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Assessment Training Consultant

Agenda

• Describe changes to the new 5th edition of Work Sampling for Head Start.
• Describe components of Work Sampling for Head Start.
• Describe the Assessment Cycle of Work Sampling for Head Start.

Authors

- Margo Dichtelmiller
- Judy Jablon
- Dot Marsden
- Sam Meisels
What is Work Sampling for Head Start?

3 and 4 year olds

- Classroom-Based Assessment
- Observational Assessment
- Performance Assessment

Purpose

use actual classroom experiences, activities, and products

to document and evaluate children's skills, knowledge, and behaviors

Authentic Performance Assessment
## WSS for Head Start – Alignment

### Work Sampling System, 5th Edition for Head Start
Aligned With the Head Start Child Development and Early Learning Framework

US Department of Health and Human Services, 2011.

### WSS for Head Start – Alignment

<table>
<thead>
<tr>
<th>Domain</th>
<th>Domain Element</th>
<th>WSS Indicators (H4)</th>
<th>Head Start Child Development and Early Learning Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Receptive Language</td>
<td>1. Gains meaning by listening. 2. Follows two- or three-step directions.</td>
<td></td>
<td>The ability to comprehend or understand language.  • Attends to language during conversations, songs, stories, or other learning experiences.  • Comprehends increasingly complex and varied vocabulary.  • Comprehends different forms of language, such as questions or exclamations.  • Comprehends different grammatical structures or rules for using language.</td>
</tr>
<tr>
<td>B. Expressive Language</td>
<td>1. Speaks clearly enough to be understood without contextual clues. 2. Follows rules for conversation. 3. Uses expanded vocabulary and language for a variety of purposes.</td>
<td></td>
<td>The ability to use language.  • Engages in communication and conversation with others.  • Uses language to express ideas and needs.  • Uses increasingly complex and varied vocabulary.  • Uses different forms of language.  • Uses different grammatical structures for a variety of purposes.  • Engages in storytelling.  • Engages in conversations with peers and adults.</td>
</tr>
</tbody>
</table>
Primary Assessment Method

Focused Observation

Components of Work Sampling for HS

A. Developmental Guidelines and Checklists

- Performance indicators in 11 domains
- Formally rated 3 times per year
- Teacher observations
- Work samples
- Other sources of information

B. Family Reports

Domains

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

NEW!
Domain, Domain Elements, Performance Indicators.

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>DOMAIN ELEMENTS</th>
<th>PERFORMANCE INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>V Language Development</td>
<td>A Receptive Language</td>
<td>1. Gains meaning by listening.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Follows two- or three-step directions.</td>
</tr>
<tr>
<td></td>
<td>B Expressive Language</td>
<td>1. Speaks clearly enough to be understood without contextual clues.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Follows rules for conversation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Uses expanded vocabulary and language for a variety of purposes.</td>
</tr>
</tbody>
</table>

Age-Level Developmental Guidelines

- The Developmental Guidelines (age 3 and age 4) provide an overall view of what students can be expected to learn each year in each of the 11 domains.
- Each performance indicator contains a rationale and several examples.
- The rationale explains the meaning and significance of the performance indicator and briefly outlines reasonable expectations for students at a given age.
Age-Level Developmental Guidelines

V Language Development
B Expressive Language
  2 Follows rules for conversation.

Rationale
• Three-year-olds understand that they are expected to respond when someone speaks to them.
• They are able to take turns when talking with support, although they may interrupt a teacher or other child if they are excited about a topic.
• However, they are only beginning to acquire other rules of social language (e.g., staying on topic).

Age-Level Developmental Guidelines

• The examples are intended to give teachers curriculum-embedded “pictures” of several possible ways students might exhibit or demonstrate the skill, knowledge, or behavior by suggesting a variety of activities.
• The Developmental Guidelines are criterion-referenced. This means that a student’s work is compared to specific criteria in each domain rather than to other students’ work.
Age-Level Developmental Guidelines

V Language Development
B Expressive Language
2 Follows rules for conversation.

Examples include:
• making up dialogue for a role-play in the dramatic play corner;
• acknowledging another’s verbal message by saying, “Uh-huh,” “Yeah,” or “OK;”
• changing the current topic and telling someone about a recent trip to the park;
• using a quiet voice and simple words when talking to a baby.

