This manual is designed to serve as a guide to help you when using the Work Sampling Online system. Use it to answer questions you may have about assessment, to understand the Work Sampling Online system and to learn a few helpful hints.

Included in this manual:

SECTION ONE  
**AN ASSESSMENT OVERVIEW**
Includes the purposes of assessment and the overall process. Covers the four different ways to record observations, appropriate/sufficient documentation, making ratings on the developmental checklist, tips for writing an appropriate narrative summary and what to discuss at the family conference.

SECTION TWO  
**WORK SAMPLING ONLINE**
A complete step-by-step instruction guide to walk you through the different tasks you’ll need to complete using the WSO website. There are many screen shots to help you follow along with each step.

SECTION THREE  
**TECHNOLOGY TIPS AND HELPFUL HINTS**
Easy to follow steps to help guide you through some technology-based tasks on your computer. These tips will help you organize your materials and in return, make it easier to enter your information into the WSO system.
## TABLE OF CONTENTS

### An Assessment Overview
- Assessment ........................................... 6
- Recording Observations .......................... 6
  - Notes .............................................. 6
  - Photographs .................................... 7
  - Work Samples ................................... 7
  - Matrices ......................................... 8
- Documentation ..................................... 9
- Checklists ......................................... 10
- Narrative Summary Reports ..................... 12
- Family Conferences ............................... 13
- Planning .......................................... 13

### Work Sampling Online
- System Requirements ............................ 15
- Log-in .............................................. 16
- Home Page ....................................... 17
- Navigating ........................................ 18
- Create a Class .................................. 19
- Add Students .................................... 20
- Reproducible Masters ......................... 22
- Enter Observational Notes .................... 24
- Classify a Note .................................. 26
- Enter Notes for Multiple Children .......... 27
- Manage Observations ............................ 29
- Enter Notes from a Matrix ..................... 30
- Edit an Observation ............................. 32
- Enter Photos and Work Samples ............... 34
- Create a Checklist .............................. 38
- Print a Checklist ................................ 41
- Narrative Summary Report ..................... 42
- Template Comments ............................. 44
- Portfolio ......................................... 46
- Class Profile Report ............................ 47
- Class Ratings Report ............................ 48
- Resources ........................................ 49

### Technology Tips and Helpful Hints
- Best Practices Online Courses ............... 54
- How to Design a Matrix ......................... 55
- Reformatting the Class Ratings Report ..... 56
- Organizing Photos ............................... 59
- Transferring Photos from Camera to Computer ... 61
SECTION ONE
AN ASSESSMENT OVERVIEW

ASSESSMENT

BEST PRACTICES TRAINING

1
ASSESSMENT is the process of observing, documenting and evaluating what children know, understand and **can do**.

The **PURPOSES** of assessment are to
- Plan instruction - Create lessons that meet the individual needs of children
- Inform families - Report to parents and guardians about a child’s cognitive, physical and social growth and development

In Georgia, we use **THE DEVELOPMENTAL GUIDELINES & CHECKLIST** from The Work Sampling System®. This is a system for observational assessment. It provides opportunities for children to show what they know in a variety of ways. The teacher’s job is to become a keen observer of children’s behaviors and what those behaviors mean.

**PROCESS**
- Throughout the reporting period, teachers **OBSERVE AND RECORD**. They collect information about children across seven domains and store it online and in portfolios kept on site
- The lead teacher reviews what has been collected and makes preliminary ratings on the **DEVELOPMENTAL CHECKLIST**
- Two weeks before the end of the reporting period, the lead teacher makes final ratings and completes the **NARRATIVE SUMMARY**
- She conducts a family **CONFERENCE** to share assessment information with parents or guardians

**OBSERVATION** is watching purposefully, focusing on details, facts and patterns in order to learn about a child. Observation allows us to learn about children by carefully watching them, listening to them and studying their work.

Observe what you see and hear – what actually is, not what you think children are doing. You should observe and record learning in all seven domains each week.

There is no “magic number” for observations – it varies for each child and each indicator

One way to record observations about children is by writing **NOTES**. Notes should state clearly what you see or hear. They may include quotes from the child.

**Example:**

10-18

**Will acted out** Super Hero scenario with V. H. in block center. Used sheet from house for cape. Stacked blocks for a “tall building” that he jumped over.
Notes may be very short, focused on one specific skill.

