



WORK SAMPLING ONLINE

www.worksamplingonline.com

AGENDA

8:30 – 11:45	The Purpose of Assessment and Collecting High Quality Evidence
11:45 - 1:00	Lunch on your own
1:00 - 3:45	Developmental Checklist Ratings and WSO Reports
3:45	Adjourn

WHERE DO I GO?

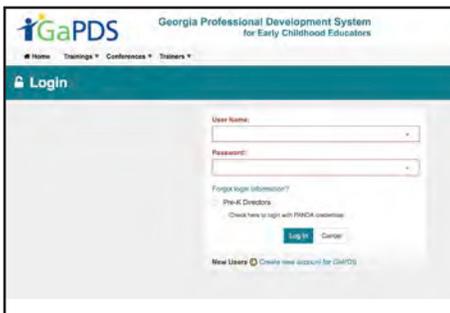
GaPDS

gapds.decal.ga.gov

Go here to register for or cancel trainings and see all certificates

Look for an email from gapds@decal.ga.gov

Log-in Screen



My GaPDS username:

My GaPDS password:

ONLINE COURSEWORK

bestpractices.gsu.edu

Go here to complete Best Practices online coursework and competency quizzes

Look for an email from donotreply@donotreply.view.usg.edu

Log-in Screen



My BP username:

My BP password:

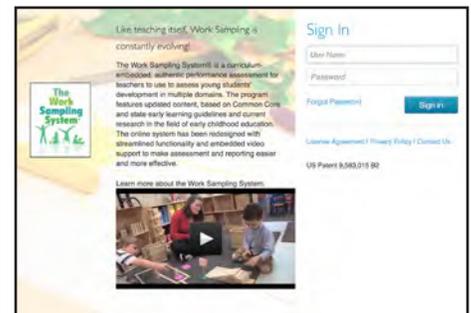
WSO

worksamplingonline.com

Go here to access Work Sampling Online assessment information

Look for an email from WSOsupport@pearson.com

Log-in Screen



My WSO username:

My WSO password:

WSO

WELCOME

Training Location: _____ Today's Date: _____

Trainer's Name: _____

Trainer's Email: _____

OBJECTIVES

- Understand the purpose of using Work Sampling
- Practice using all components of the Work Sampling System
- Understand how to collect high quality evidence

W O R K S A M P L I N G O N L I N E

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The Benefits of an Authentic Performance Assessment

The Work Sampling System (WSS) is an authentic performance assessment. Its purpose is to assist teachers in documenting and evaluating students' skills, knowledge, and behaviors using actual classroom-based experiences, activities, and products. The purpose of any performance assessment is to provide a basis for determining a student's level of knowledge and skills in relation to a well-defined domain of content. Additionally, as a curriculum-embedded assessment, the WSS enables teachers to learn about their students by encouraging them to show what they know and what they can do when solving problems, writing in journals, constructing with blocks, painting with various media, doing experiments, or simply interacting with peers. As a result, the WSS is a formative and summative assessment.

Unlike group-administered, norm-referenced, multiple-choice achievement tests that are designed to rank and compare children, the WSS is an instructional assessment; its primary focus is on helping teachers make instructional decisions in their classrooms.

The key to any successful classroom is the teacher's method of discovering what their students are learning and how well they are learning it. Without this information, teachers may overlook the problems of some students while underestimating the skills available to others. Effective instructional assessment helps teachers better understand what they are teaching, what they need to work on, what students are learning, and what students have begun to master rather than ranking students.

The WSS is an instructional assessment that is sensitive to classroom context. Teachers differ in their approaches to teaching, just as learners differ in the ways they learn.

Because of these differences, assessments (similar to the classrooms they are intended to be used in), should be dynamic, open to change, and relevant to a wide range of learning styles and experiences. The WSS is a comprehensive means of monitoring students' social, emotional, physical, and academic progress. It is based on teachers' observations of students who are actively working and creating products within the context of their daily classroom experience. It's also designed to provide meaningful feedback to teachers, students, their families, and other educators and professionals.

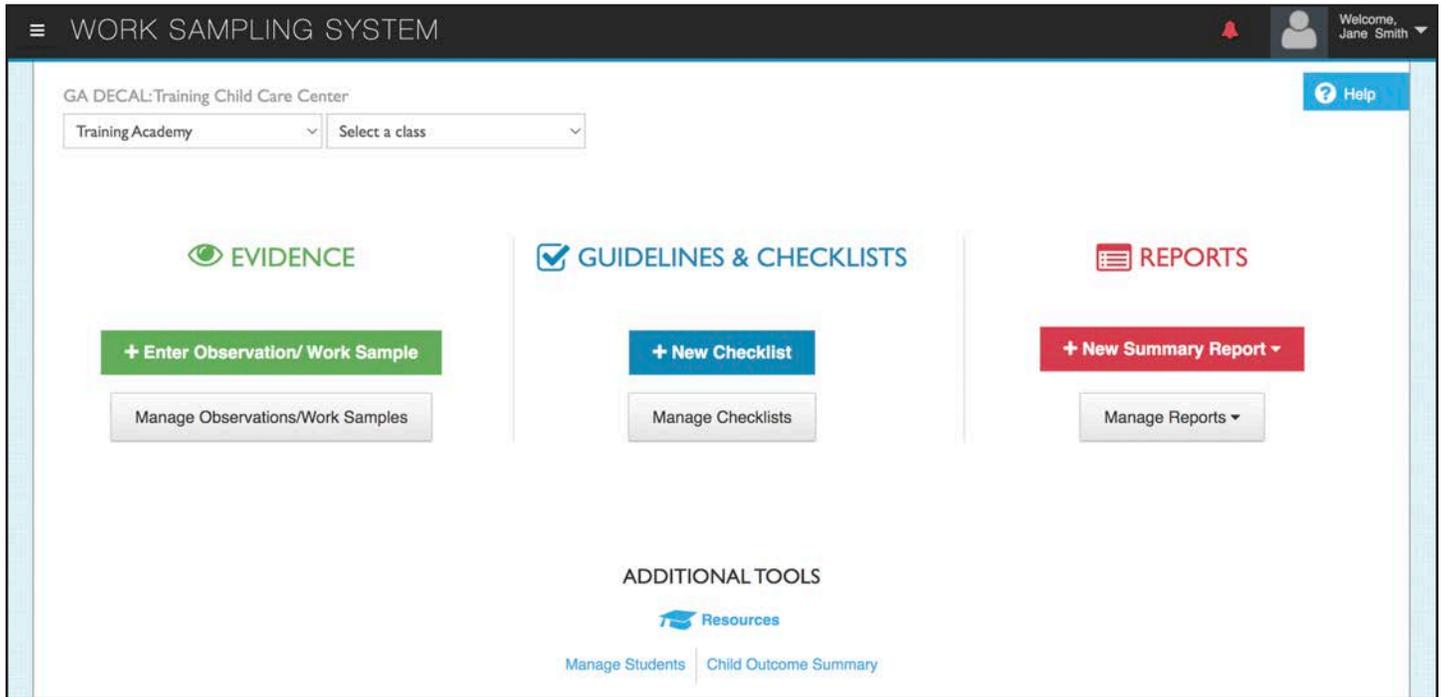
The WSS not only provides the teacher with clear criteria for evaluation but also incorporates the teacher's expertise and judgment. An evaluation system that does not dictate curriculum or instructional methods, it is designed for use with diverse groups of students, in a variety of settings. The WSS is a flexible framework for assessment that helps teachers structure their assessments systematically and encourages teachers to devise techniques best suited to their styles, their students, and their contexts.

WSO

ASSESSMENT

W O R K S A M P L I N G O N L I N E

NAVIGATING THE WSO WEBSITE



FOR STEP-BY-STEP INSTRUCTIONS ON HOW TO... FLIP TO PAGE(S)...

Enter/Edit your Class Name	30-32
Add Students	33-35
Archive Students	37
Submit a DECAL WSO Assessment Support Help Ticket	58

ASSESSMENT IN PRE-K

HERE'S A QUESTION...

Are you *using* assessment? Or *doing* assessment? What's the difference?

THE ASSESSMENT CYCLE

- MAKE A PLAN when to assess
- OBSERVE children
- COLLECT evidence and enter in WSO
- LINK evidence to P4 indicators
- RATE children's performance
- PLAN lessons based on assessment

ASSESSMENT is the on-going process of collecting, analyzing and interpreting information to **INFORM** teaching.

The purpose is to **TEACH** the child, not **TEST** the child.

It is based on **OBSERVATIONS** of children at work in the classroom solving problems, interacting and learning.

- The more teachers use assessment, the less “hit or miss” decisions will be.
- Basing decisions on knowledge of individual children is the essence of individualizing.
- When decisions are purposeful and intentional, teachers can do an even better job supporting children and families.

MAP — MAKING ASSESSMENT POWERFUL

MAP is the DECAL approved scope and sequence to teach the GELDS and assess the P4 indicators.

WEEK 8	
GELDS	
CLL5.4b Retells familiar stories.	
CLL5.4c Discusses books or stories read aloud and can identify characters and setting in a story.	
CLL8.4b Understands that letters are grouped together to form words. Understands that words are separated by spaces in print. (with adult prompting)	
CLL9.4b Uses writing tools. (uses available tools appropriately)	
CP1.4b Explains why simple events occur using reasoning skills. (responds to "thinking questions" during story time)	
CR4.4c Represents a character by using voice inflections and facial expressions. (familiar characters)	
MA2.4b Counts at least 10 objects using one-to-one correspondence. (5 objects)	
PDM1.4d Communicates the importance of safety rules.	
PDM1.4f Can name people who keep them safe and healthy.	
PDM6.4a Performs fine-motor tasks that require small-muscle strength and control. (hole punchers, tape, eye droppers)	
SC5.4a Understands that people have an impact on the environment and participates in efforts to protect the environment.	
SED5.4c Attempts to resolve peer conflicts using appropriate strategies. (with adult support)	
SS4.4d Explores the uses of technology and understands its role in the environment. (uses with adult support)	
PLAN FOR ASSESSMENT	
<p>Observe children throughout the week and rate:</p> <p>PDHS B1 Uses emerging strength and control to perform simple tasks.</p> <p>PDHS B3 Shows beginning control of writing, drawing and art tools.</p> <p>PDHS C2 Follows basic safety rules with reminders.</p> <p>SS B3 Begins to be aware of how technology affects their life.</p> <p>SS D2 Shows awareness of environment</p>	<p>Link these indicators to evidence collected throughout the week:</p> <p>LL B2 Follows rules for conversation.</p>

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ATTACHMENTS W/DESCRIPTION	MATRICES
<p>Introduce Problem Solving cards and how to use them. Record children's conversation and rate: PSD D5 Begins to use simple strategies to resolve conflict.</p>	<p>Play one of these fun Alphabet games. Choose letters for children's skill level. Use a matrix to rate: LL C1 Begins to develop knowledge of letters.</p>
<p>Throughout the week during Center time, give children the opportunity to retell stories using the flannel board. Record children's conversation to rate: LL C4 Recounts key ideas and details from text.</p>	<p>Play Flip it, Make it, Build it to give children opportunities to practice 1:1. Use these cards with dots if children need additional support with counting. Use a matrix to rate: MT B1 Counts with understanding.</p>
<p>Write a sentence on a sentence strip and have children cut apart to understand there are spaces between words. Record conversations to rate: LL C2 Demonstrates phonological awareness. LL D2 Uses letter-like shapes, symbols, and letters to convey meaning.</p>	
<p>Discuss community helpers in your area. Have children complete the Are Can Have chart or draw pictures of their favorite helper and write clues for others to guess who they are, such as "I help sick people and wear scrubs" Who am I? Record children's conversation and link to other appropriate indicators to rate: SS B2 Identifies some people's jobs and what is required to perform them. SS D3 Shows some awareness of ways people affect their environment</p>	
<p>Have each child bring something in from home that is special to a tradition in their house. Record children's conversations and link to other appropriate indicators to rate: SS A2 Demonstrates awareness of community, city and state</p>	

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Assessment takes place throughout the day, everyday.

Assessment begins with conversations.

CLL9.4a Draws pictures and copies letters and/or numbers to communicate.

CLL9.4d Writes some letters of the alphabet.

Small Group Template Two Sherry Howard

Week of: **March 4**

Suggested use: one teacher directed activity while second teacher monitors two independent groups; or two teacher directed activities with one independent group. This form may support children as they mature toward independence yet still need teacher guidance and support to remain on task.

****Refer to the FAQ for Planning Instruction and the FAQ for Small Groups for further explanation.**

****Documentation of small group reading (book title with brief description of the follow-up activity) is required one time weekly but may be planned more often.**

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher directed	Activity: Children will draw life cycle of butterfly. Students: AM, SH, SK, TL, JC GELDS: CLL9.4a	Activity: Children will draw life cycle of butterfly. Students: TR, EC, GH, PM, AM GELDS: CLL9.4a	Activity: Children will draw and label life cycle of butterfly. Students: AW, BN, DL, SH, SL GELDS: CLL9.4d	Activity: Children will draw and label life cycle of butterfly. Students: HK, BN, SD, RT, IL GELDS: CLL9.4d	Activity: TTW read "Life cycle of a butterfly" and have children describe drawing of life cycle. Students: AW, SH, SL GELDS: CLL4.4c
Teacher directed	Activity: On/off games (1-5) Students: AW, BN, DL, SH, SL GELDS: MA1.4b, MA1.4d	Activity: On/off games (1-10) Students: HK, BN, SD, RT, IL GELDS: MA1.4b, MA1.4d	Activity: On/off games (1-5) Students: AM, SH, SK, TL, JC GELDS: MA1.4b, MA1.4d	Activity: On/off games (1-20) Students: TR, EC, GH, PM, AM GELDS: MA1.4b, MA1.4d	Activity: TTW read "Life cycle of a butterfly" and have children describe drawing of life cycle. Students: TR, TL, JC, DL GELDS: CLL4.4c
Independent	Activity: Copy insect word cards/Butterfly lacing cards GELDS: PDM6.4a, CLL9.4a	Activity: Copy insect word cards/Butterfly lacing cards GELDS: PDM6.4a, CLL9.4a	Activity: Copy insect word cards/Butterfly lacing cards GELDS: PDM6.4a, CLL9.4a	Activity: Butterfly symmetrical paintings GELDS: CR2.4a	Activity: Butterfly symmetrical paintings GELDS: CR2.4a

CLL4.4c Describes activities, experiences, and stories with more detail.

Planning for Assessment Template

Teacher: _____

- Required documentation of plans for collecting assessment throughout the instructional day can be noted on the lesson plan template or by using the following format.
- Spontaneous collection of documentation (such as photos, notes and collection of work samples) will occur throughout each day, therefore there will be no evidence of planning for many items collected.

Indicate specific activities below. Not all spaces are expected to be filled in weekly. This is an organizational tool to help with weekly planning and preparation for collecting assessment documentation. See sample online at www.decal.ga.gov.

	MATRIX	PHOTOS with descriptor	OBSERVATIONAL NOTES	WORK SAMPLES
Monday	Play On/off game in SG. MTB1 (AT)	Weather center in dramatic play during Centers. (LT)		Collect life cycle of butterfly drawings in SG.(LT)
Tuesday	Play On/off game in SG. MTB1 (AT)	Weather center in dramatic play during Centers. (AT)	Science center during Centers. (LT)	Collect life cycle of butterfly drawings. LLB3, C1 (LT)
Wed.	Play On/off game in SG. MTB1 (AT)	Weather center in dramatic play during Centers. (LT)		Collect life cycle of butterfly drawings. LLB3, C1 (LT)
Thursday	Play On/off game in SG. MTB1 (AT)	Weather center in dramatic play during Centers. (AT)		Collect life cycle of butterfly drawings. LLB3, C1 (LT)
Friday		Weather center in dramatic play during Centers. (LT)	Children will describe life cycle drawing and recall details of book in SG. LLD2 (LT/AT)	

Notes, comments & reminders

Many teachers find it helpful to 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.

PS = Personal and Social Development
LL = Language and Literacy

M = Mathematical Thinking
S = Scientific Thinking
SS = Social Studies

A = The Arts
PDH = Physical Development and Health

ALEX DREW A BUTTERFLY

Record rich, detailed, factual accounts of their words and actions as if you were a camera.

 For step-by-step instructions
on how to View a Checklist
flip to page 50.

