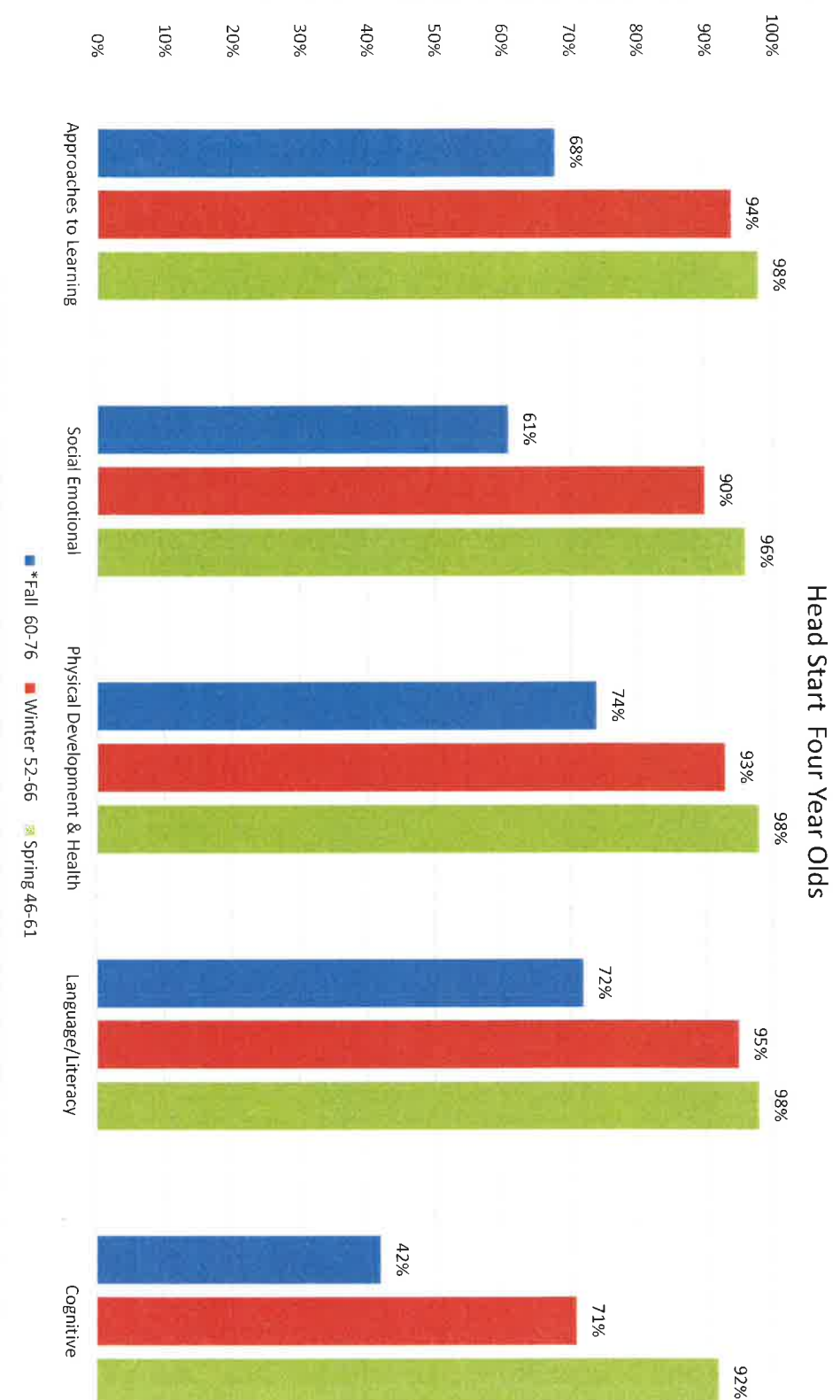
**23.** Copies simple repeating patterns; Extends and creates simple repeating patterns

