

## How to Complete Checkpoints

To complete your checkpoints, you start at the **Checkpoint Tab**→**By Multiple Children**, and select the item to begin working with.

If you have entered Documentation and preliminary levels, you will be able to view that information to help guide your decisions for checkpoint ratings. To see the preliminary (documentation) levels, just click on the child (anywhere in the bar across the screen with the child's name) and you will see the blue icons indicating where you have rated the child's knowledge, skills, and abilities in the documentation you've entered.

Checkpoints for CCSS Kindergarten

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Period: Fall 2013/2014

Area: Social-Emotional ⓘ  
Objective: 1 - Regulates own emotions and behaviors ⓘ  
Dimension: a. Manages feelings ⓘ

Level	Not Yet	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Indicators	Not Yet ⓘ		Uses adult support to calm self		Comforts self by seeking out special object or person		Is able to look at a situation differently or delay gratification		Controls strong emotions in an appropriate manner most of the time	
Examples (+)										
Colored Bands (-)										
Haley Andrews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
All Documentation							D	D		
Previous Checkpoints										
Penelope Benson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emily Bridges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you want to view the documentation notes, click “All Documentation” on the left.

Haley Andrews

All Documentation

Previous Checkpoints


D

August 30, 2013 - Ella asked Haley if she wanted to play dress up. Haley said "No, I'm mad today". Ella gave her a hug.

Close X

D

October 24, 2013 - Haley & Penelope worked together to create the artwork below. Penelope said, "Let's add red", and Haley replied, "I don't like red, so only a little." Penelope agreed and let Haley pour how much red was allowed.



Penelope Benson

Emily Bridges

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Then, **select the radio button for the final checkpoint rating for this child**, summarizing the child's knowledge, skills and abilities for this item.

Once you select a checkpoint level for a student, their name will turn **GOLD**, so you know which you've completed, and if you've missed any students (their names will still be listed in grey).

At the bottom, click “**Next Dimension**” to move on to the next item in that area, or if you’re done working, select “**Save and Close**”. When you get to the last item in an area, you will see “**Save and Finalize**” rather than “Save and Close”.

Ella Moss	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Melissa Reaver	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aaron Reed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Derek Reed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kaley Rink	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gideon Vick	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Previous Checkpoints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

☐ Not Observed. Click here if you cannot select a level. [i](#)

Screen 1 of 9

[Next Dimension >](#) [Save and Close](#)

If you forgot to finalize as you were going through each area, you can also finalize each area quickly from **Checkpoint Tab**→**Multiple Children** main screen.

Expand the area you would like to finalize and select **Finalize Checkpoints**.

## Checkpoint by Multiple Children for CCSS Kindergarten

### Current View

Period: Fall 2013/2014

The checkpoint due date is: **October 29, 2013**

#### [+ Social-Emotional](#) [i](#)

Objective 1: Regulates own emotions and behaviors [i](#)

- a. Manages feelings [i](#)
- b. Follows limits and expectations [i](#)
- c. Takes care of own needs appropriately [i](#)

Objective 2: Establishes and sustains positive relationships [i](#)

- a. Forms relationships with adults [i](#)
- b. Responds to emotional cues [i](#)
- c. Interacts with peers [i](#)
- d. Makes friends [i](#)

Objective 3: Participates cooperatively and constructively in group situations [i](#)

- a. Balances needs and rights of self and others [i](#)
- b. Solves social problems [i](#)

[Finalize Checkpoints](#) | [Move Checkpoints](#) | [Delete Checkpoints](#)

#### [+ Physical](#) [i](#)

**TIP:** You can run the Assessment Status Report (Under the Checkpoint Tab→Assessment Status Report), to view how complete you are with the checkpoints.

If you have any additional questions, please don’t hesitate to contact us:

For Teaching Strategies GOLD® technical support please call **1-866-736 5913**,  
or e-mail [implementation@teachingstrategies.com](mailto:implementation@teachingstrategies.com).

Hours: Monday through Thursday 8:00 a.m. to 7:00 p.m. ET, Friday 8:00 a.m. to 6:00 p.m. ET.

**What is a preliminary level?**

Whenever you capture a child's knowledge, skills and behaviors in a piece of documentation, you are given the option of setting a preliminary level. This gives you an idea of where the child's skillset is within a progression at that moment in time. You set preliminary levels when you enter documentation in the Documentation tab.

**Do I have to set preliminary levels? How can setting preliminary levels help me later?**

You do not have to set preliminary levels. However, doing so can help so that you don't have to re-read or view each piece of documentation at the end of the fall, winter, and spring checkpoint periods.

**What is the difference between a preliminary level and a checkpoint level?**

A preliminary level is set for objectives/dimensions when you choose to rate children on their knowledge, skills and behaviors for each piece of documentation. Preliminary levels are based on the information you captured in a piece of documentation, so they are entered as you add documentation in the Documentation tab. You can have multiple preliminary levels for each objective/dimension since you are collecting documentation and rating children's knowledge, skills and behaviors on an ongoing basis throughout the fall, winter and spring checkpoint periods.

Checkpoint levels are entered at the culmination of the fall, winter and spring checkpoint period and represent where a child's knowledge, skills and behaviors are based on all pieces of documentation you've collected for that child throughout the checkpoint period. It is best to start entering checkpoint levels 1-2 weeks before the end of the checkpoint period so that you have enough time to review and accurately assess all children on all of the items you are required to evaluate. Checkpoint levels are entered in the Checkpoint tab.