NEW LEAD TEACHER TRAINING

WORK SAMPLING ONLINE

www.worksamplingonline.com

404-413-8500
bestpractices@gsu.edu
http://bestpractices.gsu.edu
Welcome

Training Location: ___________________  Today’s Date: _____________

Trainer’s Name: _______________________________________

Trainer’s Email: _______________________________________

Goals for Today

• Understand the purpose of using Work Sampling
• Become familiar with the Work Sampling cycle
• Understand how to collect high quality evidence
• Practice using all components of Work Sampling Online
• Identify resources and technical support

Work Sampling Online

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# TABLE OF CONTENTS

## ASSESSMENT
- **Benefits** ............................................................. 7
  - The Assessment Cycle ........................................... 8
  - Meaningful Conversations ...................................... 10
  - Preschool-4 Developmental Guidelines .................... 12
- **DEVELOPMENTAL CHECKLIST** .............................. 14
  - Ratings ................................................................. 16
  - Timeline ................................................................. 17
- **EVIDENCE** ............................................................ 19
  - Notes ......................................................................... 20
  - Photos & Work Samples .......................................... 21
  - Audio/Video .............................................................. 22
  - Matrices ................................................................ 23
- **GROUP REPORTS** .................................................. 26
- **NARRATIVE SUMMARY REPORT** .......................... 28
- **FAMILY CONFERENCES** ......................................... 29

## STEP-BY-STEP
- **SET-UP** ................................................................ 31
  - RESET PASSWORD ................................................... 33
  - HOMEPAGE ............................................................... 35
  - CREATE A CLASS ...................................................... 36
  - ADD STUDENTS ........................................................ 37
  - ARCHIVESTUDENTS .................................................. 39
  - ENTER EVIDENCE .................................................... 43
  - LINK EVIDENCE ........................................................ 44
  - DELETE OR EDIT OBSERVATIONS ............................. 46
  - FILTER OBSERVATIONS ........................................... 48
  - OBSERVATION SUMMARY CHART ............................ 49
  - ENTER EVIDENCE (MATRICES) ................................. 50
  - LINK EVIDENCE (MATRICES) .................................... 52
  - CREATE CHECKLIST .................................................. 53
  - CHECKLIST STATUS ................................................ 55
  - PRINT CHECKLIST .................................................... 56
  - CLASS RATINGS ........................................................ 57
  - CLASS PROFILE ........................................................ 58
  - CREATE NARRATIVE SUMMARY REPORT ................. 59
  - NARRATIVE SUMMARY TEMPLATE COMMENTS .......... 60
  - PRINT NARRATIVE SUMMARY REPORT ..................... 61
  - PRINT P-4 GUIDELINES ............................................ 62

## RESOURCES
- **PEARSON** ............................................................. 66
- **BRIGHT FROM THE START** .................................... 68
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.
ASSESSMENT

Assessment is an ongoing process of collecting, analyzing and interpreting information to _____________ teaching.

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

Assessment includes tools for teachers to _____________ each child’s progress, _____________ appropriate activities and _____________ with parents about a child’s development.

Are you USING assessment or DOING assessment?

- 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.
THE ASSESSMENT CYCLE

This begins the _______________ process. What we see children do helps us to ask questions about what children are thinking, feeling, and experiencing.

As you continue to observe, the details you learn help you put together a more complete picture of the child. As you see gaps in what you know, your questions and observations become more focused and specific.

Watch and listen carefully to help answer questions. Teachers _______________ their observations and collect a variety of artifacts that illustrate students’ learning.
Figure out what the “evidence” tells you so that you can make informed decisions. When you __________ assessment – in this case Work Sampling, you make meaning in informal and formal ways throughout the teaching and learning process.

Teachers reflect on the evidence...