Will sorted the counting bears by color, lining them up in rows across the table.

Or they may be much longer, showing skills in a variety of areas.

Jesse and Brent worked together to create a sand structure by packing damp sand into a plastic bucket. They discussed strategy for each step. After an initial failed attempt, they decided to “mash it in real hard so it will stay together.” They also determined that Jesse would hold the top of the bucket and Brent the bottom when they turned it over. They shared other duties; Brent was in charge of “pounding on the top” to make the sand come out and Jesse was in charge of carefully lifting off the bucket “so it won’t fall apart.”

Teachers must enter notes online and classify them down to the indicator. Notes may be classified for multiple indicators. The richer and more detailed the note, the more indicators it may be used to document.

You may also record children’s performance with PHOTOGRAPHS.

Get in close to show what the child is doing. Your photo should clearly show the skill or behavior being documented.

Add a comment and/or a quote from the child. Your comment should ADD INFORMATION to the picture – what the child said, what happened before or after – not just state what is obvious by looking at the photo.

Photos are also entered online, along with the accompanying comment.

Collecting WORK SAMPLES is a third way to document children’s performance.

Make sure that each work sample has the child’s name, date and domain(s) written on it and place it in the portfolio.

Work sample descriptions are entered online. If you choose to scan work samples or take close-up photos, you are not required to keep the work sample.

“I’m the strongest! I have my big muscles.”

“Will 10-25
“This is a police officer walking his dog on the sidewalk. The dog is gonna find the bad guys, but he’s not mean – only he’s mean to the bad guys, that’s all.”
The last way to document performance is through a **matrix**.
A matrix is a tool that lets you collect information on multiple children at once. It is designed to record easily observable, predictable behaviors. Teachers can design a matrix ahead of time and use it to quickly collect data.

<table>
<thead>
<tr>
<th>Domain(s)</th>
<th>Language and Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>date</td>
<td>9-27</td>
</tr>
<tr>
<td>child's name</td>
<td>Responds to Billy Goats Gruff with hand and body motions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>9-27</th>
<th>9-27</th>
<th>11-10</th>
<th>11-21/3</th>
<th>comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aja</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brent</td>
<td>x</td>
<td>H</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brianna</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cassie</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dereck</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drake</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erika</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jesse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Abs.</td>
</tr>
<tr>
<td>Marianna</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patrick</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regina</td>
<td></td>
<td></td>
<td></td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>Taylor</td>
<td>Abs.</td>
<td>Abs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thomas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Victor</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Will</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

✓ = yes  H = with help  x = did not demonstrate

Listed attentively, but no motions or voices

Helped Regina with BINGO game

Looked to Marianna for help
**APPROPRIATE DOCUMENTATION** of performance means that the type or method of documentation is a logical, suitable way to document the performance being observed.

For example, collecting child writing samples over a period of time is an “appropriate” method of documenting the performance indicator “uses letter-like shapes, symbols, and letters to convey meaning.”

A class matrix including children’s names, physical tasks such as walks, runs, jumps, hops on one foot, and a column to indicate the date the task was observed is an “appropriate” method of documenting performance indicators related to gross motor development.

**SUFFICIENT DOCUMENTATION** of performance relates to the amount and variety of documentation necessary to give a clear picture of a child’s performance.

There is no magic number regarding amount of documentation that is considered “sufficient.”
- Different performance indicators require different amounts of documentation to provide a clear picture of a child’s level of performance.
- Different children may require varying amounts of documentation for the same performance indicator.

The teacher’s goal should be to achieve a balance in terms of variety and types of documentation in order to provide a clear picture of the child’s level of performance. For example, several types of documentation would be required to document the indicator “understands purposes for writing.” *Appropriate* and *sufficient* documentation might include:
- A photograph of a child writing reminders on a board in the housekeeping center.
- A work sample of a letter to a friend
- A note about two children pretending to work in a restaurant—one reading the menu and ordering food, the other writing the order.

Once observations have been collected and entered, teachers must use the information to rate each child’s performance on the developmental checklist.
The DEVELOPMENTAL CHECKLIST is organized into seven domains. Under each domain are several FUNCTIONAL COMPONENTS. Under each functional component are PERFORMANCE INDICATORS.
The teacher’s job is to collect documentation and rate performance in all 55 indicators twice per year.

