Overview of The Work Sampling System–5th Edition

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Assessment Training Consultant

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Agenda

- Describe the Assessment Cycle.
What is Work Sampling?

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

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 their students by encouraging them to show what they know and what they 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:
- Guidelines and Checklists
- Teacher observations
- Work samples
Repeated assessment allows teachers to identify patterns of student learning.

Components of The Work Sampling System
Components of Work Sampling

A. Developmental Guidelines and Checklists
   - Performance indicators in 7 domains
   - Formally rated 3 times per year
   - Teacher observations
   - Work samples
   - Other sources of information

B. Summary Reports

Components of Work Sampling - 4th and 5th Edition

<table>
<thead>
<tr>
<th>WSS, 4th Edition (Preschool-3 through Grade 6)</th>
<th>WSS, 5th Edition (Preschool-3 through Grade 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Portfolios</td>
<td>2. Summary Reports</td>
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<tr>
<td>3. Summary Reports</td>
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</tbody>
</table>

Guidelines and Checklists

- Based on State and National Standards
- Age/Grade Levels
- Organized by Domains
  - Functional Components
    - Performance Indicators
      - Rationales
      - Examples
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**Domain, Functional Component, Performance Indicator**

- Domain
  - Broad area of growth and learning.

- Functional Component
  - Subset of a domain.

- Indicators
  - Skills, set of skills, behavior, or accomplishment.

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**Domain, Functional Component, Performance Indicators: Example**

- Domain
  - Personal and Social Development, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts, Physical Development/Health and Safety

- Functional Component
  - Processes and Practices, Number, Operations and Algebraic Thinking, Measurement, Data Analysis, Geometry

- Indicators
  - Reasons quantitatively and begins to use tools.
  - Identifies patterns and makes generalizations.

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**Mathematical Thinking: Kindergarten Checklist**

<table>
<thead>
<tr>
<th>A. Processes and Practices</th>
<th>F</th>
<th>W</th>
<th>S</th>
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</thead>
<tbody>
<tr>
<td>1. Makes sense of problems and uses simple strategies to solve them.</td>
<td>Not Yet</td>
<td>In-Process</td>
<td>Proficient</td>
</tr>
<tr>
<td>2. Reasons quantitatively and begins to use tools.</td>
<td>Not Yet</td>
<td>In-Process</td>
<td>Proficient</td>
</tr>
<tr>
<td>3. Uses words and representations to describe mathematical ideas.</td>
<td>Not Yet</td>
<td>In-Process</td>
<td>Proficient</td>
</tr>
<tr>
<td>4. Identifies patterns and makes generalizations.</td>
<td>Not Yet</td>
<td>In-Process</td>
<td>Proficient</td>
</tr>
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</table>
Mathematical Thinking: Kindergarten Guidelines

Reasons quantitatively

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?”

Changes-Language and Literacy Domain

Language and Literacy for English Language Learners

A Listening for English Language Learners
1 Gains meaning by listening.
   Not Yet [□□□□□] In Progress [□□□□□] Proficient [□□□□□]
2 Follows directions.
   Not Yet [□□□□□] In Progress [□□□□□] Proficient [□□□□□]

B Phonological Awareness for English Language Learners
1 Develops awareness of the sounds of English.
   Not Yet [□□□□□] In Progress [□□□□□] Proficient [□□□□□]

C Speaking for English Language Learners
1 Speaks in social situations.
   Not Yet [□□□□□] In Progress [□□□□□] Proficient [□□□□□]

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)
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

A. Processes and Practices
1. Makes sense of problems and uses simple strategies to solve them.
2. Reasons quantitatively and begins to use tools.
3. Uses words and symbols to describe mathematical ideas.
4. Identifies patterns and generalizations.

B. Number
1. Counts with understanding.
2. Shows understanding of number and quantity and begins to understand relationships between quantities.
3. Begins to estimate quantities.