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

\*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

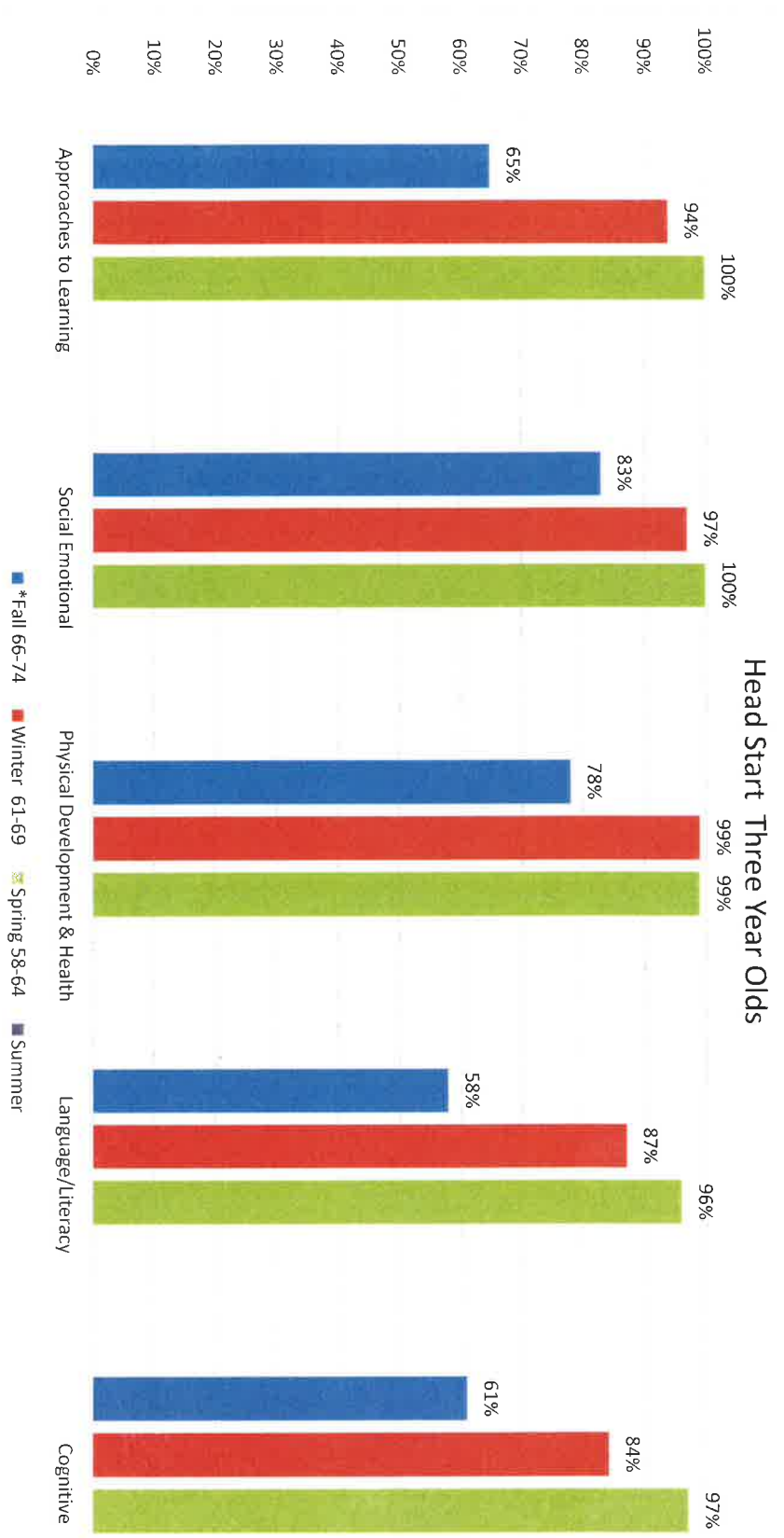
# Child Outcomes By Domain - 2016-17 Program



No IEPs.

PACT formally assessed children three or four times a year using data from Teaching Strategies GOLD. TSGOLD is a valid and reliable assessment tool. The graph shows 52-66 children that had enough data to be included in this report; and that were enrolled in all 3 reporting periods. The percentage is children who are meeting or exceeding expectations in each category at the end of each reporting period. \*PACT had one Head Start classroom that began one month late, due to teacher turnover, so less children were in the baseline group this year.  
4/29/2017