EXPLANATION OF RATINGS

✓ NOT YET: the skill, knowledge, or behavior has not been demonstrated.
✓ IN PROCESS: the skill, knowledge, or behavior is emergent and is not demonstrated consistently
✓ PROFICIENT: the skill, knowledge, or behavior is firmly within the child’s range of performance.
✓ DID NOT OBSERVE: used when an indicator has not been observed. For example, when a child is new and teacher hasn’t had the opportunity to observe the child or when a child speaks a language other than English and the teacher doesn’t have a way to decipher whether the child is speaking clearly or using expanded vocabulary.
✓ NOT APPLICABLE: used when content has not been taught yet or when the child is a Special Education student and it has been determined that the indicator is not reasonable or appropriate given the child’s needs and development. In the second example, the IEP should specify goals and objectives related to the skipped (N/A) indicator so that the area of development is covered.
Class Ratings Report

Class Ratings Report for Mrs. Sechelski

Page 1 of 5

I. Personal and Social Development

<table>
<thead>
<tr>
<th>A. Self concept</th>
<th>B. Self control</th>
<th>C. Approaches to learning</th>
<th>D. Interaction with others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>Period 1</td>
<td>Period 1</td>
<td>Period 1</td>
</tr>
<tr>
<td>1. Demonstrates self-confidence.</td>
<td>Maria, Maria</td>
<td>Erik, Erik</td>
<td>Maria, Maria</td>
</tr>
<tr>
<td>2. Shows some self-direction.</td>
<td>Erik, Erik</td>
<td>Maria, Maria</td>
<td>Brittany, Brittany™</td>
</tr>
</tbody>
</table>

II. Interacts easily with one or more children.

<table>
<thead>
<tr>
<th>Erik</th>
<th>Maria</th>
</tr>
</thead>
<tbody>
<tr>
<td>DND</td>
<td>DND</td>
</tr>
</tbody>
</table>

Tasks

1. Task 1: 0
2. Task 2: 0
3. Task 3: 0

Class Profile

I. Personal and Social Development

<table>
<thead>
<tr>
<th>A. Self concept</th>
<th>Not Yet</th>
<th>In Process</th>
<th>Proficient</th>
<th>Not Applicable</th>
<th>Did Not Observe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates self-confidence.</td>
<td>Maria, Maria</td>
<td>Erik, Erik</td>
<td>Maria, Maria</td>
<td>Brittany, Brittany™</td>
<td></td>
</tr>
<tr>
<td>2. Shows some self-direction.</td>
<td>Erik, Erik</td>
<td>Maria, Maria</td>
<td>Brittany, Brittany™</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Approaches to learning

| 1. Shows eagerness and curiosity as a learner. | Maria, Maria | Erik, Erik | Brittany, Brittany™ |
| 2. Attends tasks and seeks help when encountering a problem. | Maria, Maria | Erik, Erik | Brittany, Brittany™ |
| 3. Approaches tasks with flexibility and inventiveness. | Maria, Maria | Erik, Erik | Brittany, Brittany™ |

III. Interaction with others

| 1. Interacts easily with one or more children. | Brittany, Brittany™, Maria, Erik |

Note: Brittany™ indicates a special designation or status.
NARRATIVE SUMMARY
At the end of each semester (twice per year) teachers review the checklist ratings and write a Narrative Summary for each child. The summary addresses overall performance in each of the 7 domains. It should be based on the checklist ratings for that domain and clearly explain the child’s level of performance, including strengths and areas for development.
It should be individualized for each child.

TIPS FOR WRITING COMMENTS
- Be specific (use name, give examples)
- Be descriptive (paint a clear picture)
- Use language that is respectful of children and families
- Adapt language from the guidelines when helpful
- Use words and phrases that convey a positive tone
  - Your child understands purposes for writing.
  - We are supporting Dereck’s growth by encouraging his participation in group musical activities.
  - Juan enjoys using tools such as a magnifying glass and scales in the science center.
  - We will continue to work with Shayla on following classroom rules and routines

BE SURE TO CLEARLY STATE THE CHILD’S LEVEL OF PERFORMANCE
- Tim is performing as expected in understanding purposes for writing. We are continuing to work on using letter-like shapes, symbols, and letters to convey meaning.
- Shayla demonstrates self-confidence and self-direction. She is improving in following simple rules and routines and using classroom materials carefully.
- Cedrick’s strengths are his eagerness and curiosity. We are working together to improve his interactions with children and adults as well as his ability to resolve conflicts.
- Celeste listens carefully. She follows directions and makes rhyming sounds with new words. We are working with her to expand her vocabulary.

