

BEST PRACTICES TRAINING

Inspiring Teachers... Investing in Children

2011-12

WORK SAMPLING ONLINE

assessment overview

wso

technology tips

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GeorgiaStateUniversity 

WORK SAMPLING ONLINE



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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 **1**

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 **2**

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 **3**

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.

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SECTION ONE

AN ASSESSMENT OVERVIEW

ASSESSMENT

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1

ASSESSMENT

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.

For 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.

10-24

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

12-8

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.



*“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.”

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.

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.

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

Domain(s) Language and Literacy					
date	9-27	9-27	11-10	11-21/3	comments
child's name	Responds to Billy Goats Gruff with hand and body motions	Uses diff. voices for goats; repeats "trip trap" with troll voice	Fills in names of friends in "Willaby Wallaby"	Participates in "Home Sounds" BINGO game ID's familiar sounds	
Aja	?	?	?		
Brent	x	H	?	?	Listened attentively, but no motions or voices
Brianna	?	?	?	?	
Cassie	?	?	x	?	
Dereck	?	?	H	H	
Drake	x	x	?	?	
Erika	?	?	?		
Jesse	?	?	?		
Juan	?	?	Abs.	?	
Marianna	?	?	?	?	Helped Regina with BINGO game
Patrick	x	?	?	?	
Regina	?	?	?	H	Looked to Marianna for help
Taylor	Abs.	Abs.	?	?	
Thomas	?	?	?		
Victor	✓	✓	x		
Will	✓	✓	✓	✓	

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.

Enter Developmental Checklist Clear Ratings Save

Student Name: Aiko, Aiko
 Gender: Female Birth Date: 10/26/0005 Grade: Preschool 4 Academic Year: 2010/2011 Collection Period: Period 1

I. Personal and Social Development					
A. Self concept					
	Not Yet	In Process	Proficient	Not Applicable	Did Not Observe
<input type="checkbox"/> 1. Demonstrates self-confidence.	<input type="radio"/>				
<input type="checkbox"/> 2. Shows some self-direction.	<input type="radio"/>				
B. Self control					
	Not Yet	In Process	Proficient	Not Applicable	Did Not Observe
<input type="checkbox"/> 1. Follows simple classroom rules and routines.	<input type="radio"/>				
<input type="checkbox"/> 2. Uses classroom materials carefully.	<input type="radio"/>				
<input type="checkbox"/> 3. Manages transitions.	<input type="radio"/>				
C. Approaches to learning					
	Not Yet	In Process	Proficient	Not Applicable	Did Not Observe
<input type="checkbox"/> 1. Shows eagerness and curiosity as a learner.	<input type="radio"/>				
<input type="checkbox"/> 2. Attends to tasks and seeks help when encountering a problem.	<input type="radio"/>				
<input type="checkbox"/> 3. Approaches tasks with flexibility and inventiveness.	<input type="radio"/>				
D. Interaction with others					
	Not Yet	In Process	Proficient	Not Applicable	Did Not Observe
<input type="checkbox"/> 1. Interacts easily with one or more children.	<input type="radio"/>				

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

Work Sampling Online Date of Report: 09/16/2010
 Powered by SchoolSuccess Academic Year: 2010/2011

Teacher Name: Teacher AF

Page 1 of 6

I. Personal and Social Development											
A. Self concept		B. Self control			C. Approaches to learning			D. Interaction with others			
1. Demonstrates self-confidence.	2. Shows some self-direction.	1. Follows simple classroom rules and routines.	2. Uses classroom materials carefully.	3. Manages transitions.	1. Shows eagerness and curiosity as a learner.	2. Attends to tasks and seeks help when encountering a problem.	3. Approaches tasks with flexibility and inventiveness.	1. Interacts easily with one or more children.	2. Interacts easily with familiar adults.	3. Participates in the group life of the class.	
Period 1	Period 1	Period 1	Period 1	Period 1	Period 1	Period 1	Period 1	Period 1	Period 1	Period 1	Period 1
Brittany Brittany	DNO	DNO	PRO	DNO	DNO	DNO	DNO	DNO	IP	IP	PRO
Erik Erik	IP	IP	IP	PRO	IP	IP	PRO	N/A	IP	PRO	N/A
Maria Maria	IP	PRO	IP	PRO	IP	NY	IP	PRO	PRO	IP	NY
Totals											
Not Applicable	0	0	0	0	0	0	0	7	0	0	7
Did Not Observe	7	7	0	7	7	7	7	7	0	0	0
Not Yet	0	0	0	0	0	7	0	0	0	0	7
In Process	14	7	14	0	14	7	7	0	14	14	0
Proficient	0	7	7	14	0	0	7	7	7	7	7

Class Profile

I. Personal and Social Development	Not Yet	In Process	Proficient	Not Applicable	Did Not Observe
Indicator					
A. Self concept					
1. Demonstrates self-confidence.		Maria, Maria Erik, Erik			Brittany, Brittany SM
2. Shows some self-direction.		Erik, Erik	Maria, Maria		Brittany, Brittany SM
B. Self control					
1. Follows simple classroom rules and routines.		Maria, Maria Erik, Erik	Brittany, Brittany SM		
2. Uses classroom materials carefully.			Maria, Maria Erik, Erik		Brittany, Brittany SM
3. Manages transitions.		Maria, Maria Erik, Erik			Brittany, Brittany SM
C. Approaches to learning					
1. Shows eagerness and curiosity as a learner.	Maria, Maria	Erik, Erik			Brittany, Brittany SM
2. Attends to tasks and seeks help when encountering a problem.		Maria, Maria	Erik, Erik		Brittany, Brittany SM
3. Approaches tasks with flexibility and inventiveness.			Maria, Maria	Erik, Erik	Brittany, Brittany SM
D. Interaction with others					
1. Interacts easily with one or more children.		Brittany, Brittany SM Erik, Erik	Maria, Maria		

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 ASSESMENT

- 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				Teacher: _____
	MATRIX	PHOTOS with notes	OBSERVATIONAL NOTES	WORK SAMPLES
Monday				
Tuesday				
Wed.				
Thursda				
Friday				
All assessment documentation must be coded with the student’s name, date and assessment domain.				Notes, comments & reminders
<p>Many teachers find it helpful to also document the functional component and the performance indicators on assessment documentation. This information helps to clearly define the area in which the information is most relevant. Teachers using Work Sampling Online code all assessment documentation using the domain, functional component and performance indicators.</p> <p>PS = Personal and Social Development LL = Language and Literacy</p> <p>M = Mathematical Thinking S = Scientific Thinking SS = Social Studies</p> <p>A = The Arts PDH = Physical Development and Health</p>				

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

WSO

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2

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@dec.al.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

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

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.

GO TO INTERNET EXPLORER



www.worksamplingonline.com

Work Sampling Online Login Screen

The screenshot shows the login interface for Work Sampling Online. On the left, there is a sidebar with the logo 'The Work Sampling System' and a promotional message: 'Not A Member? Begin your FREE 30-day trial today!' with a play button icon. The main content area features the heading 'Make Assessment, Documentation, and Planning Easier' and a sub-heading '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.' Below this is a navigation bar with buttons for 'Login', 'Take a Tour', 'Benefits', 'Pricing', and 'Training'. The login form includes fields for 'Username' and 'Password', a 'Login' button, and a link for 'Forgot your Password?'. A system status message states: 'The system is up and running. If you missed one of the webinars, you can playback a recorded webinar at http://cc.readytalk.com/play?id=45ft2. This informational webinar gives you an overview of the new system. If you have any questions, please contact your admin support person or call Pearson at 800-874-0914.' Below this is a dark banner with the text 'Comprehensive Reports, Practical Teaching Tools'. At the bottom, there are sections for 'Teachers and Administrators:' and 'Head Start Programs:', each followed by a list of bullet points with right-pointing arrow icons.

The Work Sampling System

Not A Member?

Begin your **FREE** 30-day trial today!

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.

Login Take a Tour Benefits Pricing Training

Username

Password

Login

Forgot your Password?

The system is up and running. If you missed one of the webinars, you can playback a recorded webinar at <http://cc.readytalk.com/play?id=45ft2>. This informational webinar gives you an overview of the new system.

If you have any questions, please contact your admin support person or call Pearson at 800-874-0914.

Comprehensive Reports, Practical Teaching Tools

Teachers and Administrators:

- ▶ Simplify the process of managing your data for each step of the Work Sampling System®
- ▶ Streamline the collection of observations, portfolios, 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:

- Enter your Username and Password

Work Sampling Online Home Page

The Work Sampling SystemTM **Work Sampling[®] Online** [Support](#) | [Logout](#)

Home | Documentation & Planning | Guidelines & Checklists | Teacher Files | Group Reports | Resource Center | Your Account

Current Teacher: **AJ,Teacher** Current Program: **Training Child Care Center** Current site: **Training Academy** [change site](#)

Documentation & Planning	Guidelines & Checklists	Teacher Files	Group Reports	Resource Center	Your Account
<p>Enter Observations</p> <ul style="list-style-type: none"> Add observations <p>Manage Observations</p> <ul style="list-style-type: none"> Change observations <p>Remote Observations</p> <ul style="list-style-type: none"> Manage remote observations <p>Reproducible Masters</p> <ul style="list-style-type: none"> Customize your forms 	<p>Checklists</p> <ul style="list-style-type: none"> Enter developmental checklist ratings <p>Status</p> <ul style="list-style-type: none"> Track the status of each checklist 	<p>Completed Checklist</p> <ul style="list-style-type: none"> Save a PDF version of each checklist <p>Portfolio</p> <ul style="list-style-type: none"> Record students' activities <p>Summary Reports</p> <ul style="list-style-type: none"> Create, edit and store summary reports <p>COSF Ratings</p> <ul style="list-style-type: none"> Create a Child Outcome Summary Form 	<p>Class Profile</p> <ul style="list-style-type: none"> Review class ratings by indicator <p>Class Ratings</p> <ul style="list-style-type: none"> View a checklist ratings summary <p>Outcomes Reports</p> <ul style="list-style-type: none"> Generate aggregated Outcomes Reports 	<p>Forums</p> <ul style="list-style-type: none"> Communicate with other users <p>Teacher Articles</p> <ul style="list-style-type: none"> Browse expert articles about assessment <p>Links</p> <ul style="list-style-type: none"> Access early childhood education websites <p>Search</p> <ul style="list-style-type: none"> Search resource center's forums, articles and links 	<p>Edit Profile</p> <ul style="list-style-type: none"> Change your account information <p>Change Password</p> <ul style="list-style-type: none"> Change your login password <p>Manage Classes</p> <ul style="list-style-type: none"> Add and change classes <p>Manage Sections</p> <ul style="list-style-type: none"> Add and change sections <p>Manage Students</p> <ul style="list-style-type: none"> Create students Change student information <p>Manage Digital Pen</p> <ul style="list-style-type: none"> Manage digital pen

Alerts

License Alerts

There are no alerts at this time.

System Alerts

There are no alerts at this time.

Support

Work Sampling Online User's Guide
[Download Guide](#)

Technical Support
[Contact Us](#)

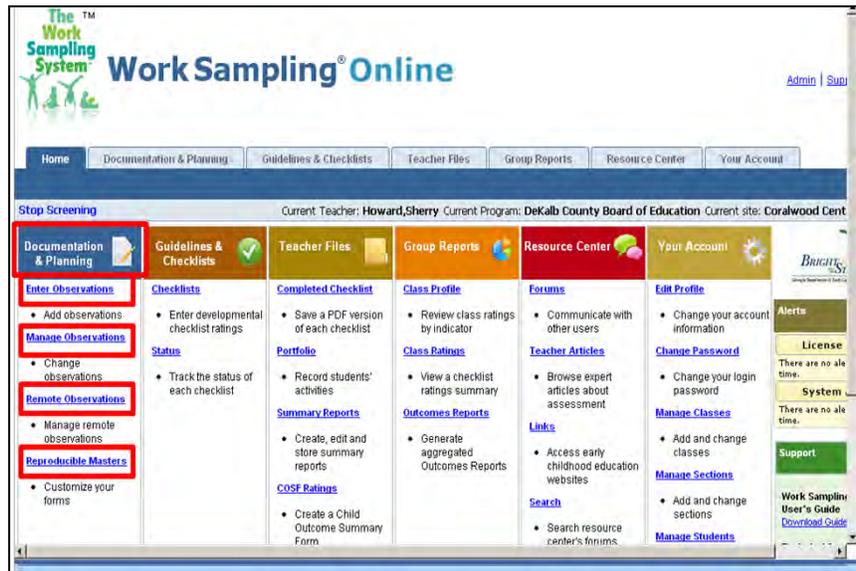
Free Phone Training
Call 1-800-874-0914

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

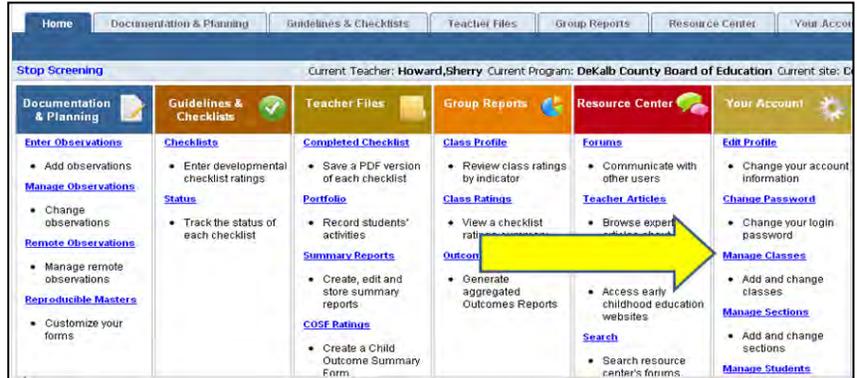


then choose a sub tab

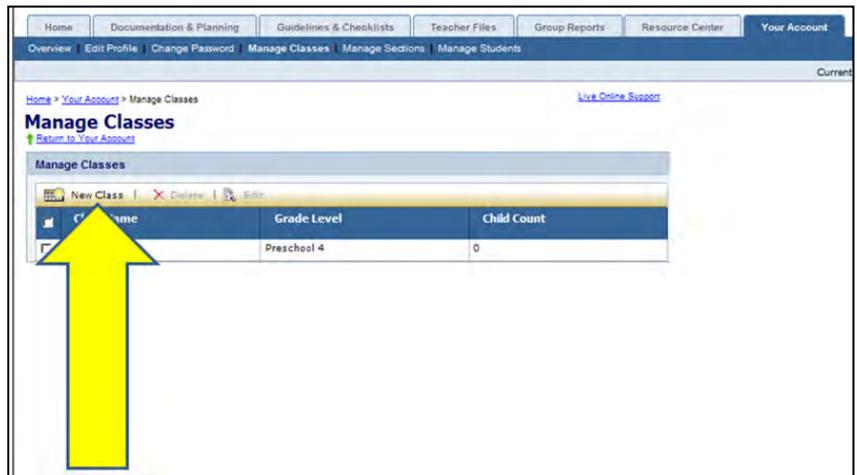


CREATE A CLASS

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

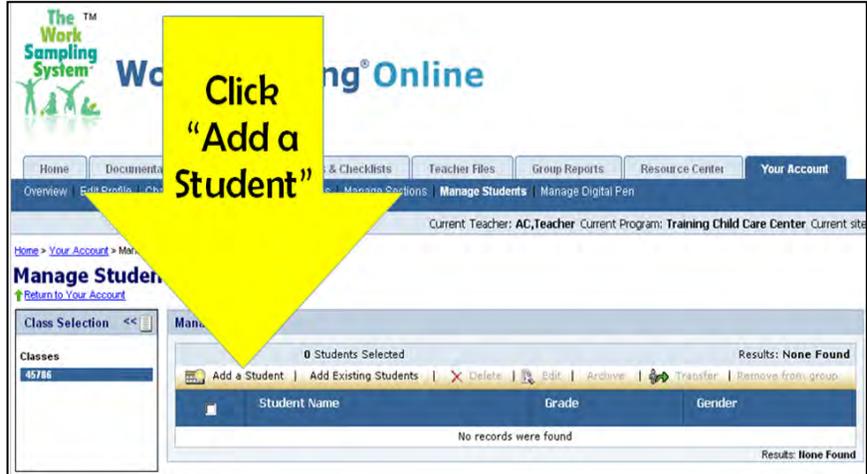
Students

Last Name	First Name	Middle Name	Suffix	Student ID	GTID	Birth Date	SSN	M/F	Multi Birth 1/2/3/4	Trans Y/N	Socio Eco	Race Group	Ethnicity	LLP	IEP Y/N	Funding	Attend. Begin Date	Attend. End Date
4 Federick	Sarah	Michelle Mary		655610		8/30/2006		F	1	N	2	African American	Not Hispanic/Latno	N	N	Lottery	8/9/2010	
5 Finley	Cayden	Bryan		655686		11/2/2005		M	1	N	2	African American	Not Hispanic/Latno	N	N	Lottery	8/9/2010	
6 Fletcher	Mia	Victoria		655681		9/27/2006		F	1	N	2	White	Hispanic/Latno	N	N	Lottery	8/9/2010	
7 Galhena	Ashlan	Suneth		655656		12/16/2005		M	1	N	2	2 or More Races	Not Hispanic/Latno	N	N	Lottery	8/9/2010	
8 Gao	Bowen	Daniel		655483		7/27/2006		M	1	N	1	Asian	Not Hispanic/Latno	N	N	Lottery	8/9/2010	
9 Grant	Jordan	Montreal-Leon		655036		3/2/2006		M	1	N	1	African American	Not Hispanic/Latno	N	N	Lottery	8/9/2010	
0 Greer	Fletcher	Hill		655418		5/27/2006		M	1	N	2	White	Not Hispanic/Latno	N	N	Lottery	8/9/2010	
1 Irving	Acacia	Maia		655624		9/21/2005		F	1	N	2	2 or More Races	Not Hispanic/Latno	N	N	Lottery	8/9/2010	
1 Ko	Claire	Patricia		655515		10/17/2005		F	1	N	2	Asian	Not Hispanic/Latno	N	N	Lottery	8/9/2010	

Under Your Account, Click Manage Students

Click the class YOU created

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

The screenshot shows a form for entering student information. The fields are: First Name (John), Middle Name (Towner), Last Name (Williams), Nickname (JT), Gender (Male), Birth Date (02/08/2007), Ethnicity (White), Language (English), Grade (Preschool 4), GT ID (empty), and Enrollment (Special Ed and Georgia Pre-K). A yellow arrow points to the 'Save' button at the bottom right.

