The Path to Success for Young Children: Integrating Curriculum and Assessment

Beth Alley Wise & Gloria Maccow

Today’s One-Hour Agenda

I. The Path to Success

II. Curriculum: The InvestiGator Club

III. Assessment: The Work Sampling System

IV. Integrating Curriculum and Assessment (WS&IC)
Two Questions From Early Childhood Programs

What should we teach children ages birth through age 8 years?

How will we know if they are developing as expected and learning what we want them to learn?

(Joint Position Statement NAEYC and NAECS/SDE)
From Curriculum to Assessment

Provide effective instruction

Provide targeted intervention

Assess and monitor achievement of objectives

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Steps in Science Exploration

Skills

Step 1: Look and Ask
- Observe.
- Ask questions.
- Make predictions.

Step 2: Try It and Try Again
- Gather materials.
- Classify.
- Experiment.
- Gather and record data.

Step 3: Think About It
- Draw conclusions.
- Ask questions.
- Share ideas.

Step 4: Make Connections/Make Meaning
- Communicate ideas.

Comprehensive
- Inquiry-based
- Proven
- Inclusive
- Engaging

Balanced
- Research-based
- Flexible
It All Begins with a Story...

Everyone loves a good story, and that’s where this curriculum begins—with a very good story. The InvestiGators have formed a club to solve mysteries, tackle tough problems, and investigate their world.
The Investigator Club
Structure

Program Introduction:
Let's Investigate!

- Investigation 1: Under Construction
- Investigation 2: Healthy You
- Investigation 3: Finny, Feathery, Furry Friends
- System Resources
- Investigation 4: Splash and Dig
- Investigation 5: Watch It Grow
- Investigation 6: Weather Watchers
Program Introduction:
Let's Investigate!

Investigation 1:
Under Construction
Flapboards
Flap Fillers
Center Cards
Bruno's Buzz Nonfiction Readers
Trade Books
Teacher Guide

Investigation 2:

Investigation 3:
Finn, Feathery, Furry Friends

Investigation 4:
Splash and Dig

Investigation 5:
Watch It Grow

Investigation 6:
Weather Watchers

The Investigator Club:
Inquiry-Based Preschool Curriculum
System at a Glance
## Scope and Sequence

<table>
<thead>
<tr>
<th>Language Development</th>
<th>Literacy</th>
<th>Mathematics</th>
<th>Science</th>
<th>Creative Arts</th>
<th>Social and Emotional Development</th>
<th>Approaches to Learning</th>
<th>Physical Health and Development</th>
<th>Social Studies</th>
<th>Technology</th>
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<tbody>
<tr>
<td>Listening and Speaking and Understanding</td>
<td>Phonological Awareness</td>
<td>Number and Operation</td>
<td>Scientific Skills and Methods</td>
<td>Self Concept</td>
<td>Initiative and Curiosity</td>
<td>Fine Motor Skills</td>
<td>Culture and Community</td>
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<td>&amp; Communicating</td>
<td>Book Knowledge and Appreciation</td>
<td>Geometry and Spatial Science</td>
<td>Scientific Knowledge</td>
<td>Self Control</td>
<td>Engagement and Persistence</td>
<td>Gross Motor Skills</td>
<td>History</td>
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<td>Print Awareness and Concepts</td>
<td>Patterns and Measurements</td>
<td>Music</td>
<td>Cooperation</td>
<td>Reasoning and Problem Solving</td>
<td>Gross Motor Skills</td>
<td>Economics</td>
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<td></td>
<td>Early Writing</td>
<td>Classification and Data Collection</td>
<td>Movement</td>
<td>Social Relationships</td>
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<td>Health Status and Practices</td>
<td>Citizenship and Government</td>
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<td></td>
<td>Alphabet Knowledge</td>
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<td>Art</td>
<td>Knowledge of Families and Communities</td>
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<td>Word Knowledge/Phonics</td>
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<td>Dramatic Play</td>
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### Early Writing

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<tr>
<th>LI</th>
<th>UC</th>
<th>HY</th>
<th>FF</th>
<th>SH</th>
<th>ENG</th>
<th>WK</th>
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<td>Engage in written expression</td>
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<td>Represent stories and experiences through pictures and dictation and in play</td>
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<td>Experiments with writing tools and materials</td>
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<td>Trace and write letters</td>
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<tr>
<td>Progress in ability to write letters</td>
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<td>Use a variety of forms of writing</td>
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</tbody>
</table>
Steps in Science Exploration

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- Communicate ideas
Ongoing Professional Development

- Implementation Training
- Teacher Guides
- Instructional Webinars
- Professional Development Workshops
- InvestiGator Club® Website
- Research & Professional Guide
Today’s One-Hour Agenda

I. The Path to Success
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The Work Sampling System
- Criterion-referenced
- Observational Assessment
- Reliable and Valid
- Authentic
- Performance Assessment
- Aligned to Current Standards
The Path to Success for Young Children: Integrating Curriculum and Assessment
Beth Alley Wise and Gloria Maccow, Ph.D.