MAKE A “SANDWICH”
- CAN DO: Amy enjoys books and listens attentively to stories read at group time.
- EXAMPLES: She retells her favorites, like The Hungry Caterpillar, with flannel boards and puppets.
- GOAL: We are encouraging her to develop letter knowledge, beginning with the letters in her name. You can help by pointing out “her letters” at home or while traveling in the car.
FAMILY CONFERENCE “SHOW NOT TELL”

- Complete the Narrative summary and print two copies (one for the parents and one for your files)
- Work with each child to organize the documentation to be shared with families
- Always begin and end with the positive
- Paint a clear picture of the child’s level of performance
- Suggest ways to extend learning at home
- Get parent signatures

PLANNING FOR ASSESSMENT

- What do I want to find out?
- Who and what am I going to observe?
- Where and where should I observe to get the information?
- How do I record what I observe?

![Planning for Assessment Template]

YOU CAN

- Choose specific children to observe
- Observe in a particular area
- Set up small group activities or add materials to centers
SECTION TWO
WORK SAMPLING ONLINE

BEST PRACTICES TRAINING
WSO System Requirements

For those sites participating in Work Sampling Online (WSO), the requirements are listed below:

1. It is highly recommended that each teacher have a computer with internet access in their actual classroom, versus one that is shared with others. For approval for other scenarios please contact Monica Warren at Monica.Warren@decal.ga.gov. Each scenario will be considered on an individual basis.

2. The system is delivered via the Internet and can be accessed from any Internet connection, as long as the minimum system requirements are met. Below are the recommended requirements from Pearson. All listed browser and software downloads are free.

Recommended System Requirements

<table>
<thead>
<tr>
<th>Specification</th>
<th>Windows-based PCs</th>
<th>Apple/Macintosh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processor</td>
<td>Pentium-III/IV (1.3 GHz) processor</td>
<td>G4 800 MHz</td>
</tr>
<tr>
<td>Memory</td>
<td>512 MB RAM</td>
<td>1 GB RAM</td>
</tr>
<tr>
<td>Operating System</td>
<td>Windows 7</td>
<td>Mac OS X 10.6</td>
</tr>
<tr>
<td>Browser</td>
<td>Internet Explorer 8, Firefox 3.0, or Safari 4.0</td>
<td>Firefox 3.0 or Safari 4.0</td>
</tr>
<tr>
<td>Disk Space</td>
<td>500 MB Available Disk Space</td>
<td>500 MB Available Disk Space</td>
</tr>
<tr>
<td>Pointing Device</td>
<td>Mouse</td>
<td>Mouse</td>
</tr>
<tr>
<td>Listening Device</td>
<td>Speakers or Headphones</td>
<td>Speakers or Headphones</td>
</tr>
<tr>
<td>Screen Resolution</td>
<td>1024x768 screen resolution</td>
<td>1024x768 screen resolution</td>
</tr>
<tr>
<td>Sound Card</td>
<td>16-bit sound card (for tutorials/training materials)</td>
<td>16-bit sound card (for tutorials/training materials)</td>
</tr>
<tr>
<td>PDF Reader</td>
<td>Adobe Acrobat Reader © 9.3 or higher</td>
<td>Adobe Acrobat Reader © 9.3 or higher</td>
</tr>
<tr>
<td>Flash Player</td>
<td>Adobe Flash Player © 10.0.45.2 or higher</td>
<td>Adobe Flash Player © 10.0.45.2 or higher</td>
</tr>
<tr>
<td>Shockwave Player</td>
<td>Adobe Shockwave Player © 11.5.6.606 or higher</td>
<td>Adobe Shockwave Player © 11.5.6.606 or higher</td>
</tr>
<tr>
<td>Java Browser plug-in</td>
<td>Java © Version 6 Release 18 or higher</td>
<td>Java © Version 6 Release 17 or higher</td>
</tr>
</tbody>
</table>

Other Requirements:

1. Each teacher needs a digital camera in their own classroom, versus one in the office that is shared among teachers. Teachers need to be able to freely take pictures throughout the instructional day without having to leave and check out the camera and return.