REPRODUCIBLE MASTERS

Under Documentation and Planning
Click Reproducible Masters

The screenshot shows a navigation menu with several categories: Documentation & Planning, Guidelines & Checklists, Teacher Files, Group Reports, Resource Center, and Your Account. The 'Documentation & Planning' category is expanded, showing sub-options like 'Enter Observations', 'Manage Observations', 'Remote Observations', and 'Reproducible Masters'. A yellow arrow points to the 'Reproducible Masters' link.

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

The 'Reproducible Masters' form has two dropdown menus. The first, labeled 'Customizable Master', has 'General Process Notes' selected. The second, labeled 'Blank Master', has 'Select Blank Master' selected. To the right of each dropdown is a 'Select' button, with the first one highlighted by a red box.

Choose the dates

The 'Reproducible Masters' form shows the 'Observation Dates' field. Two date pickers are visible, both showing '06/10/2011'. The date pickers are highlighted with a red box. Below this, there is a section for 'Student Names' with a list of names and checkboxes, all of which are checked.

Click Submit

Reproducible Masters Submit

Customizable Master: General Process Notes

▶ = Required

Teacher Name:

Class Name:

Observation Dates: through:

Insert Days Of Weeks:

▶ Student Names:

Select All

- Culpepper, Riland
- Davis, Jordyn
- Davis, James Robert
- Fox, Nash
- Logan, Aiden
- Long, Kennedy
- McCormick, Addison
- McDowell, Abigail
- Profit, Pierce

Open the file

▶ = Required

Teacher Name:

Class Name:

Observation Dates: through:

Insert Days Of Weeks:

▶ Student Names:

Select All

- Culpepper, Riland
- Davis, Jordyn
- Davis, James Robert
- Fox, Nash
- Logan, Aiden
- Long, Kennedy
- McCormick, Addison
- McDowell, Abigail
- Profit, Pierce
- Acosta, Gabriel
- Campbell, Brooks
- Lathrop, Ivy
- Long, Kaitlyn
- Self, Mason
- Skaggs, Sarah Paige

Open

Always open files of this type

Show in folder

Cancel

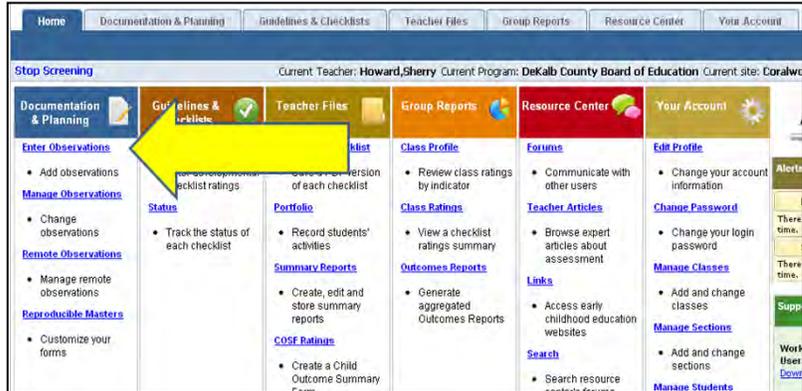
GeneralProcessReport....pdf

⇒ View of Reproducible Master

General Process Notes	Teacher	Class	Observation	The Work Sampling System®
General Process Notes	Sherry Howard	45786	05/06/2011 - 06/10/2011	©2011 Pearson Education, Inc.
Monday	Tuesday	Wednesday	Thursday	Friday
Riland Culpepper				
Jordyn Davis				
James Robert Davis				
Nash Fox				

ENTERING OBSERVATIONAL NOTES

Under Documentation and Planning
Click Enter Observations



Choose the Collection Period

Select the student



Select the Date

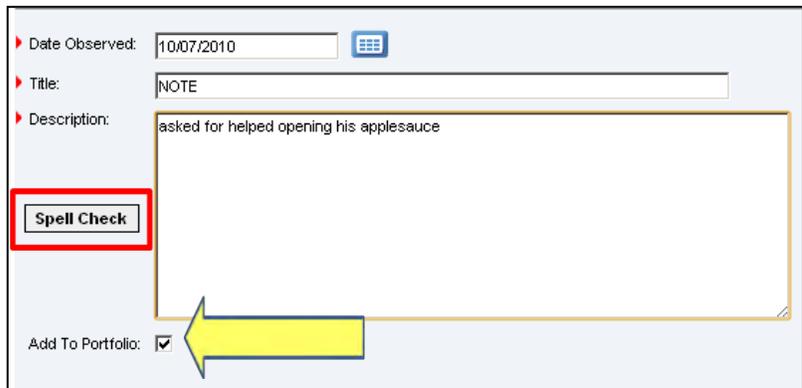
In the Title field, indicate the type of Documentation: Note, Matrix, Photo, Work Sample

Write the description



Remember to Spell Check

Check Add to Portfolio



Click Save and Classify

The screenshot shows a software interface with the following elements:

- Date Observed:** 10/07/2010
- Title:** NOTE
- Description:** asked for helped opening his applesauce
- Spell Check:** A button is present.
- Add To Portfolio:** A checkbox that is checked.
- Attachments:** A table with columns: Filename, Title, Status, Icon. Below the table, it says "There are no attachments on record. Click 'New Attachment' to add."
- Buttons:** "Save and Classify", "Save and New", and "Cancel".

A large yellow arrow points from the top of the description field down to the "Save and Classify" button.

CLASSIFY A NOTE

⇒ A message lets you know the Observation has been saved

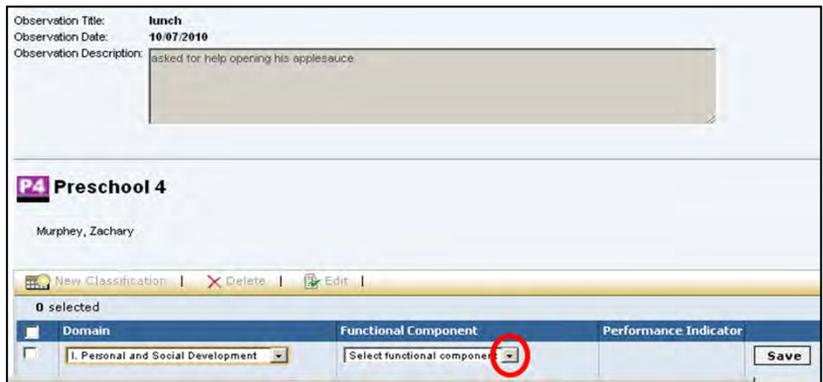
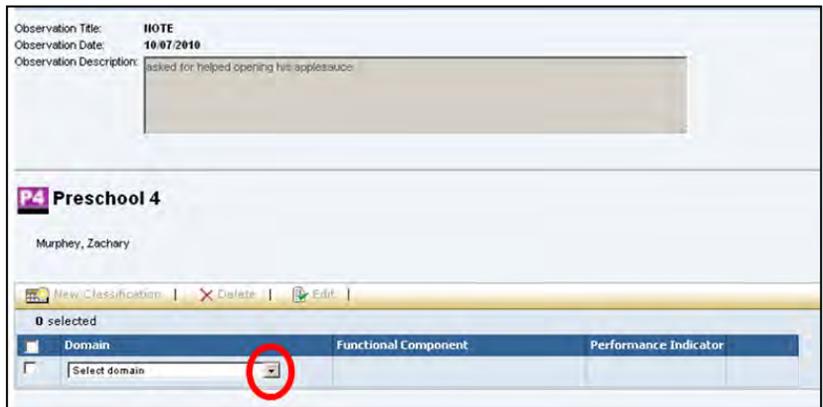
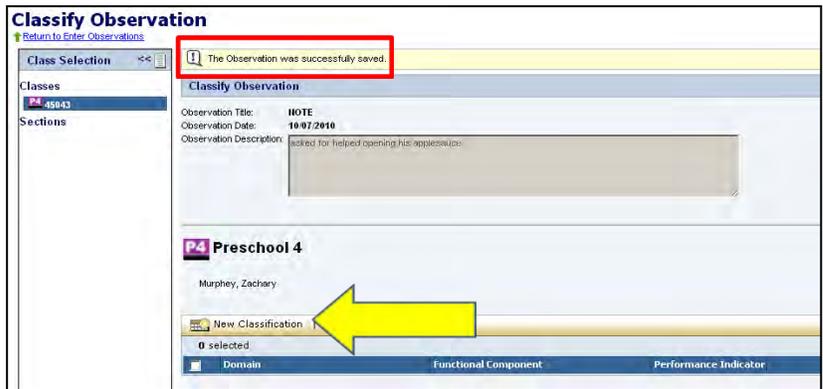
Click New Classification

Select the Domain

Select the Functional Component

Select the Performance Indicator

Click Save



ENTERING NOTES FOR MULTIPLE CHILDREN

Under Documentation and Planning
Click Enter Observations



Choose the Collection Period

Select the students

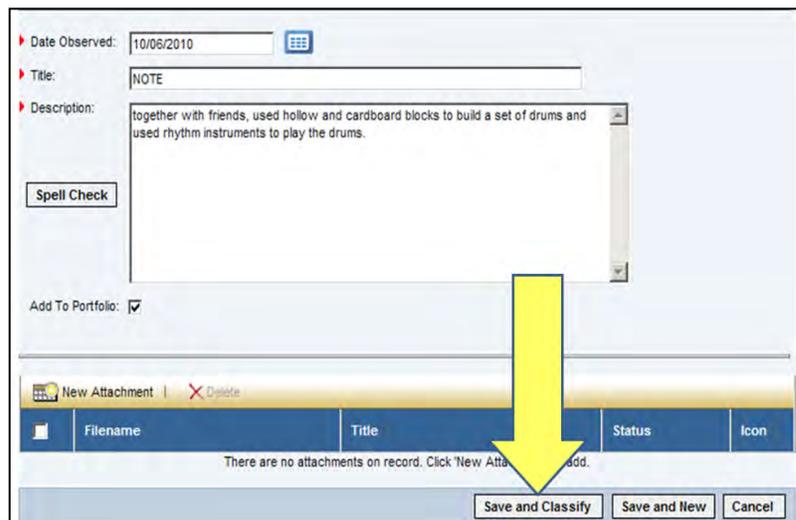


Select the Date

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

Observation Title: NOTE
Observation Date: 10/06/2010
Observation Description: together with friends, used hollow and cardboard blocks to build a set of drums and used rhythm instruments to play the drums.

P4 **Preschool 4**

Clifton, Benjamin
Clifton, James
Murphey, Zachary

New Classification | Edit |

0 selected

Domain	Functional Component	Performance Indicator
--------	----------------------	-----------------------

Select Domain, Functional Component, and Performance Indicator

Click Save

P4 **Preschool 4**

Clifton, Benjamin
Clifton, James
Murphey, Zachary

New Classification | Delete | Edit |

0 selected

Domain	Functional Component	Performance Indicator
I. Personal and Social Development	C. Approaches to learning	1. Shows eagerness and curiosity as a learner.

Save

MANAGE OBSERVATIONS

VIEWING AN OBSERVATIONAL NOTE

Under Documentation and Planning
Click Manage Observations

Home | Documentation & Planning | Guidelines & Checklists | Teacher Files | Group Reports | Resource Center | Your Account

Stop Screening | Current Teacher: Howard, Sherry | Current Program: DeKalb County Board of Education | Current site: D

Documentation & Planning | Guidelines & Checklists | Teacher Files | Group Reports | Resource Center | Your Account

- Enter Observations**
 - Add observations
- Manage Observations** ← (Yellow Arrow)
- Change observations
- Remote Observations
 - Manage remote observations
- Reproducible Masters
 - Customize your forms

Select a Student

Student Selection << | Manage Observations

Student Name: **Murphey, Zachary**
 Gender: Male | Birth Date: 10/15/2005
 Collection Period: Period 2 | Academic Year: 2010/2011 | Grade: Preschool 4

Select:
 Collection Period: [Period 2] | Academic Year: [2010/2011 (Current)] | Grade: [Preschool 4 (Current)] | View

0 selected

Observation Date	Description	Domain	Component	Performance Indicator	Attachment
04/25/2011	matrix- categorizing sorted items	V. Social Studies	D. People and where they live	1. Describes the location of things in the environment.	

