

Teaching Strategies GOLD Not Yet & Not Observed – When to Use

Results Matter users often ask: “When should I use *Not Yet* and when should I use *Not Observed*?”

Not Yet

... is used when the earliest indicator (Level 1) is not a reasonable expectation for a child based on their age. It may also be marked if teachers and support staff have had enough opportunities to observe or elicit the objective, but the child has not yet demonstrated any of the Levels.

Not Observed

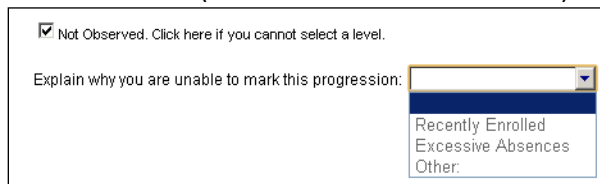
... is used to when the child has **not** had enough opportunities to demonstrate a particular objective. In other words, the lead assessor cannot pinpoint a rating because there is not enough evidence.

How frequently do these ratings occur?

- *Not Yet* is generally only seen with very young children or children with severe disabilities.
- *Not Observed* is generally only seen when a child is frequently absent.

Please consider whether a child may have been absent during some assessment opportunities but may have demonstrated skills/behaviors during other opportunities, or in front of other members of the documentation team.

When choosing *Not Observed*, a drop-down list lets you explain why it occurred. As a Results Matter user, please use only the second and third choices (*Excessive Absences* and *Other*):



Not Observed. Click here if you cannot select a level.

Explain why you are unable to mark this progression:

Recently Enrolled
Excessive Absences
Other:

How do these ratings affect reports?

Not Yet is treated as a “0”. *Not Observed* is treated as missing data even with an explanation. Lack of progress monitoring data may affect your ability to plan interventions. Also, if unrated objectives are excessive, some or all of the child’s assessment data may be excluded from your GOLD reports and Results Matter state/federal reports.

Please be mindful! Just because *Not Yet/Not Observed* is called for on one objective does not necessarily mean it is called for on all objectives. Children may still have plenty of other skills and behaviors to demonstrate.

Please do not guess! Whatever happens, please do not make uneducated guesses when rating. In the end, it is better to have no rating than a completely inaccurate rating. It could lead to inaccurate information about a child, make it hard to determine which intervention strategies may be needed for certain objectives, and skew the reports.

Thank you for your continued efforts in capturing meaningful, high-quality assessment information!