STUDENT _____

DATE OF BIRTH _____

FEMALE MALE

TEACHER _____

SCHOOL _____

Observation Periods

FALL _____

WINTER _____

SPRING _____

I Personal and Social Development

A. Self-Concept

1 Identifies some people's jobs and what is required to perform them. Not Yet In Process Proficient

2 Shows some self-direction. Not Yet In Process Proficient

B. Self-Control

1 Follows simple classroom rules and routines. Not Yet In Process Proficient

2 Manages transitions. Not Yet In Process Proficient

C. Approaches to Learning

1 Shows eagerness and curiosity as a learner. Not Yet In Process Proficient

2 Attends to tasks and seeks help when encountering a problem. Not Yet In Process Proficient

3 Approaches tasks with flexibility and inventiveness. Not Yet In Process Proficient

D. Interaction With Others

1 Interacts easily with one or more children. Not Yet In Process Proficient

2 Interacts easily with familiar adults. Not Yet In Process Proficient

3 Participates in the group life of the class. Not Yet In Process Proficient

4 Identifies some feelings and responds to those of others. Not Yet In Process Proficient

5 Begins to use simple strategies to resolve conflict. Not Yet In Process Proficient

II Language and Literacy

A. Listening

1 Gains meaning by listening. Not Yet In Process Proficient

2 Follows two- or three-step directions. Not Yet In Process Proficient

B. Speaking

1 Speaks clearly enough to be understood without contextual clues. Not Yet In Process Proficient

2 Follows rules for conversation. Not Yet In Process Proficient

3 Uses expanded vocabulary and language for a variety of purposes. Not Yet In Process Proficient

C. Reading

1 Begins to develop knowledge of letters. Not Yet In Process Proficient

2 Participates in measuring activities. Not Yet In Process Proficient

F. Geometry

1 Shows understanding of and uses several positional words. Not Yet In Process Proficient

2 Begins to recognize and describe the attributes of shapes. Not Yet In Process Proficient

3 Composes and decomposes shapes. Not Yet In Process Proficient

IV Scientific Thinking

A. Inquiry Skills and Practices

1 Asks questions and begins to solve problems that arise during explorations. Not Yet In Process Proficient

2 Uses senses and simple tools to explore solutions to problems. Not Yet In Process Proficient

3 Makes meaning from explorations, and generates ideas and solutions based on their own observations of the natural and human-made worlds. Not Yet In Process Proficient

4 Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior. Not Yet In Process Proficient

B. Physical Science

1 Explores the properties of objects and materials, and how they change. Not Yet In Process Proficient

2 Explores how objects and materials move in different circumstances. Not Yet In Process Proficient

3 Explores and describes light and sound. Not Yet In Process Proficient

C. Life Science

1 Explores the characteristics of living things. Not Yet In Process Proficient

2 Explores the needs of living things. Not Yet In Process Proficient

D. Earth Science

1 Observes the sky and the natural and human-made objects in it. Not Yet In Process Proficient

2 Explores rocks, water, soil, and sand. Not Yet In Process Proficient

3 Observes weather and seasonal changes. Not Yet In Process Proficient

V Social Studies

A. People, Past and Present

1 Identifies similarities and differences in personal and family characteristics. Not Yet In Process Proficient

2 Demonstrates beginning awareness of community, city, and state. Not Yet In Process Proficient

B. Human Interdependence

1 Begins to understand family needs, roles, and relationships. Not Yet In Process Proficient

2 Demonstrates phonological awareness. Not Yet In Process Proficient

3 Shows appreciation and understanding of books and reading. Not Yet In Process Proficient

4 Recounts some key ideas and details from text. Not Yet In Process Proficient

D. Writing

1 Represents ideas and stories through pictures, dictation, and play. Not Yet In Process Proficient

2 Uses letter-like shapes, symbols, and letters to convey meaning. Not Yet In Process Proficient

3 Understands purposes for writing. Not Yet In Process Proficient

Language and Literacy for English Language Learners

A. Listening for English Language Learners

1 Gains meaning by listening. Not Yet In Process Proficient

2 Follows directions. Not Yet In Process Proficient

B. Phonological Awareness for English Language Learners

1 Develops awareness of the sounds of English. Not Yet In Process Proficient

C. Speaking for English Language Learners

1 Speaks in social situations. Not Yet In Process Proficient

III Mathematical Thinking

A. Processes and Practices

1 Begins to make sense of problems and uses simple strategies to solve them. Not Yet In Process Proficient

2 Reasons quantitatively and begins to use some tools. Not Yet In Process Proficient

3 Uses words and representations to describe mathematical ideas. Not Yet In Process Proficient

4 Begins to recognize patterns and makes simple generalizations. Not Yet In Process Proficient

B. Number

1 Counts with understanding. Not Yet In Process Proficient

2 Shows beginning understanding of number and quantity. Not Yet In Process Proficient

C. Operations and Algebraic Thinking

1 Understands and begins to apply addition and subtraction to problems. Not Yet In Process Proficient

D. Measurement

1 Orders, compares, and describes objects according to a single attribute. Not Yet In Process Proficient

2 Identifies some people's jobs and what is required to perform them. Not Yet In Process Proficient

3 Begins to be aware of how technology affects their life. Not Yet In Process Proficient

C. Citizenship and Government

1 Demonstrates awareness of rules. Not Yet In Process Proficient

2 Shows awareness of what it means to be a leader. Not Yet In Process Proficient

D. People and Where They Live

1 Describes the location of things in the environment. Not Yet In Process Proficient

2 Shows awareness of the environment. Not Yet In Process Proficient

3 Shows some awareness of ways people affect their environment. Not Yet In Process Proficient

VI The Arts

A. Expression and Representation

1 Participates in group music experiences. Not Yet In Process Proficient

2 Participates in creative movement, dance, and drama. Not Yet In Process Proficient

3 Uses a variety of art materials for tactile experience and exploration. Not Yet In Process Proficient

B. Understanding and Appreciation

1 Responds to artistic creators or events. Not Yet In Process Proficient

VII Physical Development, Health, and Safety

A. Gross Motor Development

1 Moves with increased balance and control. Not Yet In Process Proficient

2 Coordinates combined movement patterns to perform simple tasks. Not Yet In Process Proficient

B. Fine Motor Development

1 Uses emerging strength and control to perform simple tasks. Not Yet In Process Proficient

2 Uses eye-hand coordination to perform tasks. Not Yet In Process Proficient

3 Shows beginning control of writing, drawing, and art tools. Not Yet In Process Proficient

C. Self-Care, Health, and Safety

1 Performs some self-care tasks independently. Not Yet In Process Proficient

2 Follows basic safety rules with reminders. Not Yet In Process Proficient

Not Yet—child cannot demonstrate indicator
In Process—child demonstrates indicator intermittently
Proficient—child can reliably demonstrate indicator

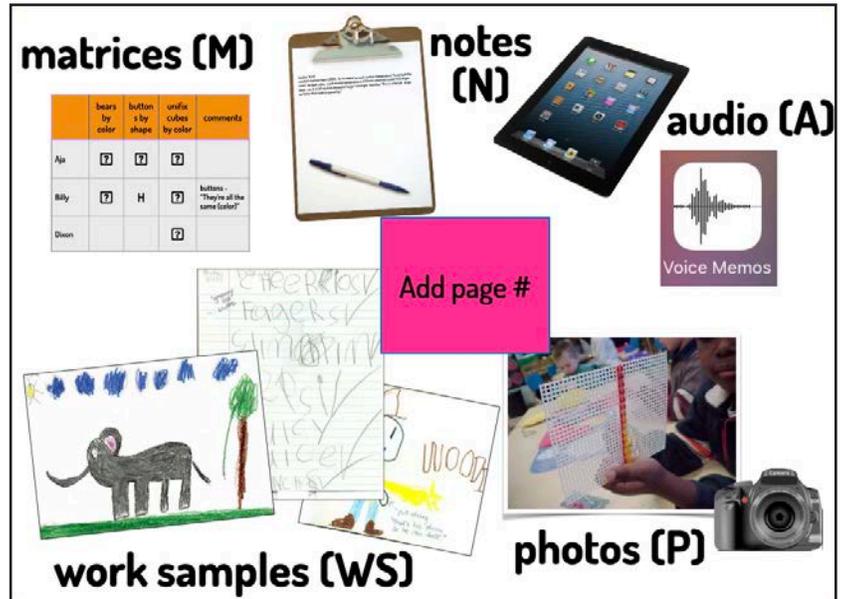
The Work Sampling System Preschool-4 Developmental Guidelines contains full descriptions of each performance indicator.

F = FALL
W = WINTER
S = SPRING

COLLECTING EVIDENCE

TYPES OF EVIDENCE

Use only the first letter of each type in the title to save time!



REQUIREMENTS

RATING PERIOD 1	RATING PERIOD 2
<ul style="list-style-type: none"> Collect evidence weekly Rate Checklist weekly Archive students regularly as soon as they leave your class Two weeks prior to end of rating Period 1, click FLAG AS FINAL on Checklist and write Narrative Summary Reports Conduct parent conferences Keep signed copy of Narrative Summary Reports on file for three years 	<ul style="list-style-type: none"> Collect evidence weekly Rate Checklist weekly Archive students regularly as soon as they leave your class Two weeks prior to end of rating Period 2, click FLAG AS FINAL on Checklist and write Narrative Summary Reports Conduct parent conferences Print Checklists and Narrative Summary Reports and keep on file for three years

← Teach GELDS throughout the year →

You are required to upload evidence BEFORE you make checklist ratings in:
 Personal and Social Development
 Language and Literacy
 Mathematical Thinking
 You are required to teach, observe and rate all 73 P4 indicators.

QUALITY vs. QUANTITY

- Collect fewer, richer pieces of evidence
- Be intentional about what you upload into WSO
- High quality evidence will link to multiple P4 indicators
- There is NOT a required number of pieces of evidence for indicators

SOMETIMES THEY GET IT WRONG

Teacher: “The dog has 4 spots. He rolled in the mud and got 2 more spots. How many spots does he have in all?” Jahlid placed 2 more spots on the dog and counted, J: “1,2,3,5,7,9”

Teacher: “Let’s count together again and let me have you touch each spot as you count it. J: touched each one, “1,2,3 that’s all.”

- Use the ? link to read the rationale
- Link the note to SAME indicators

LINK TO PERFORMANCE INDICATORS

1. Select Students	2. Domain	3. Functional Area/Performance Indicator
Preschool-4 ✓	I Personal and Social Development	A Processes and Practices <input type="checkbox"/> 1 Begins to make sense of problems and uses simple strategies to solve them ? <input type="checkbox"/> 2 Reasons quantitatively and begins to use some tools ? <input type="checkbox"/> 3 Uses words and representations to describe mathematical ideas ? <input type="checkbox"/> 4 Begins to recognize patterns and make simple generalizations ? B Number <input type="checkbox"/> 1 Counts with understanding ? <input type="checkbox"/> 2 Shows beginning understanding of number and quantity ?
Carlisle Jahlid ✓	II Language and Literacy	
	III Mathematical Thinking	
	IV Scientific Thinking	
	V Social Studies	
	VI The Arts	
	VII Physical Development, Health, and Safety	

Next Cancel

Guideline

I Begins to make sense of problems and uses simple strategies to solve them.

Four-year-olds encounter real-life mathematical problems throughout their day. They begin to make sense of problems by acting out situations, using materials, and interacting with peers and adults in everyday experiences. With guidance and support for inquiry, 4-year-olds begin to solve simple mathematical problems in concrete ways. Examples include:

- figuring out how many small cups it takes to fill the pitcher at the water table;
- wondering aloud how they can make a ball of Play-Doh so that it rolls “like a sphere;”
- matching cookies to children to see if they have enough for everyone to have two;
- figuring out how to share pieces of candy so each person gets the same amount;
- building towers of rectangular prisms and cylinders so they don’t fall over;
- solving simple joining and separating problems.

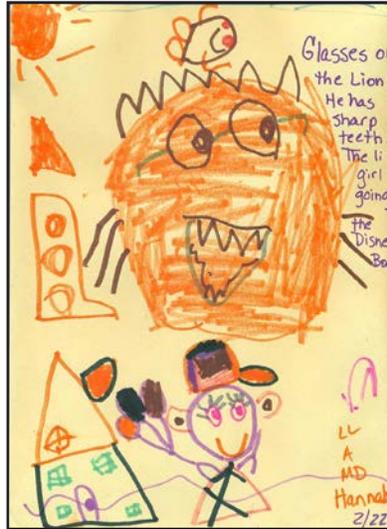
Back

- Use evidence to determine how a child is developing
- Notes should be specific to what individual children know

ATTACHMENTS

WORK SAMPLES

Include dictation on the work sample or in the description in WSO to create higher quality evidence.



- Collect rich work samples that will link to multiple indicators, such as drawings
- No need to describe anything shown on the drawing

PHOTOS

Include a quote to make a photo more meaningful.



"We made a zoo and put the animals in cages. The giraffes are laying down because they are so tired. Hippos are mean like tigers so they live by themselves."

AUDIO



VOICE MEMO



VOICE RECORDER

MATRICES

- Used for predictable, easily observable behavior
- Designed by Lead Teacher in advance and data is entered into WSO
- Concrete skills (Got it or Needs help)
- Quick and easy to record, teachers do not have to ask children questions to complete

BEWARE OF TIME WASTERS

- No need to upload a picture of the matrix
- No need to use long titles, just use 'M'
- No need to enter language experience charts
- Ratings do NOT belong on a matrix
- Matrices should only link to one or two indicators
- Matrices should NOT be used to assess generic statements

Create a blank matrix with your children's names and laminate it to use over and over.

NAME				COMMENTS
Cyrus				
Dani				
Ellie				
Forrest				
Garrett				
Jamal				
Jeffrey				
Louise				
Maia				
Nia				
Nelms				
Patrick				
Ray				
Stephen				
Thomas				

DEVELOPMENTAL CHECKLIST

The Developmental Checklist helps you to be intentional as you use assessment to plan instruction for children.

RATINGS USED IN WSO

NY	NOT YET	The skill, knowledge, or behavior has not been demonstrated.	Choose this rating if you have provided multiple opportunities for a child to demonstrate a skill that has been taught and the child is unable to do it.
IP	IN PROCESS	The skill, knowledge, or behavior is emergent.	Choose this rating if the child is not demonstrating the skill consistently.
PRO	PROFICIENT	The skill, knowledge, or behavior is firmly within the child's range of performance.	Choose this rating if a child consistently and independently demonstrates knowledge of the skill.
NA	NOT APPLICABLE	Can be used when the child has an IEP or to rate the ELL indicators for native English speakers.	
DNO	DID NOT OBSERVE	Can be used when a child enrolls late and it is not reasonable to assess all indicators. (The expectation is to teach and rate all indicators.)	

LL D3 — Understands purposes for writing.

Although 4-year-olds do not write conventionally, their understanding of the power of writing is growing. Through repeated exposure to different types of writing and environmental print, they learn that writing can fulfill many different functions (e.g., telling stories, conveying messages in a letter, describing directions for a game), and that writing can be read for enjoyment as well as for information. Examples include:

- pretending to use a telephone book in the dramatic play area to find the phone number of a friend, then writing some numerals on a note pad;
- asking the teacher for help creating signs for the dramatic play area, (e.g., “Hospital” or “Stay out”);
- making grocery lists by writing lines across a note pad and taking the lists to the shopping center in the dramatic play area;
- helping to compose notes, invitations, greetings, or thank-you letters;
- explaining information about a topic using a combination of dictating and drawing.

MAKE A RATING FOR JAKE

NY



IP



PRO



HOW MUCH EVIDENCE DO I NEED TO MAKE A RATING?

1 Speaks clearly enough to be understood without contextual clues.

Four-year-olds speak with sufficient clarity so that it is easy to understand what they are saying without the help of additional information or gestures. They can ask and answer questions in order to seek help, get information, or clarify something that is not understood. Four-year-olds usually use correct syntax but sometimes overgeneralize grammatical rules. They begin to use longer and more complex sentences when speaking or answering a question. At the same time, they are beginning to converse about objects and events that are not physically present, are somewhat abstract, or that they remember from the past. Examples include:

- speaking clearly enough so that a classroom visitor knows what they are saying;
- accurately delivering a message from home to the teacher;
- communicating in a way that other children understand what is being said without constantly asking, “What did you say?”
- using sign language to indicate who they want to sit next to on a trip to the apple orchard;
- using some prepositions correctly (e.g., “I put the dolly in her bed,” or “My lunchbox is on the desk.”);
- announcing to the other children, “I’m going to build a movie theatre in the block area,” and sharing the plans for building.

2 Demonstrates phonological awareness.

Phonological awareness refers to the ability to hear and discriminate the sounds of language. Phonemic awareness refers to the awareness of the smallest units of sounds within words, and has been identified as a prerequisite for decoding words when reading. Four-year-olds can attend to and distinguish these smaller units of sound within words. They can begin to hear and discriminate syllables, the beginning sounds of words, and rhyming sounds. Examples include:

- listening to the word the teacher says and then finding a word to rhyme with it;
- hearing the sound of the first letter in their own names and using this ability to sound out or “read” classmates’ names that begin with the same letter;
- jumping once for each syllable in a word;
- experimenting with words, giving them new beginning sounds;
- saying the first and last sounds they hear in a word;
- saying the sound of a letter when they see it in a new word because they recognize it from a familiar word (e.g., the “s” sound in “stop”).