2. Each teacher should have access to a printer. The printing is limited with the implementation of Work Sampling Online. Most printing is done at the end of the rating periods. Other options can be discussed with your assigned Pre-K Assessment Coach.
Work Sampling Online Login Screen

Make Assessment, Documentation, and Planning Easier

Work Sampling Online offers easy, instant access to key elements of the Work Sampling System® for Preschool to Grade 5, as well as Work Sampling for Head Start®. Reduce the time spent managing data and streamline your program's process for generating reports.

Enter your Username and Password

Teachers and Administrators:

- Simplify the process of managing your data for each step of the Work Sampling System®
- Streamline the collection of observations, portfolio, and checklists to create Summary Reports
- Generate aggregated reports to inform supervisory personnel and agencies to make knowledgeable program reforms
- Design lesson plans, class profiles, and reproducible masters to fit your program's instructional needs

Head Start Programs:
Things to notice...

- In the pale yellow bar you will see your name and the name of your school or center
- On the right-hand side, the Alerts box will notify you of any important updates or messages
- Have questions? The Support box gives you options on how to get those questions answered
NAVIGATING

Choose a link under the main colored headings

OR

Click on the main tab

then choose a sub tab
CREATE A CLASS

Under Your Account, Click Manage Classes

Click New Class

Select Preschool 4

Name your class using a 5 digit number

Click Save
## ADD STUDENTS

View of an Official Roster

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
<th>Suffix</th>
<th>Student ID</th>
<th>OTID</th>
<th>Birth Date</th>
<th>Grade Level</th>
<th>Class Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Porter</td>
<td>Sarah</td>
<td>Michelle</td>
<td>Mary</td>
<td>665810</td>
<td></td>
<td>6/10/2000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Folden</td>
<td>Carol</td>
<td>Boiyn</td>
<td></td>
<td>665082</td>
<td></td>
<td>11/2/2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gann</td>
<td>Bowen</td>
<td>Daniel</td>
<td></td>
<td>665483</td>
<td></td>
<td>7/27/2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grant</td>
<td>Jordan</td>
<td>Montreal-Lee</td>
<td></td>
<td>665030</td>
<td></td>
<td>3/30/2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oren</td>
<td>Pletcher</td>
<td>Hill</td>
<td></td>
<td>665418</td>
<td></td>
<td>9/27/2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oliver</td>
<td>Aracel</td>
<td>Moea</td>
<td></td>
<td>665604</td>
<td></td>
<td>10/11/2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Olopa</td>
<td>Claire</td>
<td>Patpaha</td>
<td></td>
<td>665515</td>
<td></td>
<td>8/10/2010</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Under Your Account, Click Manage Students

Click the class YOU created

Click on the class YOU created
Click Add a Student

Click "Add a Student"

Referring to the official roster, enter the following information for each child

- First Name
- Last Name
- Gender
- Birthday
- Ethnicity
- Language
- Grade (Preschool 4)
- GTID
- Enrollment

Click Save
Under Documentation and Planning
Click Reproducible Masters

Choose General Process Notes from the drop down menu and Click Select

Choose the dates
Click Submit

Open the file

View of Reproducible Master
ENTERING OBSERVATIONAL NOTES

Under Documentation and Planning
Click Enter Observations

Choose the Collection Period

Select the student

Select the Date

In the Title field, indicate the type of Documentation: Note, Matrix, Photo, Work Sample

Write the description

Remember to Spell Check

Check Add to Portfolio
Click Save and Classify
CLASSIFY A NOTE

morphological classification

1. A message lets you know the Observation has been saved

2. Click New Classification

3. Select the Domain

4. Select the Functional Component

5. Select the Performance Indicator

6. Click Save
ENTERING NOTES FOR MULTIPLE CHILDREN

Under Documentation and Planning
Click Enter Observations

Choose the Collection Period

Select the students

Select the Date

In the Title field, indicate the type of Documentation: Note, Matrix, Photo, Work Sample

Write the description

Click Save and Classify
Notice all three names

Click New Classification

Select Domain, Functional Component, and Performance Indicator

Click Save
MANAGE OBSERVATIONS

VIEWING AN OBSERVATIONAL NOTE

Under Documentation and Planning
Click Manage Observations

Select a Student

Scroll down to see all observations entered for that child

Click on the column header to sort by that column
ENTERING NOTES FROM A MATRIX

Under Documentation and Planning
Click Enter Observations

Click Select All

You can deselect any child(ren) if the observational note does not pertain to them

Enter the date

Type MATRIX in the Title field

Enter the description

Remember to Spell Check and click Add to Portfolio

Click Save and Classify
The entered note now appears in the file of each child in this list.