- DAILY when interacting with students
- WEEKLY when entering online and planning lessons
- EACH RATING PERIOD when preparing to communicate to families

Ask yourself:

- Introduce a new material, book, or vocabulary word
- Join the children to model a new skill or strategy
- Offer a suggestion, information, or guidance
- Use feedback to describe, validate, or demonstrate vocabulary
- Use open-ended questions to encourage the child to describe, explain, predict, compare or contrast

Teachers use what they have learned to guide their decisions as they ________________ with students, plan lessons and summarize information for families.
MEANINGFUL CONVERSATIONS

- Choose a child
- Talk with them for 4-5 minutes
- Once a week

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skylar</td>
<td>Millie</td>
<td>Baeleigh</td>
<td>Danelle</td>
<td>Charlotte</td>
</tr>
<tr>
<td>Claire</td>
<td>Alex</td>
<td>Erin</td>
<td>Delaney</td>
<td>Isreal</td>
</tr>
<tr>
<td>Cyllie</td>
<td>Robert</td>
<td>Keion</td>
<td>Jake</td>
<td>Mason</td>
</tr>
<tr>
<td>Justice</td>
<td>Shanivi</td>
<td>Lily</td>
<td>Marissa</td>
<td>Malachi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cooper</td>
<td></td>
<td>Malachi</td>
</tr>
</tbody>
</table>

1. Be present
2. Connect learning
3. Extend the learning
ASSESSMENT

Write down what you see and hear.

PRACTICE: ALEX DREW A BUTTERFLY

Record your observation. Let's link.

For step-by-step instructions on how to enter and link evidence go to page 44.

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The Preschool-4 Developmental Guidelines

Personal and Social Development

Emotional and social competence are central to this domain. Teachers learn about children’s sense of responsibility to themselves and others, and how they feel about themselves and view themselves as learners—their emotional development—through ongoing observation, conversations with children, and information from family members. Teachers acquire information about children’s social competence and approaches to learning by interacting with them, observing their interactions with other adults and peers, and reflecting on how they make decisions and solve academic and social problems.

A Self-Concept
1 Demonstrates self-confidence.
   Self-awareness and positive self-image emerge through interactions with others and through affirmative experiences. Many preschool children come to school with a positive sense of self; certain they will be liked. Others need time to observe and opportunities to learn how to play in a group setting. Confident 4-year-olds will participate in most classroom activities, express emotions, eagerly explore toys and materials, and interact with others in the classroom. They display a positive sense of self by:
   • showing excitement when the teacher announces that they will be going on a field trip;
   • showing a new student how to play a favorite app or game.

2 Shows some self-direction.
   Four-year-olds often seem self-directed because they want to do everything on their own. However, they still require encouragement to act independently in unfamiliar situations or when trying challenging tasks. Four-year-olds can make simple choices among activities but occasionally need support in trying new classroom activities. Examples of self-direction include:
   • finding scissors, tape, markers, and cardboard rolls to make a “binocular” for bird watching;
   • finding and putting on one’s own jacket, mittens, and hat before going outside;
   • deciding to build an airport with blocks, forming a plan, and then implementing it with others already working with the blocks;
   • choosing one activity out of several and becoming involved with it;
   • trying a new activity (e.g., soap painting or a cooking project), and pursuing it for a meaningful period of time;
   • playing with different children rather than the same friend or friends every day.

B Self-Control
1 Follows simple classroom rules and routines.
   Four-year-olds find established routines very comforting. They feel safer and better able to participate when rules are clear and followed consistently. They can follow simple rules and procedures with gentle reminders. They show their acceptance and understanding of rules and routines by:
   • waiting patiently until someone else leaves the water table when the rule is “only four children at a time”;
   • independently going to the circle area after clean-up.
### Performance Indicator

**Performance Indicator**

Begins to develop knowledge of letters. (LL C1)

**Perception**
(What do you think it means?)

**P-4 Guidelines**
(How is it different from your perception?)

### WHAT DOES YOUR PERFORMANCE INDICATOR MEAN?

**Performance Indicator**

Shows beginning understanding of number and quantity. (MT B2)

**Perception**
(What do you think it means?)

**P-4 Guidelines**
(How is it different from your perception?)
DEVELOPMENTAL CHECKLIST

HOW IS THE DEVELOPMENTAL CHECKLIST ORGANIZED?

DOMAIN
I. Personal and Social Development
II. Language and Literacy
III. Mathematical Thinking
IV. Scientific Thinking
V. Social Studies
VI. The Arts
VII. Physical Development, Health, and Safety

FUNCTIONAL COMPONENT

PERFORMANCE INDICATOR
Rate 73 indicators in the Fall (Period 1) and 73 indicators in the Spring (Period 2).