Some indicators such as “Speaks clearly enough to be understood without contextual clues” are easy to observe and rate and may not require much evidence.

Some indicators such as “Demonstrates phonological awareness” which involves rhyming, alliteration, onset-rime, syllable segmenting, and phoneme manipulation, will require more evidence to get the full picture of a child’s understanding.

CHECKLIST COMMENTS

- Are 1-2 sentences describing the child's overall development in a domain
- Provide the individualized comments needed when creating a child's Narrative Summary
- Are a big time saver

LANGUAGE & LITERACY FOR ELLs

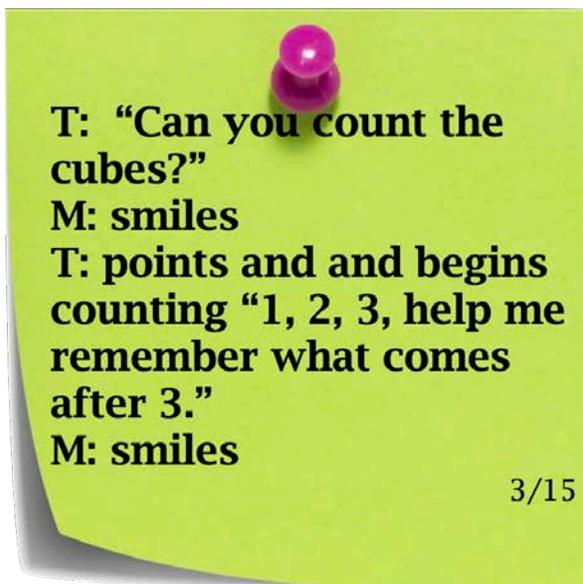
- Rate native English speakers "NA" on the four indicators for ELL students
- Refer to the Guidelines to read an explanation for each rating
- ELL indicators should be rated according to the child's acquisition of English
- All other indicators can be assessed in their home language
- If English is not a child's first language, use their home language, when possible, to rate all domains

NON-VERBAL CHILDREN

- Use gestures and visual cues
- Watch their interactions with other children

HOW TO ASSESS NON-VERBAL CHILDREN

Give children LOTS of opportunities to speak and record what they "don't say"



LL B1: Speaks clearly enough to be understood without contextual clues.

LL B2 Follows rules for conversation.

LL B3: Uses expanded vocabulary and language for a variety of purposes.

CLASS PROFILE REPORT

C Reading	NY	IP	PRO	NA	DNO	No Response
1 Begins to develop knowledge of letters	2 students Claudia Tucker* Mason Moore*	7 students Alain Laratte* Bowie Danner* Christian Graydon* Grayson Mann* Lily Sechelski* Mark Sanchez Nathan Skodnik*	7 students Aziz Khan* Corrinne Jones* Diarra LaBarrie* Jahlid Carlisle* Penny Jimmerson* Qianshuo Wang* Samyukta Annamajai*	1 student Sophia Schattman	0 students	5 students Nicholas Davis* Raina Farr* Ryder White* Smith Million* Tayo Davis*

This is your red flag. These students need lots of support in understanding this concept.

Plan a small group for these children to challenge students and encourage them to continue to practice.

You need to make a plan to collect evidence so you can make a checklist rating for these children.

Sophia has an IEP which means you rate the indicator NA, but you still teach the skill.

 For step-by-step instructions on how to generate a Class Profile Report flip to page 51.

MAKING A PLAN USING THE CLASS PROFILE REPORT

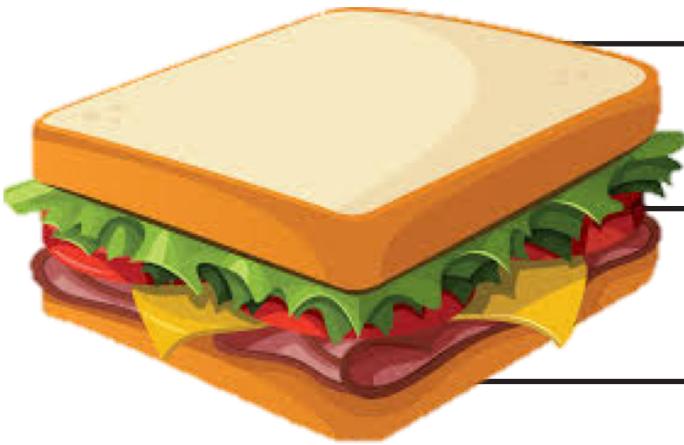
C Reading	NY	IP	PRO	NA	DNO	No Response
1 Begins to develop knowledge of letters	2 students Claudia Tucker* Mason Moore*	7 students Alain Laratte* Bowie Danner* Christian Graydon* Grayson Mann* Lily Sechelski* Mark Sanchez* Nathan Skodnik*	7 students Aziz Khan* Corrinne Jones* Diarra LaBarrie* Jahlid Carlisle* Penny Jimmerson* Qianshuo Wang* Samyukta Annamalai*	1 student Sophia Schattman	0 students	5 students Nicholas Davis* Raina Farr* Ryder White* Smith Million* Tayo Davis*

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher directed	Activity: Light the Letter - match letters in name Students: CT, MM, ND, RF, SS GELDS CLL7.4a	Activity: Light the Letter - recognize letters Students: AL, BD, CG, GM, MS, LS, NS GELDS: CLL7.4a	Activity: Light the Letter - identify letters Students: AK, CJ, DL, JC, RW, SM GELDS: CLL7.4a	Activity: Light the Letter - match upper to lower Students: PJ, QW, SA, TD GELDS: CLL7.4a	Activity: Light the Letter - match letters Students: CT, MM, DL, JC GELDS: CLL7.4a
Teacher directed Independent	Activity: Students: GELDS:	Activity: Students: GELDS:	Activity: Students: GELDS:	Activity: Students: GELDS:	Activity: Students: GELDS:

PRINT ALL CHECKLISTS

 For step-by-step instructions on how to Print Completed Checklists flip to page 49.

FAMILY CONFERENCES



Start with something positive about the child.

Address any issues you think the parents need to be aware of.

End the conversation with another specific compliment.

WRITING THE NARRATIVE SUMMARY REPORT

- Individualize the narrative and show how the child demonstrates knowledge and skills in the classroom.
- Convey how the child is progressing.
- Children may have identical ratings, but not the same skills or approaches to learning.



For step-by-step instructions on how to create a Narrative Summary Report flip to page 53.

Create Template Comments for your Narrative Summary Report to make some general comments that apply to most of your children.



For step-by-step instructions on how to create Template Comments flip to page 54.

Add in your Checklist Comments to individualize your Narrative Summary Report.

WSO

STEP-BY-STEP

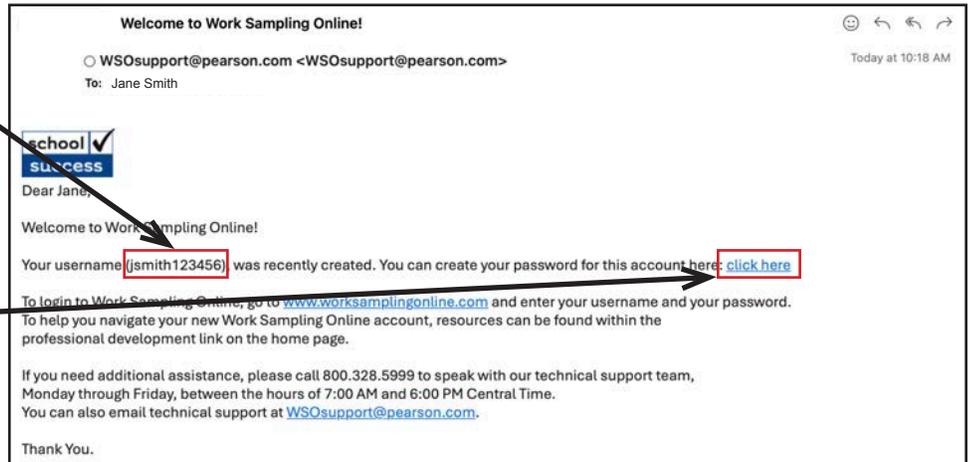
W O R K S A M P L I N G O N L I N E

INITIAL SET-UP

You will receive an email from **WSOsupport@pearson.com** with the subject line **Welcome to Work Sampling Online!**

Make note of your username

Click the link, **click here**, to set your password



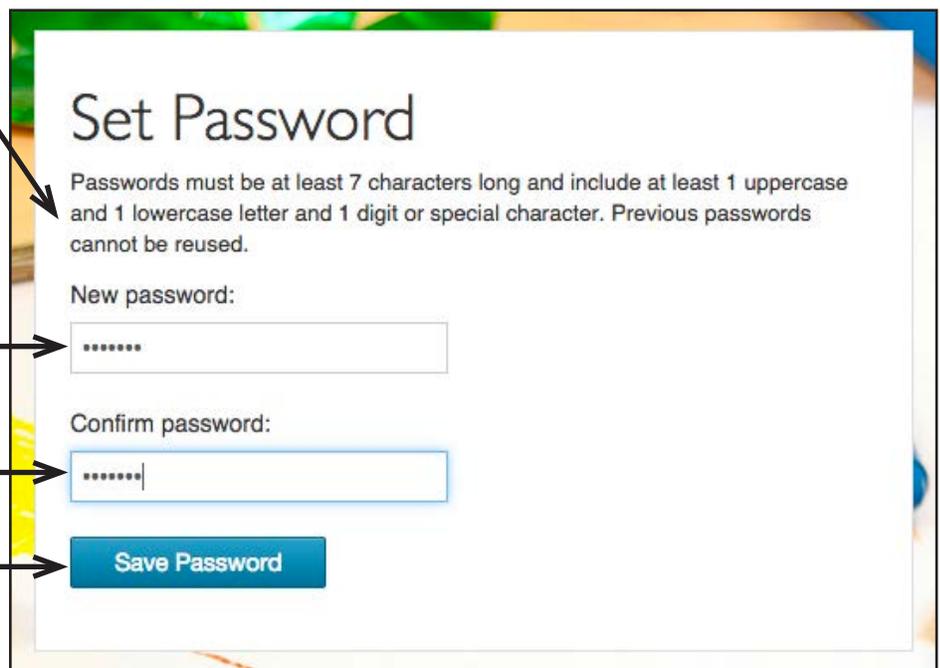
If you do not receive an e-mail from **WSOsupport@pearson.com** and you have checked your spam folder, go to page 58 for instructions on how to request support for logging in

Be sure to follow the guidelines

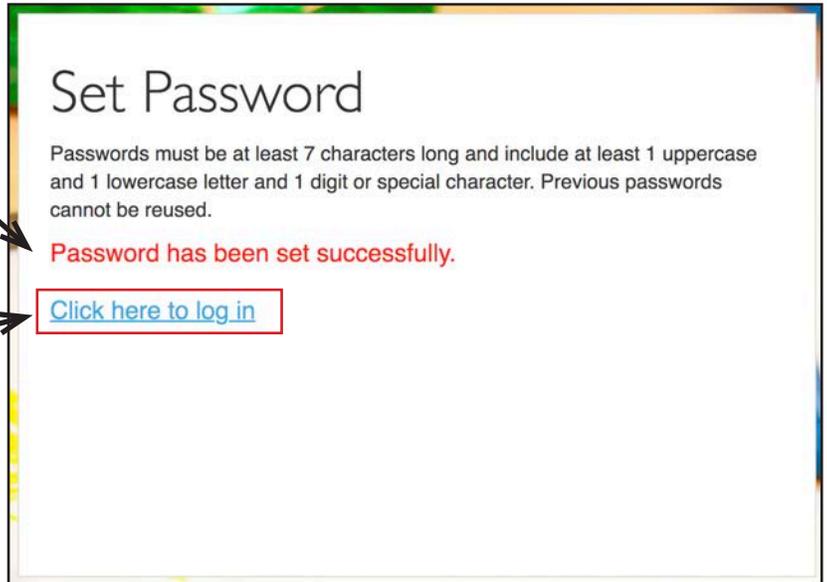
Create your password

Type it again to confirm

Click **Save Password**

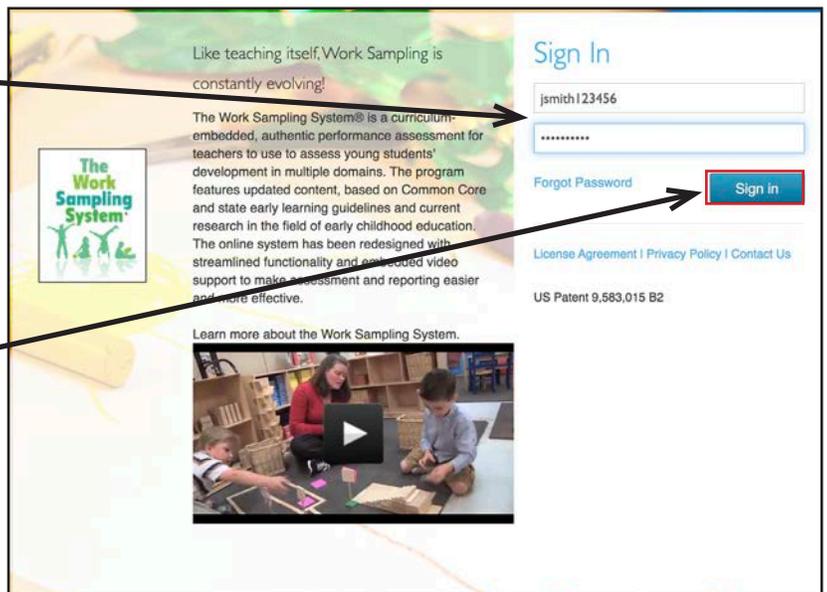


You will receive a message that says your **Password has been set successfully.**



Click the link, **Click here to log in**

Enter your username and password



Click **Sign In**

If you do not receive an email from **WSOsupport@pearson.com** and you have checked your spam folder, go to page 58 for instructions on how to request support for logging in.

SIGN IN

Go to www.worksamplingonline.com

Enter your username and password

Click **Sign In**

RESET PASSWORD

Click **Forgot Password**

Type User Name

Click **Send reset link**

Check your email for a message from WSOsupport@pearson.com, click the link, then follow the steps on pages 26-27. If you do not receive an email in a reasonable amount of time and you have checked your spam folder, go to page 58 for instructions on how to request support.

LICENSE AGREEMENT

The first time you sign in you will see this License Agreement, read and scroll to bottom

**WORK SAMPLING ONLINE / OUNCE ONLINE
LICENSE AGREEMENT**

Version: 3.0
Last Revised: July 10, 2015

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Use of the System requires access to the internet and a compatible computer. In addition, each registered administrator of the System (whether at the site, program or organization level), is required to have a working email address that should be reviewed on a regular basis. We will send initial registration notifications, approval notifications and other updates and information to this email address. A school or district email system must also allow the receipt of bulk e-mails from Pearson. Pearson does not enter or input any information or student assessment data into the System. All entry, inputting or importing of all such relevant student information or assessment data should be entered or imported into the System by an administrator or a teacher (or confirmed that such information is in the System) before running any relevant reports or aggregating such data.

Subscription Charges

Work Sampling System and Ounce subscriptions are based on per student fees. The initial fee to activate Subscription is based on estimate by You of unique students that will have data entered. PEARSON will run reconciliation and invoice for any overages at that time. PEARSON will not offer credit for discounted subscription fees for any reason at any time. However, Pearson will refund overages of usage purchased at full subscription rates.

Password

As part of the registration process for Subscription Services, you will select a password. YOU are solely responsible for maintaining the confidentiality of your password and agree that PEARSON has no obligations with regard to the use by third parties of such password. YOU are entirely responsible for any activity occurring under the account (and any sub-account) and password. You agree to notify PEARSON immediately if LICENSEE has any reason to believe that the security of your data or any password has been compromised.

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Postings: To the extent that certain areas of this System (including, portfolios and Forums) provide registered members an opportunity to post on-line notes and messages ("Postings"), be advised that Pearson has no obligation to screen, edit, or remove such postings prior to their appearance on the System, and the postings do not necessarily reflect the views of Pearson. To the fullest extent permitted by applicable laws, Pearson shall in no event have any responsibility or liability for the Postings or for any claims, damages, or losses resulting from their use and/or appearance on the System. Because Forum areas are public areas for general discussion, please remember that any Posting in such areas is not private communication. Anything posted in the Forums will be seen by any User who accesses this area of the System.

Observations: You acknowledge that you have full responsibility for the information or data included in any Observations you include in the System. Pearson will not be responsible for any information or data included in the Observations. You are also responsible to ensure that any Observations or data that is entered into or downloaded from the System will be your responsibility and that you will review and confirm the data for accuracy.