# Child Outcomes By Domain - 2016-17 Program

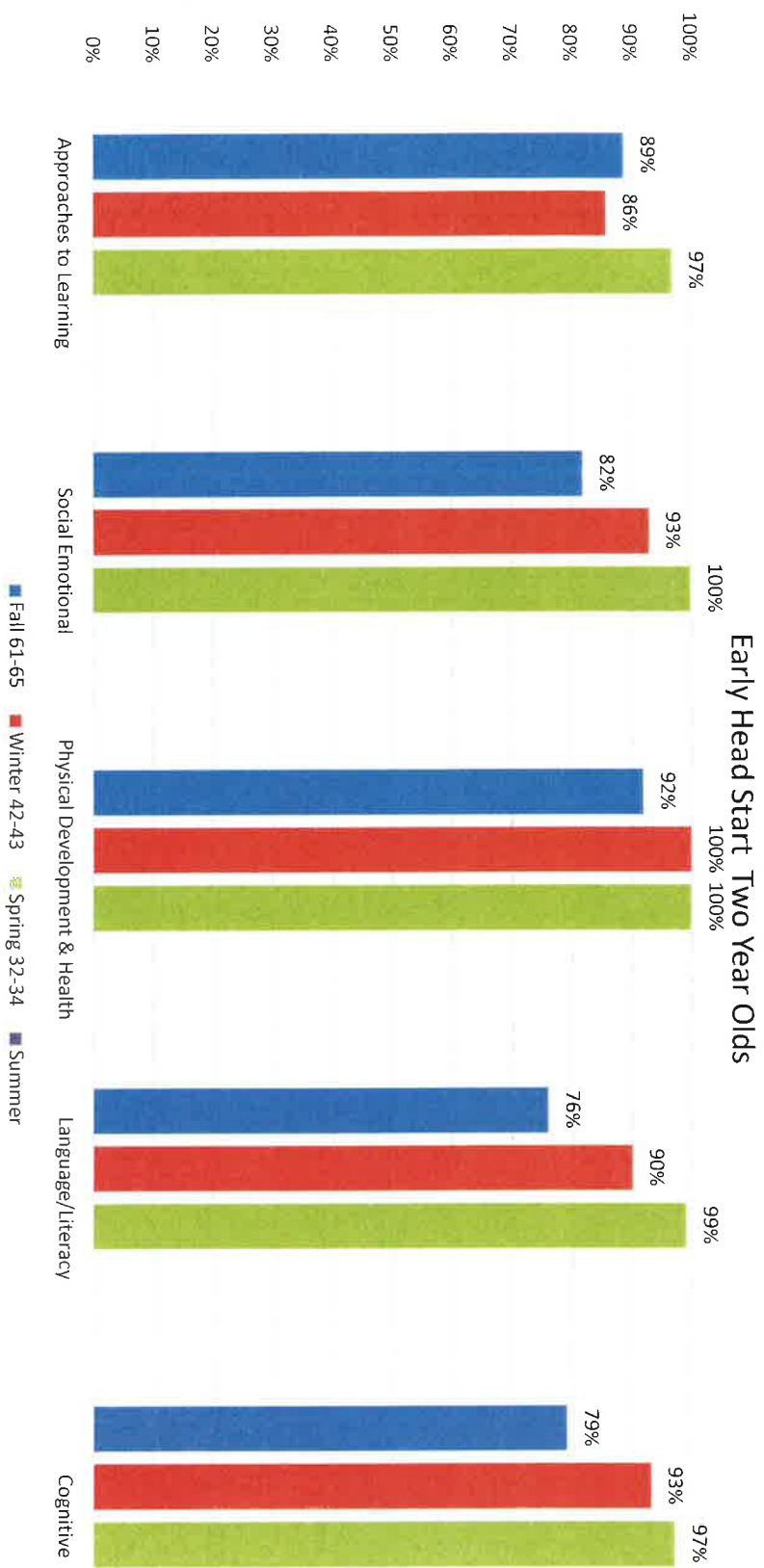


No IEPs.

PACT formally assessed children four times a year using data from Teaching Strategies GOLD. TSGOLD is a valid and reliable assessment tool. The graph shows 61-69 three-year olds who were enrolled that had enough data to be included in this report and that were enrolled in both reporting periods. The percentage is children who are meeting or exceeding expectations in each category at the end of each reporting period. \*PACT had one Head Start classroom that began one month late, due to teacher turnover, so less children were in the baseline group this year.