Developmental Checklists

• The Developmental Checklists are double-page spreads showing all the domains, domain elements, and performance indicators for a single age level.
• Using a Checklist for each student, teachers can review evidence, make an interpretation, and then make ratings.
• This process is completed formally three times during the year (fall, winter, and spring). The ratings for each indicator are Not Yet, In Process, or Proficient.
• The rationales in the Guidelines describe end-of-year expectations for each indicator. Therefore, many students will not reach proficiency until the end of the year.
Developmental Guidelines

XI English Language Development

- Performance indicators for this domain pertain to receptive and expressive English language development, and are marked only for children who are English Language Learners.

- As with all other performance indicators, there are three ratings (Not Yet, In Process, and Proficient), although age-level expectations of mastery for ELLs are not given since children can come to school at different ages with varying levels of English language acquisition.

Follows Directions

Not Yet

As young children begin to learn English, they show no understanding of entirely verbal teacher directions. They will complete tasks only if a teacher intervenes, models, and encourages them. They remain quiet and make no attempt to respond orally or through actions. They sometimes model the behavior of other children after observing them.
Follows Directions

In Process
With more experience in school, English language learners begin to follow directions under certain circumstances. At times, they show a desire to participate by responding immediately to directions; other times they watch others for clarification about what to do. As their confidence increases, they may ask for repetition of directions (e.g., “Teacher, please say again.”) or complete one or two steps of a multistep direction. Taking additional time to understand directions before being expected to respond, hearing a story again, and listening to a description for the second time all help English language learners follow directions successfully.

Follows Directions

Proficient
English language learners proficient at following directions can understand, respond, and restate directions. After being given a set of directions, children can explain the directions to a classmate, although sometimes they use their native language to do so. They can listen to instructions for making a product and then restate the directions for themselves and others (e.g., “First, we collect the pieces. Then we put them in order. Then we glue them together.”). At this point, they can easily complete classroom tasks given only verbal directions.
Family Report

✓ A form used to provide to families and administrators information about a child’s performance and progress.

✓ Includes ratings for performance and progress as well as written teacher and family comments.

(Available in Spanish)
Assessment Cycle

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

Timeline and Assessment Cycle

<table>
<thead>
<tr>
<th>BEFORE THE START OF THE SCHOOL YEAR</th>
<th>REPORTING PERIOD BEGINS</th>
<th>COLLECTION OF EVIDENCE ENDS</th>
<th>REPORTING PERIOD ENDS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Week 1</td>
<td>Week 2</td>
<td>Week 3</td>
</tr>
<tr>
<td>Gain Familiarity</td>
<td>Review &amp; Rate (Preliminary)</td>
<td>Review &amp; Rate (Preliminary)</td>
<td>Review &amp; Rate (Final)</td>
</tr>
<tr>
<td>With Guidelines Review</td>
<td>Complete Family Report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>With Colleagues Add Examples Use Wall Chart</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment Cycle
1. Ask Questions
2. Collect Evidence
3. Interpret Evidence
4. Take Action
Ask Questions

Questions from a HS4 Teacher

What do my students know about books and reading?
Which performance indicators will provide the information?
  Gains meaning by listening.
  Uses expanded vocabulary and language for a variety of purposes.
  Shows appreciation and understanding of books and reading.
  Recounts some key ideas and details from text.
Collect Evidence

Types of Evidence

Documented Observations

Work Samples

Photos/Videos
Observation of Mina

Mina
5/14 Library Corner
M: Prince Cinders (name of book)
M: I read it lots of times. (She points to each word left to right and begins reading.)
T: What is happening? (Points to picture.)
M: He turned into a big hairy monkey.
T: (Notes her expressiveness when reading.)
M: (Attempted 3 times to read a difficult word on the last page.)
T: What did they have to do and why? What was your favorite part of book?
M: (Flips back through book and finds page) The fairy godmother turned the prince into a
big hairy monkey.
T: Is that a good lesson?
M: Yeah.