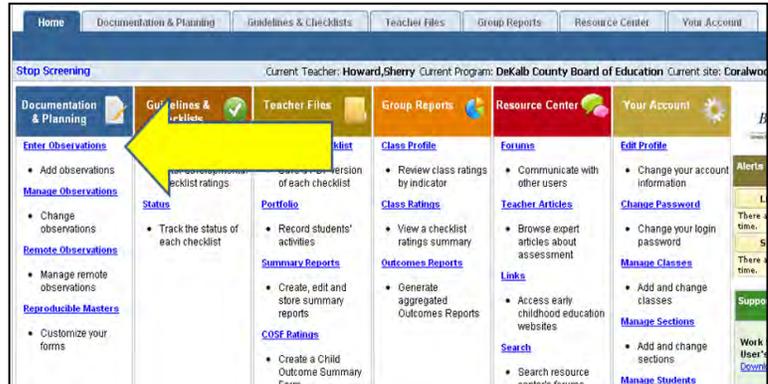
Scroll down to see all observations entered for that child

Observation Date	Description	Domain	Component	Performance Indicator	Attachment	Portfolio
04/25/2011	matrix- sorting rocks sorted by size- small, medium, and large	I. Personal and Social Development	B. Self control	2. Uses classroom materials carefully.		✓
04/25/2011	matrix- sorting rocks sorted by size- small, medium, and large	II. Language and Literacy	A. Listening	1. Gains meaning by listening. 2. Follows two- or three-step directions.		✓
04/25/2011	matrix- sorting rocks sorted by size- small, medium, and large	III. Mathematical	C. Patterns, relationships,	1. Sorts objects into subgroups that vary by		✓
04/25/2011	matrix- sorting rocks sorted by size- small, medium, and large	VI. The Arts	A. Expression and representation	1. Participates in group music experiences. 2. Participates in creative movement, dance, and drama.		✓
04/25/2011	matrix- sorting rocks sorted by size- small, medium, and large	VI. The Arts	B. Understanding and appreciation	1. Responds to artistic creations or events.		✓
04/25/2011	matrix- sorting rocks sorted by size- small, medium, and large	II. Language and Literacy	C. Reading	4. Comprehends and responds to stories read aloud.		✓
04/25/2011	matrix- sorting rocks sorted by size- small, medium, and large	V. Social Studies	D. People and where they live	1. Describes the location of things in the environment.		✓

Click on the column header to sort by that column

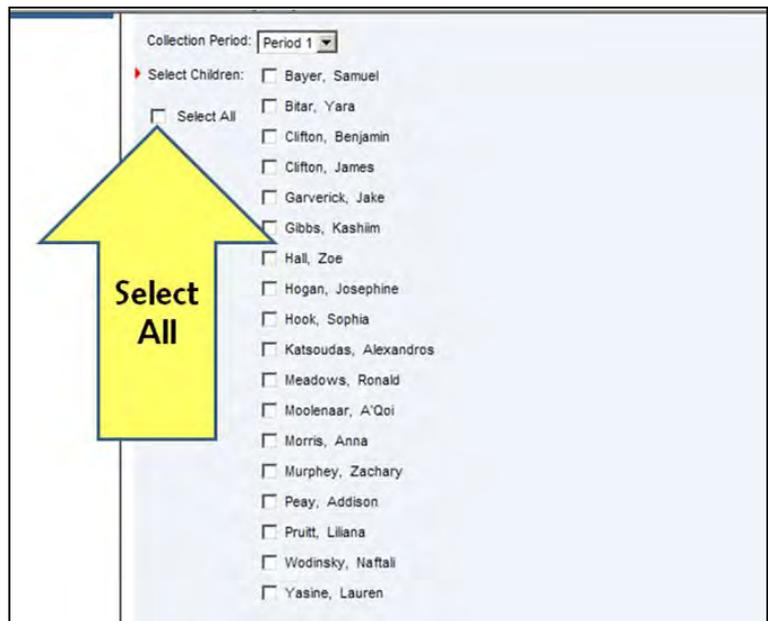
ENTERING NOTES FROM A MATRIX

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



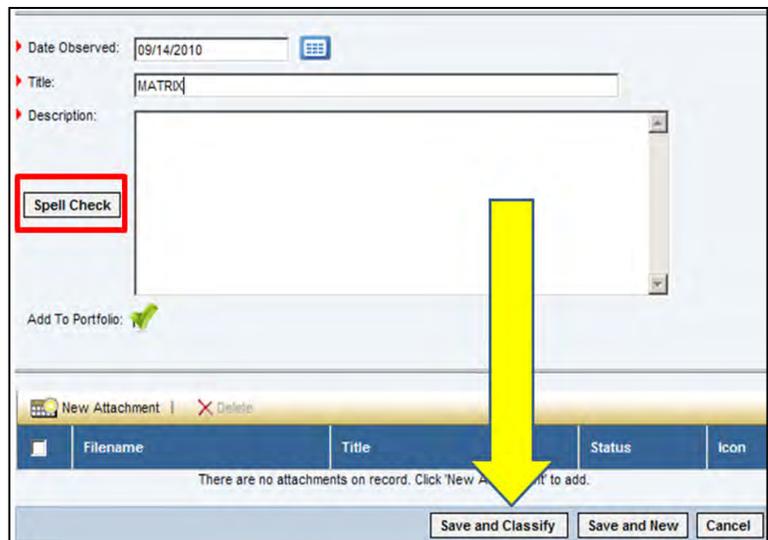
Enter the date

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

The Observation was successfully saved.

Classify Observation

Observation Title: **MATRIX**
Observation Date: **09/14/2010**
Observation Description: Cleaned up snack and sat down on large group rug

P4 Preschool 4

- Bayer, Samuel
- Bitar, Yara
- Clifton, Benjamin
- Clifton, James
- Garverick, Jake
- Gibbs, Kashim
- Hall, Zoe
- Hogan, Josephine
- Hook, Sophia
- Katsoudas, Alexandros
- Meadows, Ronald
- Moolenaar, A'Qoi
- Morris, Anna
- Murphey, Zachary
- Peay, Addison
- Pruitt, Liliana
- Wodinsky, Naftali

New Classification | Delete | Edit

0 selected

Domain	Functional Component	Performance Indicator	
II. Language and Literacy	A. Listening	2. Follows two- or three-step directions.	Save

EDIT AN OBSERVATION

Under Documentation and Planning
Click Manage Observation

Home | Documentation & Planning | Guidelines & Checklists | Teacher Files | Group Reports | Resource Center | Your Account

Stop Screening | Current Teacher: Howard, Sherry | Current Program: DeKalb County Board of Education | Current site: C

Documentation & Planning | Guidelines & Checklists | Teacher Files | Group Reports | Resource Center | Your Account

- Documentation & Planning**
 - Enter Observations
 - Add observations
 - Manage Observations
 - Change observations
 - Manage remote observations
 - Reusable Masters
 - Customize your forms
- Guidelines & Checklists**
 - Enter developmental
 - Track the status of each checklist
- Teacher Files**
 - Completed Checklist
 - Save a PDF version checklist
 - Record students' activities
 - Summary Reports
 - Create, edit and store summary reports
 - COSF Ratings
 - Create a Child Outcome Summary Form
- Group Reports**
 - Class Profile
 - Review class ratings by indicator
 - Class Ratings
 - View a checklist ratings summary
 - Outcomes Reports
 - Generate aggregated Outcomes Reports
- Resource Center**
 - Forums
 - Communicate with other users
 - Teacher Articles
 - Browse expert articles about assessment
 - Links
 - Access early childhood education websites
 - Search
 - Search resource center's forums
- Your Account**
 - Edit Profile
 - Change your account information
 - Change Password
 - Change your login password
 - Manage Classes
 - Add and change classes
 - Manage Sections
 - Add and change sections
 - Manage Students

Select the Student

Student Selection << | Manage Observations

Student Name: Gibbs, Kashim
Gender: Male | Birth Date: 04/15/2005
Collection Period: Period 2 | Academic Year: 2010/2011 | Grade: Preschool 4

Select:
Collection Period: Academic Year: Grade:
2011 (Current) | 2010/2011 (Current) | Preschool 4 (Current) | View

0 selected

Observation Date	Description	Domain	Component	Performance Indicator	Attachment	Por
05/03/2011	Transition Sat on teacher stool and "read" a book to the class. Held book like teacher.	I. Personal and Social Development	A. Self concept	1. Demonstrates self-confidence. 2. Shows some self-direction. 3. Manages transitions		

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

<input checked="" type="checkbox"/>	09/14/2010	MATRIX Cleaned up snack and sat down on large group rug	II. Language and Literacy	A. Listening	2. Follows two- or three-step directions.	<input checked="" type="checkbox"/>
-------------------------------------	------------	--	---------------------------	--------------	---	-------------------------------------

Click Edit

Student Name: Gibbs, Kashim
Gender: Male | Birth Date: 04/15/2005
Collection Period: Period 1 | Academic Year: 2010/2011 | Grade: Preschool 4

Select:
Collection Period: Academic Year: Grade:
Period 1 | 2010/2011 (Current) | Preschool 4 (Current) | View

1 selected

Observation Date	Description	Domain	Component	Performance Indicator	Attachment	Por
<input type="checkbox"/>	11/11/2010	family large group LE Daddy working. Mommy working with papers.	V. Social Studies A. People, past and present B. Human interdependence	1. Identifies similarities and differences in personal and family characteristics. 1. Begins to understand family needs, roles, and relationships.		

Make your edits



The screenshot shows a web form for editing an observation. The fields are: Date Observed: 09/14/2010; Title: MATRIX; Description: Cleaned up snack with help and sat down on large group rug. There is a Spell Check button and an Add To Portfolio checkbox (checked). At the bottom, there is a table with columns: Filename, Title, Status, Icon. Below the table, it says "There are no attachments on record. Click 'New Attachment' to add." At the bottom right, there are Save and Cancel buttons. A yellow arrow points from the top right towards the Save button.

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, Kashiim**
Grade: **Preschool 4**
Observation Date: **09/14/2010**
Observation Title: **MATRIX**

What would you like to do next?

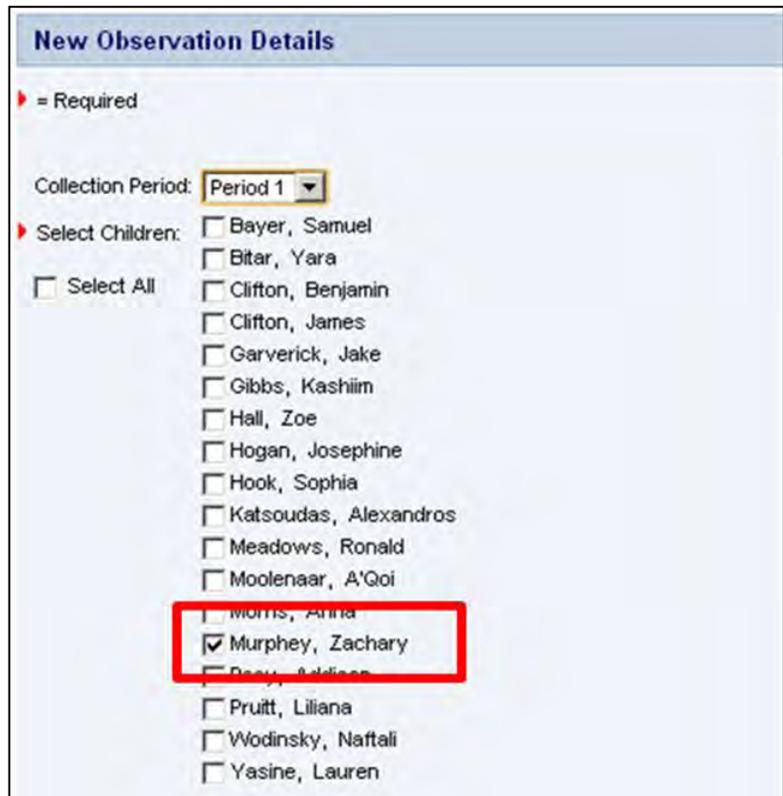
- [Classify Observation for this student](#)
- [Go to Manage Observations](#)
- [Go to Home page](#)

ENTERING PHOTOS AND WORK SAMPLES

Under Documentation and Planning
Click Enter Observations



Select the Collection Period



Select the Student

Enter the date

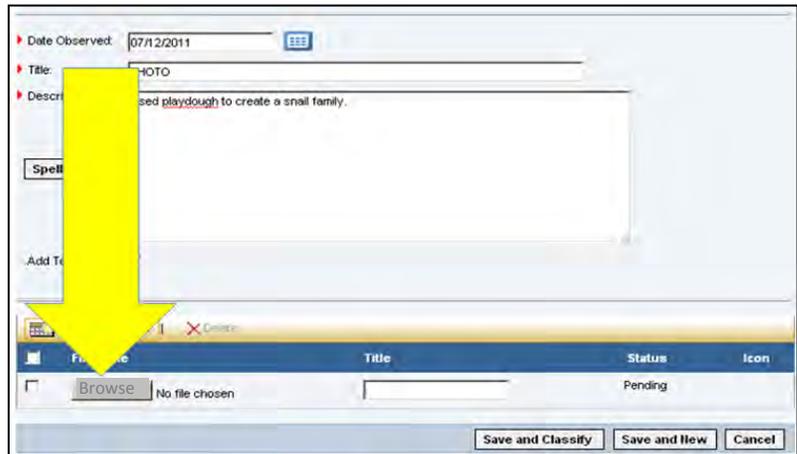
Enter PHOTO or WORK SAMPLE in the
Title field

Remember to Spell Check and click
Add to Portfolio

Click New Attachment

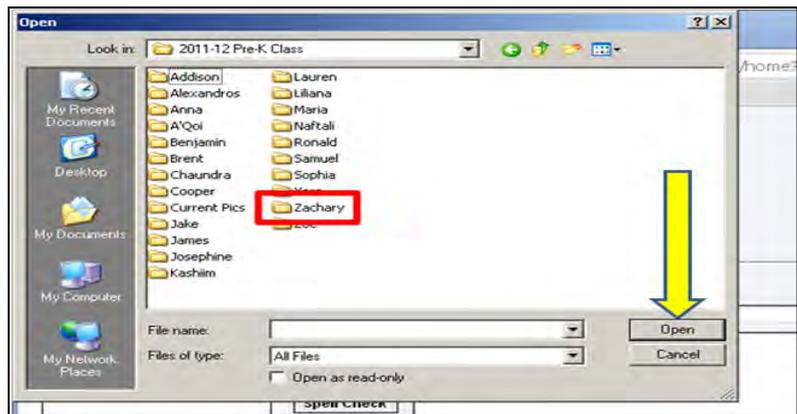


Click Browse



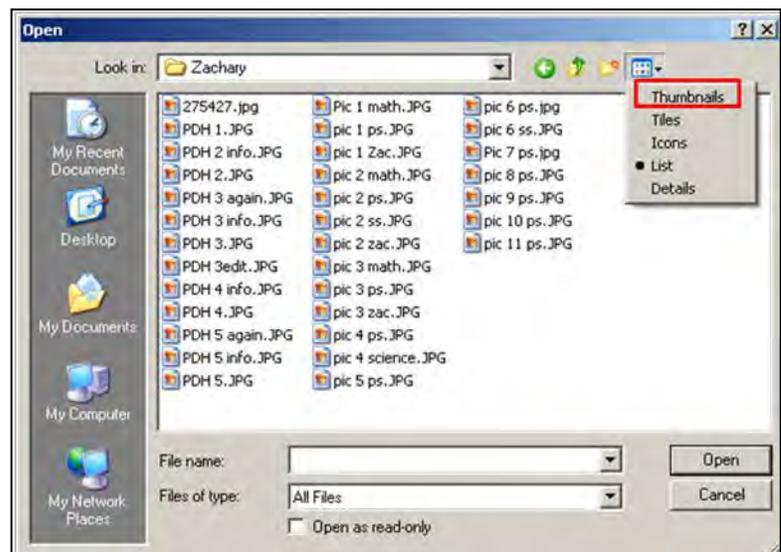
Find the folder where pictures are saved on your computer

Click Open

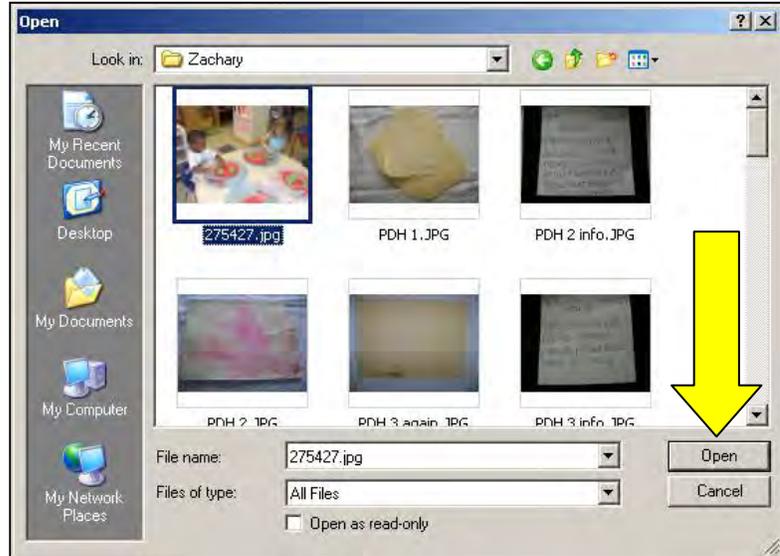


To help identify the pictures without opening each file,

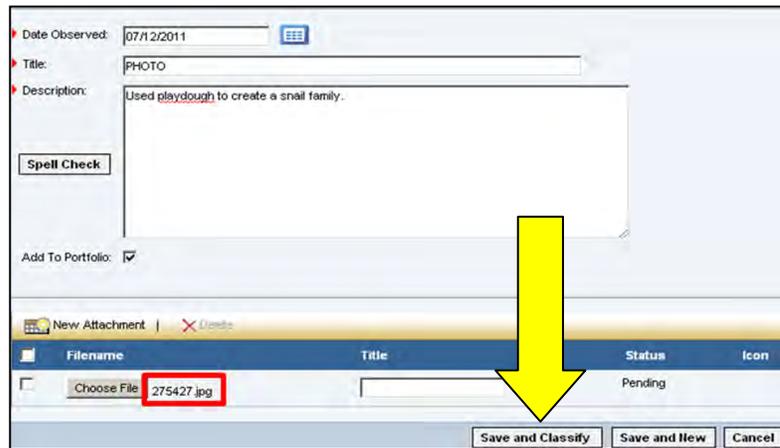
Choose the Thumbnails option in the Views drop-down menu



