

# Child Outcomes Worksheet

## Analyzing Teaching Practice or Needs

Class/Area

Teacher:

# of PBS \_\_\_\_\_

Teacher completes this form after Checkpoints are finalized. The Class Profile & the Individual Child reports are analyzed and teaching strategies are planned to support or increase children's levels. CB forwards a copy of this form to the Site Supervisor.

# of IFSP/IEP \_\_\_\_\_

# of DLL \_\_\_\_\_

### Analyze **Fall Checkpoints**

Date

Use the Class Profile & list areas of highest levels (children meeting/exceeding expectations):

1

2

3

List areas of lowest levels (children below or just on the tip of their color band):

1

2

3

List Teaching Strategies or Needs to increase the lower levels (children not in the middle of color band).

1

2

3

### Analyze **Winter Checkpoints**

Date

Look at the **Individual Child Report**. Compare Fall checkpoint Levels with Winter checkpoints. Do you see children's levels of growth moving higher or lower? **TSGOLD Levels went down?** Yes\_\_No \_\_ **If yes, explain why.**

Use the Class Profile & list areas of highest levels (children meeting/exceeding expectations):

1

2

List areas of lowest levels (children below or just on the tip of their color band):

1

2

List Teaching Strategies or Needs to increase the lower levels (children not in the middle of color band).

1

2

3

This form is completed by the teacher after each checkpoint to reflect on their teaching practices & needs of children. Site Supervisor forwards a copy of this form to the CB Education Coordinator. SS will keep a copy in Curriculum Notebook. HB teacher will forward a copy to the HB Education Coordinator.

Analyze - **Spring Checkpoints**

Date

Look at the **Individual Child Report**. Compare Winter checkpoint Levels with Spring checkpoints. Do you see children's levels of growth moving higher or lower? **TSGOLD Levels went down? Yes\_\_No \_\_ If yes, explain why.**

Use the Class Profile & list areas of highest levels (children meeting/exceeding expectations):

- 1
- 2
- 3

List areas of lowest levels (children below or just on the tip of their color band):

- 1
- 2
- 3

List Teaching Strategies or Needs to increase the lower levels (children not in the middle of color band).

- 1
- 2
- 3

Analyze - **Summer Checkpoints**

Date

Look at the **Individual Child Report**. Compare Spring checkpoint Levels with Summer checkpoints. Do you see children's levels of growth moving higher or lower? **TSGOLD Levels went down? Yes\_\_No \_\_ If yes, explain why.**

Use the Class Profile & list areas of highest levels (children meeting/exceeding expectations):

- 1
- 2
- 3

List areas of lowest levels (children below or just on the tip of their color band):

- 1
- 2
- 3