4/29/2017

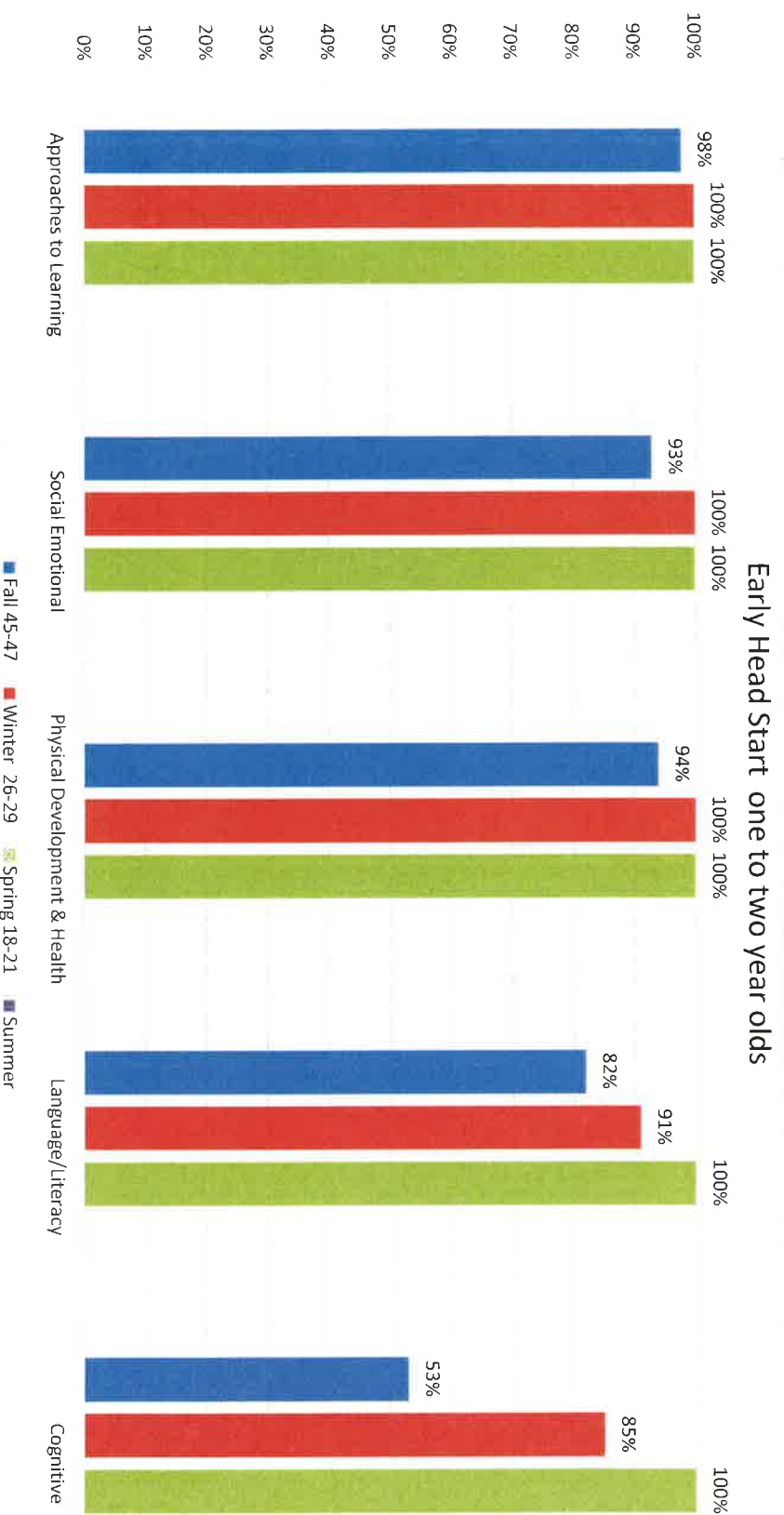
# Child Outcomes By Domain - 2016-17 Program



No IFSPs.

PACT formally assessed children four times a year using data from Teaching Strategies GOLD. TSGOLD is a valid and reliable assessment tool. The graph shows the 42-43 two-year olds who were enrolled that had enough data to be included in this report and were enrolled in both reporting periods. The percentage is children who are meeting or exceeding expectations in each category at the end of each reporting period.  
4/29/2017