Observation of Small Group Activity

<table>
<thead>
<tr>
<th>Code</th>
<th>Weeks of 9/10 and 9/17</th>
<th>Gives accurate response to simple comprehension questions (who, what, when, where)</th>
<th>Draws picture and gives information related to the story</th>
<th>Acts out a character or event from a story</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Almud</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Mina</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kayra</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LaToya</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Derek</td>
<td>Sometimes</td>
<td>Yes, never did this. ? Got silly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curtis</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marsa</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anah</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Malik</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yolanda</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sasha</td>
<td>Beginning to</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jacob</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jashun</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>De'Quan</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elvis</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kofi</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magdalie</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Interpreting Evidence

- While interacting with students - Weekly - Monthly -
Interpreting Evidence

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5/14 Library Corner
M: Prince Cinders (name of book)
M: I read it lots of times. (She points to each word left to right and begins reading.)
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T: What did they have to do and why? What was your favorite part of book?
M: (Flips back through book and finds page) The fairy godmother turned the prince into a big hairy monkey.
T: Is that a good lesson?
M: Yeah.
IIA2, IIIA1, VA1, VB1-3, VIB1, XA1

Link Evidence to Performance Indicator(s)
## Take Action

**Review Evidence to . . .**

- Take action on the spot.
- Plan for following week.
- Rate performance on the indicators.

<table>
<thead>
<tr>
<th>Before the Start of the School Year</th>
<th>Reporting Period Begins</th>
<th>Collection of Evidence Ends</th>
<th>Reporting Period Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Week 2</td>
<td>Week 3</td>
<td>Week 4</td>
</tr>
<tr>
<td>Gain Familiarity With Guidelines</td>
<td>Review &amp; Rate (Preliminary)</td>
<td>Review &amp; Rate (Preliminary)</td>
<td>Complete Family Report</td>
</tr>
<tr>
<td>Review With Colleagues</td>
<td>Add Examples</td>
<td>Use Wall Chart</td>
<td>Assessment Cycle</td>
</tr>
</tbody>
</table>
Take Action on the Spot

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M: Yeah.

Online Checklist Ratings

<table>
<thead>
<tr>
<th>Proficient</th>
<th>In Process</th>
<th>Not Yet</th>
<th>Did Not Observe</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the evidence you have matches the description in the rationale and examples.</td>
<td>If the evidence shows that the child’s skills in this area are emerging.</td>
<td>If you have collected evidence of the child attempting to do the skill, and the child cannot demonstrate it.</td>
<td>If you do not have enough evidence to make a rating. (Perhaps a child started school late, or missed many days due to illness.)</td>
<td>If you have not yet taught that indicator.</td>
</tr>
</tbody>
</table>
## Rate Performance and Progress

<table>
<thead>
<tr>
<th>PERFORMANCE</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>As Expected</td>
<td>Needs Development</td>
</tr>
<tr>
<td>Needs Development</td>
<td>As Expected</td>
</tr>
</tbody>
</table>

**PERFORMANCE** ratings refer to child's current level of performance as compared to national standards for children of this age.

- As Expected: Child's current level of performance meets or exceeds expectations for this age.
- Needs Development: Child's current level of performance does not meet expectations for this age.

**PROGRESS** ratings compare the child's current level of performance to their past performance.

- As Expected: Growth is appropriate for this child.
- Not As Expected: Child's growth is less than the teacher's expectations for this child. (see comments for more information)

### Comments are Critical

“Insightful comments are achieved through the purposeful observation and documentation process that occurs when using the Work Sampling System to its fullest potential to inform instruction and work with the family.”
Components of Work Sampling Online

1. WORK SAMPLING SYSTEM
2. Select a site
3. Select a class
4. Evidence
5. Guidelines & Checklists
6. Reports

Additional Tools:
- Professional Development
- Guidelines
- Manage Students
- Manage Checklists
- Manage Reports

Entering (Documenting) Evidence

1. ENTER EVIDENCE
2. Select Students
3. Date Observed
4. Title
5. Description
6. Period
7. Attachments (optional)

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Linking Evidence to Performance Indicators

In Summary . . .

During Each Collection Period

- Plan, Observe, and Record.
- Review Checklists periodically, making pencil ratings.
- Talk with your students about observation and expectations.
- Apply what you have learned to daily and weekly planning.
In Summary . . .

Near the end of Collection Period

- Review preliminary ratings.
- Make final ratings.
- Identify examples for the Family Report.