Provide EVIDENCE for all indicators except Personal and Social Development and Physical Development, Health, and Safety UNLESS a child has an IEP in PS or PDHS.

HOW OFTEN DO I MAKE RATINGS?
Make a few ratings on the children WEEKLY.

Updating ratings on a regular basis gives the teacher more information to use in planning.

HOW DO I MAKE RATINGS?

Click Guidelines to see the rationale and examples.

Click Evidence to see all observations entered and linked to that indicator.
DEVELOPMENTAL CHECKLIST

WHAT ARE THE RATINGS?

Not yet: the skill, knowledge or behavior has not been demonstrated
A rating of not yet means you have taught the child and given them multiple opportunities to learn this skill, yet the child is unable to exhibit behavior that shows his understanding.

In process: the skill, knowledge or behavior is emergent and not demonstrated consistently
A rating of in process is very common with young children. You see the child demonstrate the skill one week and then they are unable to do it again. This skill is not firmly in place and the teacher should continue giving the child opportunities to practice.

Proficient: the skill, knowledge or behavior is firmly within the child’s range of performance
A rating of proficient means the child has a clear understanding and is able to exhibit this skill repeatedly. Once children are proficient, it is good practice to refer to the Kindergarten Guidelines to see what you should be teaching next for the child to continue progressing. Proficiency does not mean mastery.

There are two ratings you can use in special circumstances.

Not applicable: used when a child has an IEP
This rating is used if the child has an IEP or for the ELL indicators for native English speakers.

Did not observe: used when an indicator has not been observed
Use this rating if a child enters your classroom late in the year and it is not reasonable for you to teach and assess all indicators.

RATING ELL INDICATORS

• use N/A for ELL indicators for native English speakers
• ELL indicators should be rated according to the student’s acquisition of ENGLISH, not their home language
• rate ELL students’ skills on all 7 domains using the child’s PREFERRED language
DEVELOPMENTAL CHECKLIST

HOW WOULD YOU RATE?

MADDIE

10/23

N

Blows large bubbles through wand. M - Look, I made a big one! T - You did make a big one. M - Watch. I do again. T - Let’s see if you can make it even bigger. M - Smiles at me. Blows and no bubbles. Tries again, makes a few big ones, laughs, says - real big and tries again.

11/01

N

4 pegs are in holes on the board for #4 when he removes from bin. Takes handful of pegs from bowl to begin, places them beside board. Tries to remove existing 4 pegs - 3 come out easily, 1 is stuck. Uses peg to try to remove stuck peg. T - I see you are using a peg as a tool to get that peg unstuck. M - Yep. Pushes it hard against peg in holes, lifts up, grunts w/effort (trying to pull it out of hole), tries several times, changes hands and pegs (tools). She is quiet, I am saying what I see her doing. Puts “tool” peg down, grasps peg w/ hand, tugs hard, it comes out. T - Wow! You used trial and error to get that peg unstuck. M - It was hard. And then begins putting pegs in a row.

KAHLID

8/17

N

Kahlid played Logo Bingo during small group. When asked to find the McDonald’s logo, he placed his chip on the Publix logo. The teacher asked Kahlid to point to and name the logos that he recognized, he looked at the game board and wrinkled his eyebrows and said, “Miss Roxy, can I go play with the blocks now?”

9/23

P

Kahlid drew squiggles on the page and said, “I play Angry Birds on my Mom’s iPhone. This is the pig that stole the birds’ eggs.”

10/27

N

In the dramatic play center, Kahlid served as the order taker at Starbucks. He scribbled lines on the notepad and handed them to Lexie who read them and made the customers’ drinks.

II Language and Literacy

D Writing

3. Understands purposes for writing

IV Scientific Thinking

A Inquiry Skills and Practices

Guidelines | Evidence | NY | IP | PRO | NA | DNO
---|---|---|---|---|---|---
2. Uses senses and simple tools to explore solutions to problems

### IV Scientific Thinking

<table>
<thead>
<tr>
<th>Guidelines</th>
<th>Evidence</th>
<th>NY</th>
<th>IP</th>
<th>PRO</th>
<th>NA</th>
<th>DNO</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Uses senses and simple tools to explore solutions to problems</td>
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<td></td>
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</tr>
</tbody>
</table>

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WHAT DO I DO WITH THE CHECKLISTS?

