Overview of The Work Sampling System—5th Edition

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Agenda

- Describe the Assessment Cycle.

Description of Work Sampling
What is Work Sampling?

- Authentic Performance Assessment
- Curriculum–Embedded
- Instructional Assessment
- Ongoing Evaluation

Preschool 3 – Grade 3

Authentic Performance Assessment

Work Sampling helps teachers:

use actual classroom experiences, activities, and products

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

Curriculum–Embedded Assessment

Work Sampling enables teachers to:

learn about students by encouraging them to show what they know and can do.

Activities might include:

- Solving problems
- Writing in journals
- Interacting with peers
- Constructing with blocks
- Painting
- Doing experiments
Instructional Assessment

- Primary focus is on helping teachers make instructional decisions in their classrooms.
- Comprehensive means of monitoring children's social, emotional, physical, and academic progress.
- Based on teachers' observations of students who are actively working and creating products within the context of their daily classroom experience.
- Designed to provide meaningful feedback to teachers, students, and their families, and other educators and professionals.

Ongoing Evaluation

A student's work is assessed repeatedly through:

1. Guidelines and Checklists
2. Teacher Observations
3. Work Samples

Repeated assessment allows teachers to identify patterns of student learning.

Work Sampling includes . . .

<table>
<thead>
<tr>
<th>The Work Sampling System</th>
<th>Work Sampling for Head Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool 3 – Grade 3</td>
<td>H3 and H4</td>
</tr>
<tr>
<td>Available in paper and online (Work Sampling Online)</td>
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</tr>
</tbody>
</table>
Components of
The Work Sampling System

Components of Work Sampling

A. Developmental Guidelines and Checklists
   • Performance indicators in 7 domains
     (11 domains for Head Start)
   • Formally rated 3 times per year
   • Teacher observations
   • Work samples
   • Other sources of information

B. Summary Reports

Domains

I Personal and Social Development
II Language and Literacy (including L & L for ELLs)
III Mathematical Thinking
IV Scientific Thinking
V Social Studies
VI The Arts
VII Physical Development, Health, and Safety
Domains for Head Start

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

Domain, Functional Components, Performance Indicators

<table>
<thead>
<tr>
<th>Domain</th>
<th>Functional Component</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>II Language and Literacy</td>
<td>A Listening</td>
<td>1 Gains meaning by listening.</td>
</tr>
<tr>
<td></td>
<td>2 Follows directions that involve a series of actions.</td>
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<tr>
<td></td>
<td>B Speaking</td>
<td>1 Speaks clearly and conveys ideas effectively.</td>
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<tr>
<td></td>
<td>2 Uses rules for conversation and discussion.</td>
<td></td>
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<tr>
<td></td>
<td>C Reading</td>
<td>1 Shows some understanding of concepts of print.</td>
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<tr>
<td></td>
<td>2 Demonstrates phonological awareness.</td>
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<tr>
<td></td>
<td>D Writing</td>
<td>1 Begins to use writing strategies to convey ideas.</td>
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<tr>
<td></td>
<td>2 Uses letter-like shapes, symbols, letters, and words to convey meaning.</td>
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</tbody>
</table>

The Work Sampling System: Example Indicators for Kindergarten

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>
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<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>

Work Sampling for Head Start: Example Indicators Head Start 4
In Work Sampling, the Developmental Guidelines and Developmental Checklists describe and list the domains, functional components/domain elements, and performance indicators.

Age/Grade-Level Developmental Guidelines

- Each of the WSS Developmental Guidelines provides an overall view of what children can be expected to learn each year in each domain.
- 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 or grade.

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.

Age-Level Developmental Checklist
Grade-Level Developmental Checklist

Mathematical Thinking

A. Processes and Practices

1. Makes sense of problems and uses simple strategies to solve them.
   - Not yet
   - In process
   - Proficient

2. Reasons quantitatively and begins to use tools.
   - Not yet
   - In process
   - Proficient

3. Uses words and representations to describe mathematical ideas.
   - Not yet
   - In process
   - Proficient

4. Identifies patterns and makes generalizations.
   - Not yet
   - In process
   - Proficient

Kindergarten Guidelines

Reasons quantitatively (III-A2)

Rationale
For example, “With experience and support, Kindergarten students reason quantitatively with numbers to 10.”