Select the image and Click Open



The File name will appear next to the Browse button

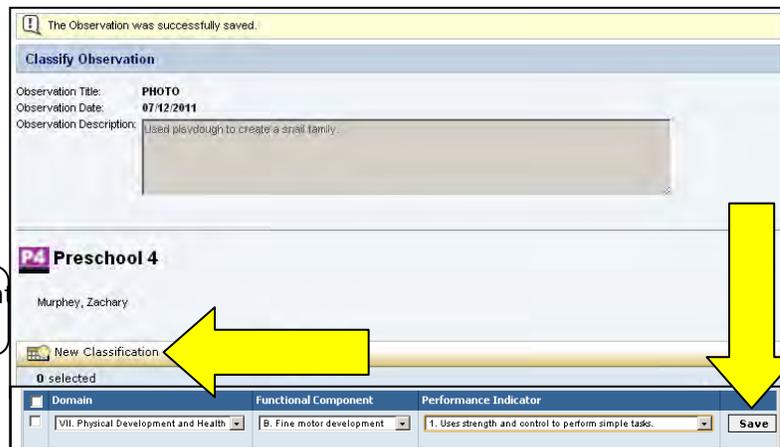


Click Save and Classify

Click New Classification

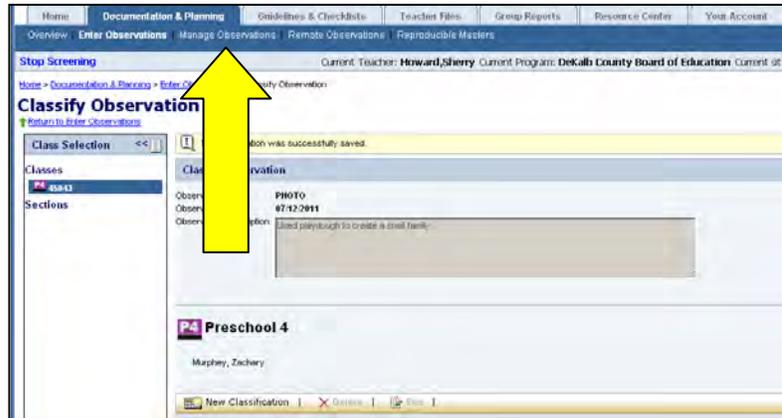
Choose Domain, Functional Component and Performance Indicator

Click Save



To see your photo,

Click Manage Observations



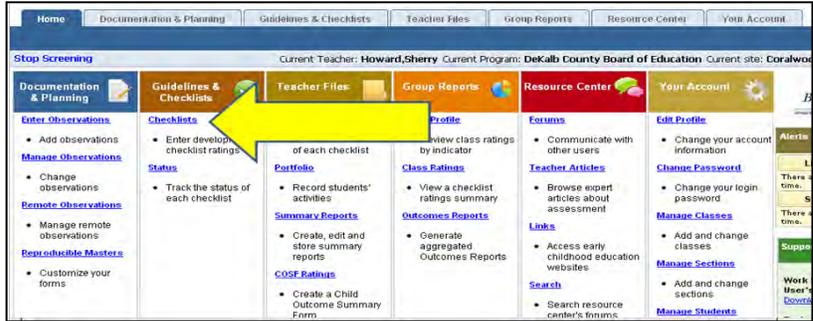
⇒ A thumbnail of the image will appear in the Attachment column

Double-click the image to enlarge



CREATE A CHECKLIST

Under Guidelines and Checklists
Click Checklists



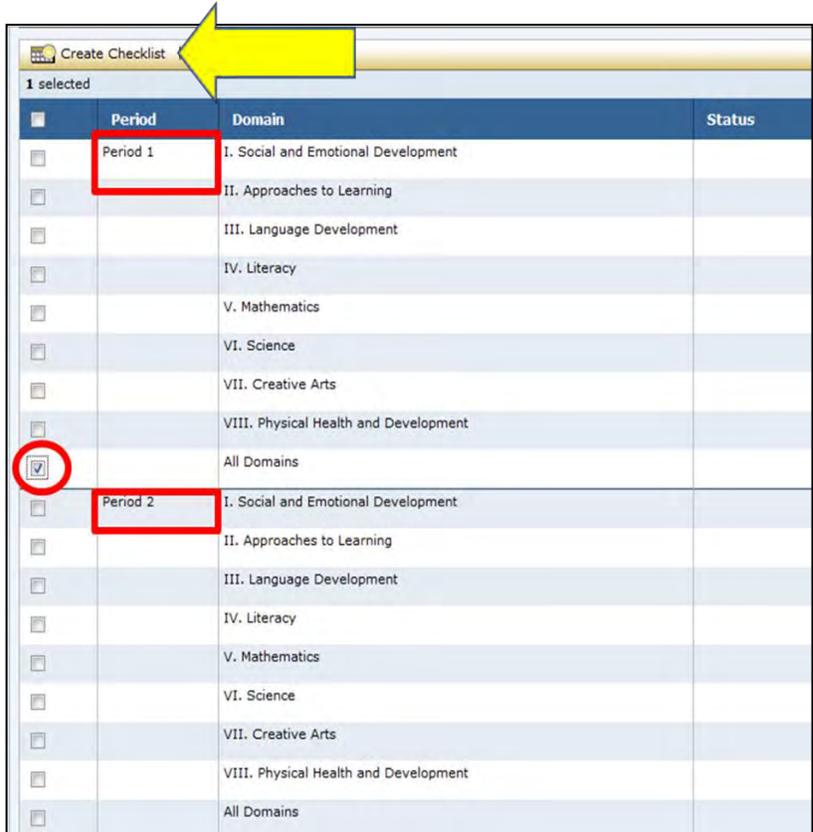
Choose a child



Be sure you are in the correct Period

Select All Domains or one at a time

Click Create Checklist



⇒ View of created Checklist

Enter Developmental Checklist Clear Ratings Save

Student Name: **Murphey, Zachary**
 Gender: **Male** Birth Date: **10/15/2005** Grade: **Preschool 4** Academic Year: **2010/2011** Collection Period: **Period 1**

I. Personal and Social Development					
A. Self concept	Not Yet	In Process	Proficient	Not Applicable	Did Not Observe
<input type="checkbox"/> 1. Demonstrates self-confidence.	<input type="radio"/>				
<input type="checkbox"/> 2. Shows some self-direction.	<input type="radio"/>				
B. Self control	Not Yet	In Process	Proficient	Not Applicable	Did Not Observe
<input type="checkbox"/> 1. Follows simple classroom rules and routines.	<input type="radio"/>				
<input type="checkbox"/> 2. Uses classroom materials carefully.	<input type="radio"/>				
<input type="checkbox"/> 3. Manages transitions.	<input type="radio"/>				
C. Approaches to learning	Not Yet	In Process	Proficient	Not Applicable	Did Not Observe
<input type="checkbox"/> 1. Shows eagerness and curiosity as a learner.	<input type="radio"/>				
<input type="checkbox"/> 2. Attends to tasks and seeks help when encountering a problem.	<input type="radio"/>				
<input type="checkbox"/> 3. Approaches tasks with flexibility and inventiveness.	<input type="radio"/>				
D. Interaction with others	Not Yet	In Process	Proficient	Not Applicable	Did Not Observe
<input type="checkbox"/> 1. Interacts easily with one or more children.	<input type="radio"/>				

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

Student Name: **Murphey, Zachary**
 Gender: **Male** Birth Date: **10/15/2005** Grade: **Preschool 4** Academic Year: **2010/2011** Collection Period: **Period 1**

I. Personal and Social Development					
A. Self concept	NY	IP	PRO	NA	DNO
<input type="checkbox"/> 1. Demonstrates self-confidence.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 2. Shows some self-direction.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Self control	NY	IP	PRO	NA	DNO
<input type="checkbox"/> 1. Follows simple classroom rules and routines.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 2. Uses classroom materials carefully.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 3. Manages transitions.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Approaches to learning	NY	IP	PRO	NA	DNO
<input type="checkbox"/> 1. Shows eagerness and curiosity as a learner.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="checkbox"/> 2. Attends to tasks and seeks help when encountering a problem.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Work Sampling System Guidelines

Attends to tasks and seeks help when encountering a problem.

Four year olds attend to most tasks for short periods of time (10-20 minutes). They will persist longer when they have chosen the activity. Learning to work until tasks are finished or problems are solved is often difficult for this age group. Ways that children show persistence and willingness to accept help in problem-solving include:

Observation Notes

NOTE
10/07/2010 asked for help opening his applesauce [view](#)

playground
08/09/2010 pumping legs to swing self [view](#)

Use the Additional Comments box at the end of each Domain to write comments you can include in the Narrative Summary Report

C. Approaches to learning	NY	IP	PRO	NA	DNO
<input type="checkbox"/> 1. Shows eagerness and curiosity as a learner.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="checkbox"/> 2. Attends to tasks and seeks help when encountering a problem.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 3. Approaches tasks with flexibility and inventiveness.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Interaction with others	NY	IP	PRO	NA	DNO
<input type="checkbox"/> 1. Interacts easily with one or more children.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 2. Interacts easily with familiar adults.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 3. Participates in the group life of the class.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 4. Shows empathy and caring for others.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Social problem-solving	NY	IP	PRO	NA	DNO
<input type="checkbox"/> 1. Seeks adult help when needed to resolve conflicts.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments "You are supposed to look at a person before talking to them." to Yara together with friends, used hollow and cardboard blocks to build a set of drums and used rhythm sticks to play the drums

Click Finalize Developmental Checklist

VII. Physical Development and Health					
A. Gross motor development					
	Not Yet	In Process	Proficient	Not Applicable	Did Not Observe
<input type="checkbox"/> 1. Moves with some balance and control.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 2. Coordinates movements to perform simple tasks.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Fine motor development					
<input type="checkbox"/> 1. Uses strength and control to perform simple tasks.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<input type="checkbox"/> 2. Uses eye-hand coordination to perform tasks.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 3. Shows beginning control of writing, drawing, and art tools.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Personal health and safety					
<input type="checkbox"/> 1. Performs some self-care tasks independently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<input type="checkbox"/> 2. Follows basic health and safety rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Additional comments:

⇒ On Period 2 Checklist, the blue arrows indicate Period 1 Finalized ratings

Enter Developmental Checklist					
Student Name: Aiko, Aiko					<input type="button" value="Clear Ratings"/> <input type="button" value="Save"/>
Gender: Female	Birth Date: 10/26/0005	Grade: Preschool 4	Academic Year: 2010/2011	Collection Period: Period 2	
I. Personal and Social Development					
A. Self concept					
<input type="checkbox"/> 1. Demonstrates self-confidence.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 2. Shows some self-direction.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Self control					
<input type="checkbox"/> 1. Follows simple classroom rules and routines.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 2. Uses classroom materials carefully.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 3. Manages transitions.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Approaches to learning					
<input type="checkbox"/> 1. Shows eagerness and curiosity as a learner.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 2. Attends to tasks and seeks help when encountering a problem.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 3. Approaches tasks with flexibility and inventiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
D. Interaction with others					
	Not Yet	In	Proficient	Not	Did Not

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

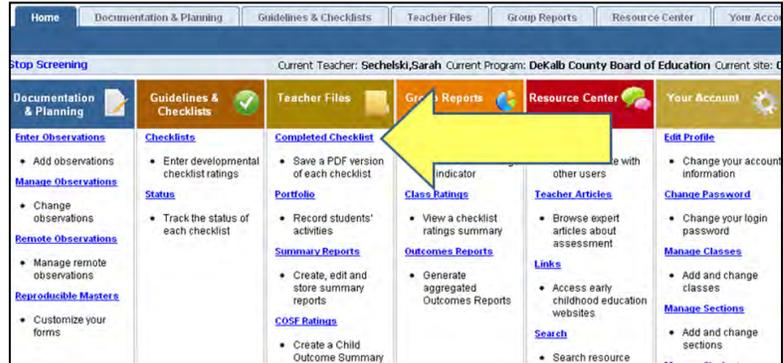
PROFICIENT: The skill, knowledge, or behavior is **firmly** within the child's range of performance.

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



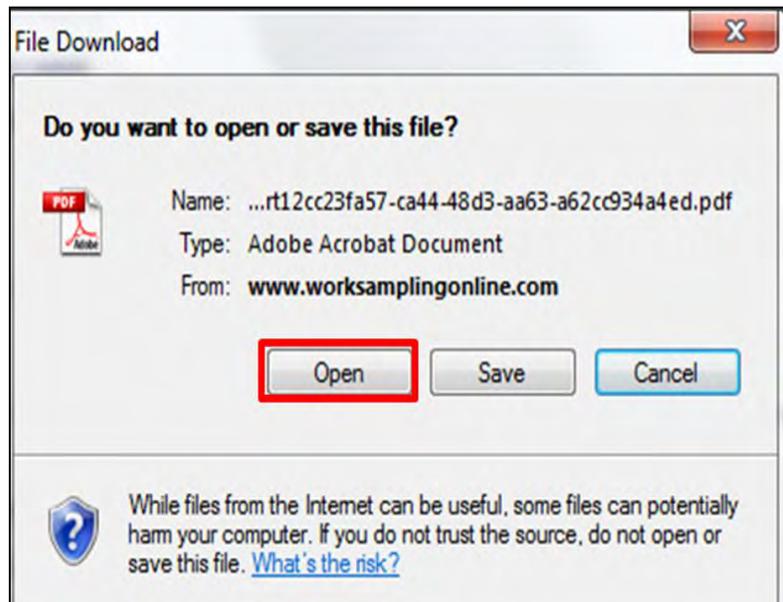
Select the student



Choose your Domain(s)

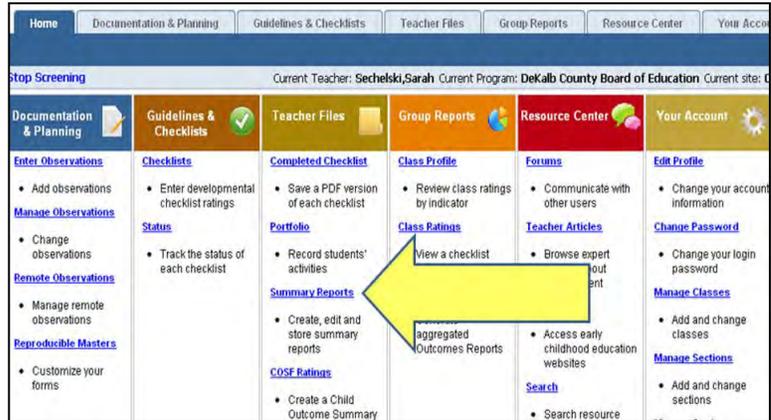
Click Submit

Click Open to print

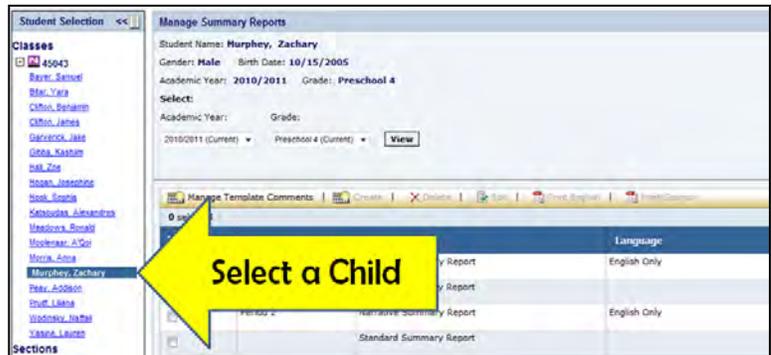


NARRATIVE SUMMARY REPORT

Under Teacher Files,
Click Summary Reports

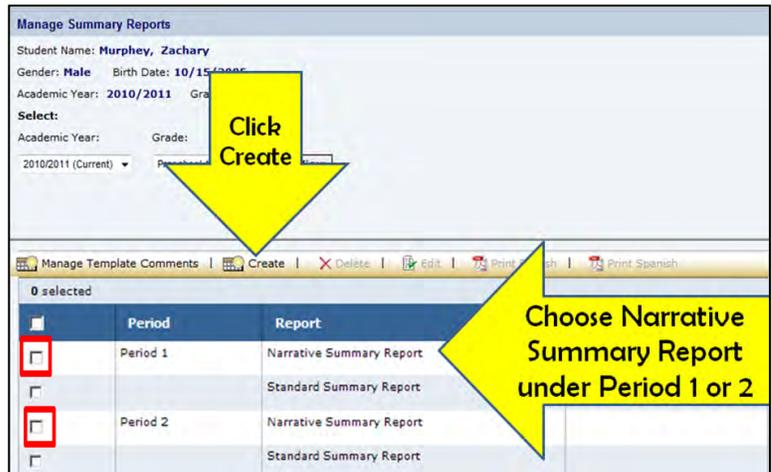


Select a child



Under Period 1 or 2,
Choose Narrative Summary Report

Click Create



Use Checklist Comments to help create your narrative

Narrative Summary Report

Student Name: **Murphey, Zachary**
 Gender: **Male** Birth Date: **10/15/2005** Grade: **Preschool 4** Academic Year: **2010/2011** Collection Period: **Period 1**