Check the box

Click **Accept**

Please indicate your agreement with the terms of this agreement by clicking on the corresponding button below

HOME SCREEN

WORK SAMPLING SYSTEM
Welcome, Jane Smith

GA DECAL: Training Child Care Center

Training Academy Select a class

[Help](#)

EVIDENCE

[+ Enter Observation/ Work Sample](#)

Manage Observations/Work Samples

GUIDELINES & CHECKLISTS

[+ New Checklist](#)

Manage Checklists

REPORTS

[+ New Summary Report](#)

Manage Reports

ADDITIONAL TOOLS

[Resources](#)

[Manage Students](#) | [Child Outcome Summary](#)

Home menu

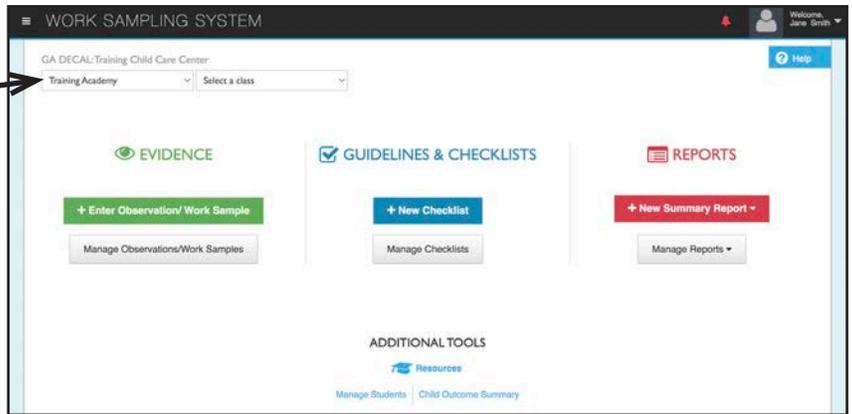
Link to Home Screen

Check for Alerts

Help on every page

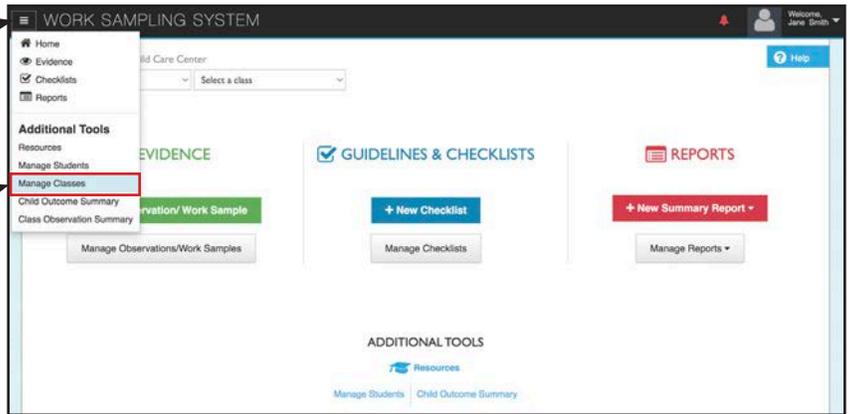
MANAGE CLASSES ADD NEW CLASS

Notice your site



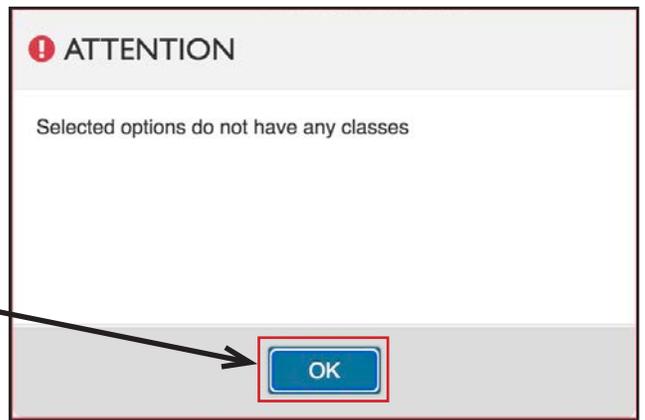
Click the Home menu icon

Click **Manage Classes**

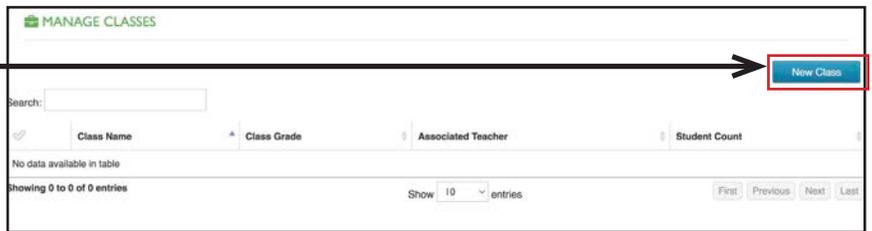


The first time you will receive this message

Click **OK**



Click **New Class**



MANAGE CLASSES

ADD CLASS

Your director/administrator will be able to provide your official roster.

Select	Last Name	First Name	Student ID	Class ID	Gender	Begin Date in Class	End Date in Class	Attendance Overlap
<input type="checkbox"/>	David	Robin	0034898	100007	Male	May 9, 2024	Jun 12, 2024	<input type="checkbox"/>
<input type="checkbox"/>	Du.ck	Do'nale	0034898	100007	Male	Sep 4, 2023		<input type="checkbox"/>
<input type="checkbox"/>	Gibbs	Chava	0000680	100007	Male	Jun 7, 2024		<input checked="" type="checkbox"/>
<input type="checkbox"/>	Gibbs	Chava	0000680	100007	Male	Jun 12, 2024		<input checked="" type="checkbox"/>
<input type="checkbox"/>	Meannnn	Regannn	0020915	100007	Male	Jun 7, 2024		<input checked="" type="checkbox"/>
<input type="checkbox"/>	Conley	Chulbul	0009276	100007	Male	May 1, 2024	Jun 5, 2024	<input type="checkbox"/>
<input type="checkbox"/>	Reemm	Karr	0000683	100007	Female	Apr 22, 2024	May 31, 2024	<input type="checkbox"/>

Enter the **Class ID** number from your roster into the **Class Name** field

Enter **Grade Level** (Preschool 4)

Click **Save**

ADD CLASS

Required

Class Name: **Associated Teacher:**

Grade Level:

DO NOT use your name as the class name. You must use the **Class ID number** found on your roster.

You will see your Class Name under Manage Classes

Class Name	Class Grade	Associated Teacher	Student Count
100007	Preschool 4	Jane Smith	

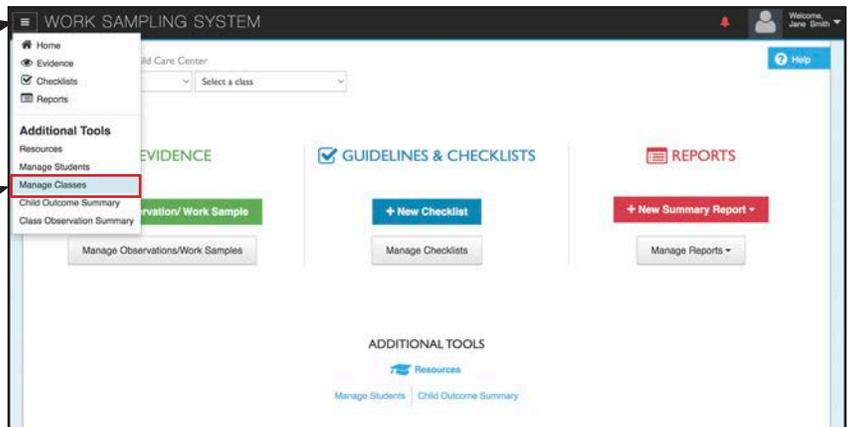
Showing 1 to 1 of 1 entries

Some exceptions may include inclusion teachers, Montessori teachers, etc. If you are unsure, ask your Pre-K consultant or see instructions on page 58 to request support.

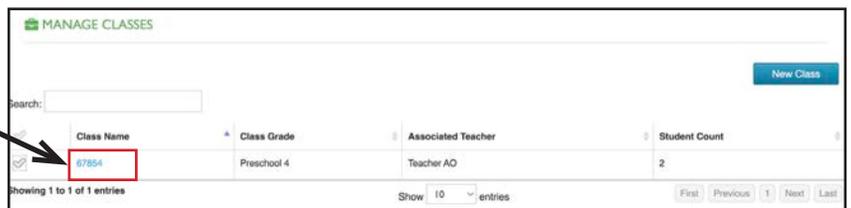
MANAGE CLASSES EDIT CLASS

Click the Home menu icon

Click **Manage Classes**

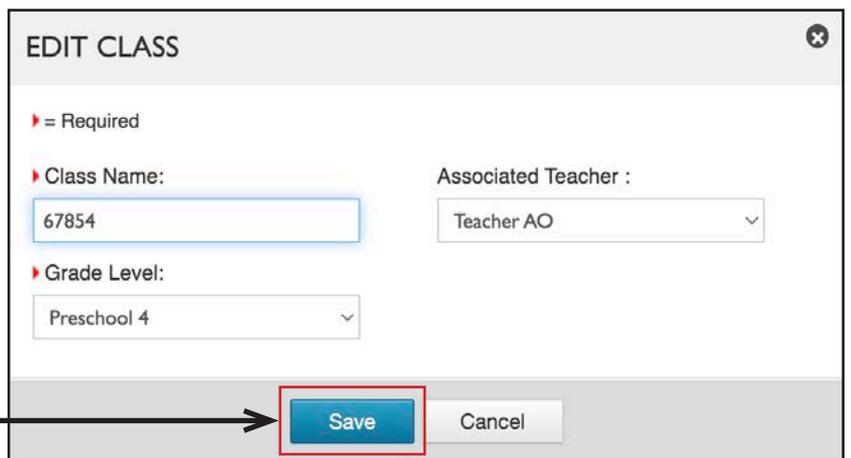


Click on the **Class Name**



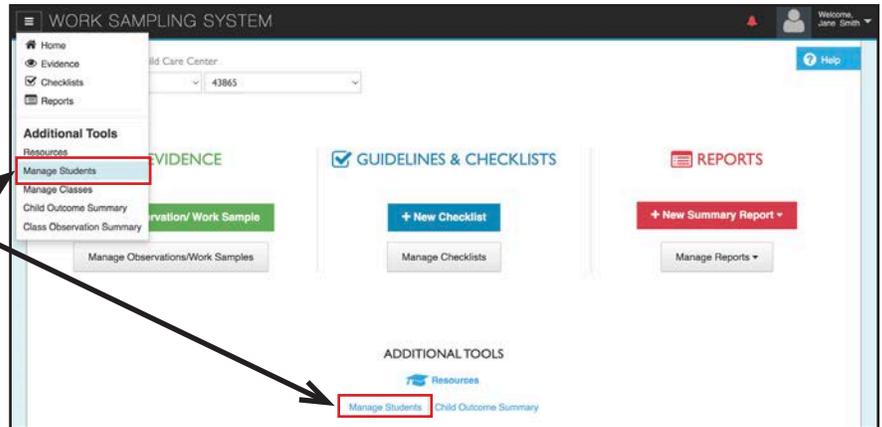
Make any necessary edits

Click **Save**

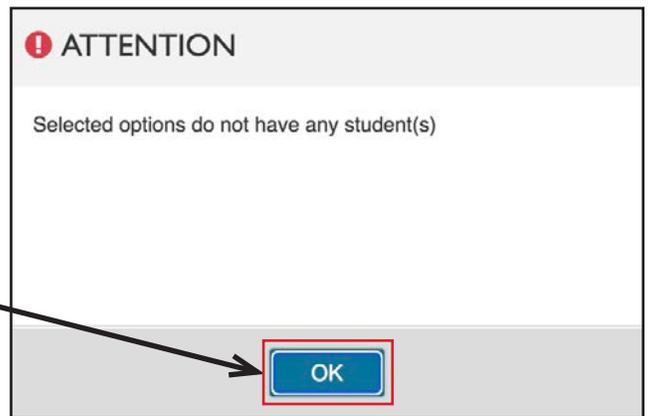


MANAGE STUDENTS ADD STUDENTS

Choose **Manage Students** from the main menu or the Home Page



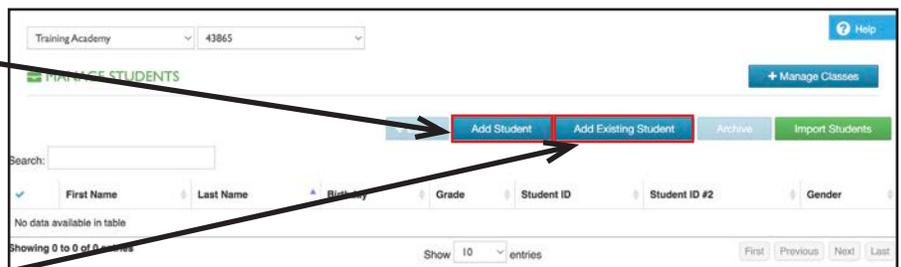
The first time you will receive this message



Click **OK**

If you are a lead teacher, Click **Add Student**

If you are an inclusion teacher, Click **Add Existing Student**



MANAGE STUDENTS

ADD STUDENTS

Your director/administrator will be able to provide your official roster.

Use the Student ID column to enter the child's **GAPreK Student ID**

Select	Last Name	First Name	Student ID	Class ID	Gender	Begin Date in Class	End Date in Class	Attendance Overlap
<input type="checkbox"/>	David	Robi	0034959	100007	Male	May 9, 2024	Jun 12, 2024	<input type="checkbox"/>
<input type="checkbox"/>	Duck	Do'nale	0034898	100007	Male	Sep 4, 2023		<input type="checkbox"/>
<input type="checkbox"/>	Gibbs	Chava	0000680	100007	Male	Jun 7, 2024		<input checked="" type="checkbox"/>
<input type="checkbox"/>	Gibbs	Chava	0000680	100007	Male	Jun 12, 2024		<input checked="" type="checkbox"/>
<input type="checkbox"/>	Megann	Regann	0020915	100007	Male	Jun 7, 2024		<input checked="" type="checkbox"/>
<input type="checkbox"/>	Conley	Chulbul	0009276	100007	Male	May 1, 2024	Jun 5, 2024	<input type="checkbox"/>
<input type="checkbox"/>	Reemm	Karr	0000683	100007	Female	Apr 22, 2024	May 31, 2024	<input type="checkbox"/>

Enter the required fields:

- **First Name**
- **Last Name**
- **Gender**
- **Birthday**
- **Grade**

ADD STUDENT

▶ Required

▶ GAPreK Student ID: Nickname:

▶ First Name:

Middle Name:

▶ Last Name:

▶ Gender:

▶ Birthday:

Be sure to scroll down to enter the child's **Grade** as **Preschool 4**

Ethnicity:

Language:

▶ Grade:

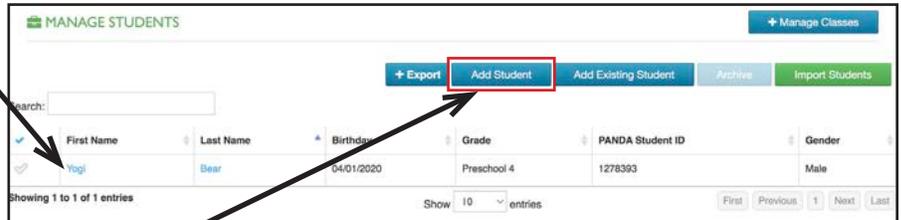
IEP/IFSP:

Click **Save**

MANAGE STUDENTS

ADD STUDENTS

You will see the child's name under Manage Students



Click **Add Student** and repeat steps on pages 33-35 for all the children on your roster who are physically in your class

MANAGE STUDENTS

ERROR MESSAGES WHEN ADDING STUDENTS

If you receive an error message saying the **Record with GAPreK Student ID already exists...**

ADD STUDENT

▶ = Required

Please correct the errors below.

▶ GAPreK Student ID: 023491 Nickname:

Record with GAPreK Student ID '023491' already exists.

▶ First Name: Elizabeth

Middle Name:

▶ Last Name: Smith

▶ Gender: Female

Save Cancel

DO NOT add this child.
Click **Cancel**

If you receive a pop up message that says, **Attention! A student with the name already exists in this license. Do you still want to add a student with the same name?...**

ADD STUDENT

▶ = Required

▶ GAPreK Student ID: 943827 Nickname:

▶ First Name: Nathan

Middle Name:

▶ Last Name: Evans

▶ Gender: Male

▶ Birthday: 2010 April 03

Save Cancel

ATTENTION

A student with name Nathan Evans already exists in this license. Do you still want to add a student with the same name?

