Overview of The Work Sampling System–5th Edition

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Agenda

- Provide an overview of The Work Sampling System–5th Edition.

- Describe components of The Work Sampling System–5th Edition.

- Describe the Assessment Cycle.

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Description of Work Sampling

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What is Work Sampling?

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

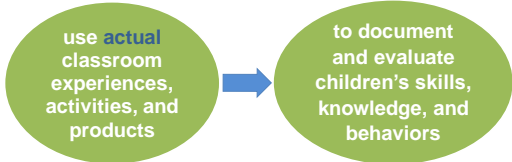Preschool 3 – Grade 3

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Authentic Performance Assessment

Work Sampling helps teachers:

use **actual** classroom experiences, activities, and products → to document and evaluate children's skills, knowledge, and behaviors

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Curriculum–Embedded Assessment

Work Sampling enables teachers to:

learn about students by encouraging them to show what they know <u>and</u> can do.

Activities might include:
- Solving problems
- Writing in journals
- Interacting with peers
- Constructing with blocks
- Painting
- Doing experiments

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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

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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.
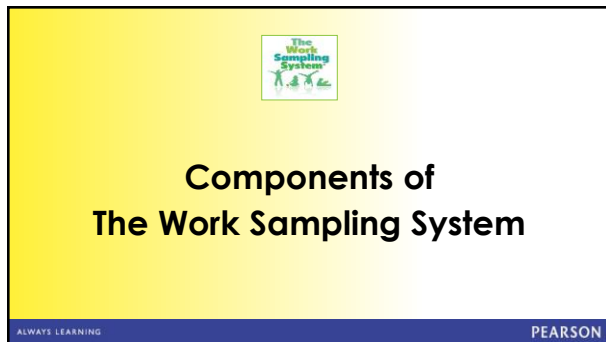
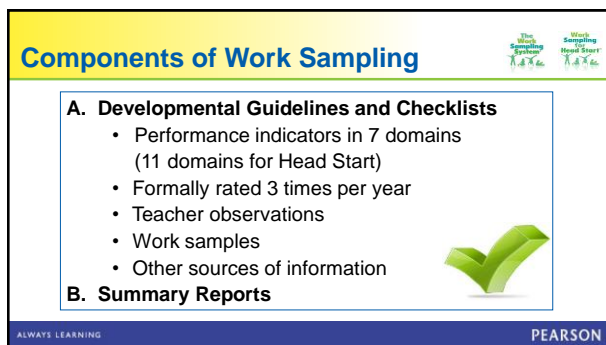ALWAYS LEARNING   PEARSON
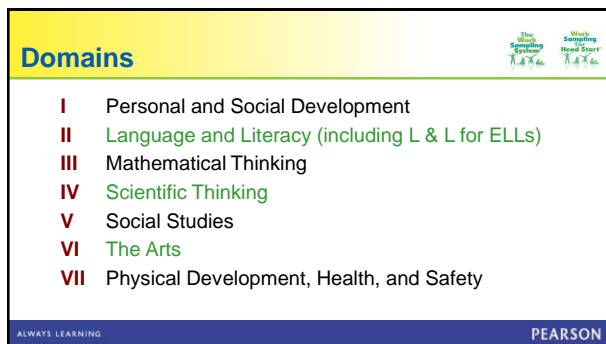
Work Sampling includes . . .

The Work Sampling System	Work Sampling for Head Start
Preschool 3 – Grade 3	H3 and H4
Available in paper and online (Work Sampling Online)	

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Components of
The Work Sampling System

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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

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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

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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

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Domain, Functional Components, Performance Indicators

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

The Work Sampling System: Example Indicators for Kindergarten

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Domain, Domain Elements, Performance Indicators

DOMAIN	DOMAIN ELEMENTS	PERFORMANCE INDICATORS
V Language Development	A Receptive Language	1 Gains meaning by listening. 2 Follows two- or three-step directions.
	B Expressive Language	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.

Work Sampling for Head Start: Example Indicators Head Start 4

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Guidelines and Checklists

In Work Sampling, the Developmental Guidelines and Developmental Checklists describe and list the domains, functional components/domain elements, and performance indicators.

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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.

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Age-Level Developmental Guidelines

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

H3
Head Start

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).

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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.

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Age-Level Developmental Guidelines

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

H3
Head Start

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.