Report Options

Attendance: Days Present: **80** Days Absent: **1**

Report Language(s): English Only
 Spanish Only
 English and Spanish

1. Personal and Social Development

English

Template Comments: There are no template comments entered for this domain. To add a comment, go to Manage Summary Reports -> Manage Template Comments

Checklist Comments: 05/25/2011 "You are supposed to look at a person before talking to them." to Yara together with friends, used (more) [View](#)

To print your Narrative Summary Report

Under Manage Summary Reports, Select the Student

Select the Period

Click Print English

Manage Summary Reports

Student Name: **Murphey, Zachary**
 Gender: **Male** Birth Date: **10/15/2005**
 Academic Year: **2010/2011** Grade: **Preschool 4**

Select:
 Academic Year: Grades:
 20102011 (Current) | Preschool 4 (Current) | **View**

1 selected

	Period	Report	Language
<input type="checkbox"/>	Period 1	Narrative Summary Report	English Only
<input type="checkbox"/>		Standard Summary Report	
<input checked="" type="checkbox"/>		Narrative Summary Report	English Only
<input type="checkbox"/>		Standard Summary Report	

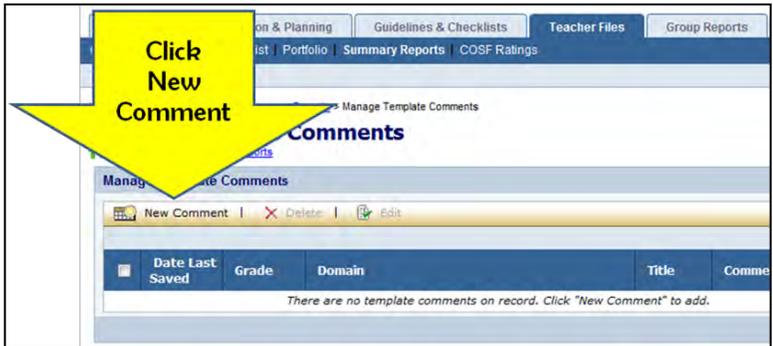
Buttons: Manage Template Comments, Create, Delete, Edit, **Print English**, Print Comments

TEMPLATE COMMENTS

Under Teacher Files ➤ Summary Reports,
Click Manage Template Comments



Click New Comment



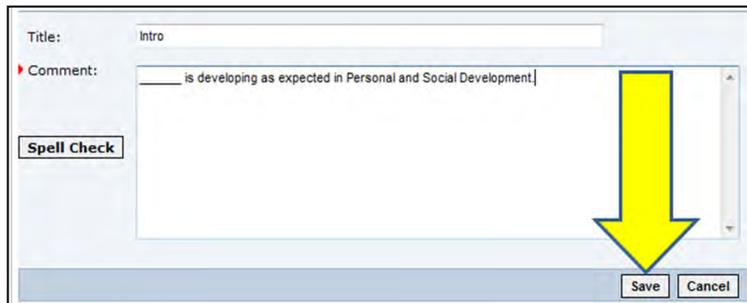
Select Preschool 4

Choose the Domain



Type your comment in the Comment field

Click Save



The screenshot shows a form with a 'Title' field containing 'Intro' and a 'Comment' field containing '_____ is developing as expected in Personal and Social Development'. A 'Spell Check' button is located to the left of the comment field. At the bottom right, there are 'Save' and 'Cancel' buttons. A large yellow arrow points downwards towards the 'Save' button.

⇒ 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



The screenshot shows a narrative text field titled 'I, Personal and Social Development' with 'English' selected. Below the text field are two panels: 'Template Comments' and 'Checklist Comments'. The 'Template Comments' panel contains a comment with a diamond icon on the left, a date '06/21/2011', and the text '_____ is developing as expected in Personal and Social Development. [view](#)'. The 'Checklist Comments' panel contains a comment with a plus icon on the left, a date '05/25/2011', and the text '"You are supposed to look at a person before talking to them" to Yara together with friends, used (more) [view](#)'. A red arrow points upwards from the diamond icon in the 'Template Comments' panel towards the narrative text field.

PORTFOLIO

Under Teacher Files
Click Portfolio

The screenshot shows a navigation menu with several tabs: Home, Documentation & Planning, Guidelines & Checklists, Teacher Files, Group Reports, Resource Center, and Your Account. The 'Teacher Files' tab is active, and a yellow arrow points to the 'Portfolio' link within the 'Completed Checklist' sub-section.

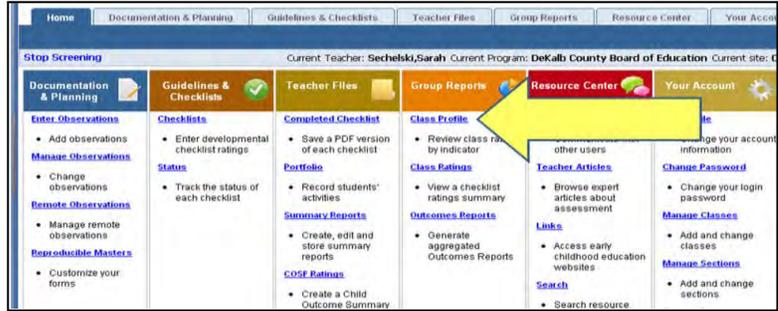
Select a child to view all observations
entered for that child

The screenshot shows the 'Manage Portfolio' page for student Zachary Murphey. On the left, under 'Classes', a list of student names is shown, with 'Murphey, Zachary' highlighted by a yellow arrow. The main area displays a table of portfolio entries for this student.

Portfolio Entry Date	Description	Attachment	Observation
04/25/2011	Matrix- Carnival of the Animals Listening to a variety of music that represents various animals. The Aquarium, Cuckoo, March of the Lion- moving arms to "Birds"		✓
04/25/2011	Earth-Brain Pop Jr. How long does it take the Earth to orbit the sun? "1 year"		✓
04/23/2011	matrix- categorizing sorted items according to where they belong in a house book/bedroom, oven/kitchen, rug/living room, clothes/bedroom, trashcan/living room, shower/bathroom		✓
03/23/2011	matrix- sorting rocks sorted rocks by size- small, medium, and large		✓
02/28/2011	matrix- snake pattern game AABB → ABB → AABBB → ABC →		✓
02/24/2011	matrix- matching letter to sounds- spectacular sounds bingo P- given sound, identified letter that matched the sound using Super Why game on promethean board, /q/, /x/, /p/		✓
02/23/2011	matrix- positional words Using a farm scene, students used manipulatives to identify given positional words: under, next to (beside), in, across, around, over		✓
02/21/2011	matrix- counting sets- eggs counted dots on "egg" and matched to numeral in egg carton 1-10		✓
01/19/2011	photo- snow fort worked together to build a snow fort and then had a "snowball" fight with each other using wadded up paper as snow balls		✓

CLASS PROFILE REPORT

Under Group Reports,
Click Class Profile Report



Select the Grade, Period and Domain

Click View

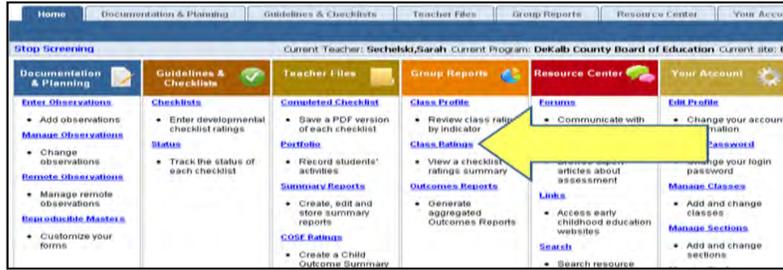


⇒ View of Class Profile Report

Performance Indicator	Not Yet	In Process	Proficient	Not Applicable	Did Not Observe
A. Self concept					
1. Demonstrates self-confidence.		Gibbs, Kashiim Moolenaar, A'Qoi	Clifton, Benjamin Garverick, Jake Hogan, Josephine Meadows, Ronald Peay, Addison Wodinsky, Naftali Clifton, James Hall, Zoe Hook, Sophia Bayer, Samuel Bitar, Yara Katsoudas, Alexandros Morris, Anna Murphey, Zachary Pruitt, Liliana Yasine, Lauren		
2. Shows some self-direction.		Garverick, Jake Gibbs, Kashiim Wodinsky, Naftali Hall, Zoe Morris, Anna	Clifton, Benjamin Hogan, Josephine Meadows, Ronald Moolenaar, A'Qoi Peay, Addison Clifton, James Hook, Sophia Bayer, Samuel Bitar, Yara Katsoudas, Alexandros Murphey, Zachary Pruitt, Liliana Yasine, Lauren		
B. Self control					
1. Follows simple classroom rules and routines.		Garverick, Jake Gibbs, Kashiim Wodinsky, Naftali Hall, Zoe	Clifton, Benjamin Hogan, Josephine Meadows, Ronald Moolenaar, A'Qoi Peay, Addison Clifton, James Hook, Sophia Bayer, Samuel		

CLASS RATINGS REPORT

Under Group Reports,
Click Class Ratings



Choose the Format

Choose the Domain(s)

Report Title: Class Ratings Report for 45043
 Academic Year: 2010/2011 (Current Year)
 Grade: Preschool 4
 Format: PDF

Choose the FORMAT

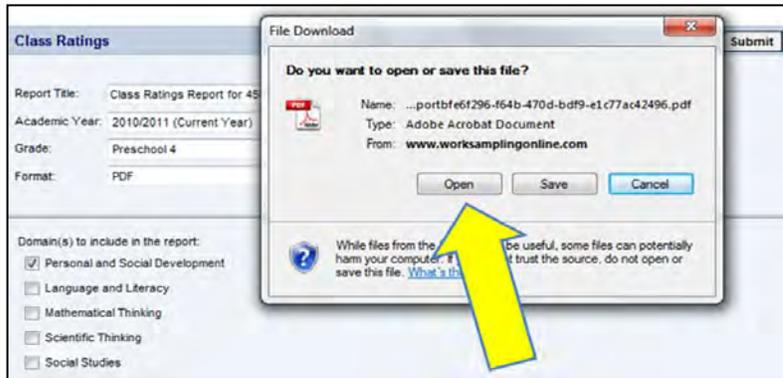
Domain(s) to include in the report:

- Personal and Social Development
- Language and Literacy
- Mathematical Thinking
- Scientific Thinking
- Social Studies
- The Arts
- Physical Development and Health

Choose the DOMAIN(S)

Submit

Click Open to view



⇒ PDF View of Class Ratings

P4 Class Ratings Report for 45043
 4th Edition
 Date of Report: 06/21/2011
 Academic Year: 2010/2011
 Teacher Name: Sarah Sechelski
 Page 2 of 3

I. Personal and Social Development																								
A. Self concept					B. Self control					C. Approaches to learning					D. Interaction with others				E. Social problem solving					
1. Demonstrates self-confidence		2. Shows self-direction			1. Follows simple classroom rules and routines		2. Uses materials carefully			3. Manages transition		1. Shows eagerness and curiosity as a learner		2. Adheres to tasks		3. Approaches tasks with flexibility	1. Interacts easily with one or more children.		2. Interacts easily with familiar adults.		3. Participates in the group if needed for others.	4. Shows empathy and caring for others.	1. Seeks adult help when needed	
PRO	IP	IP	IP	IP	PRO	IP	IP	IP	IP	PRO	IP	IP	IP	IP	PRO	IP	IP	IP	PRO	IP	IP	IP	PRO	IP
Collection Period	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
Liaise Yasin	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
Liliana Pruitt	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
Natall Wodinsky	PRO	PRO	IP	IP	PRO	PRO	IP	IP	IP	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	IP
Ronald Meadows	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
Samuel Bayer	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
Toshia Hook	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	IP
Yara Bitar	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
Zachary Murphy	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
Zoe Hall	PRO	PRO	IP	IP	PRO	PRO	IP	IP	IP	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	IP

RESOURCES

SUPPORT SECTION

Download the User Guide

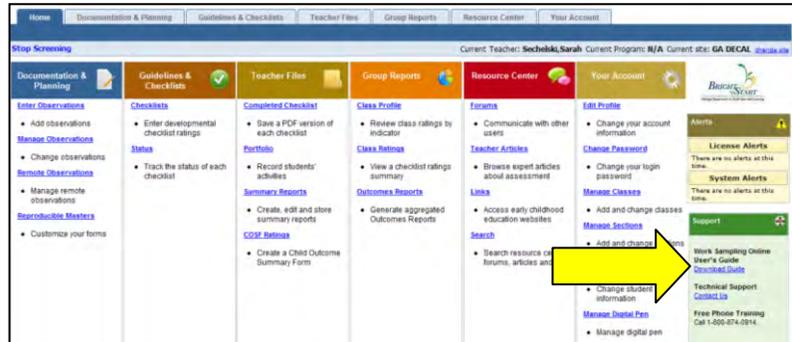
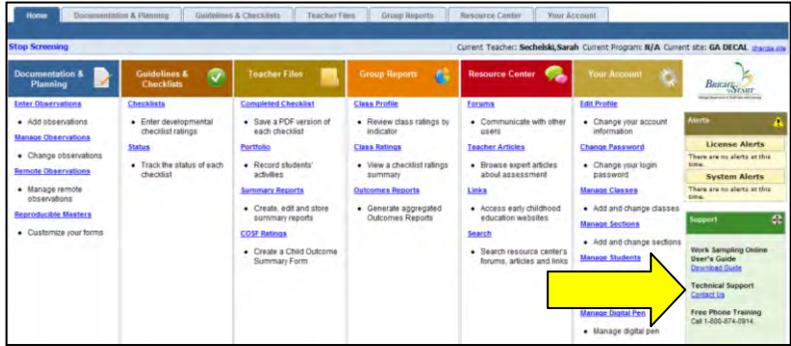


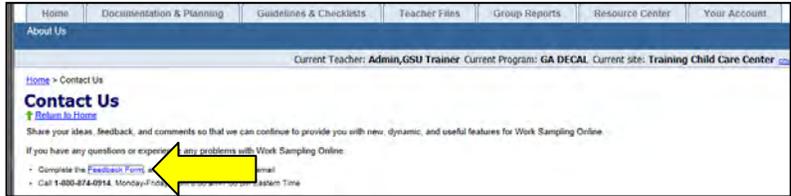
Table of Contents		1
TABLE OF CONTENTS		1
OVERVIEW		3
HOW TO BEGIN		3
TECHNICAL SUPPORT		3
SYSTEM REQUIREMENTS		3
Minimum System Requirements		4
Recommended System Requirements		4
GETTING STARTED		5
LOGGING IN		5
Lost Password		5
Log Out		5
HOME PAGE		6
Navigation Tabs		6
Class/Child List in Left Navigation Panel		6
Alerts		6
YOUR ACCOUNT		7
EDIT PROFILE		7
CHANGE PASSWORD		7
MANAGE CLASSES		8
Create a Class		8
Edit Class		8
Delete Class		9
MANAGE SECTIONS		9
Create a Section		9
Edit Section		10
Delete Section		10
MANAGE CHILDREN		11
Add Existing Children		11
Add New Child		11
Edit children		12
Transfer Children		12
Delete Children		13
DOCUMENTATION & PLANNING		14
ENTER OBSERVATIONS		14
MANAGE OBSERVATIONS		16
Viewing Observations		16
Edit Observations		17

Contact Teach Support by filling out a Feedback Form

Click Contact Us



Click Feedback Form



Fill out the Form and click SEND

Feedback Form
[Return to Home](#)

We value your feedback on Work Sampling Online. If you would like to share ideas, ask a question, or report a problem, please complete and submit the form below. If you would like a response, please provide a valid email address and a representative will contact you.