Save Cancel

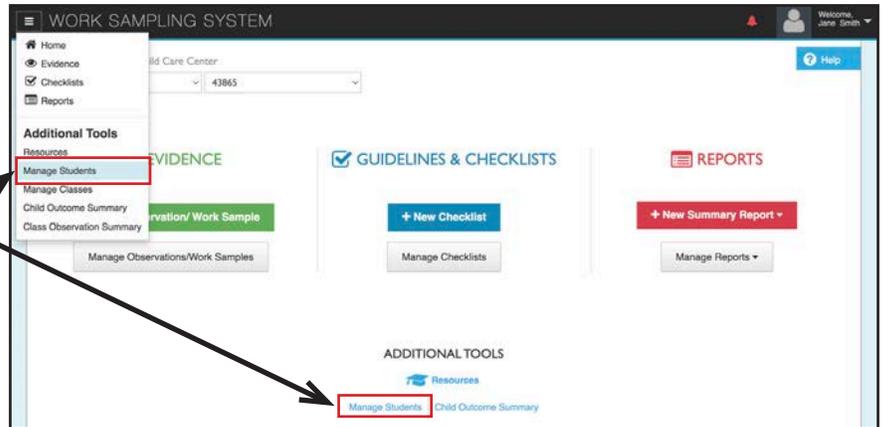
DO NOT add this child.
Click **Cancel**, then **Cancel** again

To determine how to proceed, go to Bright from the Start WSO Assessment Support by following the instructions on page 58.

MANAGE STUDENTS ARCHIVE STUDENTS

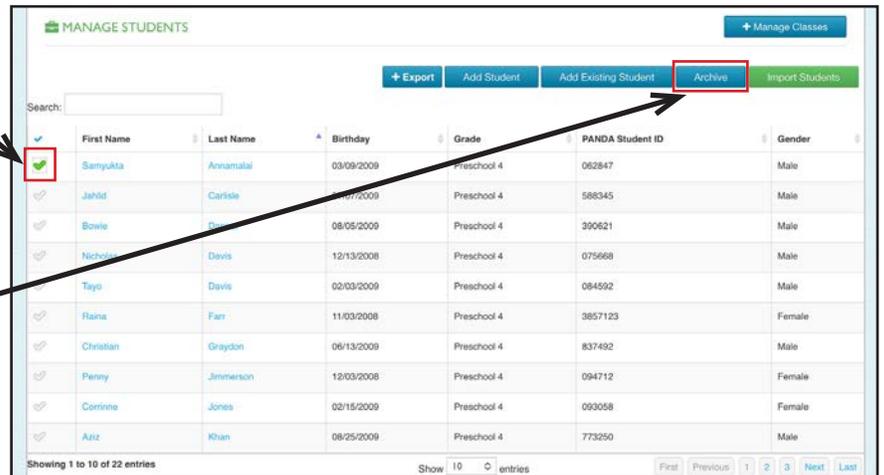
IMPORTANT: Be sure to ARCHIVE a student as soon as the child permanently leaves your class.

Choose **Manage Students** from the main menu or the Home Page

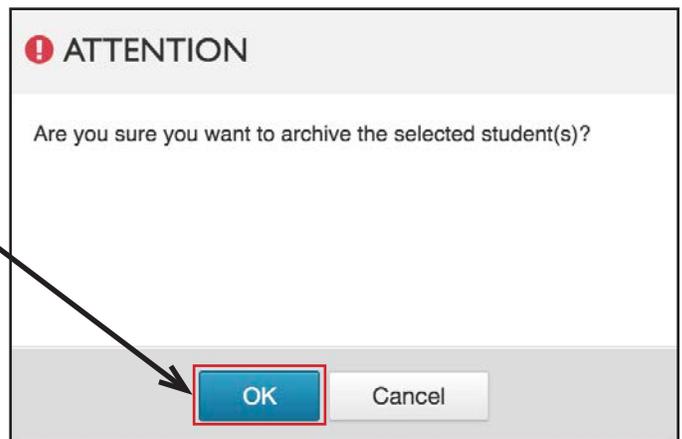


Select a student by clicking the check mark next to their name

Click **Archive**

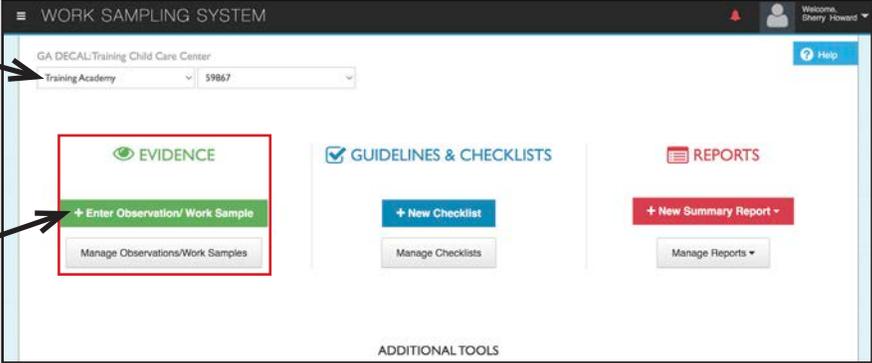


Click **OK**



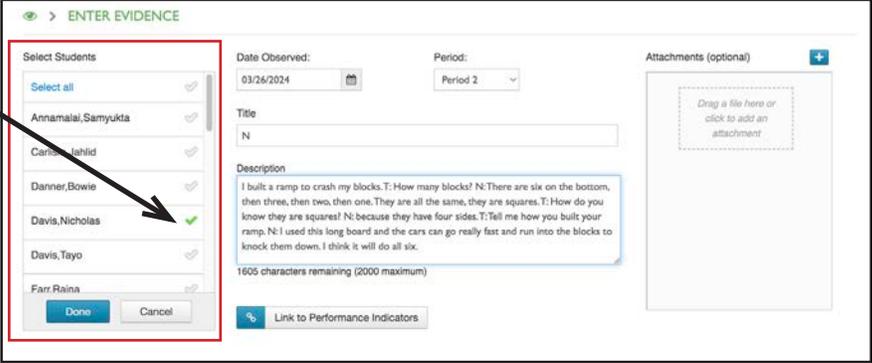
ENTER EVIDENCE

Notice your Site and Class

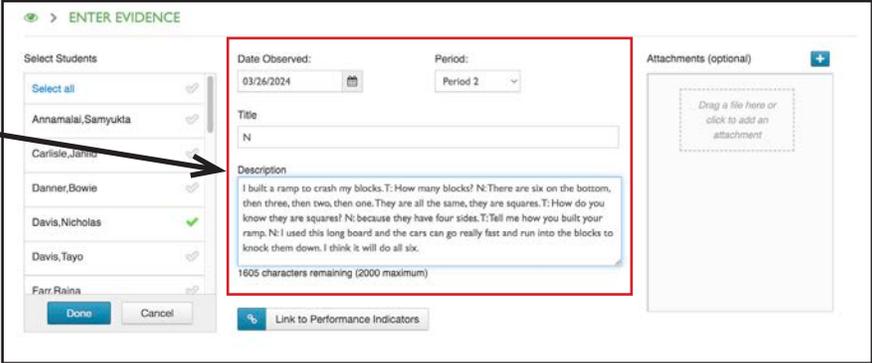


Click **+Enter Observation/ Work Sample**

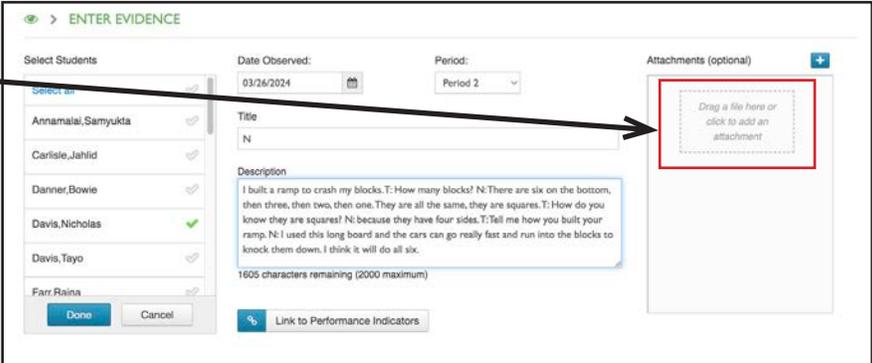
Choose the student(s) by selecting the checkmark after their name



Enter:
-Date Observed
-Period
-Title (N, P, WS, A)
-Description



If there is an attachment, **drag the file** into this box or click the box to browse for the file



LINK EVIDENCE

Click **Link to Performance Indicators**

Choose the **Domain**

Click the **? link** to review the **Guidelines**

Familiarize yourself with the rationale

Guideline

1 Counts with understanding

Four-year-olds can count five to 10 objects meaningfully in organized arrangements using one-to-one correspondence on a ten-frame (two rows of five), dice, dominoes, and tallies. They can count out or produce objects to five and they can count verbally up to 20 or 30. Most 4-year-olds understand that the last number named in the collection represents the last object as well as the total number of objects. Examples include:

- pointing to each object in a row and assigning the appropriate number to it;
- filling in the next number as they complete the second row of a ten-frame arranged in two rows of five, saying, "6, 7, 8, etc.;"
- counting footsteps, jumps, or repetitions of exercises;
- telling a friend who is first in line, "You're first;"
- showing the correct number of fingers when asked, "How many on the dominoes;"
- counting and giving the correct number when asked, "How many legs does a spider have?"

Back

Click **Back**

LINK EVIDENCE

Check the **Performance Indicator(s)**

LINK TO PERFORMANCE INDICATORS

- 2 Shows beginning understanding of number and quantity
- C Operations and Algebraic Thinking**
 - 1 Understands and begins to apply addition and subtraction to problems
- D Measurement**
 - 1 Orders, compares, and describes objects according to a single attribute
 - 2 Participates in measuring activities
- F Geometry**
 - 1 Shows understanding of and uses several positioning words
 - 2 Begins to recognize and describe the attributes of shapes

Next Cancel

Click **Next**

Review your choices. You have the opportunity to **Edit** or **Delete**

LINK TO PERFORMANCE INDICATORS

Students : Davis Nicholas
Mathematical Thinking > Number > Counts with understanding

Students : Davis Nicholas
Mathematical Thinking > Number > Shows beginning understanding of number and quantity

Students : Davis Nicholas
Mathematical Thinking > Measurement > Orders, compares, and describes objects according to a single attribute

Students : Davis Nicholas
Mathematical Thinking > Geometry > Shows understanding of and uses several positioning words

Students : Davis Nicholas
Mathematical Thinking > Geometry > Begins to recognize and describe the attributes of shapes

+ Link to Performance Indicators

Done Cancel

Click **Done**

Click **Save**

ENTER EVIDENCE

Select Students: Annamalai, Samyukta; Carlisle, Jahlid; Danner, Bowie; Davis, Nicholas; Davis, Tayo

Date Observed: 03/26/2024; Period: Period 2

Title: P

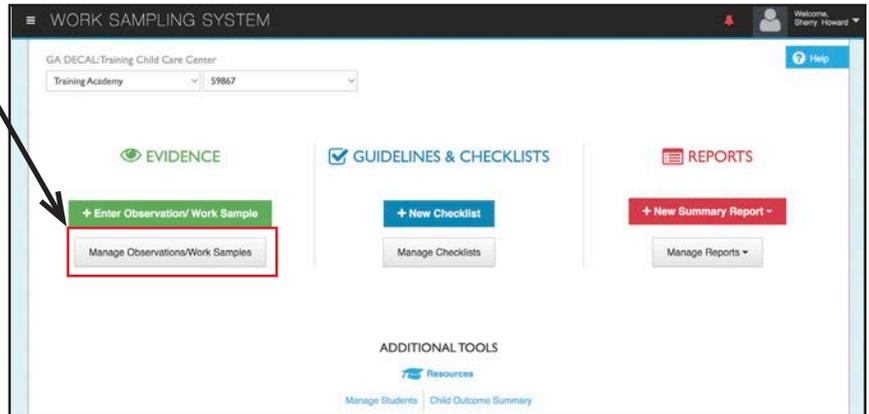
Description: I built a ramp to crash my blocks. T: How many blocks? N: There are six on the bottom, then three, then two, then one. They are all the same, they are squares. T: How do you know they are squares? N: because they have four sides. T: Tell me how you built your ramp. N: I used this long board and the cars can go really fast and run into the blocks to knock them down. I think it will do all six.

Attachments (optional): ramp.png

Save Cancel

MANAGE OBSERVATIONS/WORK SAMPLES DELETE OR EDIT OBSERVATIONS

Click **Manage Observations/Work Samples**



Click the **Title** to display entry

Date	Title	Description	Students	Attachments	Linked Indicators	Reporting Period
03/26/2024	P	I built a ramp to crash my blocks. T: How many blocks? N: There are six on the bottom, then three, 1...	1 Student(s)	1	0	Period 2
02/01/2024	M	Needed help identifying more than/less than playing the On/Off game.	5 Student(s)	0	5	Period 2
02/01/2024	M	able to identify more than/less than playing the On/Off game	17 Student(s)	0	17	Period 2
02/01/2024	M	Needed help counting 1-5 playing the On/Off game.	4 Student(s)	0	4	Period 2
02/01/2024	M	Counts 1-5 playing the On/Off game	18 Student(s)	0	18	Period 2

Click **Download** to generate a PDF of the observation

Click **Delete Observation**

If you make any changes, be sure to click **Save**

MANAGE OBSERVATIONS/WORK SAMPLES VIEW OR FILTER EVIDENCE

Click the number of Students to display names



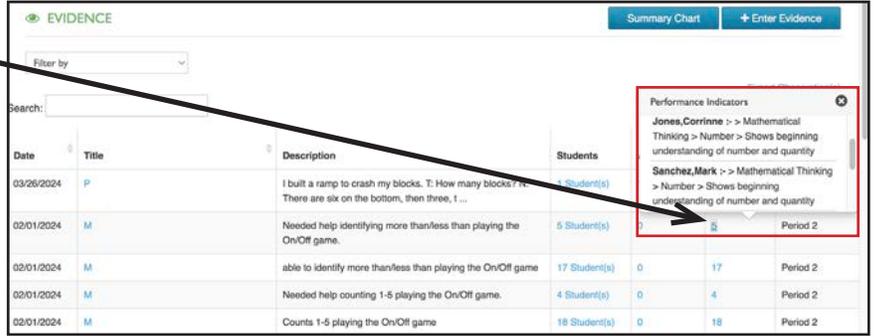
Click the number of Attachments to display a thumbnail



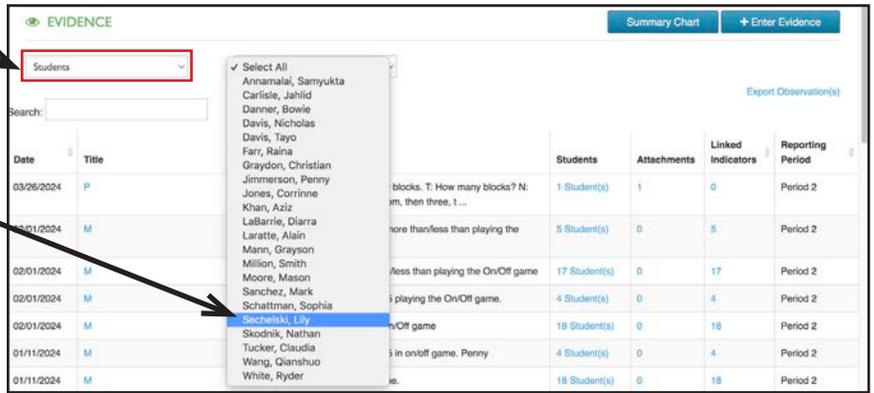
Click the file name to enlarge



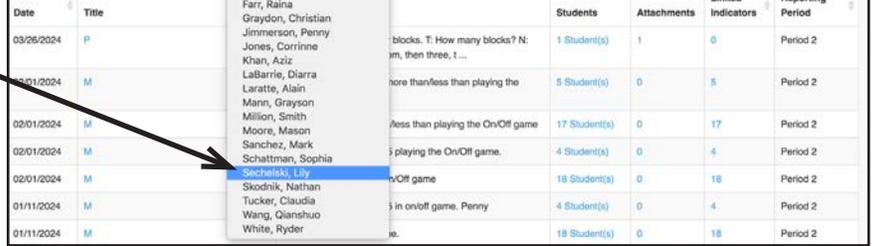
Click the number of linked Performance Indicators to review



