Overview of The Work Sampling System—5th Edition
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Agenda

✓ Describe the Assessment Cycle.

Overview of The Work Sampling System
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>
</tr>
<tr>
<td>3. Summary Reports</td>
<td></td>
</tr>
</tbody>
</table>

Guidelines and Checklists

- Based on State and National Standards
- Age/Grade Levels
- Organized by Domains
  - Functional Components
    - Performance Indicators
    - Rationales
    - Examples
### 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.

### 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.

### Mathematical Thinking: Kindergarten Checklist

<table>
<thead>
<tr>
<th>A</th>
<th>Processes and Practices</th>
<th>F</th>
<th>W</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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</td>
<td>Reasons quantitatively and begins to use tools.</td>
<td>Not Yet</td>
<td>In Process</td>
<td>Proficient</td>
</tr>
<tr>
<td>3</td>
<td>Uses words and representations to describe mathematical ideas.</td>
<td>Not Yet</td>
<td>In Process</td>
<td>Proficient</td>
</tr>
<tr>
<td>4</td>
<td>Identifies patterns and makes generalizations.</td>
<td>Not Yet</td>
<td>In Process</td>
<td>Proficient</td>
</tr>
</tbody>
</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?”

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Changes-Language and Literacy Domain

**Language and Literacy for English Language Learners**

<table>
<thead>
<tr>
<th>A Listening for English Language Learners</th>
<th>F</th>
<th>W</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Gains meaning by listening.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Follows directions.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B Phonological Awareness for English Language Learners</th>
<th>F</th>
<th>W</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Develops awareness of the sounds of English.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C Speaking for English Language Learners</th>
<th>F</th>
<th>W</th>
<th>S</th>
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<tbody>
<tr>
<td>1 Speaks in social situations.</td>
<td></td>
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</table>

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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

Types of Evidence

Collect Evidence
Kindergarten Observation

Max block after 3/24
Building structure w/ 4 sides - 8 units on each side
T: I noticed you used the same star 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 it here, and 8, and 0.
T: Is there anything else I should write about your building?
M: Well, we & Eink 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 min M and E extended structure, still building.

Link Max’s Observation to Performance Indicators

<table>
<thead>
<tr>
<th>Processes and Practices</th>
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<tr>
<td>Makes sense of problems and uses simple strategies to solve them.</td>
<td>Not Yet</td>
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<td>2 Reasons quantitatively and begins to use tools.</td>
<td>In Process</td>
</tr>
<tr>
<td>Uses words and represents mathematical ideas visually.</td>
<td>Not Yet</td>
</tr>
<tr>
<td>Identifies patterns and generalizations.</td>
<td>In Process</td>
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<table>
<thead>
<tr>
<th>Number</th>
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<tbody>
<tr>
<td>1 Counts with understanding.</td>
</tr>
<tr>
<td>2 Shows understanding of number and quantity and begins to understand relationships between quantities.</td>
</tr>
<tr>
<td>3 Begins to estimate quantity.</td>
</tr>
</tbody>
</table>
Interpreting Evidence

While interacting with students • Weekly • Monthly •

Timeline and Assessment Cycle

Before the Year

Gather Information

With Guidelines

Add Examples

Use Wall Chart

Weekly

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Collect Evidence

Monthly

Add Examples

Weekly

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Summarize Report

Fifth Edition

Overview of The Work Sampling System

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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 built a tower of 4 blocks.
Builds structure w/ 4 sides – 6 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 8 here, and 8, and 8.
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 & E extended structure; still building.
Evidence of performance indicators: IIB1, IIB2, IIIA1, IIIA2, IIIA4, IIB1, IIB2, IIA2, IIA2, IIB1, IIB2, II A1, IIB2, II A1
Rate Performance

Comments are Critical

Let’s Observe Dalia
Observe Dalia

Dalia

Think about these Performance Indicators as you observe Dalia

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 represents mathematical ideas.
4 Identifies patterns and generalizations.

Mathematical Thinking

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

Dalia's Work

Let's investigate the cars in our parking lot.

Dalia

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**Dalía’s Work**

![Image of a math problem]

**Teacher’s Notes**

Dalía
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

**Linking Observation to Performance Indicators**

Dalía
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

IA1, IA2, II03, II02, III01
### Performance Indicators

#### Personal and Social Development

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>Demonstrates self-confidence.</td>
</tr>
<tr>
<td>2</td>
<td>Shows initiative and self-direction.</td>
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#### Reading

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<td>1</td>
<td>Shows some understanding of concepts of print.</td>
</tr>
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<td>2</td>
<td>Demonstrates phonological awareness.</td>
</tr>
<tr>
<td>3</td>
<td>Begins to use phonics and word analysis skills to decode.</td>
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#### Language and Literacy

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#### Mathematical Thinking

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<tr>
<td>1</td>
<td>Understands and applies addition and subtraction to problems.</td>
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**Performance Indicators**

**Personal and Social Development**

- Demonstrates self-confidence.
- Shows initiative and self-direction.

**Reading**

- Shows some understanding of concepts of print.
- Demonstrates phonological awareness.
- Begins to use phonics and word analysis skills to decode.

**Language and Literacy**

- Counts with understanding.
- Shows understanding of number and quantity and begins to understand relationships between quantities.
- Begins to estimate quantity.

**Mathematical Thinking**

- Understands and applies addition and subtraction to problems.

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**Work Sampling Online**

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### Linking Evidence to Performance Indicators

**Link to Performance Indicators**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Subject Area</th>
<th>Functional Area/Performance Indicator</th>
<th>A. Language</th>
<th>B. Mathematical Reasoning</th>
<th>C. Physical Development, Health and Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal and Social Development</td>
<td>Language and Literacy</td>
<td>A. Language</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Abet-Related</td>
<td></td>
<td>B. Mathematical Reasoning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td></td>
<td>C. Physical Development, Health and Safety</td>
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**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 . . .**

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

### 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.
In Summary...

Timeline and Assessment Cycle

In Summary...

Questions??

Thank you for attending the webinar today!

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