# Child Outcomes By Domain - 2016-17 Program

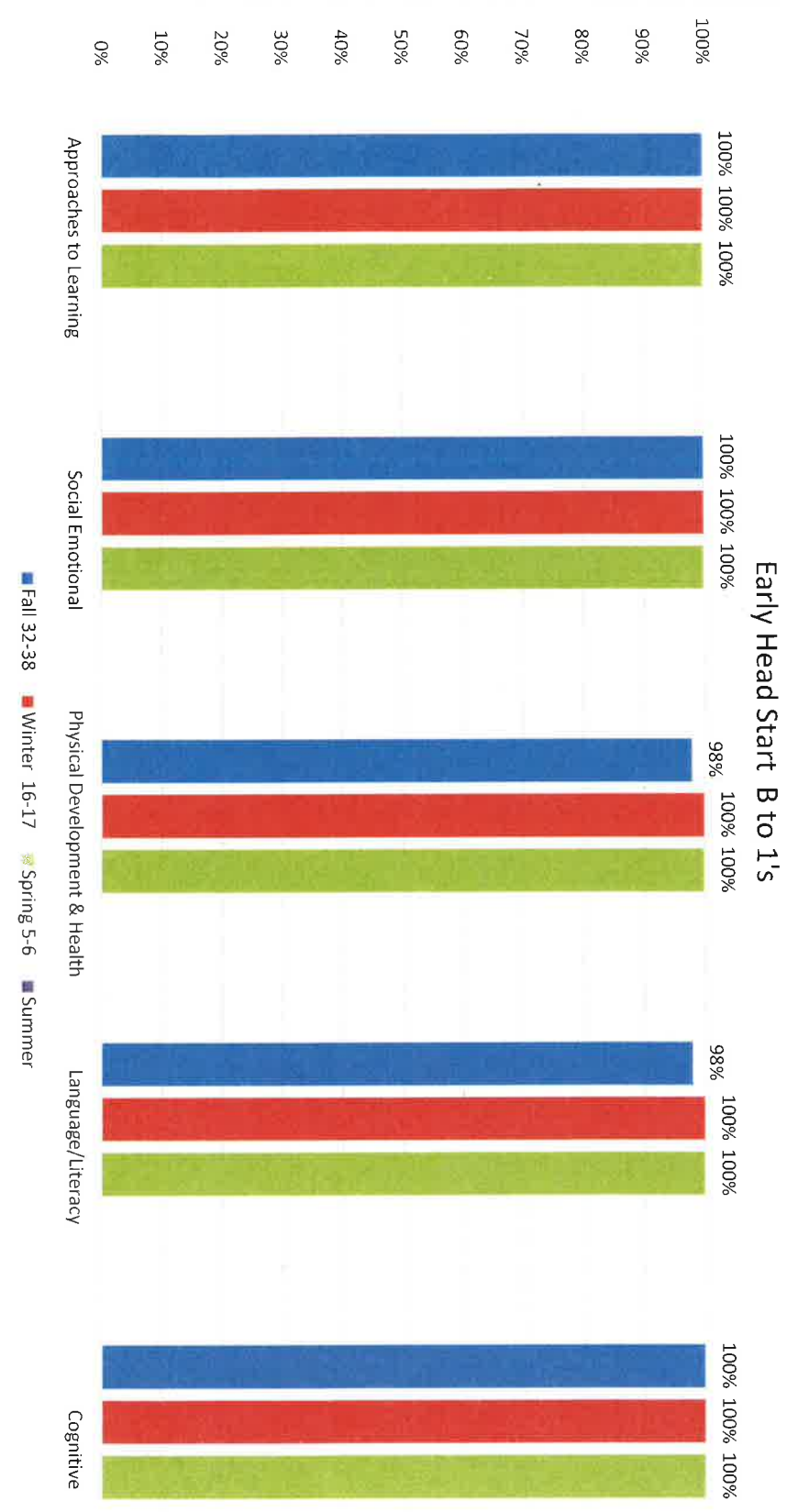


No IFSPs

PACT formally assessed Early Head Start children four times a year using data from Teaching Strategies GOLD. TSGOLD is a valid and reliable assessment tool. The graph shows the 26-29 children who were enrolled in the program both reporting and had enough data to be included in the report. The percentage is children who are meeting or exceeding expectations in each category at the end of each reporting period.

4/29/2017

# Child Outcomes By Domain - 2016-17 Program



PACT formally assessed Early Head Start children four times a year using data from Teaching Strategies GOLD. TSGOLD is a valid and reliable assessment tool. The graph shows the children who were enrolled in all reporting periods and had enough data to be included in the report. The percentage is children who are meeting or exceeding expectations in each category at the end of each reporting period.

4/29/2017