Select Filter by **Students**

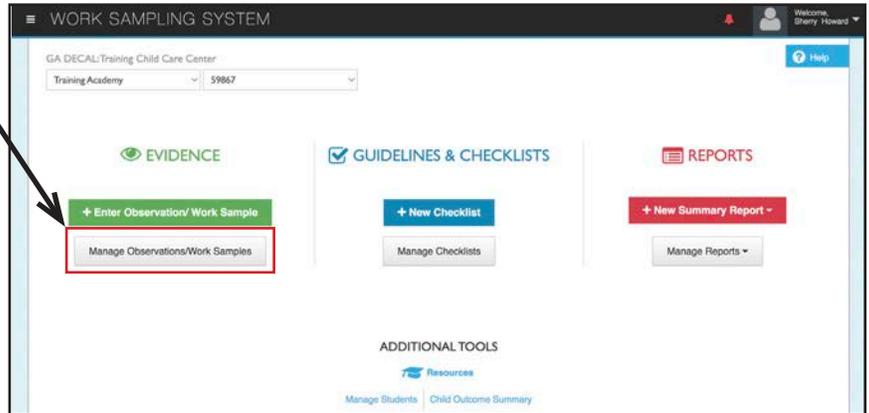


Select a child to view only their evidence



MANAGE OBSERVATIONS/WORK SAMPLES OBSERVATION SUMMARY CHART

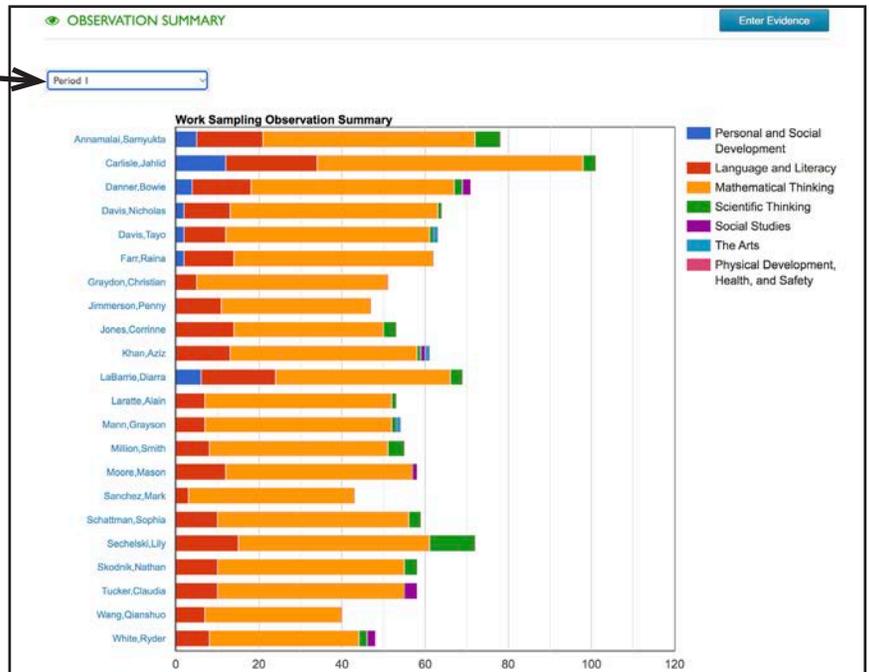
Click **Manage Observations/ Work Samples**



Click **Summary Chart**

Date	Title	Description	Students	Attachments	Linked Indicators	Reporting Period
03/26/2024	P	I built a ramp to crash my blocks. T: How many blocks? N: There are six on the bottom, then three, I ...	1 Student(s)	1	0	Period 2
02/01/2024	M	Needed help identifying more than/less than playing the On/Off game.	5 Student(s)	0	5	Period 2
02/01/2024	M	able to identify more than/less than playing the On/Off game	17 Student(s)	0	17	Period 2
02/01/2024	M	Needed help counting 1-5 playing the On/Off game.	4 Student(s)	0	4	Period 2
02/01/2024	M	Counts 1-5 playing the On/Off game	18 Student(s)	0	18	Period 2

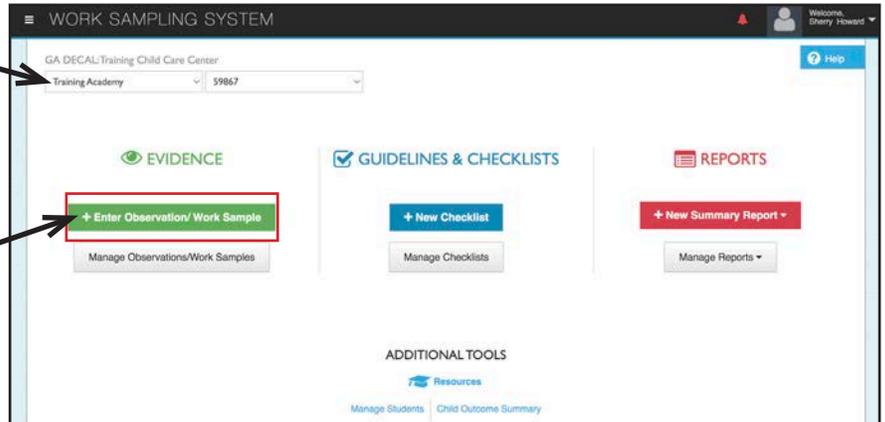
Choose the Period



ENTER EVIDENCE MATRICES

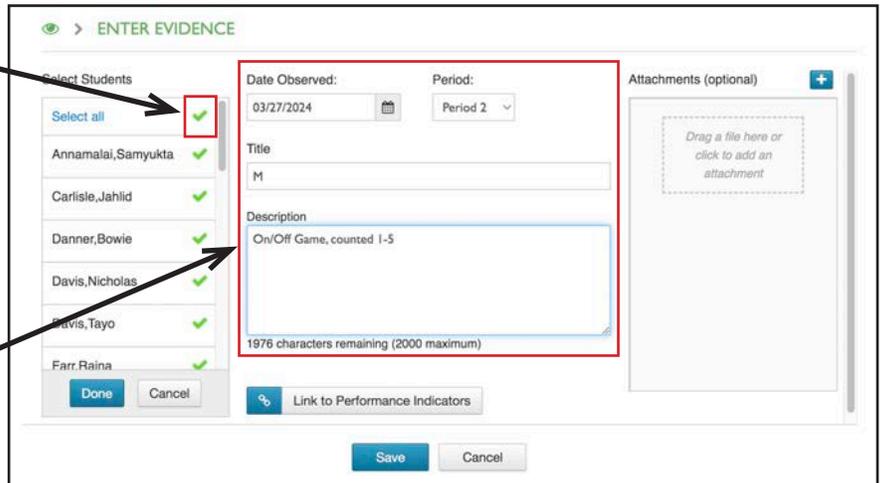
Notice your Site and Class

Click **+Enter Observation/ Work Sample**



Check **Select All** or choose students

Enter:
-Date Observed
-Period
-Title (M)
-Description



LINK EVIDENCE MATRICES

Click **Link to Performance Indicators**

The screenshot shows the 'ENTER EVIDENCE' interface. On the left, a list of students is shown with green checkmarks. The 'Date Observed' is 03/27/2024 and the 'Period' is Period 2. The 'Title' field contains 'M' and the 'Description' field contains 'On/Off Game, counted 1-5'. At the bottom, the 'Link to Performance Indicators' button is highlighted with a red box. A callout box from the left points to this button.

Choose the **Domain** and check the **Performance Indicator**

The screenshot shows the 'LINK TO PERFORMANCE INDICATORS' screen. It is divided into three columns: '1. Select Students', '2. Domain', and '3. Functional Area/Performance Indicator'. Under '2. Domain', 'III Mathematical Thinking' is selected. Under '3. Functional Area/Performance Indicator', '1 Counts with understanding' is checked. At the bottom, the 'Next' button is highlighted with a red box. A callout box from the left points to the 'Next' button.

Click **Next**

The screenshot shows a list of student entries under the heading 'LINK TO PERFORMANCE INDICATORS'. Each entry includes the student's name and the selected domain and performance indicator. At the bottom, the 'Done' button is highlighted with a red box. A callout box from the left points to the 'Done' button.

Click **Done**

The screenshot shows the 'ENTER EVIDENCE' interface with the 'Save' button highlighted in red. A callout box from the left points to the 'Save' button. The student list on the left now includes the entry from the previous step.

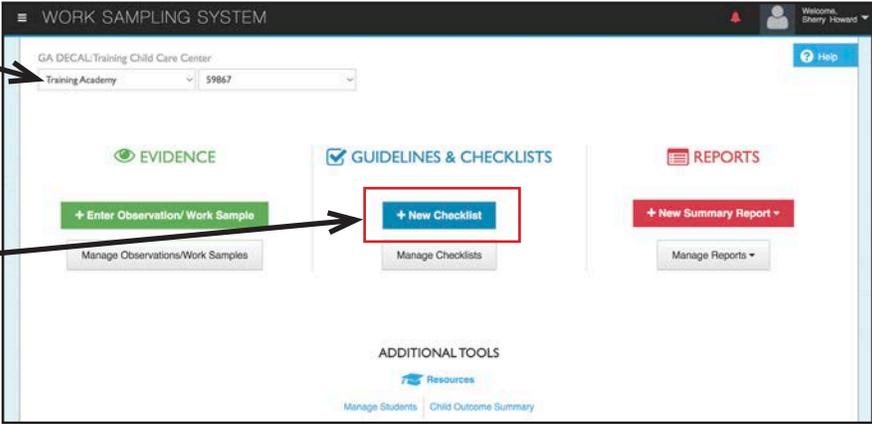
Click **Save**

GUIDELINES & CHECKLISTS

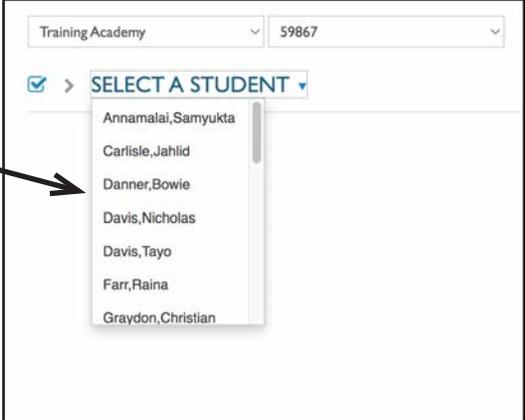
CREATE A CHECKLIST

Notice your Site and Class

Click **+New Checklist**



Select a student



Choose a domain and click the ratio (the number of indicators rated/the total number of indicators in that domain)

Domain	Period 1	Period 2
I Personal and Social Development	0/12	0/12
II Language and Literacy	0/16	0/16
III Mathematical Thinking	0/12	0/12
IV Scientific Thinking	1/12	0/12
V Social Studies	0/10	0/10
VI The Arts	0/4	0/4
VII Physical Development, Health, and Safety	0/7	0/7
	1% Complete	Not Started

GUIDELINES & CHECKLISTS

CREATE A CHECKLIST

- Click the icon to review the Guidelines
- Click the icon to review your Evidence
- Click the check mark to make your ratings
- Move through the domains

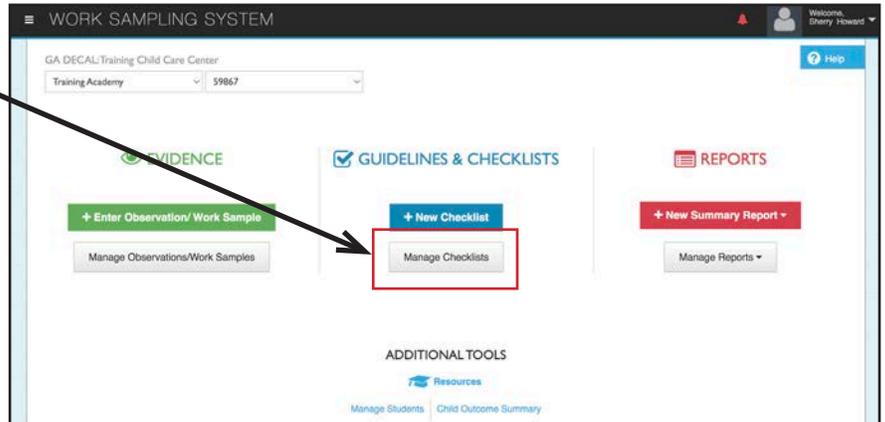
I Personal and Social Development						« Previous Next »		
A Self-Concept		Guidelines	Evidence	NY	IP	PRO	NA	DNO
1	Demonstrates self-confidence		2	<input checked="" type="checkbox"/>				
2	Shows some self-direction		2	<input checked="" type="checkbox"/>				
B Self-Control		Guidelines	Evidence	NY	IP	PRO	NA	DNO
1	Follows simple classroom rules and routines		0	<input checked="" type="checkbox"/>				
2	Manages transitions		0	<input checked="" type="checkbox"/>				
C Approaches to Learning		Guidelines	Evidence	NY	IP	PRO	NA	DNO
1	Shows eagerness and curiosity as a learner		2	<input checked="" type="checkbox"/>				
2	Attends to tasks and seeks help when encountering a problem		0	<input checked="" type="checkbox"/>				
3	Approaches tasks with flexibility and inventiveness		0	<input checked="" type="checkbox"/>				
D Interaction With Others		Guidelines	Evidence	NY	IP	PRO	NA	DNO
1	Interacts easily with one or more children		0	<input checked="" type="checkbox"/>				
2	Interacts easily with familiar adults		0	<input checked="" type="checkbox"/>				
3	Participates in the group life of the class		0	<input checked="" type="checkbox"/>				
4	Identifies some feelings and responds to those of others		0	<input checked="" type="checkbox"/>				
5	Begins to use simple strategies to resolve conflict		0	<input checked="" type="checkbox"/>				
Comments Helped a new student find her cubby, showed her the classroom rules and job chart								

Write comments that can be added to the Narrative Summary Report

Click the Evidence icon to display your observations. Highlight, copy and paste into the **Comments** box

MANAGE CHECKLISTS CHECKLIST STATUS

Click **Manage Checklists**



View percentage complete for entire class

First Name	Last Name	Grade	Period 1	Period 2
Samyukta	Annamalai	Preschool-4	58% Complete	21% Complete
Jahid	Carlisle	Preschool-4	58% Complete	1% Complete
Bowie	Danner	Preschool-4	41% Complete	1% Complete
Nicholas	Davis	Preschool-4	30% Complete	Get Started
Tayo	Davis	Preschool-4	37% Complete	1% Complete
Raina	Ferr	Preschool-4	36% Complete	Get Started
Christian	Graydon	Preschool-4	32% Complete	5% Complete
Penny	Jimmerson	Preschool-4	42% Complete	Get Started
Corinne	Jones	Preschool-4	39% Complete	Get Started
Aziz	Khan	Preschool-4	30% Complete	Get Started
Diarra	LaBarrie	Preschool-4	33% Complete	Get Started
Alain	Laratta	Preschool-4	22% Complete	Get Started
Grayson	Mann	Preschool-4	44% Complete	Get Started
Smith	Millon	Preschool-4	41% Complete	Get Started

Click on a child's name

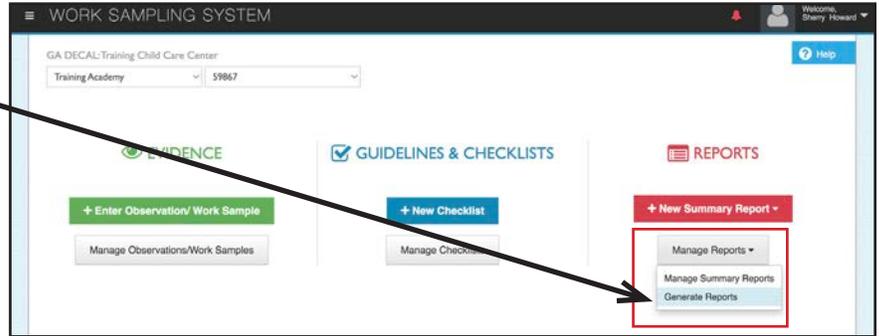
View their percentage complete by domain

Domain	Period 1	Period 2
I Personal and Social Development	8/12	0/12
II Language and Literacy	15/16	1/16
III Mathematical Thinking	10/12	0/12
IV Scientific Thinking	2/12	0/12
V Social Studies	0/10	0/10
VI The Arts	0/4	0/4
VII Physical Development, Health, and Safety	7/7	0/7
58% Complete		1% Complete

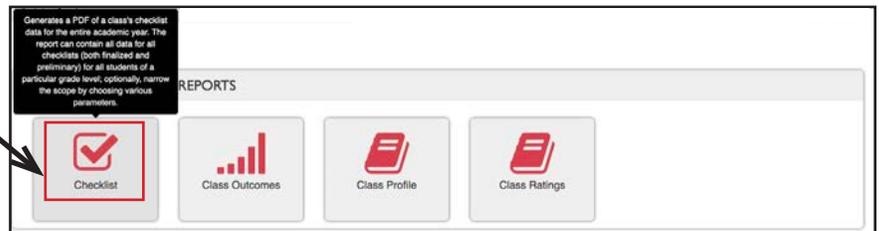
At the end of the period, remember to review your ratings and click **Flag as Final**