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Age-Level Developmental Checklist

H3
Head Start

V	Language Development		F W S
A	**Receptive Language**		**F W S**
1	Gains meaning by listening.		Not Yet / In Process / Proficient
2	Follows two-step directions.		Not Yet / In Process / Proficient
B	**Expressive Language**		**F W S**
1	Speaks clearly enough to be understood by most listeners.		Not Yet / In Process / Proficient
2	Follows rules for conversation.		Not Yet / In Process / Proficient
3	Uses expanded vocabulary and language for a variety of purposes.		Not Yet / In Process / Proficient

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Grade-Level Developmental Checklist

K 5th Edition

III Mathematical Thinking

A	Processes and Practices	F	W	S
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 ☐	☐	☐

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Kindergarten Guidelines

Reasons quantitatively (IIIA2)

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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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).

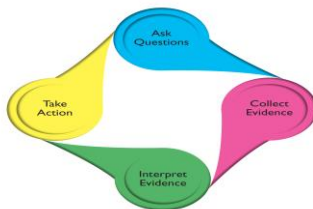ALWAYS LEARNING   PEARSON
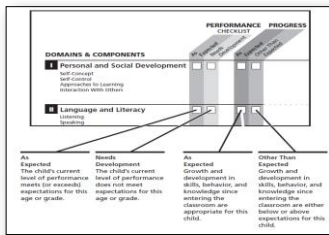
Summary Reports

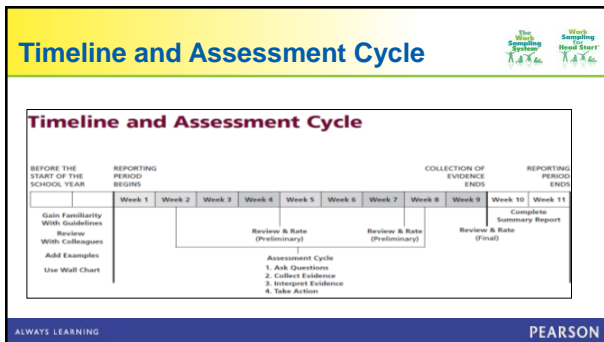**The Assessment Cycle**
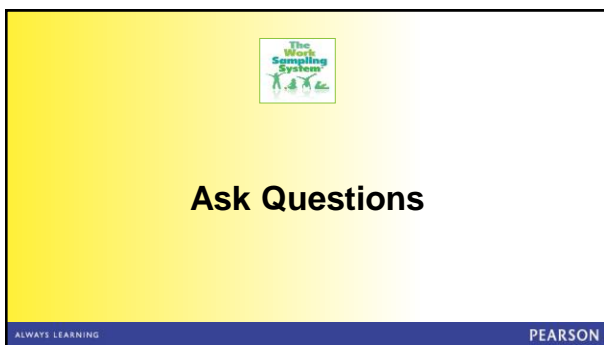
Assessment Cycle

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

A	Processes and Practices	F W S
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 ☐☐☐
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III Mathematical Thinking

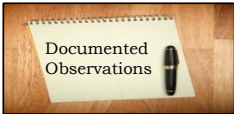| B	Number	F W S
1	Counts with understanding.	Not Yet ☐☐☐ In Process ☐☐☐ Proficient ☐☐☐
2	Shows understanding of number and quantity and begins to understand relationships between quantities.	Not Yet ☐☐☐ In Process ☐☐☐ Proficient ☐☐☐
3	Begins to estimate quantity.	Not Yet ☐☐☐ In Process ☐☐☐ Proficient ☐☐☐

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Collect Evidence

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Types of Evidence

Documented Observations

Work Samples

Photos/Videos

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Observation of Student in K.

Max block ctr 9/24
Builds structure w/4 sides – 8 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 make suggestions about next steps.
M: Maybe add another part over here.
Returned after 15 min M and E extended structure; still building.

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Link Max's Observation to Performance Indicators

A Processes and Practices	F W S
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 ☐☐☐