* Indicates required field

Name:

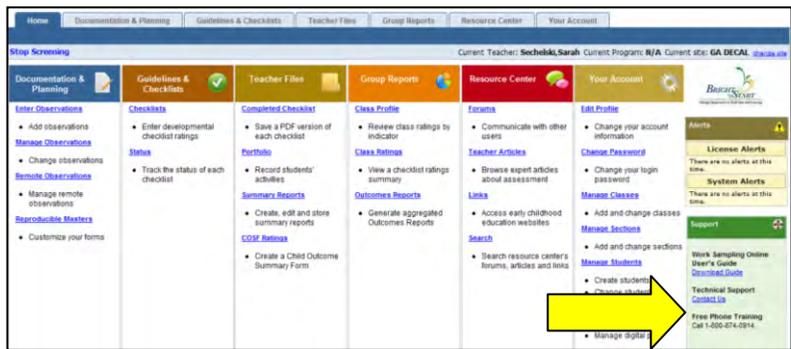
Email Address:
 An email address is required in order for us to respond to you. If you do not have an email address, please ask your Administrator to contact us on your behalf.

I am a(n):

Subject:

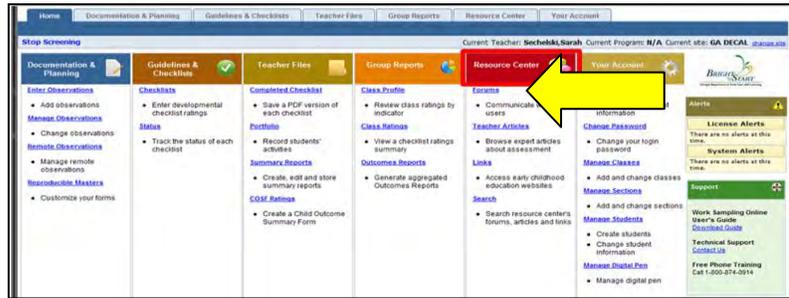
Message:

Find the toll free number for Pearson

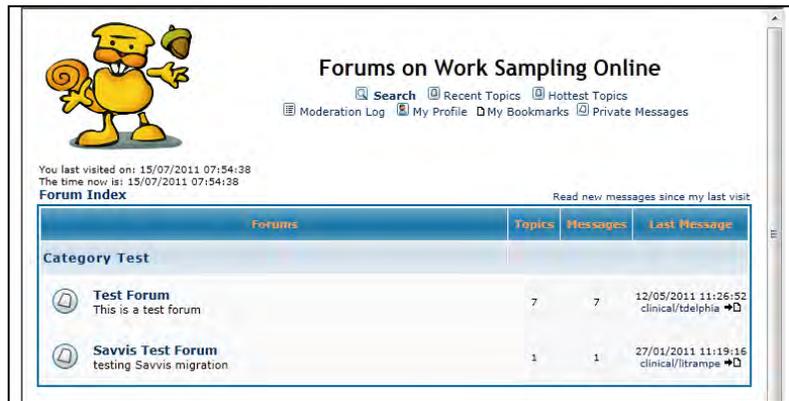


RESOURCE CENTER

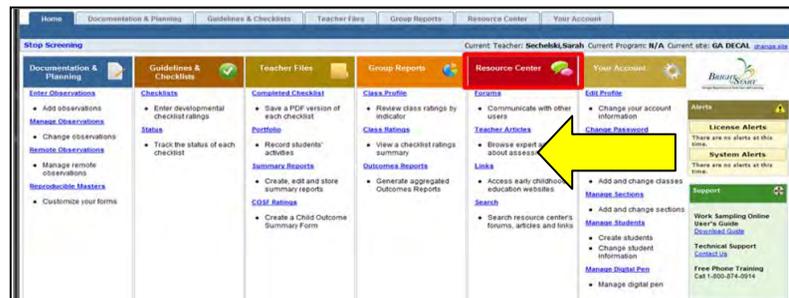
Click Forums



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

The screenshot shows a software interface with a navigation bar at the top containing links: Home, Documentation & Planning, Guidelines & Checklists, Teacher Files, Group Reports, Resource Center, and Your Account. Below the navigation bar, there are several main sections: 'Documentation & Planning', 'Guidelines & Checklists', 'Teacher Files', 'Group Reports', 'Resource Center', and 'Your Account'. A yellow arrow points to the 'Resource Center' tab, which is highlighted in red. The 'Resource Center' section contains sub-sections: 'Enter Observations', 'Manage Observations', 'Remote Observations', 'Resource Masters', 'Checklists', 'Status', 'Completed Checklist', 'Profiles', 'Summary Reports', 'Class Profile', 'Class Ratings', 'Outcomes Reports', 'Enrich', 'Links', and 'Search'. The 'Enrich' section includes 'Communicate with other users', 'Review class ratings by indicator', 'View a checklist ratings summary', and 'Browse education websites'. The 'Links' section includes 'Access and improve education websites'. The 'Search' section includes 'Search resource centers, forums, articles and links'. The 'Your Account' section includes 'List Profile', 'Change Password', 'Login', 'Add and change classes', 'Add and change sections', 'Manage Students', 'Create students', 'Change student information', 'Manage Digital Pen', and 'Manage digital pen'. On the right side, there are 'Alerts' (License Alerts, System Alerts), 'Support' (Work Sampling Online, Sample Guide, Download Guide, Technical Support, Contact Us), and 'Free Phone Training' (Call 1-800-874-8914).

Get important information from other websites

The screenshot shows a website titled 'Childhood Educators'. It has a navigation menu with links: Work Sampling And ESI-R Information, Research and Advocacy, General Interest for Early Childhood Educators, Professional Organizations, and Head Start Information. The main content area is divided into three sections: 'Work Sampling And ESI-R information', 'Research and Advocacy', and 'General Interest for Early Childhood Educators'. The 'Work Sampling And ESI-R information' section includes links to 'ERIC Clearinghouse on Assessment and Evaluation', 'Success for All', 'The National Center for Early Development and Learning', 'NCEDE: focuses on enhancing the cognitive, social, and emotional development of children from birth to age 8', and 'Zero to Three'. The 'Research and Advocacy' section includes a link to 'The National Center for Fair and Open Testing'. The 'General Interest for Early Childhood Educators' section includes links to 'Federal Resources for Educational Excellence FREE', 'Child Care Information Exchange', and 'Child Care Information Exchange'. Each section has a 'Return to Top' link at the bottom right.

SECTION THREE

TECHNOLOGY TIPS
& HELPFUL HINTS

TECHNOLOGY

BEST
PRACTICES
TRAINING

3

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.



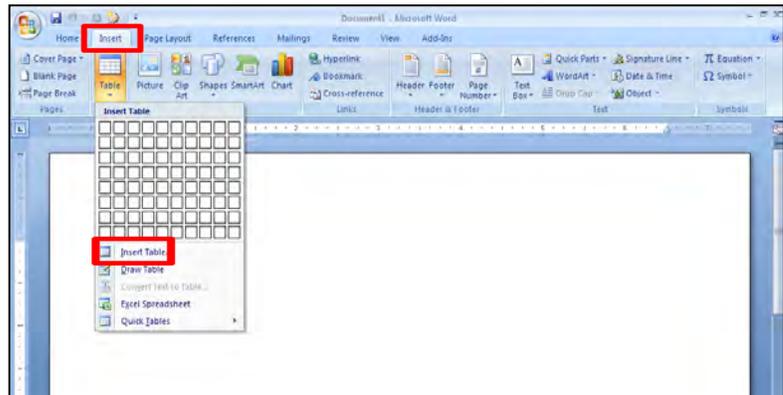
DESIGN A MATRIX

Open a Word document

Click the Insert Tab

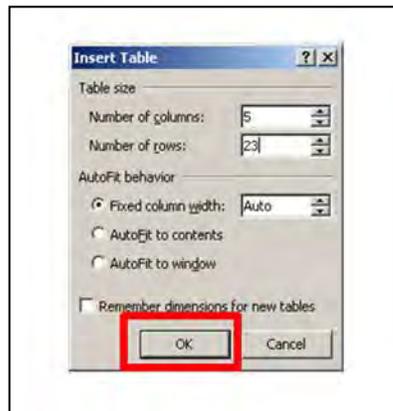
Click Table

Click Insert Table



Choose the number of columns and number of rows

Click OK



Type the names in the first column

Type observable, predictable behaviors in the first row

Include a column for additional comments

Name				
Samuel				
Yara				
Benjamin				
James				
Jake				
Kashim				
Zoe				
Josephine				
Sophia				
Alexandros				
Ronald				
A'Qoi				
Anna				
Zachary				
Addison				
Liliana				
Naftali				
Lauren				
Justin				
Marla				
Cooper				
Emony				

Annotations in the table:

- Arrows point from the first row to the first three columns.
- Text box: *Washed hands following picture chart* (points to the second column)
- Text box: *Lined up and put on coat when name was called* (points to the third column)
- Text box: *Cleaned up snack and sat down on large group rug* (points to the fourth column)

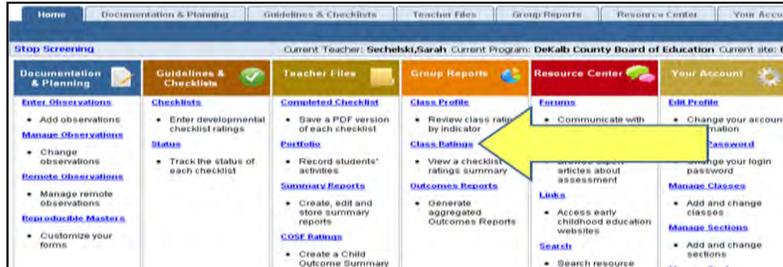
Create a key

H = with HELP

✓ = independently

REFORMATTING the CLASS RATINGS REPORT

Under Group Reports,
Click Class Ratings



Choose the Format

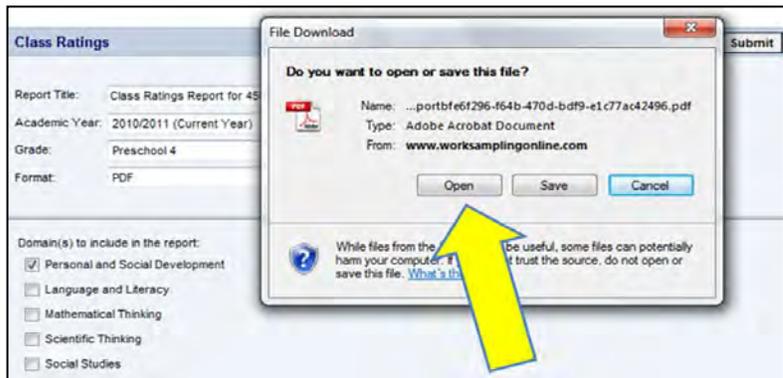
Choose the Domain(s)

The form contains the following fields and options:

- Report Title: Class Ratings Report for 45043
- Academic Year: 2010/2011 (Current Year)
- Grade: Preschool 4
- Format: PDF
- Domain(s) to include in the report:
 - Personal and Social Development
 - Language and Literacy
 - Mathematical Thinking
 - Scientific Thinking
 - Social Studies
 - The Arts
 - Physical Development and Health

Yellow callouts highlight the 'Format' dropdown and the domain selection checkboxes. A 'Submit' button is at the bottom right.

Click Open to view



⇒ CSV View of Class Ratings

Report Date	Academic Period	Class	Teacher	Grade	Student First Name	Student Last Name	I.A.1	I.A.2	I.B.1	I.B.2	I.B.3	I.C.1	I.C.2	I.C.3	I.D.1	I.D.2	I.D.3
2010/2011 Period 1		45043 Sarah Sed Preschool	Benjamin Clifton	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
2010/2011 Period 2		45043 Sarah Sed Preschool	Benjamin Clifton	PRO	PRO	IP	PRO	IP	PRO	IP	PRO	PRO	PRO	PRO	IP	PRO	PRO
2010/2011 Period 1		45043 Sarah Sed Preschool	Jake Garverick	PRO	IP	IP	PRO	IP	PRO	IP	PRO	PRO	PRO	PRO	IP	IP	PRO
2010/2011 Period 2		45043 Sarah Sed Preschool	Jake Garverick	PRO	IP	IP	PRO	IP	PRO	IP	PRO	PRO	PRO	PRO	IP	IP	PRO
2010/2011 Period 1		45043 Sarah Sed Preschool	Kashim Gibbs	IP	IP	IP	IP	IP	IP	IP	IP	IP	IP	IP	IP	IP	IP
2010/2011 Period 2		45043 Sarah Sed Preschool	Kashim Gibbs	IP	IP	IP	IP	IP	IP	IP	IP	IP	IP	IP	IP	IP	IP
2010/2011 Period 1		45043 Sarah Sed Preschool	Josephine Hogan	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	IP	PRO	PRO	PRO	PRO	PRO
2010/2011 Period 2		45043 Sarah Sed Preschool	Josephine Hogan	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
2010/2011 Period 1		45043 Sarah Sed Preschool	Ronald Meadows	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
2010/2011 Period 2		45043 Sarah Sed Preschool	Ronald Meadows	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
2010/2011 Period 1		45043 Sarah Sed Preschool	A'Qoi Moolenaar	IP	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	IP	PRO
2010/2011 Period 2		45043 Sarah Sed Preschool	A'Qoi Moolenaar	DNO	DNO	PRO	PRO	PRO	PRO	DNO	PRO	DNO	PRO	DNO	PRO	DNO	DNO
2010/2011 Period 1		45043 Sarah Sed Preschool	Addison Peay	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
2010/2011 Period 2		45043 Sarah Sed Preschool	Addison Peay	PRO	PRO	IP	PRO	IP	PRO	IP	PRO	PRO	PRO	PRO	PRO	IP	PRO
2010/2011 Period 1		45043 Sarah Sed Preschool	Natalli Wodinsky	PRO	IP	IP	IP	IP	IP	PRO	PRO	IP	IP	IP	IP	PRO	PRO
2010/2011 Period 2		45043 Sarah Sed Preschool	Natalli Wodinsky	PRO	IP	IP	IP	IP	IP	PRO	PRO	IP	IP	IP	IP	PRO	PRO
2010/2011 Period 1		45043 Sarah Sed Preschool	James Clifton	DNO	DNO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
2010/2011 Period 2		45043 Sarah Sed Preschool	James Clifton	DNO	DNO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
2010/2011 Period 1		45043 Sarah Sed Preschool	Zoe Hall	PRO	IP	IP	PRO										
2010/2011 Period 2		45043 Sarah Sed Preschool	Zoe Hall	PRO	PRO	IP	PRO										
2010/2011 Period 1		45043 Sarah Sed Preschool	Zoe Hall	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
2010/2011 Period 2		45043 Sarah Sed Preschool	Zoe Hall	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
2010/2011 Period 1		45043 Sarah Sed Preschool	Sophia Hook	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
2010/2011 Period 2		45043 Sarah Sed Preschool	Sophia Hook	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
2010/2011 Period 1		45043 Sarah Sed Preschool	Samuel Bayer	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
2010/2011 Period 2		45043 Sarah Sed Preschool	Samuel Bayer	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
2010/2011 Period 1		45043 Sarah Sed Preschool	Samuel Bayer	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
2010/2011 Period 2		45043 Sarah Sed Preschool	Samuel Bayer	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
2010/2011 Period 1		45043 Sarah Sed Preschool	Yara Bitar	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
2010/2011 Period 2		45043 Sarah Sed Preschool	Yara Bitar	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
2010/2011 Period 1		45043 Sarah Sed Preschool	Alexandre Katsoudas	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	IP	PRO	PRO	PRO	PRO
2010/2011 Period 2		45043 Sarah Sed Preschool	Alexandre Katsoudas	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	IP	PRO	PRO	PRO	PRO
2010/2011 Period 1		45043 Sarah Sed Preschool	Anna Morris	PRO	IP	PRO	PRO	PRO	PRO	PRO	PRO	IP	IP	IP	IP	IP	PRO
2010/2011 Period 2		45043 Sarah Sed Preschool	Anna Morris	IP	PRO	PRO	PRO	PRO	PRO	PRO	PRO	IP	IP	IP	IP	IP	PRO
2010/2011 Period 1		45043 Sarah Sed Preschool	Zachary Murphy	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
2010/2011 Period 2		45043 Sarah Sed Preschool	Zachary Murphy	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
2010/2011 Period 1		45043 Sarah Sed Preschool	Liliana Pruitt	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	IP	IP	IP	IP	IP	PRO
2010/2011 Period 2		45043 Sarah Sed Preschool	Liliana Pruitt	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	IP	IP	IP	IP	IP	PRO
2010/2011 Period 1		45043 Sarah Sed Preschool	Liliana Pruitt	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
2010/2011 Period 2		45043 Sarah Sed Preschool	Liliana Pruitt	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
2010/2011 Period 1		45043 Sarah Sed Preschool	Lauren Yastine	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO
2010/2011 Period 2		45043 Sarah Sed Preschool	Lauren Yastine	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO

Highlight columns A-F, Click Delete

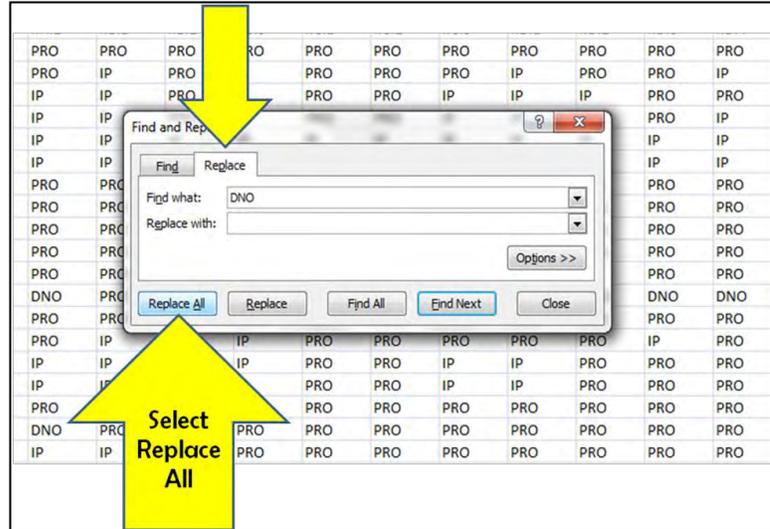
To replace all DNOs with blank cells, Under Find & Select, Click Replace

Select the Replace Tab

In the Find What: Field,
Type DNO

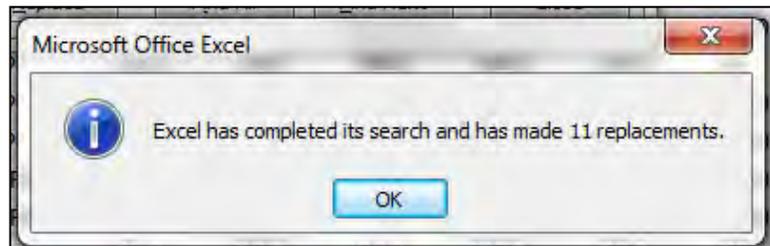
In the Replace With: Field,
Leave it Blank

Click Replace All



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

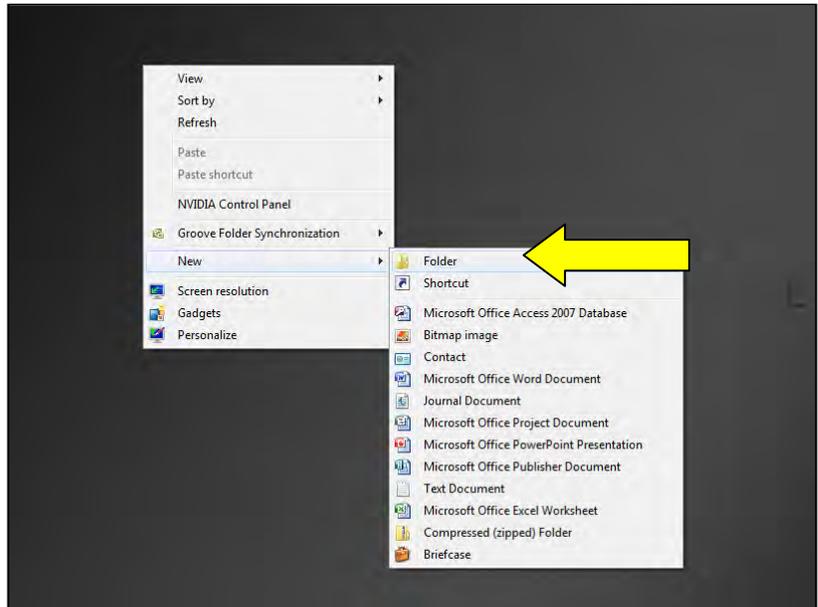
Click OK



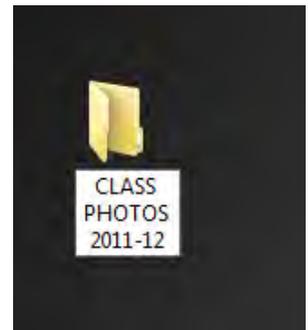
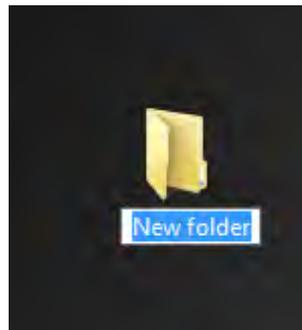
ORGANIZING PHOTOS

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



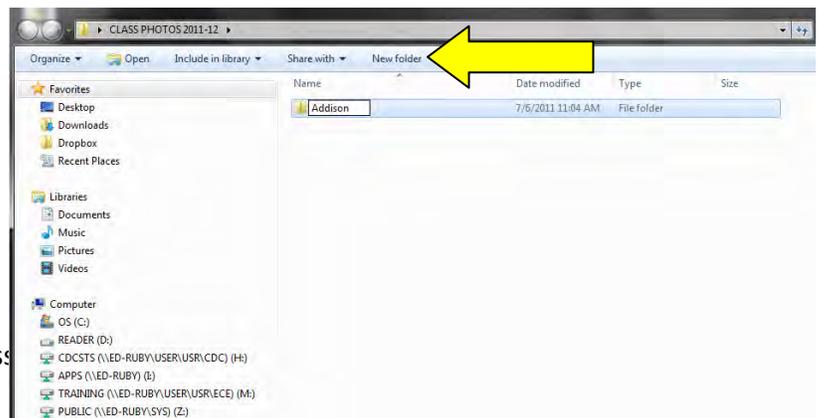
Create a subfolder for each child in your class

From your desktop, double-click your PHOTOS folder

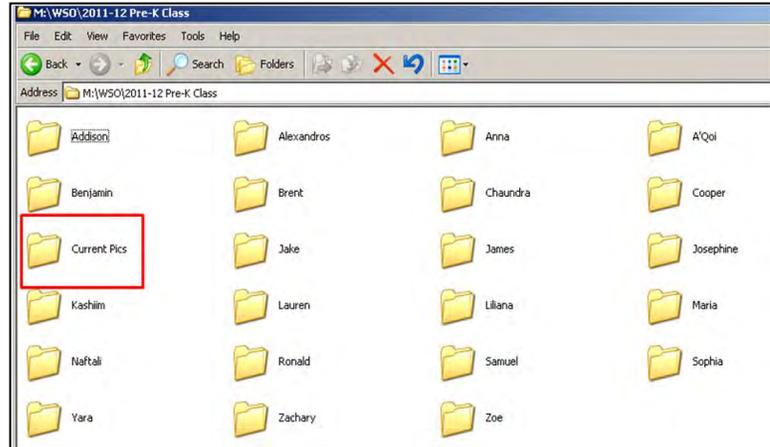
Select New Folder

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

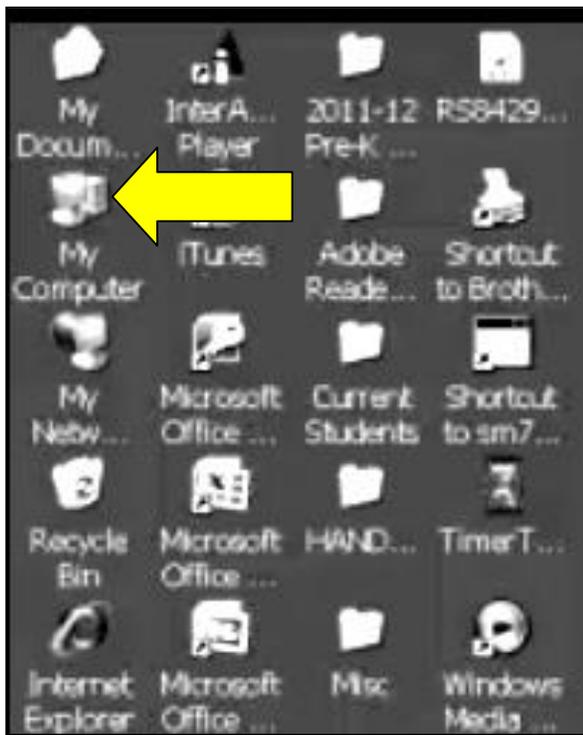


COPYING PHOTOS FROM YOUR CAMERA TO YOUR COMPUTER

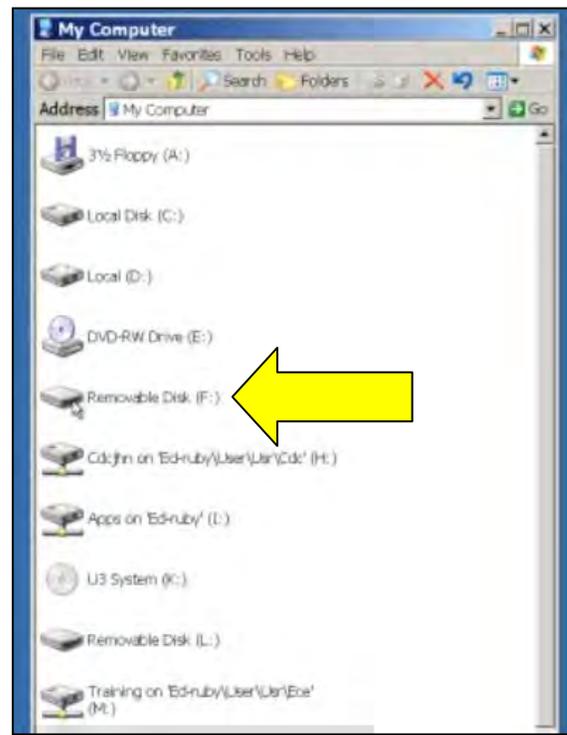
Using your USB cable, connect your camera to your computer by inserting the cable into the USB port



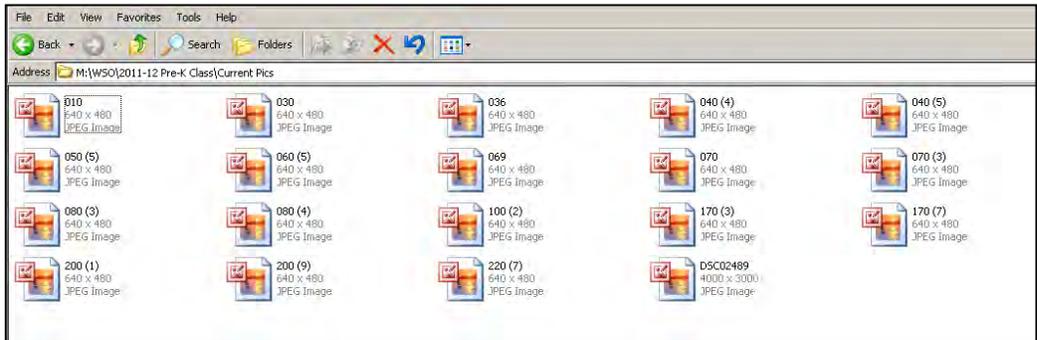
Click on My Computer



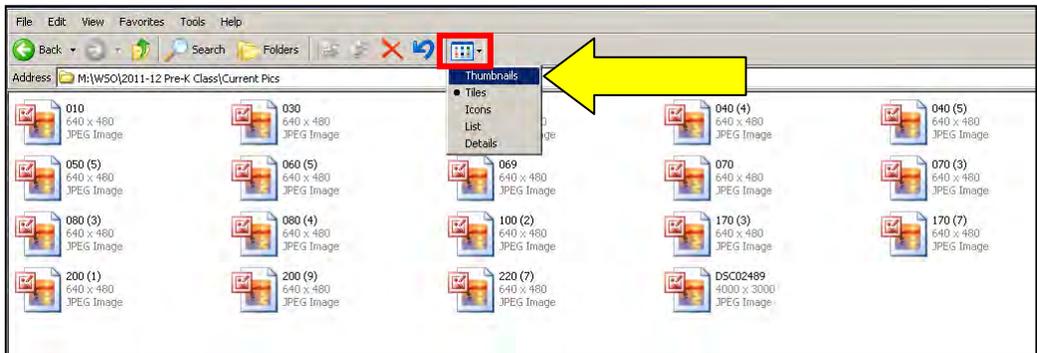
Click on the Drive that your camera is connected to



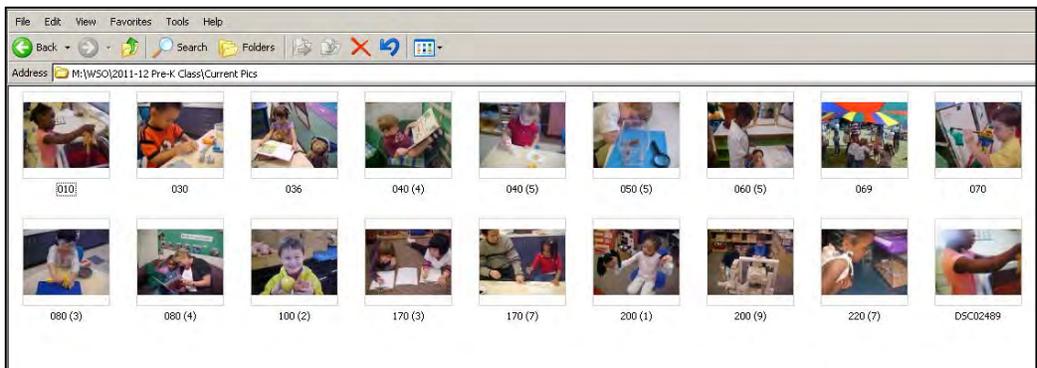
Open the folder that contains your photos



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

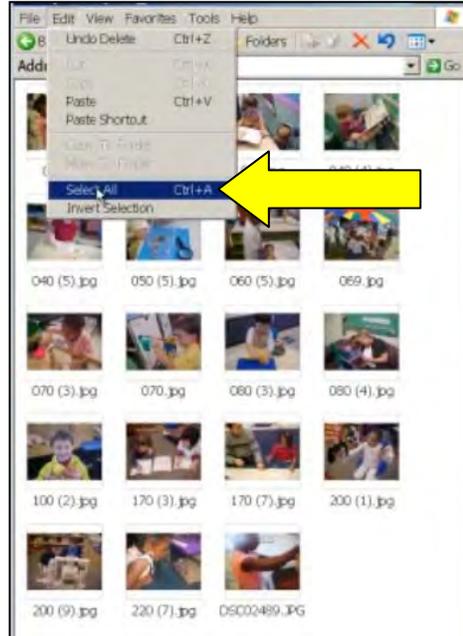


Now you can see which child(ren) is in the photo without having to open each file

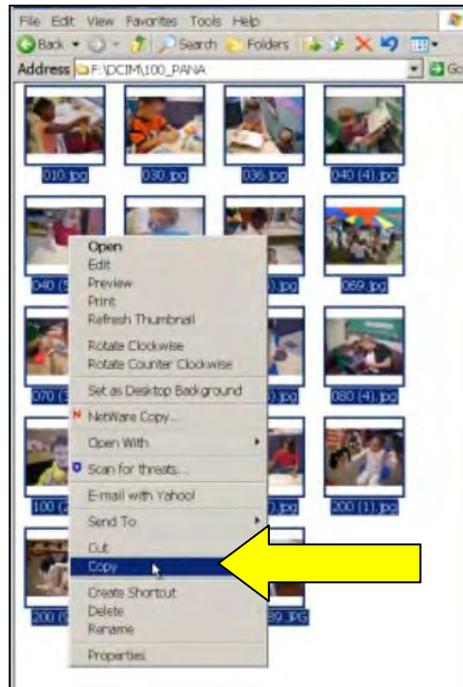


Under Edit, Click Select All

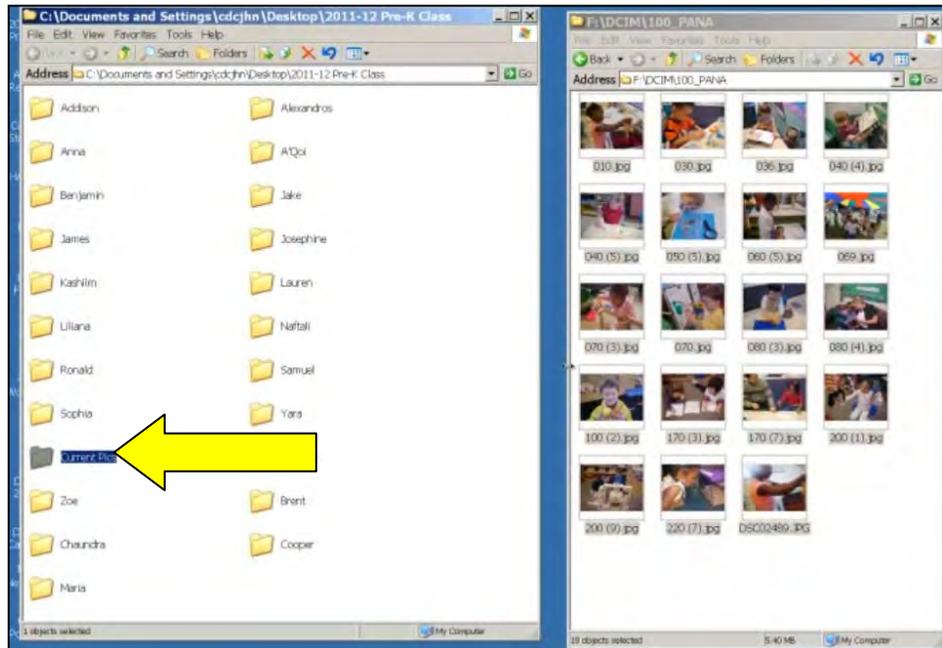
The files in that folder will be highlighted