PRINT COMPLETED CHECKLISTS

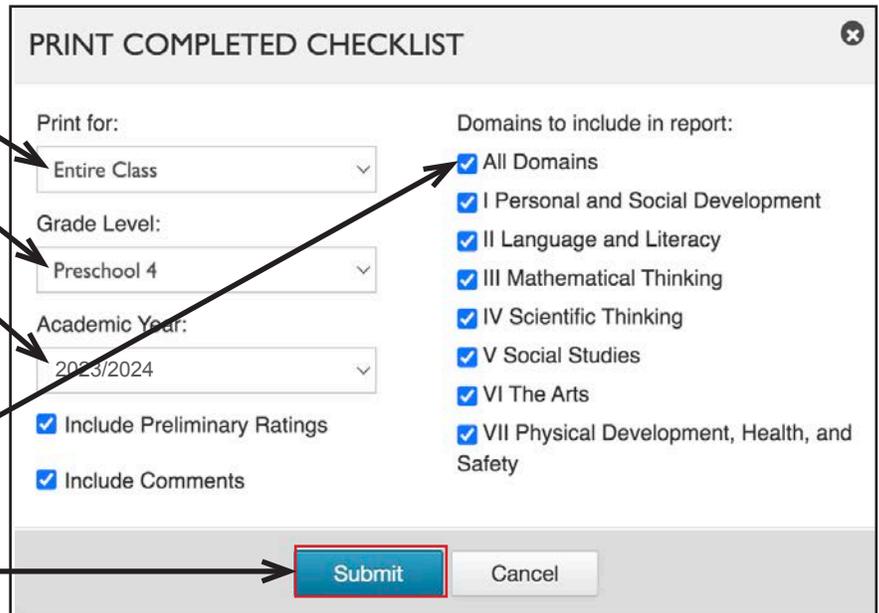
Click **Manage Reports**
Click **Generate Reports**



Click **Checklist**



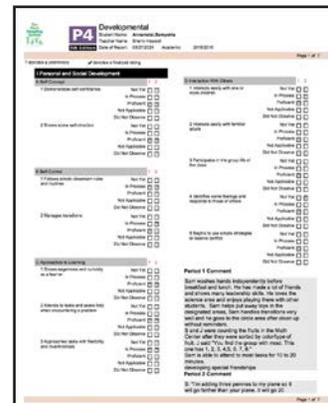
Choose **Entire Class**
Choose **Preschool 4**
Choose **Academic Year**



Choose **All Domains**

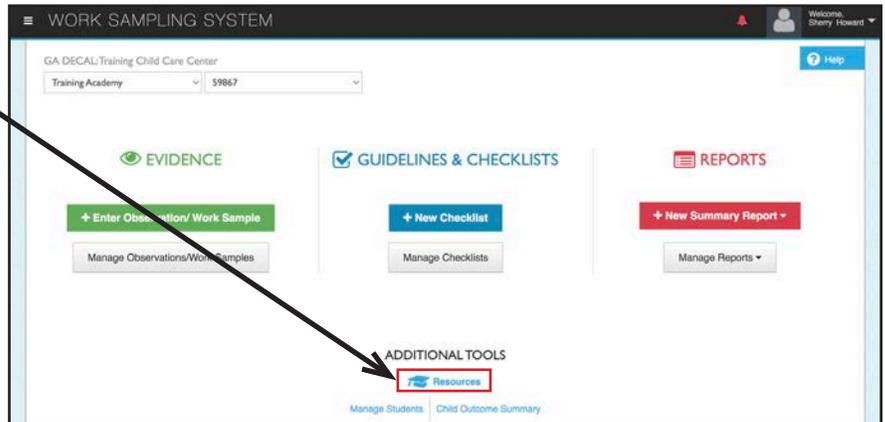
Click **Submit**

A PDF is generated



VIEW A CHECKLIST

Click **Resources**



Click the arrow to expand the **Developmental Checklists** tab



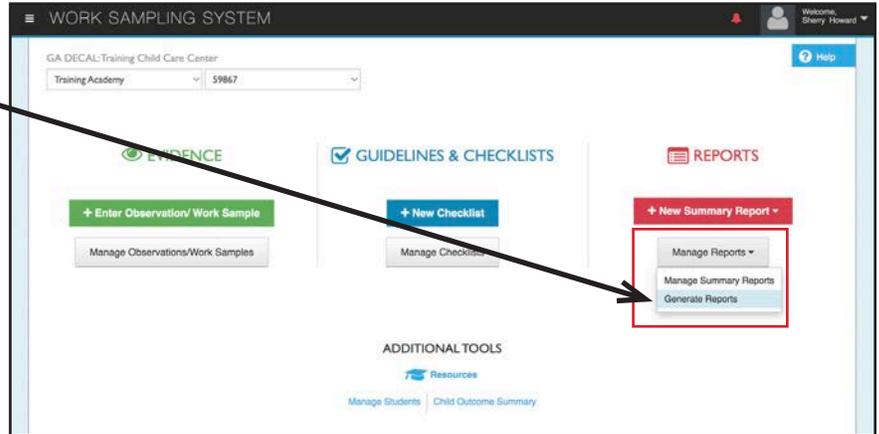
Click **Developmental Checklists-P4**



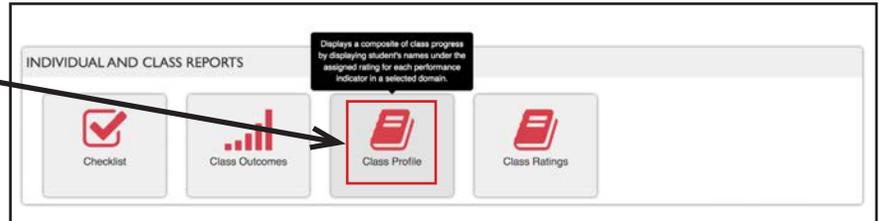
A PDF will open in a new tab

MANAGE REPORTS CLASS PROFILE

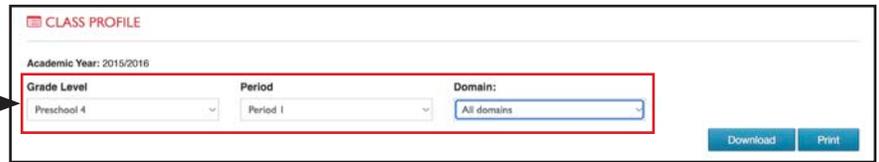
Click **Manage Reports**
Click **Generate Reports**



Click **Class Profile**



Select the following information:
-Grade Level
-Period
-Domain

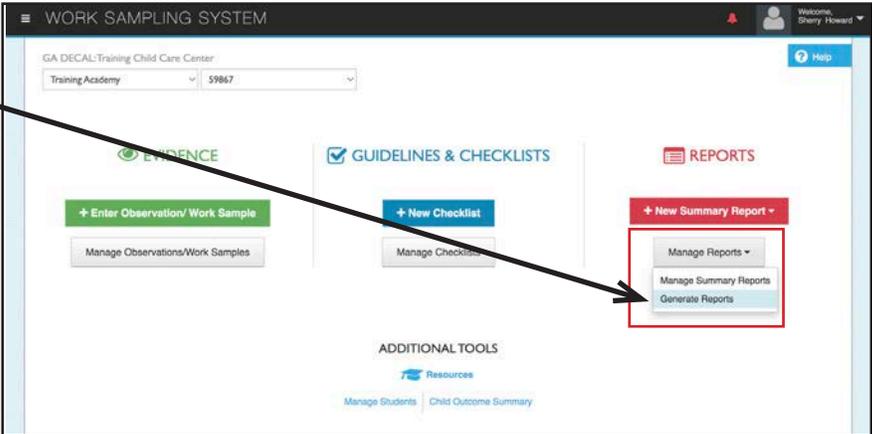


C Reading	NY	IP	PRO	NA	DNO	No Response
1 Begins to develop knowledge of letters	2 students Claudia Tucker* Mason Moore*	7 students Alain Laratte* Bowie Danner* Christian Graydon* Grayson Mann* Lily Sechelski* Mark Sanchez Nathan Skodnik*	7 students Aziz Khan* Corinne Jones* Diarra LaBarrie* Jahlid Carlisle* Penny Jimmerson* Qianshuo Wang* Samyukta Annamalai*	1 student Sophia Schattman	0 students	5 students Nicholas Davis* Raina Farr* Ryder White* Smith Millon* Tayo Davis*
2 Demonstrates phonological awareness	1 student Claudia Tucker*	8 students Alain Laratte* Bowie Danner* Christian Graydon* Grayson Mann* Jahlid Carlisle* Lily Sechelski* Mark Sanchez Nathan Skodnik*	4 students Aziz Khan* Corinne Jones* Diarra LaBarrie* Qianshuo Wang*	1 student Sophia Schattman	0 students	8 students Mason Moore* Nicholas Davis* Penny Jimmerson* Raina Farr* Ryder White* Samyukta Annamalai* Smith Millon* Tayo Davis*
3 Shows appreciation and understanding of books and reading	1 student Claudia Tucker*	7 students Aziz Khan* Bowie Danner* Christian Graydon* Grayson Mann* Lily Sechelski* Mark Sanchez Nathan Skodnik*	8 students Alain Laratte* Corinne Jones* Diarra LaBarrie* Jahlid Carlisle* Nicholas Davis* Qianshuo Wang* Raina Farr* Tayo Davis*	1 student Sophia Schattman	0 students	5 students Mason Moore* Penny Jimmerson* Ryder White* Samyukta Annamalai* Smith Millon*
4 Recounts some key ideas and details from text	5 students Claudia Tucker* Nathan Skodnik* Qianshuo Wang* Raina Farr* Smith Millon*	9 students Alain Laratte* Aziz Khan* Bowie Danner* Christian Graydon* Grayson Mann* Lily Sechelski* Mark Sanchez Mason Moore* Penny Jimmerson*	3 students Corinne Jones* Diarra LaBarrie* Nicholas Davis*	1 student Sophia Schattman	0 students	4 students Jahlid Carlisle* Ryder White* Samyukta Annamalai* Tayo Davis*

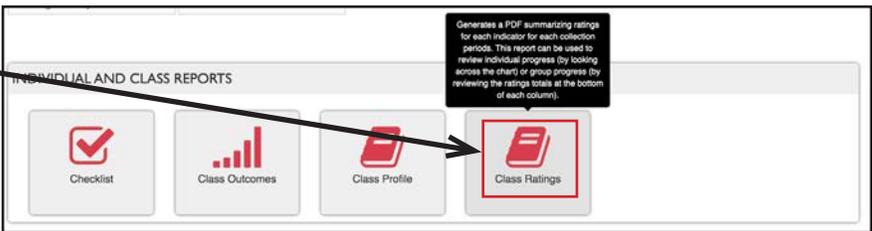
Children in the No Response category have not been rated for that indicator.

MANAGE REPORTS CLASS RATINGS

Click **Manage Reports**
Click **Generate Reports**

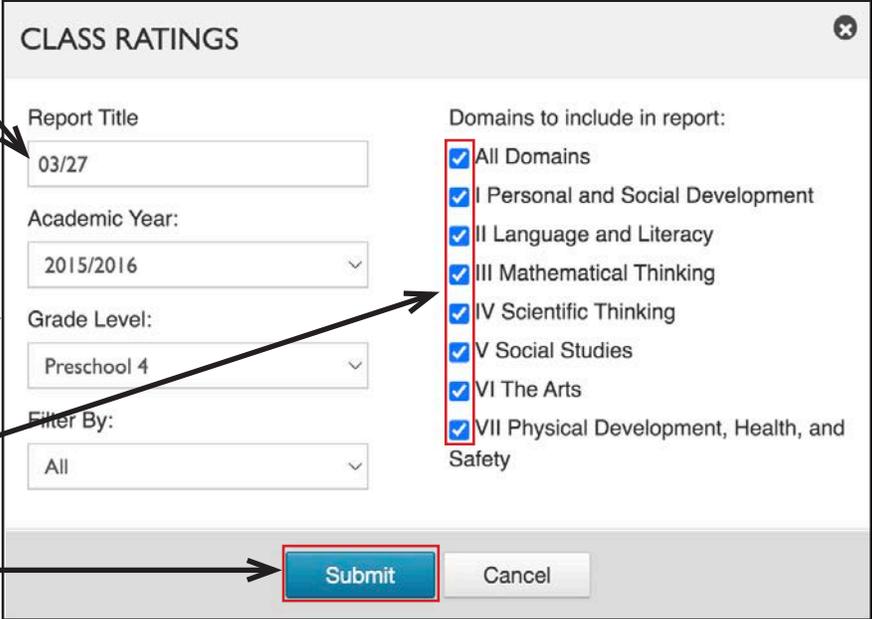


Click **Class Ratings**



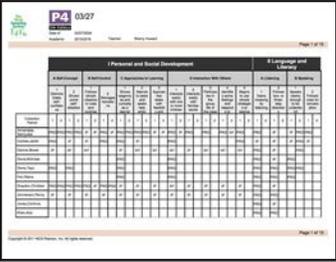
Create a **Report Title**

Choose **Academic Year**
Choose **Preschool 4**
Select **Filter By:**
Choose **Domain(s)**



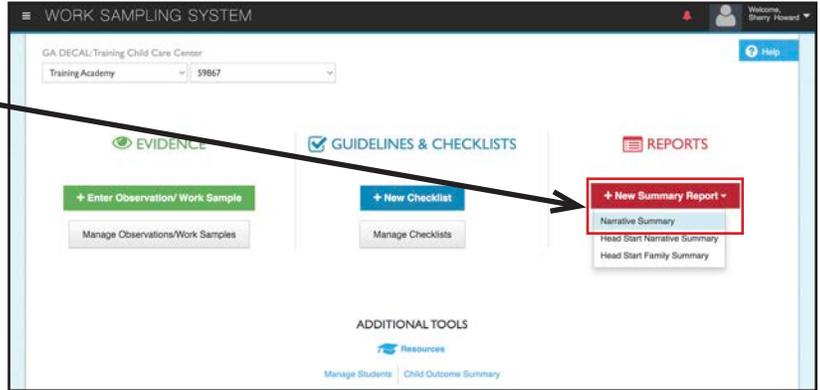
Click **Submit**

A PDF is generated



NARRATIVE SUMMARY REPORT

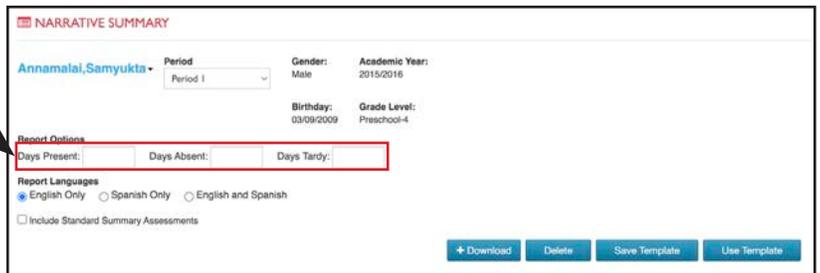
Click **+New Summary Report**
Select **Narrative Summary**



Select a student
Select the Period



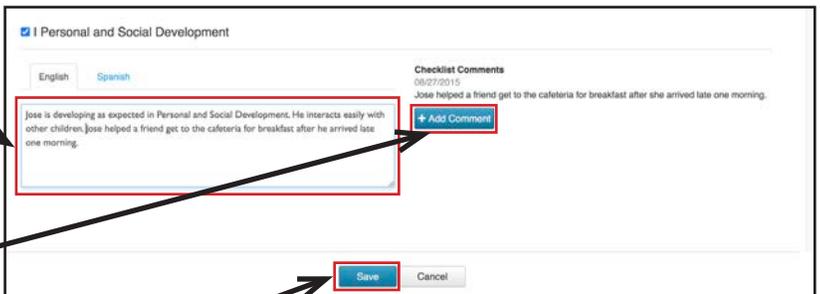
Enter the attendance



Type your narrative under each domain

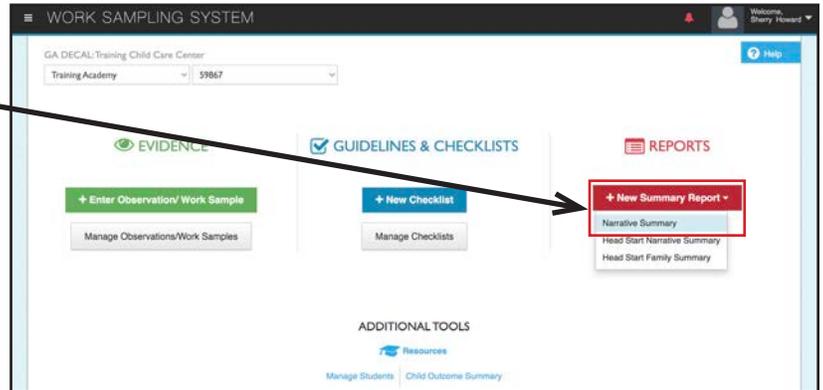
Any Checklist Comments you wrote will show up here. Click **+Add Comment** to include them in your narrative