Click New Classification

Select Domain, Functional Component and performance Indicator

Click Save
EDIT AN OBSERVATION

Under Documentation and Planning
Click Manage Observation

Select the Student

Identify the note you want to edit and put a check in the box next to it

Click Edit
Make your edits

Click Save

This screen will appear indicating your edit was successfully saved.

**View Observation Details**

- Return to Manage Observations

The below observation was successfully saved:

- Child: Gibbs, Kashiiim
- Grade: Preschool 4
- Observation Date: 09/14/2010
- Observation Title: MATRIX

What would you like to do next?
- Classify Observation for this student
- Go to Manage Observations
- Go to Home page
ENTERING PHOTOS AND WORK SAMPLES

Under Documentation and Planning
Click Enter Observations

Select the Collection Period

Select the Student

Enter the date

Enter PHOTO or WORK SAMPLE in the Title field

Remember to Spell Check and click Add to Portfolio

Click New Attachment
Click Browse

Find the folder where pictures are saved on your computer

Click Open

To help identify the pictures without opening each file,

Choose the Thumbnails option in the Views drop-down menu
Select the image and Click Open

The File name will appear next to the Browse button

Click Save and Classify

Click New Classification

Choose Domain, Functional Component and Performance Indicator

Click Save
To see your photo,

Click Manage Observations

☞ A thumbnail of the image will appear in the Attachment column

Double-click the image to enlarge
CREATE A CHECKLIST

Under Guidelines and Checklists
Click Checklists

Choose a child

Be sure you are in the correct Period

Select All Domains or one at a time

Click Create Checklist
View of created Checklist

Click the + sign to expand the Work Sampling System Guidelines and Observational Notes you’ve entered for that indicator

Make your rating
Choose from the following:
Not Yet
In Process
Proficient
Not Applicable
Did Not Observe

Use the Additional Comments box at the end of each Domain to write comments you can include in the Narrative Summary Report
On Period 2 Checklist, the blue arrows indicate Period 1 Finalized ratings.

Ratings Overview

**NOT YET**: the skill, knowledge, or behavior has **not** been demonstrated.

**IN PROCESS**: the skill, knowledge, or behavior is **emergent** and is not demonstrated consistently

**PROFICIENT**: The skill, knowledge, or behavior is **firmly** within the child’s range of performance.

**DID NOT OBSERVE**: used when an indicator **has not been observed**. For example, when a child is new and teacher hasn’t had the opportunity to observe the child or when a child speaks a language other than English and the teacher doesn’t have a way to decipher whether the child is speaking clearly or using expanded vocabulary.

**NOT APPLICABLE**: used when **content has not been taught** yet or when the child is a Special Education student and it has been determined that the indicator is not reasonable or appropriate given the child’s needs and development. In the second example, the **IEP** should specify goals and objectives related to the skipped (N/A) indicator so that the area of development is covered.
PRINT A CHECKLIST

Under Teacher Files
Click Completed Checklist

Select the student

Choose your Domain(s)

Click Submit

Click Open to print
NARRATIVE SUMMARY REPORT

Under Teacher Files, Click Summary Reports

Select a child

Under Period 1 or 2, Choose Narrative Summary Report

Click Create

Choose Narrative Summary Report under Period 1 or 2
Use Checklist Comments to help create your narrative

To print your Narrative Summary Report

Under Manage Summary Reports, Select the Student

Select the Period

Click Print English
Under Teacher Files ➔ Summary Reports, Click Manage Template Comments

Click New Comment

Select Preschool 4

Choose the Domain
Type your comment in the Comment field

Click Save

⚠️ The comment will appear in the Template Comments box under the Domain Selected for each child in your class.