Examples
- Grouping Unifix® cubes in sets of 10 to count “How many?” quickly;
- Using fingers to add two and two together and answer, “Shantelle had two apples. Her friend gave her two more. How many does she have now?”

Summary Reports

- 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).
Summary Reports

The Assessment Cycle

Assessment Cycle
Timeline and Assessment Cycle

Ask Questions

Questions from a Kindergarten Teacher

What do my 24 students know about number, quantity, and problem-solving?

Which performance indicators will provide the information?

- Makes sense of problems and uses simple strategies to solve them.
- Counts with understanding.
- Shows understanding of number and quantity and begins to understand relationships between quantities.
- Begins to estimate quantity.
Performance Indicators

<table>
<thead>
<tr>
<th>A Processes and Practices</th>
<th>F W S</th>
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<tbody>
<tr>
<td>Makes sense of problems and uses simple strategies to solve them.</td>
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<td>Reasons quantitatively and begins to use tools.</td>
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<td>Identifies patterns and makes generalizations.</td>
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Mathematical Thinking

<table>
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<tr>
<th>B Number</th>
<th>F W S</th>
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<tr>
<td>Counts with understanding.</td>
<td></td>
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<tr>
<td>Shows understanding of number and quantity and begins to understand relationships between quantities.</td>
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<tr>
<td>Begins to estimate quantity.</td>
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Collect Evidence

Types of Evidence

- Documented Observations
- Work Samples
- Photos/Videos
Observation of Student in K.

Max scored on W-110.
Points: 1 box on each side.
1. Looks at the box and then looks at the box on the floor.
2. Stands in front of the box on the floor.
3. Touches the box on the floor.
4. Points at the box on the floor.
5. Does not look at the box on the floor.
6. Looks at the box on the floor.
7. Touches the box on the floor.
8. Points at the box on the floor.
9. Touches the tip of the box on the floor.
10. Points at the tip of the box on the floor.
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107. Points at the tip of the box on the floor.
Interpreting Evidence

Interpreting Evidence:
While Interacting

Online Checklist Ratings

<table>
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<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>
Take Action on the Spot

Take Action on the Spot

Review Evidence to . . .

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

Timeline and Assessment Cycle

Take Action on the Spot

Take Action on the Spot

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Take Action on the Spot
Rate Performance

Comments are Critical

Let's Observe Dalia
Think about these Performance Indicators as you observe Dalia

- Makes sense of problems and uses simple strategies to solve them.
- Reasons quantitatively and begins to use tools.
- Uses words and representations to describe mathematical ideas.
- Identifies patterns and makes generalizations.

Observe Dalia

Dalia

Dalia’s Work

Dalia's work sheet with drawings and numbers.
Dalia's Work

Teacher's Notes

Dalia
T: If one car has 4 tires, and 2 cars have 8, how many tires do 3 cars have?
D: 12, counted all tires
T: What is the total number of tires?
D: 16, writes it - reverses 6
Sounds out and writes word tire

Linking Observation to Performance Indicators

Dalia
T: If one car has 4 tires, and 2 cars have 8, how many tires do 3 cars have?
D: 12, counted all tires
T: What is the total number of tires?
D: 16, writes it - reverses 6
Sounds out and writes word tire

IA1, IA2, IIIC3, IIIB2, IIIC1
Performance Indicators

**Personal and Social Development**

1. Demonstrates self-confidence.
   - F
   - W
   - S

2. Shows initiative and self-direction.
   - F
   - W
   - S

**Language and Literacy**

1. Shows some understanding of concepts of print.
   - F
   - W
   - S

2. Demonstrates phonological awareness.
   - F
   - W
   - S

3. Begins to use phonics and word analysis skills to decode.
   - F
   - W
   - S

**Mathematical Thinking**

1. Counts with understanding.
   - F
   - W
   - S

2. Shows understanding of number and quantity and begins to understand relationships.
   - F
   - W
   - S

3. Begins to estimate quantity.
   - F
   - W
   - S

**Operations and Algebraic Thinking**

1. Understands and applies addition and subtraction to problems.
   - F
   - W
   - S

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Sign in Page

Components of WSO

Entering (Documenting) Evidence
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 Summary Report.
In Summary...

Timeline and Assessment Cycle

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In Summary . . .

Questions

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