Click **Save**



NARRATIVE SUMMARY REPORT TEMPLATES

Click **+New Summary Report**
Select **Narrative Summary**



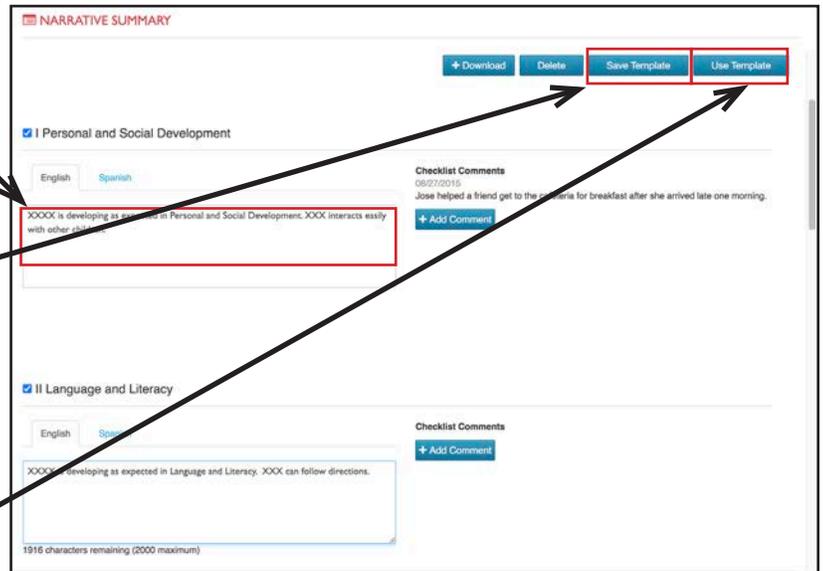
Select a student
Select the Period



Enter template comments in each domain

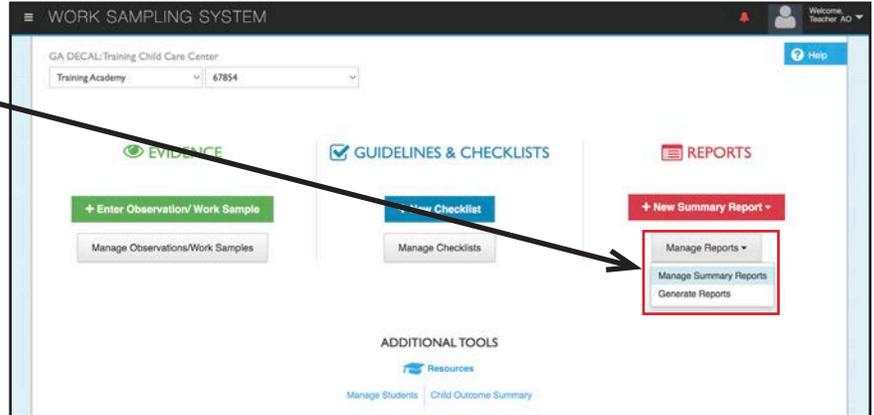
Click **Save Template**

To include template comments in *any* child's summary report, click **Use Template**. The comments will appear in each domain's box



PRINT NARRATIVE SUMMARY REPORT

Click **Manage Reports**
Click **Manage Summary Reports**



Choose a student and select the period

SUMMARY REPORTS

First Name	Last Name	Grade	Period 1	Period 2
Samyukta	Annamalai	Preschool-4	(1/7)	(3/7)
Jahid	Carlisle	Preschool-4	(1/7)	(2/7)
Bowie	Danner	Preschool-4	(1/7)	(2/7)
Nicholas	Davis	Preschool-4	(1/7)	(1/7)
Tayo	Davis	Preschool-4	(1/7)	(2/7)
Raina	Farr	Preschool-4	(1/7)	(2/7)
Christian	Graydon	Preschool-4	(1/7)	(2/7)
Penry	Jimmerson	Preschool-4	(1/7)	(2/7)
Corrinne	Jones	Preschool-4	(4/7)	(- / -)
Aziz	Khan	Preschool-4	(1/7)	(- / -)
Diana	LaBarrie	Preschool-4	(2/7)	(1/7)
Alain	Laraffe	Preschool-4	(1/7)	(2/7)
Grayson	Mann	Preschool-4	(- / -)	(2/7)
Smith	Millon	Preschool-4	(1/7)	(3/7)
Mason	Moore	Preschool-4	(1/7)	(- / -)
Mark	Sanchez	Preschool-4	(1/7)	(1/7)
Sophia	Schattman	Preschool-4	(1/7)	(- / -)

Click **+Download**

Click **Class**

NARRATIVE SUMMARY

Annamalai, Samyukta - Period: Period 1
 Gender: Male Academic Year: 2015/2016
 Birthday: 03/09/2009 Grade Level: Preschool-4

Report Options
 Days Present: [] Days Absent: [] Days Tardy: []

Report Languages
 English Only Spanish Only English and Spanish

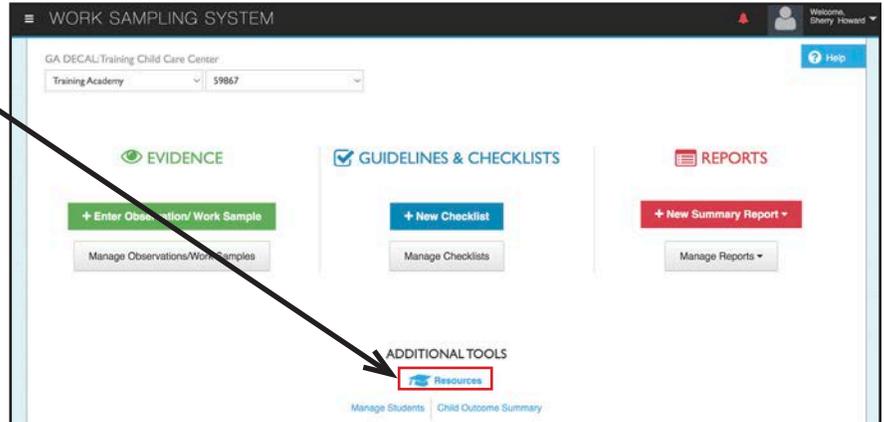
Include Standard Summary Assessments

[+Download] [Delete] [Save Template] [Use Template]

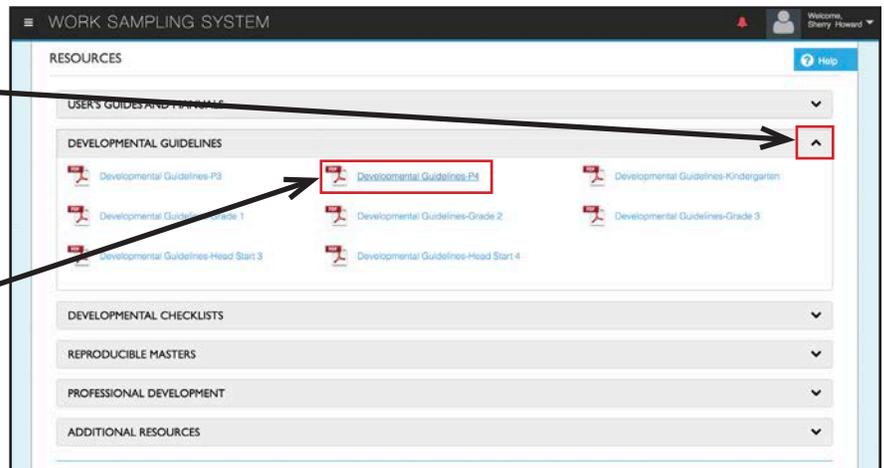
[English] [Class]

PRINT THE GUIDELINES

Click **Resources**

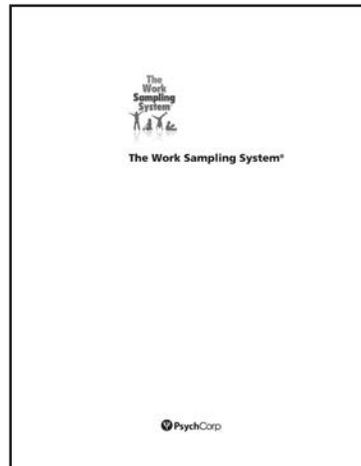


Click the arrow to expand the **Developmental Guidelines** tab



Click **Developmental Guidelines-P4**

A PDF will open in a new tab



WSO

RESOURCES

W O R K S A M P L I N G O N L I N E

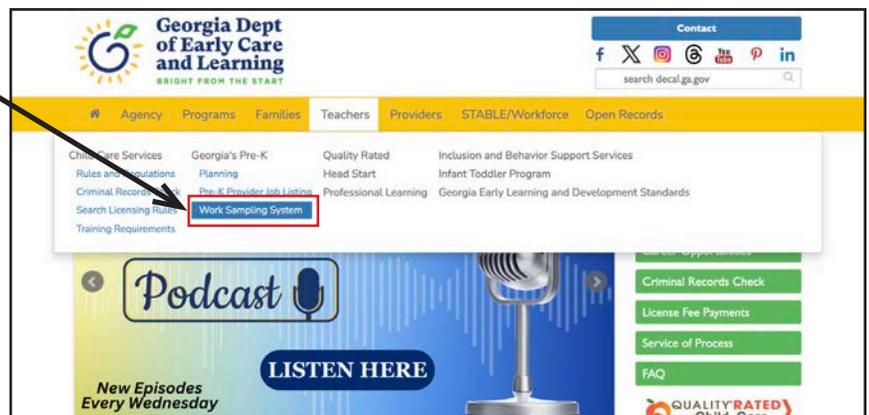
BRIGHT FROM THE START

www.dec.state.ga.us

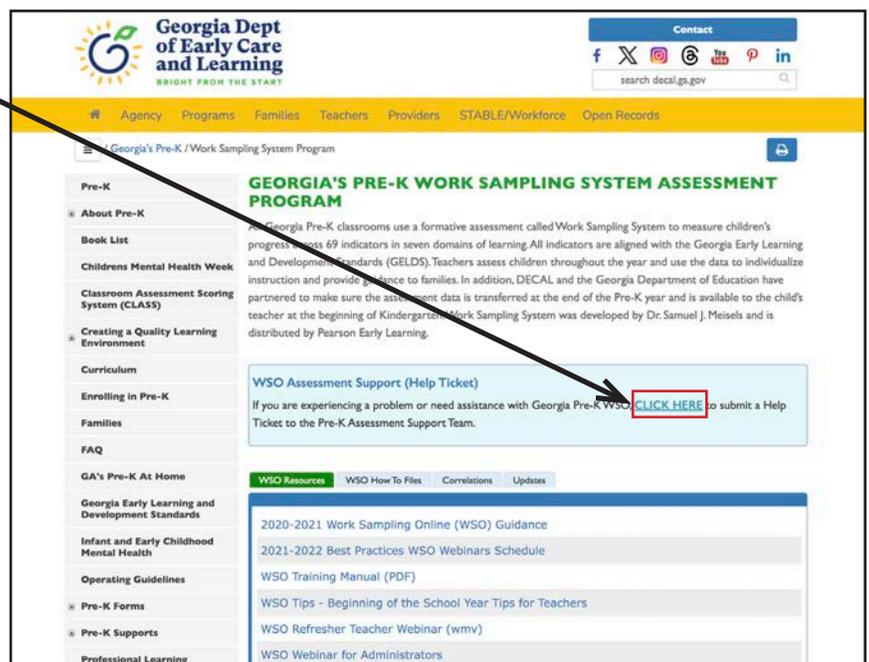
Hover over **Teachers**



Click **Work Sampling System**



To request WSO support **CLICK HERE**



BRIGHT FROM THE START

www.decal.ga.gov

Choose a specific issue from the drop-down list

GEORGIA'S PRE-K WSO HELP TICKET

Please select from the list below the type of issue that you are having with Georgia's Pre-K WSO:

- ✓ Please select -->
- I need help logging in
- I am a new Project Director and I need login credentials
- I have changed schools
- I need help creating/updating my Class Name
- I have a problem with adding a student
- I am following up on an issue previously submitted regarding one of the above issues
- I have a general question related to BFTS assessment policy/guidelines
- I have another problem not listed above

Try these suggestions for more information

GEORGIA'S PRE-K WSO HELP TICKET

Please select from the list below the type of issue that you are having with Georgia's Pre-K WSO:

I need help logging in

Please review the following for more information related to the issue you are experiencing.

[How To Create Passwords, Classes, and Add Students \[mp4\]](#)

If you are still having problems, please complete the information below. Include your Login Id as well as any error messages you have received in the Comments box below, then click Submit.

* indicates required fields.

* My First Name * My Last Name * Role

Provider Legal Name (i.e. DeKalb County School District, Sunshine House, A&D Kids, etc.)
(NOTE: This can be found in the top left corner of your WSO screen just above your Site Name.)

* School/Site Name (i.e. Stone Ridge Elementary, Little Angels Childcare #12, Discovery Point #3)

WSO Class Id (i.e. 71582, 72073)

* Email Address

* Re-Enter Email Address

* Daytime Phone Number Ext * WSO Username (or enter 'Unknown')

Comments:

Submit **Cancel** **Clear Form**

If needed, fill out the feedback form

Click **Submit**

If you are experiencing a problem not shown on the support screen, you will be directed to contact Pearson Technical Support at 1-800-328-5999. Make sure to ask for a case number and the person with whom you are speaking.

BEST PRACTICES TRAINING

bestpractices.gsu.edu

Click **Help**



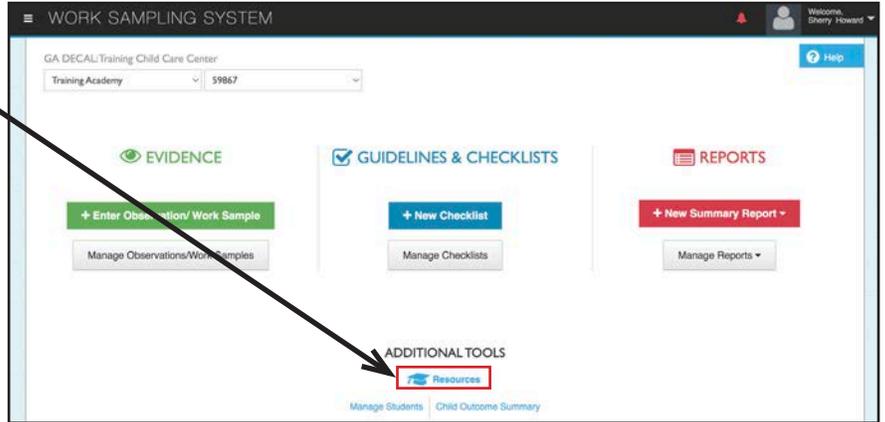
Fill out the Contact Us form and click **Submit**

The screenshot shows the 'Contact Us' form on the website. The form includes fields for 'Name as listed in GaPDS *', 'Email *', 'GaPDS Number *', and 'Phone *'. There are also radio buttons for 'How can we help?' and a text area for 'Please provide any other pertinent information we need to know to solve your issue.' The 'Submit' button is highlighted with a red box.

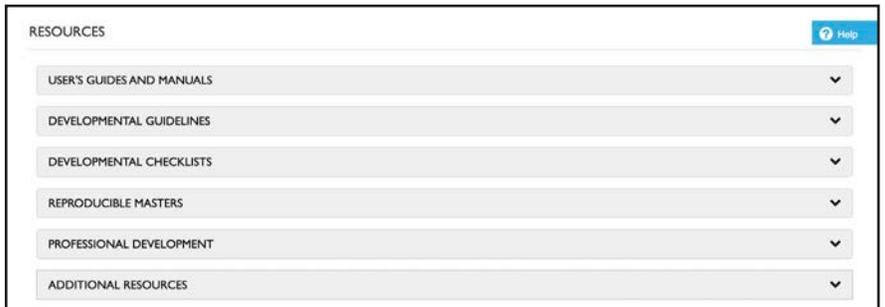
PEARSON

www.worksamplingonline.com

Click **Resources**



View additional resources including a User's Guide, helpful tips and videos



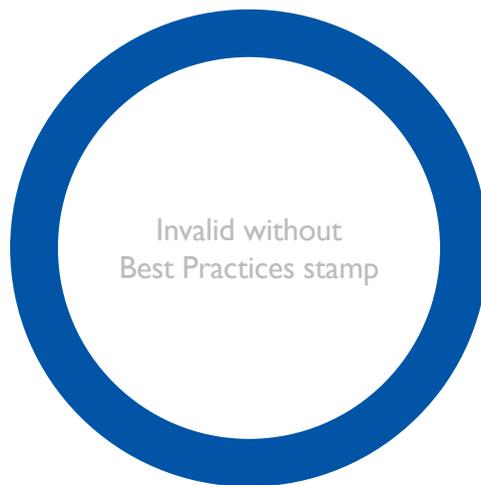
Proof of Attendance

This is to certify that _____ attended
(Teacher's Name)

2024-25 Work Sampling Online.

In order to earn full credit for this course you must:

✓	Attend 1 day of face-to-face training — 6 hours
---	---



This document is to verify attendance at the face-to-face training. It is only valid if stamped.
A certificate of completion will appear in your PDS account within four weeks of completing each assignment.