Right-click on your mouse, Select Copy



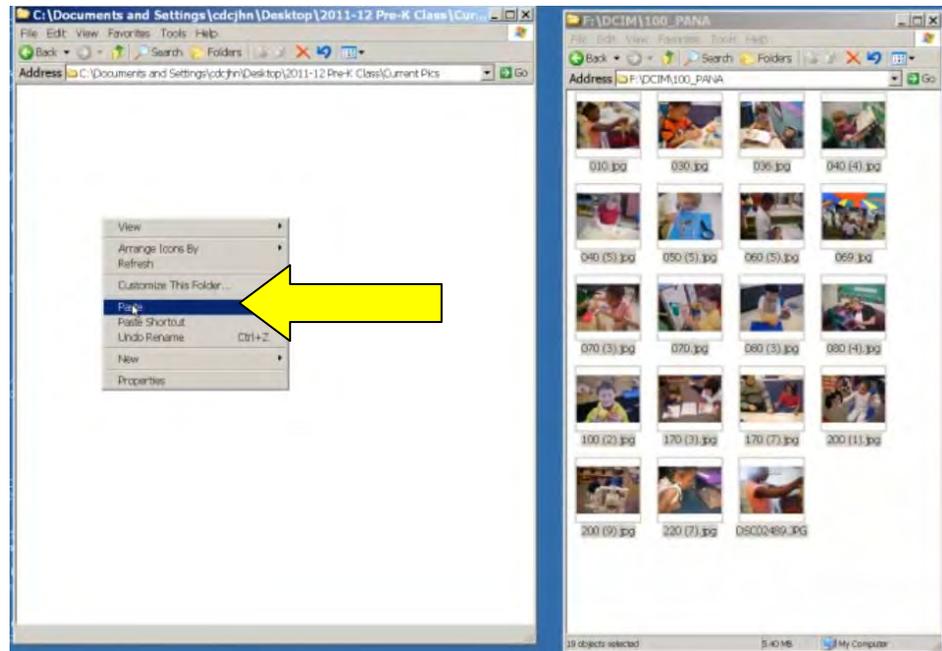
Open the PHOTOS folder you created,
Double-click on the Current Pics folder



PHOTOS folder

Files from Camera

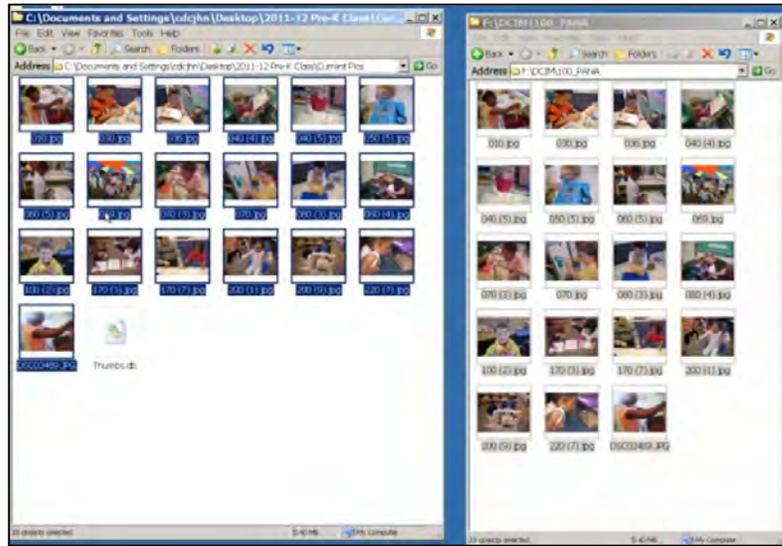
Right-click and
Select Paste



PHOTOS folder

Files from Camera

All images are now on your computer
in your PHOTOS folder



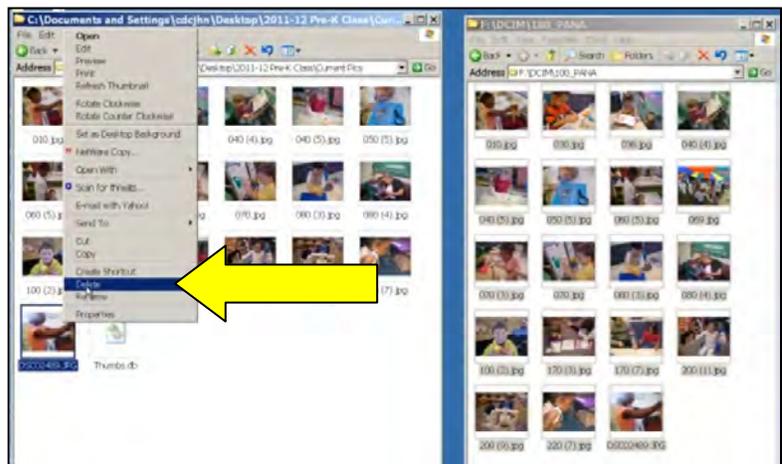
PHOTOS folder

Files from Camera

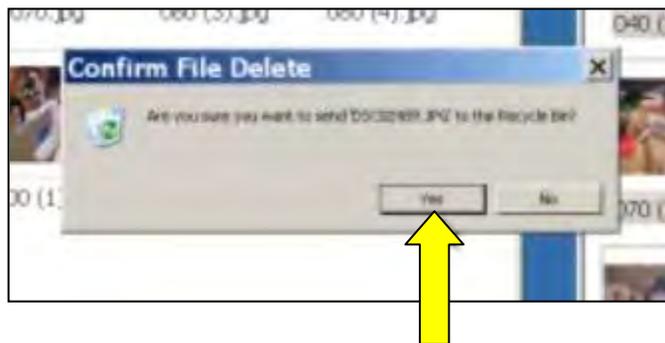
⇒ Once your pictures are copied to your computer, you can delete them from your camera

In your Current Pics Folder, Delete any unwanted/unusable photos

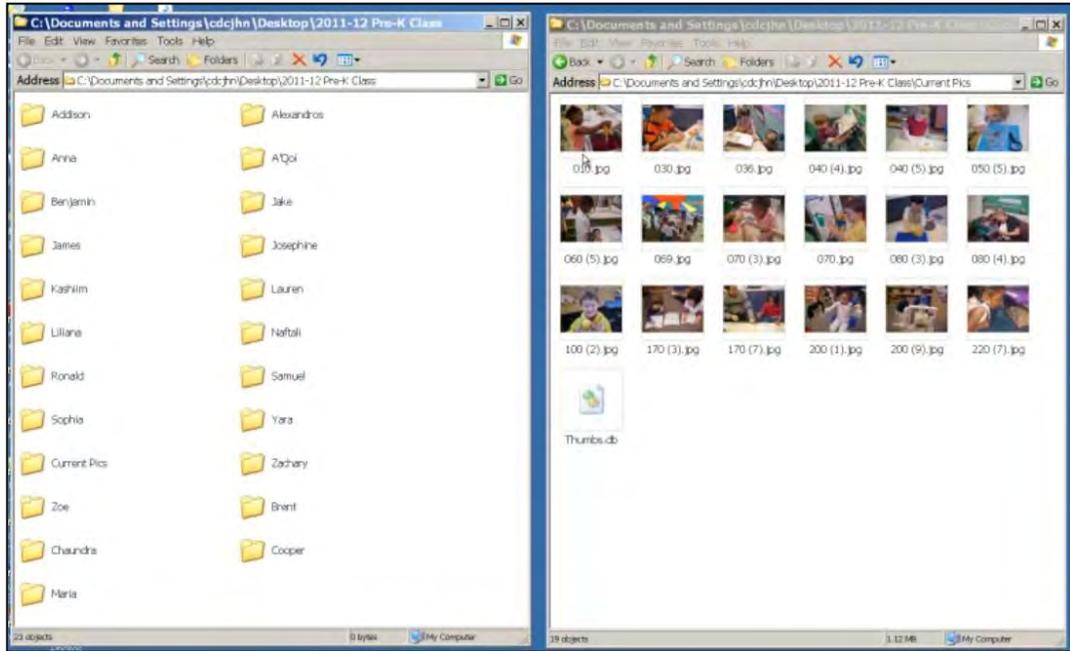
Right-click on the image and click
Delete



In the Confirm File Delete Box
Click YES



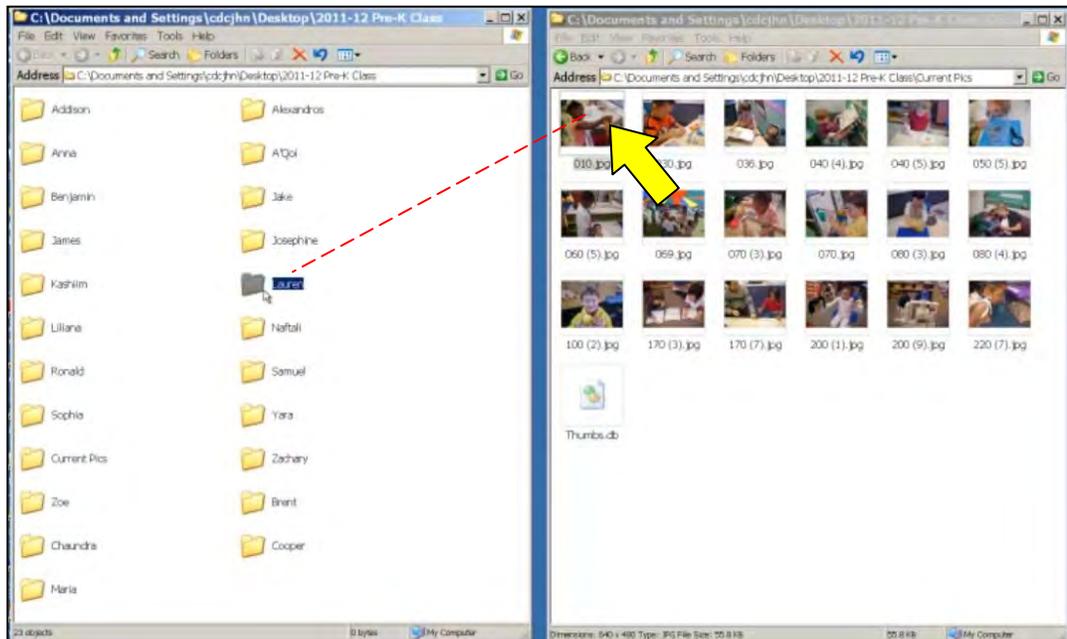
Open a duplicate PHOTOS folder to help copy images from the Current Pics subfolder into the appropriate child's folder



Photos folder

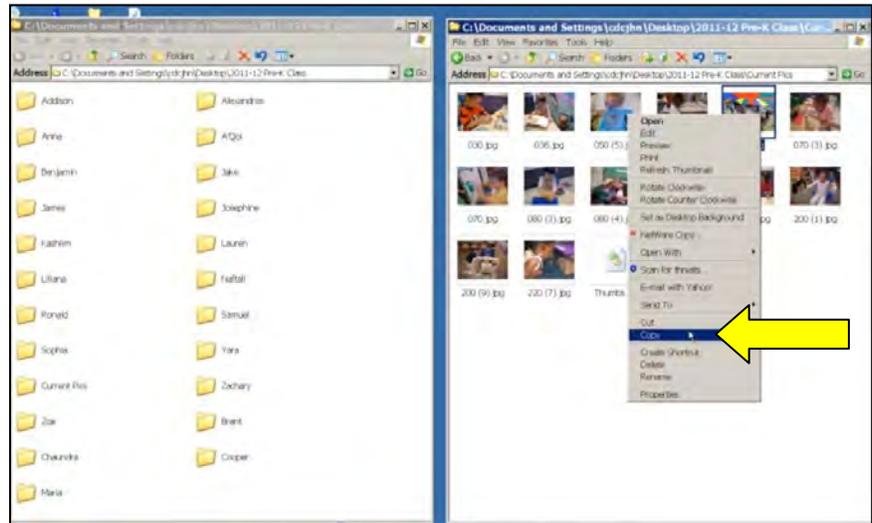
Current Pics subfolder

Put your mouse over an image, click and hold
Drag your mouse to the appropriate child's folder
Release the mouse

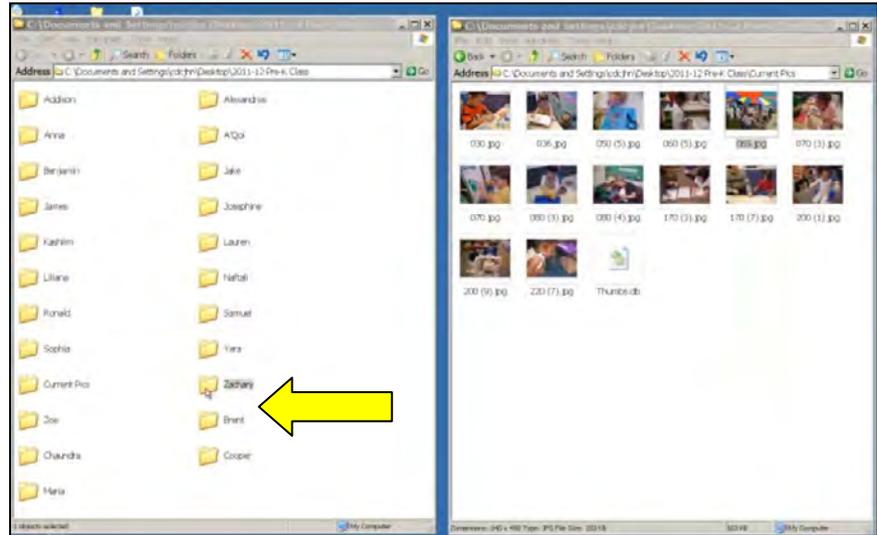


If there is a photo of two or more children

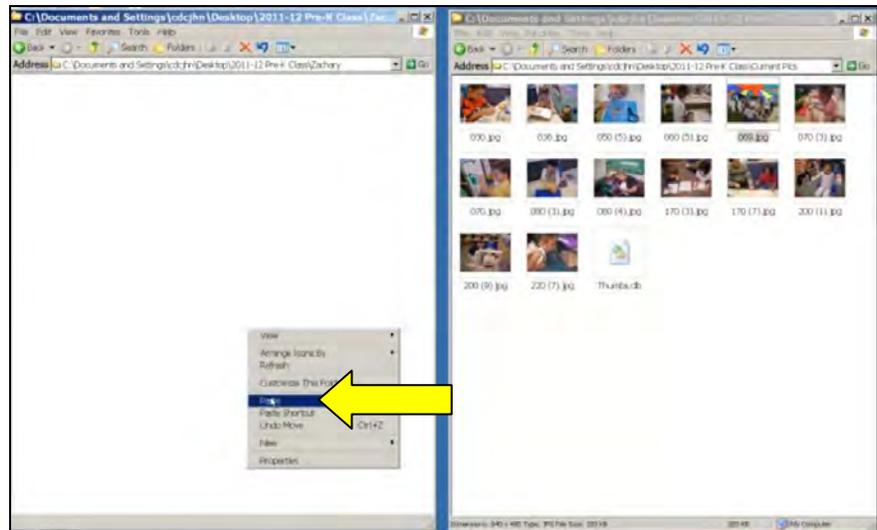
Right-click on the image,
Select Copy



Double-click on the child's folder



Right-click, Select Paste



⇒ You can copy the image into
as many folders as needed