The Work Sampling System

Domains
I. Personal and Social Development
II. Language and Literacy*
III. Mathematical Thinking
IV. Scientific Thinking
V. Social Studies
VI. The Arts
VII. Physical Development, Health, and Safety

* Includes L & L for English Language Learners

Work Sampling for Head Start

Content Areas
I. Physical Development & Health
II. Social & Emotional Development
III. Approaches to Learning
IV. Logic & Reasoning
V. Language Development
VI. Literacy Knowledge & Skills
VII. Mathematics Knowledge & Skills
VIII. Science Knowledge & Skills
IX. Creative Arts Expression
X. Social Studies Knowledge & Skills
XI. English Language Development
**Structure of Work Sampling**

- **Domain or Content Area**: Language and Literacy
- **Subdomain**: Listening
- **Performance Indicator (Skill, Knowledge, Behavior)**: Gains meaning by listening

Link Evidence to Performance Indicator

**Implementing Work Sampling**

- Ask Questions
- Take Action
- Collect Evidence
- Interpret Evidence

WS&IC
Document Evidence

Document Evidence and Link to Performance Indicators
Evidence Attachment

8/31  Matching Beginning Sounds

<table>
<thead>
<tr>
<th>Name</th>
<th>Pointed to</th>
<th>Code</th>
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<tbody>
<tr>
<td>Aye</td>
<td>Apple</td>
<td>+</td>
</tr>
<tr>
<td>Bee</td>
<td>(Smart) Board</td>
<td>+</td>
</tr>
<tr>
<td>Cee</td>
<td>Scissors</td>
<td>+</td>
</tr>
<tr>
<td>Dee</td>
<td>Daffodil</td>
<td>+</td>
</tr>
<tr>
<td>Ewe</td>
<td>Shoes</td>
<td>-</td>
</tr>
</tbody>
</table>

Link to Performance Indicator
Demonstrates Phonological Awareness
Related Skills Listening and Speaking

Link to Performance Indicators:
Domain

1. Select Students
2. Domain
3. Functional Area/Performance Indicator
   A. Listening
      1. Gains meaning by listening
   B. Speaking
      1. Speaks clearly enough to be understood without contextual clues
      2. Follows two- or three-step directions
   C. Reading
      1. Begins to develop knowledge of letters

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Link to Performance Indicators

Developmental Standards

Guideline
I Begins to develop knowledge of letters.
As 4-year-olds are exposed to books and other forms of writing, their interest in letters increases. They understand that speech can be written down and then read, and that the print on a page conveys the story. They have some awareness that reading is done from top to bottom and left to right. They recognize some letters, especially those in their names, and do not confuse letters with numbers or other symbols. Examples include:

- recognizing their name and one of their friends’ names in a list of profiles for a tablet-based game or app;
- guessing a word by recognizing its initial letter (“waits” all words beginning with “w” as “wa”);
- reciting letter names as they sing the alphabet song;
- recognizing and naming some uppercase letters of the alphabet and the lowercase letters in their own name;
- recognizing the letters in one’s own name when they appear in different contexts (e.g., seeing the “M” in Michelle on the label for the markers).
Available Resources
Professional Development

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What We Teach

What Children Do

What We Assess

Homepage for WS&IC

WORK SAMPLING & THE INVESTIGATOR CLUB

LEARNING ACTIVITIES

Guidelines & Checklists

REPORTS

ADDITIONAL TOOLS
WS&IC: Lesson Plan and Evidence

Daily Learning Activities
Learning Activity and Linked Performance Indicators

Everyday Literacy

Investigation 1: Let’s Investigate! Week 4 Day 1

Objectives:
- Recognize rhyming words
- Listen to and chant familiar poems and chants

Linked Performance Indicators:
- Language and Literacy
- Reading
- Demonstrates phonological awareness

Objectives of Learning Activity and Linked Performance Indicators

Whole Group
Readiness: Time
Pages: 136–137
Duration: 40 minutes
Summary: Make a sand clock
Objectives:
- Categorize time intervals using words
- Manipulate materials with simple equipment
- Count in sequence to ten and beyond

Linked Performance Indicators (4)

I. Personal and Social Development
   A. Interacts easily with one or more children

III. Mathematical Thinking
   D. Measurement
   1. Orders, compares, and describes objects according to a single attribute

V. Social Studies
   A. People, Past and Present
   2. Demonstrates beginning awareness of community, city, and state
   2. Demonstrates beginning awareness of community, city, and state
Linked Performance Indicators: Select Students

**Whole Group**

- **Readiness Time**: Page 135–137
- **Duration**: 40 minutes
- **Summary**: Make a sand clock.

- Categorize the intervals using words.
- Make a model with simple equipment.

- **Investigation 1**: Let's Investigate! Week 4 Day 1

Linked Performance Indicators (4)

- **B. Number**
  - 1. Counts with understanding

- **D. Measurement**
  - 1. Orders, compares, and describes objects according to a single attribute

**Link Performance Indicators: Enter Evidence**

**Whole Group**

- **Readiness Time**: Page 135–137
- **Duration**: 40 minutes
- **Summary**: Make a sand clock.

- **Investigation 1**: Let's Investigate! Week 4 Day 1

Linked Performance Indicators (4)

- **B. Mathematical Thinking**
  - 6. Number
    - 1. Counts with understanding

- **D. Measurement**
  - 1. Orders, compares, and describes objects according to a single attribute

- **N. Scientific Thinking**
  - 1. Uses senses and simple tools to explore solutions to problems

- **V. Social Studies**
  - 1. Demonstrates beginning awareness of community, city, and state
Enter Additional Evidence for Learning Activity

The students worked well in small groups.

Curriculum and Assessment Solution

The Work Sampling System and The InvestiGator Club integrated assessment and curriculum solution helps teachers gather information in the classroom to personalize instruction that will keep every child on the path to success.
The WS&IC Solution Helps Teachers . . .

- Collect information on the child's work and compare it to grade-specific guidelines.
- Identify what children are learning, what they are beginning to master, and what they will need to work on.
- Use your observations and simplify the process of recording and interpreting them.
- Inform curriculum and instruction planning.

Resources

- InvestiGator Club PreKindergarten Learning System
- InvestiGator Club PreKindergarten Learning System English/Spanish
- InvestiGator Club Instructional Materials Kit Spanish
- Work Sampling Online
- Work Sampling Online with InvestiGator Club Curriculum

PearsonClinical.com/WSandIC
Thank you for attending!

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