III Mathematical Thinking
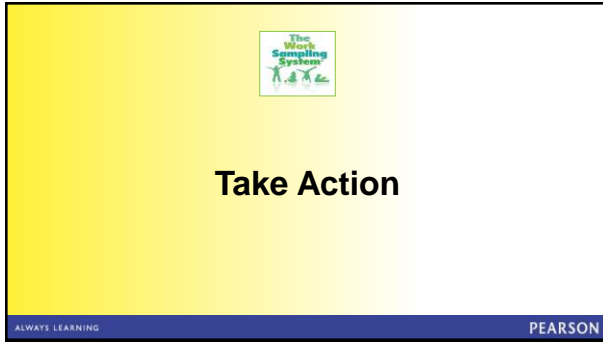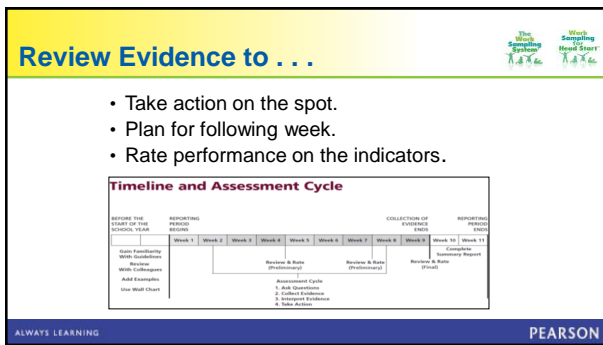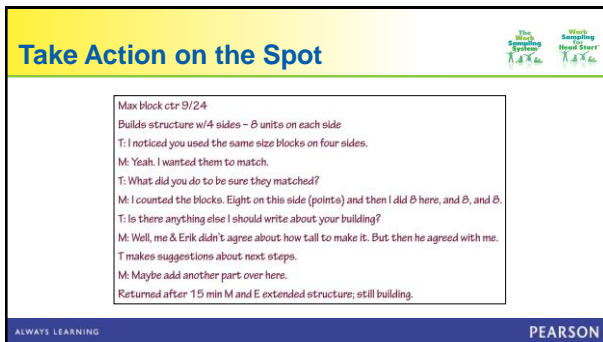
B Number	F W S
1 Counts with understanding.	Not Yet ☐☐☐ In Process ☐☐☐ Proficient ☐☐☐
2 Shows understanding of number and quantity and begins to understand relationships between quantities.	Not Yet ☐☐☐ In Process ☐☐☐ Proficient ☐☐☐
3 Begins to estimate quantity.	Not Yet ☐☐☐ In Process ☐☐☐ Proficient ☐☐☐

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Interpret Evidence

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Interpreting Evidence

Timeline and Assessment Cycle

BEFORE THE START OF THE SCHOOL YEAR	REPORTING PERIOD BEGINS									COLLECTION OF EVIDENCE ENDS	REPORTING PERIOD ENDS
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11

Gain Familiarity With Guidelines
Review With Colleagues
Add Examples
Use Wall Chart

Review & Rate (Preliminary)
Review & Rate (Preliminary)
Review & Rate (Final)
Complete Summary Report

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

· While interacting with students · Weekly · Monthly ·

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Interpreting Evidence: While Interacting

Max block ctr 9/24

Builds structure w/4 sides – 8 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 and E extended structure; still building.

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Online Checklist Ratings

Proficient	In Process	Not Yet	Did Not Observe	Not Applicable
If the evidence you have matches the description in the rationale and examples.	If the evidence shows that the child's skills in this area are emerging.	If you have collected evidence of the child attempting to do the skill, and the child cannot demonstrate it.	If you do not have enough evidence to make a rating. (Perhaps a child started school late, or missed many days due to illness.)	If you have not yet taught that indicator.

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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 ctr 9/24

Builds structure w/4 sides – 8 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 and E extended structure; still building.

Rate Performance

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."

PERFORMANCE	PROGRESS
Checklist	
Needs Development	**Other Than Expected**
COMMENTS	

At the beginning of the year, Latoya was unable to communicate with children or adults in the classroom. Now she is regularly communicating with us using facial expressions, gestures, and single words. She understands a great deal more than she can currently express. Her progress in this area has been exceptional.

Let's Observe Dalia

Think about these Performance Indicators as you observe Dalia

A	Processes and Practices	F W S
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 ☐☐☐

B	Number	F W S
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 ☐☐☐

III Mathematical Thinking

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Observe Dalia

Dalia

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Dalia's Work

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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: 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

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

IA1, IA2, IIC3, IIIB2, IIIC1

Performance Indicators

I Personal and Social Development

A Self-Concept	F W S
① Demonstrates self-confidence.	Not Yet ☐☐☐ In Process ☐☐☐ Proficient ☐☐☐
② Shows initiative and self-direction.	Not Yet ☐☐☐ In Process ☐☐☐ Proficient ☐☐☐