Collect Evidence

Types of Evidence

- Documented Observations
- Work Samples
- Photos/Videos
Kindergarten Observation

Max blocks ottr 5x2 4
Buddie structure 6x4 sides = 8 antics on each side
T: I noticed you used the same size blocks on four sides.
M: Yeah, I wanted them to match.
T: What did you do to be sure they matched?
M: I counted the blocks. Eight on this side (points) and then I did 8 here, and 8, and 8.
T: Is there anything else I should write about your building?
M: Well, me &Link didn't agree about how tall to make it. But then he agreed with me.
T: Makes suggestions about next steps.
M: Maybe add another part over here.
Returned after 1 1/2 min M and E extended structures, still building.

Link Max’s Observation to Performance Indicators

A. Processes and Practices
1. Makes sense of problems and uses simple strategies to solve them.
   - Not Yet
   - In Process
   - Proficient

2. Reason quantitatively and begins to use tools.
   - Not Yet
   - In Process
   - Proficient

B. Number
1. Counts with understanding.
   - Not Yet
   - In Process
   - Proficient

2. Shows understanding of number and quantity and begins to understand relationships between quantities.
   - Not Yet
   - In Process
   - Proficient

3. Begins to estimate quantity.
   - Not Yet
   - In Process
   - Proficient

Interpret Evidence
Interpreting Evidence

Timeline and Assessment Cycle

- While interacting with students · Weekly · Monthly ·

Interpreting Evidence—While Interacting

Max Block 3/3/12

Builds structure w/4 sides – Ø units on each side
1. I noticed you used the same size blocks on four sides.
M: Yeah. I wanted them to match.
T: What did you do to be sure they matched?
M: I counted the blocks. Eight on the side (points), and then I did Ø here, and Ø, and Ø.
T: Is there anything else I should write about your building?
M: Well, me & Erik didn’t agree about how tall to make it. But then he agreed with me.
T makes suggestions about next steps.
M: Maybe add another part over here.
Returned after 1:05 min M and E extended structure: still building.
Evidence of performance indicators: IB1, IB2, IA1, IB2, IA2, IA4, IB1, IB2, IB2, IA2, IC2,
ID1, ID2, IA1

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>
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<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 the child started school late, or missed many days due to illness.)</td>
<td>If you have not yet taught that indicator.</td>
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Take Action

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

Max Block: size 10/24
Block structure w/4 sides - Ø units on each side.
T: I noticed you used the same size blocks on four sides.
M: Yeah. I wanted them to match.
T: What did you do to be sure they matched?
M: I counted the blocks. Eight on this side (points) and then I did Ø here, and Ø, and Ø.
T: Is there anything else I should write about your building?
M: Well, me & Erik didn’t agree about how tall to make it. But then he agreed with me.
T: Makes suggestions about next steps.
M: Maybe add another part over here.
Returned after: 15 min M and E extended structure; still building.
Evidence of performance indicators: IB1, IB2, IIA1, IIA2, IIA4, IIB1, IIB2, IIA2, IC2, ID2, IA1

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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.”
Observe Dalia

Dalia

Think about these Performance Indicators as you observe Dalia

Mathematical Thinking

Dalia's Work

Let's investigate the cars in our parking lot.

Draw a car.

Show them windows in the car.

Count the tires.

How many tires are on 2 cars?
Dalia's Work

Teacher's Notes

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: Asked what plus means?
D: To see what does something, like, equal
Makes a plus sign.
D: Just let me do the equal sign
T: What's total number of tires?
D: 16, writes it - reverses 6
Sounds out and writes word tire

Dalia
T: If one car has 4 tires, and 2 cars have 8, how many tires do 3 cars have?
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D: Just let me do the equal sign
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Sounds out and writes word tire

IA1, IA2, IIG3, IIIR2, IIIG1
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Performance Indicators

### Personal and Social Development

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### Language and Literacy

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### Mathematical Thinking

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Performance Indicators

### Number

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### Operations and Algebraic Thinking

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**Work Sampling Online**

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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.

Near the end of Collection Period

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