After Period 2, print a copy of the Developmental Checklist and keep it on file for three years.

The Developmental Checklist is not shared with parents. The information is used to help you plan and to convey a child’s progress in the Narrative Summary Report.

TIMELINE

RATING PERIOD 1

- Assess 73 WSO indicators
- 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 copies of Narrative Summary Reports on file for 3 years

RATING PERIOD 2

- Assess 73 WSO indicators
- 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
- print Checklists and Narrative Summary Reports and keep on file for 3 years

Teach GELDS throughout the year

CONTACT Bright from the Start
WSO Assessment Support
by following the instructions on page 67

For step-by-step instructions on how to archive go to page 43.
Student Input

Students can understand and participate in collecting evidence of their learning. Teachers shouldn’t try to hide the fact that they are writing observations. Instead, telling students what they are writing is a way to involve the students. As long as teachers’ observations are factual, their interactions with children when collecting evidence can be very positive.

Imagine how a student feels; what he or she is doing is so important that the teacher is writing it down!

Invite children’s input. Talking with students about their learning demonstrates how important learning is in your classroom. This type of interactive documentation is doubly effective. Teachers acquire information about particular performance indicators and they also learn about how the student perceives his or her own learning. Similarly, conferences about work provide rich opportunities for teachers to interact with students about their skills and goals.

In some classrooms, students are involved in collecting their work. They may decorate their own folder, date their work using a date stamp, or tell the teacher about their thinking as they create the work.

TYPES OF EVIDENCE

<table>
<thead>
<tr>
<th>N =</th>
<th>P =</th>
</tr>
</thead>
<tbody>
<tr>
<td>M =</td>
<td>WS =</td>
</tr>
<tr>
<td>A =</td>
<td></td>
</tr>
<tr>
<td>V =</td>
<td></td>
</tr>
</tbody>
</table>
EVIDENCE

Is it COMPREHENSIVE?
- Who, what, when, where and how

Is it POSITIVE?
- Does it state what the child can do?

Is it FACTUAL?
- What you saw and/or heard (action verbs)

Is it RICH?
- Dialogue, questions, scaffolds

Is evidence ACCURATELY interpreted?
- Linked to appropriate WSO indicators

QUALITY vs. QUANTITY

Collect FEWER, RICHER pieces of evidence.

The teacher’s goal should be to link observations across multiple performance indicators.

WHAT ARE OBSERVATIONAL NOTES?

NOTES (N) are based on observations of children. They provide ________________, ________________, ________________, and ________________ information.

Take notes as if you were a camera.

Mrs. E said, “Spot had 4 spots. He rolled in mud and got 2 more spots. How many spots did he have in all?” T placed 6 spots on Spot and said, “Six...because I counted.” Mrs. E said, “You are right, Spot had six spots. He got a bath and 4 spots washed off. How many spots did he have left?” T placed 6 on and took 4 off. He said, “I counted...2 left.

LINKS

MATHEMATICAL THINKING
A1 Begins to make sense of problems and uses simple strategies to solve them.
A2 Reasons quantitatively and begins to use some tools.
A3 Uses words and representations to describe mathematical data.
B1 Counts with understanding.
C1 Understands and begins to apply addition and subtraction to problems.

For step-by-step instructions on how to enter evidence go to page 44.
PHOTOS
Photos should be used when the behavior is too difficult to describe in a note.

Be sure to document unique work.

WORK SAMPLES
Collect work samples across all of the learning domains.

Choose work samples ____________________ to acquire information that you NEED to collect about a child.

WHAT DO I DO WITH THE PHOTO OR WORK SAMPLE?
Photos are REQUIRED to be uploaded and linked in the system just like notes and matrices.

Pictures of work samples are NOT REQUIRED to be uploaded, however a description of the work sample is REQUIRED.

If you do not upload a picture of the work sample, describe it fully online and file it.

If you choose to upload a picture of a work sample, send it home with the child.
EVIDENCE

AUDIO/VIDEO
Use a voice recording app to record conversations so you don’t have to type them out. Attaching a recording can save time.