II Language and Literacy

C Reading	F W S
1 Shows some understanding of concepts of print.	Not Yet ☐☐☐ In Process ☐☐☐ Proficient ☐☐☐
2 Demonstrates phonological awareness.	Not Yet ☐☐☐ In Process ☐☐☐ Proficient ☐☐☐
③ Begins to use phonics and word analysis skills to decode.	Not Yet ☐☐☐ In Process ☐☐☐ Proficient ☐☐☐

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Performance Indicators

B Number	F W S
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 ☐☐☐

III Mathematical Thinking

C Operations and Algebraic Thinking	F W S
① Understands and applies addition and subtraction to problems.	Not Yet ☐☐☐ In Process ☐☐☐ Proficient ☐☐☐

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Work Sampling Online

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Sign in Page

Components of WSO

Entering (Documenting) Evidence
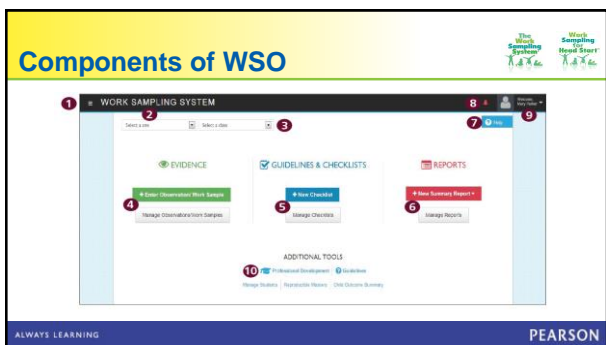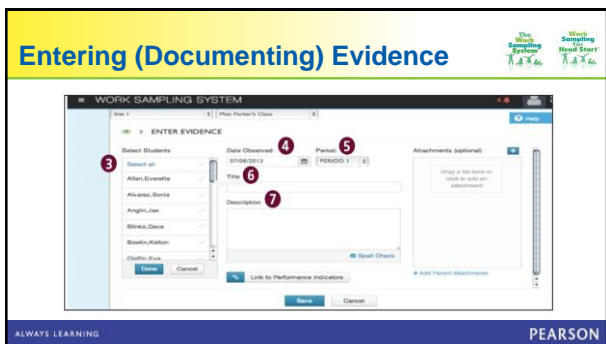
Linking Evidence to Performance Indicators

In Summary . . .

During Each Collection Period . . .

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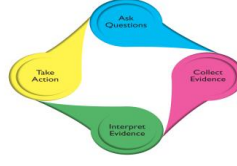- Apply what you have learned to daily and weekly planning.

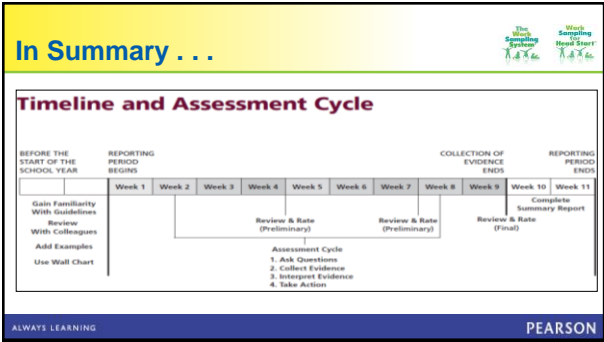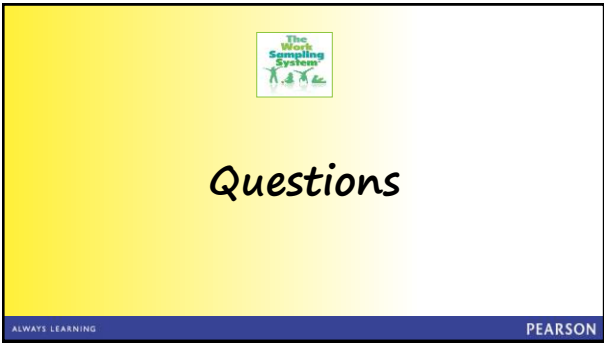## In Summary . . .

Near the end of Collection Period . . .

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

In Summary . . .

Timeline and Assessment Cycle

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11

BEFORE THE START OF THE SCHOOL YEAR — Gain Familiarity With Guidelines, Review With Colleagues, Add Examples, Use Wall Chart

REPORTING PERIOD BEGINS

COLLECTION OF EVIDENCE ENDS

REPORTING PERIOD ENDS — Complete Summary Report

Review & Rate (Preliminary) — Review & Rate (Preliminary) — Review & Rate (Final)

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

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Questions

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1-800-627-7271 (USA)

Webinar-Specific Questions
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