Use the diamond icon to drag the Comment into the Narrative text field.
Under Teacher Files
Click Portfolio

Select a child to view all observations entered for that child
CLASS PROFILE REPORT

Under Group Reports, Click Class Profile Report

Select the Grade, Period and Domain

Click View

View of Class Profile Report
CLASS RATINGS REPORT

Under Group Reports, Click Class Ratings

Choose the Format

Choose the Domain(s)

Click Open to view

PDF View of Class Ratings
Contact Teach Support by filling out a Feedback Form

Click Contact Us

Click Feedback Form

Fill out the Form and click SEND

Find the toll free number for Pearson
RESOURCE CENTER

Click Forums

Share ideas with other educators by posting messages

Click Teacher Articles

Use the tabs to read articles about Early Childhood Education and the Work Sampling System
Click Links

Get important information from other websites
SECTION THREE

TECHNOLOGY TIPS
& HELPFUL HINTS

TECHNOLOGY

BEST PRACTICES TRAINING
BEST PRACTICES ONLINE COURSES

Go to http://bestpractices.gsu.edu and select “Online”, from there follow the steps to Login.

Your **username** will be BP, which stands for Best Practices, your four digit birthday, your first name initial, and up to the first five letters of your last name. Do not use any spaces, for example: BP0412jwilli.

Your **password** is your school phone number. Do not use spaces or dashes, for example, 7705559888.

The first time you login to your course a security certificate will appear. Please click the **Run** or **Always** option.

If you are having problems, click on the Help tab. Please remember that, as with any connection to the Internet, the faster your connection, the better your experience will be.
**DESIGN A MATRIX**

Open a Word document

1. Click the **Insert Tab**
2. Click **Table**
3. Click **Insert Table**
   - Choose the number of columns and number of rows
   - Click **OK**

Choose the names in the first column

- Type observable, predictable behaviors in the first row

Include a column for additional comments

Create a key

- **H = with HELP**
- ✔️ = independently

<table>
<thead>
<tr>
<th>Name</th>
<th>Washed hands following picture chart</th>
<th>Lined up and put on coat when name was called</th>
<th>Cleaned up snack and sat down on large group rug</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samuel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tara</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ben</td>
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<td>James</td>
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<td>Mike</td>
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<td>Kashim</td>
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<td>Zoe</td>
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<td>Josephine</td>
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<td>Ronald</td>
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<td>A.Q.</td>
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<td>Addition</td>
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<td>Rachel</td>
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<td>Mota</td>
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<tr>
<td>Cooper</td>
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<tr>
<td>Timo</td>
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</tr>
</tbody>
</table>
REFORMATTING the
CLASS RATINGS REPORT

Under Group Reports, Click Class Ratings

Choose the Format

Choose the Domain(s)

Click Open to view
CSV View of Class Ratings

Highlight columns A-F, Click Delete

To replace all DNOs with blank cells, Under Find & Select, Click Replace
Select the Replace Tab

In the Find What: Field, Type DNO

In the Replace With: Field, Leave it Blank

Click Replace All

✔️ A message will let you know how many replacements were made

Click OK
ORGANIZING PHOTOS

Create a folder on your desktop to hold all class photos

Right click on your desktop
Under New, Select Folder

Highlight the title and rename

Create a subfolder for each child in your class

From your desktop, double-click your PHOTOS folder
Select New Folder
Rename it the child’s name

Create a folder for each child in your class
You can also create a folder called Current Pics to help with copying photos from your camera to your computer.
COPYING PHOTOS FROM YOUR CAMERA TO YOUR COMPUTER

Using your USB cable, connect your camera to your computer by inserting the cable into the USB port.

Click on My Computer

Click on the Drive that your camera is connected to.
Open the folder that contains your photos

To easily view the images, select the Thumbnail option in the Views pull-down menu

Now you can see which child(ren) is in the photo without having to open each file
Under Edit, Click Select All

The files in that folder will be highlighted

Right-click on your mouse, Select Copy
Open the PHOTOS folder you created, Double-click on the Current Pics folder

Right-click and Select Paste
All images are now on your computer in your PHOTOS folder.

⚠ Once your pictures are copied to your computer, you can delete them from your camera.

In your Current Pics Folder, Delete any unwanted/unused photos:

Right-click on the image and click Delete.

In the Confirm File Delete Box, Click YES.
Open a duplicate PHOTOS folder to help copy images from the Current Pics subfolder into the appropriate child’s folder.

Put your mouse over an image, click and hold.
Drag your mouse to the appropriate child’s folder.
Release the mouse.
If there is a photo of two or more children

Right-click on the image,
Select Copy

Double-click on the child's folder

Right-click, Select Paste

-you can copy the image into as many folders as needed