

Introduction

All children, ages birth-5, enrolled in public and nonpublic pre-K, Head Start, and child care centers that receive public funding must be assessed with *GOLD*[®]. Data from this formative assessment must be reported to the LDOE three times annually, on the last day of October, February, and May. The percent of assessment completion is reported on Louisiana’s early childhood performance profiles. This guide provides information about the *TeachingStrategies GOLD*[®] Assessment and its use in traditional (face-to-face) learning, virtual learning, and hybrid (combination of traditional and virtual) learning environments. See the [Pre-K to Grade 3 Assessment Guidance](#) for additional information.

TeachingStrategies GOLD[®]

GOLD[®] assesses a student’s growth and development using observations that include required and optional items. Only required items are reported to LDOE. Table 1 lists the required items for assessment. Table 2 presents assessment guidelines for each type of learning environment.

Table 1: Required Item Set for TeachingStrategies GOLD[®] Assessment

Required Item Set for Traditional Learning* (48 items)	Required Item Set for Virtual Learning* (31 items)
<ul style="list-style-type: none"> ● Social-Emotional: 1a, 1b, 1c, 2a, 2b, 2c, 3a, & 3b ● Physical: 4, 5, 6, 7a, & 7b ● Language: 8a, 8b, 9a, 9b, 9c, 9d, & 10a ● Cognitive: 11b, 11c, 11d, 11e, 12a, 12b & 13 ● Literacy: 15a, 15b, 15c, 16a, 16b, 17a, 17b, 18a, 18b, 18c, 19a, & 19b ● Mathematics: 20a, 20b, 20c, 21a, 21b, 22a, 22b, 22c, 23 	<ul style="list-style-type: none"> ● Social-Emotional: 1c, 2b, 2c, 3a, & 3b ● Physical: 4, 5, 6, 7a, & 7b ● Language: 9a, 9c, 9d, & 10a ● Cognitive: 11b, 11c, 11d, 11e, & 12b ● Literacy: 15b, 15c, 16a, 17a, 17b, 18a, 18b, & 18c ● Mathematics: 20b, 20c, 21a, 22a

*Programs and sites have the option of adding additional items, but must complete *at least* the given item set for their chosen learning environment model.

Table 2: Assessment Guidelines by Learning Environment

Learning Environment	Assessment Guidelines
Traditional Learning: Face-to-face	Assessment Required** The Default Item Set in Table 1 should be used to collect documentation. Programs and sites have the option of adding additional items to this set.
Virtual Learning: 100% virtual model (entire semester)	Assessment Required ** The Required Item Set for Virtual Learning in Table 1 should be used to collect documentation. Programs and sites have the option of adding additional items to this set.
Hybrid Learning: Combination of face-to-face and virtual	Assessment Required** If children are in-person at least two days/week, follow the guidelines above for traditional learning. If children are in person fewer than two days/week, follow the guidelines above for virtual learning.

**Please note checkpoint documentation and data should be completed for all children enrolled on or before October 1. For children enrolled after October 1, only the February and May checkpoints should be completed.

TeachingStrategies GOLD® OSEP License

All children ages 3-5 with IEPs (including children who receive speech services only) must be assessed with the *TeachingStrategies GOLD®* OSEP license at least once for every year that they receive early childhood special education (ECSE) services.

- OSEP requires final ratings for 61 items. Please see the [TeachingStrategies GOLD® Guidance](#) for the required item set.
- Documentation is not required to finalize a rating, but ratings should be based on observed behavior that could be documented.
- Assessment data is only required for entry and exit, unless the child receives more than two years of service, in which case a mid-year assessment is also required.
- For additional information please refer to [TeachingStrategies GOLD® OSEP Guidance](#).

Collecting Documentation in a Virtual Learning Environment

In order to adapt to documentation collection in a virtual learning environment, teachers will continue to provide meaningful, individualized instruction as well as communicate and collaborate intentionally with families. While virtual environments will look different for each program, the guidance outlined below may be helpful as teachers prepare to utilize *GOLD®*. For an additional information please refer to [TeachingStrategies GOLD® Louisiana: Supporting Continuous Learning Guidance](#).

- Use photos, videos, and anecdotes shared by families (via email, text, or phone) as documentation;
- Incorporate Intentional Teaching Experiences (available through users' *GOLD®* account) into lessons;
- Use the most recent assessment information to help individualize instruction and efficiently add documentation with preliminary levels;
- Use family activities associated with the selected curriculum that can be printed or shared digitally to extend learning at home and/or to facilitate distance learning, in order to document in *GOLD®*.

Finalizing Checkpoints with Virtual Learning Students

Due to the difference between traditional and virtual item sets there is a required learning environment flag when entering students into a classroom, "Was this child assessed in a virtual setting?". If "YES" is selected then teachers are only responsible for collecting documentation for the virtual item set. If "NO" is selected then teachers are responsible for collecting the required item set for traditional learning.

It does not matter how the classrooms are set up within *GOLD*. The default item set will populate regardless of the learning environment flag selection. To bypass items that are not required for virtual students, please click on the child's name and select "NOT OBSERVED". For reason, select "OTHER" and type "VIRTUAL" then save. Do not use the selection "NOT YET" as this is not the [appropriate indicator](#). When the checkpoint has been finalized, the Assessment Status Report should total 100%, as the system recognizes "NOT OBSERVED" as a valid entry.

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