APPS
Speech Recording App
Caption Writing App
Talk-to-Text App
Phonto
Dragon Dictation

WHAT IS A MATRIX?
• A tool used to collect notes on multiple children at one time
• Designed to record easily ____________________, ___________________ behaviors
• Should assess one indicator
• Lead teachers design a matrix ahead of time to quickly collect data
DO NOT write WSO indicators as activities directly on the matrix. Be sure to include the specific activity or behavior.

DO NOT use checklist ratings on a Matrix.

### Small Group Matrix

<table>
<thead>
<tr>
<th>Child's Name</th>
<th>COUNTS 1-5</th>
<th>COUNTS 6-10</th>
<th>MORE THAN/LESS THAN</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyrie</td>
<td>X</td>
<td>X</td>
<td>NH</td>
<td></td>
</tr>
<tr>
<td>David</td>
<td>X</td>
<td>X</td>
<td>NH</td>
<td></td>
</tr>
<tr>
<td>Ellie</td>
<td>NH</td>
<td>NH</td>
<td>NH</td>
<td></td>
</tr>
<tr>
<td>Forrest</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Garrett</td>
<td>X</td>
<td>NH</td>
<td>NH</td>
<td></td>
</tr>
<tr>
<td>Jamal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key**

- **C** = Successful
- **NH** = Needs Help
- **ABS** = Absent

For step-by-step instructions on how to enter evidence for multiple children go to page 51.
### HELPFUL TIPS

<table>
<thead>
<tr>
<th><strong>DON'T's</strong></th>
<th><strong>DO's</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>DO NOT collect every work sample from every child every day.</td>
<td>DO plan to collect work samples. (Based on assessment data, on Tuesday, in small group I am taking dictation in the writing center when children draw pictures of their families. On Thursday I will collect paintings from the art area during center time.)</td>
</tr>
<tr>
<td>DO NOT give your assistant teacher a clipboard with blank paper and tell her to take notes during center time.</td>
<td>DO ask your assistant teacher to take notes in a certain area of the classroom for a portion of center time.</td>
</tr>
<tr>
<td>DO NOT upload all of your pictures in the WSO system.</td>
<td>DO choose photos carefully. Photos are used when a written note does not adequately describe a child's work and/or behavior. Block structures and dramatic play are good examples.</td>
</tr>
<tr>
<td>DO NOT write performance indicators as activities on a matrix.</td>
<td>DO write predictable, observable behaviors on the matrix that are examples of the indicators.</td>
</tr>
<tr>
<td>DO NOT write notes for a child or children that only describe the performance indicator. “Celia used expanded vocabulary for different purposes.”</td>
<td>DO write how the child exhibited that behavior. Notes should be unique to each child. Celia pushed the vehicle across the floor. “This truck is a bulldozer and it can pick up lots of dirt.”</td>
</tr>
<tr>
<td>DO NOT upload the same work sample for every child in the class. For example, 20 children create ABAB patterns with unifix cubes. One child creates an ABBA pattern for the first time and one child extends his pattern until it runs off the table.</td>
<td>DO upload the two unique work samples. Use a matrix for the other 20 children, “created ABAB pattern using unifix cubes.”</td>
</tr>
</tbody>
</table>
GROUP REPORTS

CONSISTENTLY update ratings on the Developmental Checklist and the information appears in the Group Reports. The Class Profile Report and the Class Ratings Report show progress in each domain.

HOW CAN I USE GROUP REPORTS TO PLAN LESSONS?

<table>
<thead>
<tr>
<th>C Reading</th>
<th>NY</th>
<th>IP</th>
<th>PRO</th>
<th>NA</th>
<th>DNO</th>
<th>No Response</th>
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</thead>
<tbody>
<tr>
<td>4 Recounts some key ideas and details from text</td>
<td>0 students</td>
<td>2 students</td>
<td>7 students</td>
<td>0 students</td>
<td>0 students</td>
<td>13 students</td>
</tr>
<tr>
<td>Aziz Khan*</td>
<td>Diara Labarie*</td>
<td>Corrine Jones*</td>
<td>Alain Larate*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Penny Jimmerson*</td>
<td>Jahid Carlisle*</td>
<td>Christian Graydon*</td>
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<tr>
<td>Nichole Davis*</td>
<td>Qianhuo Wang*</td>
<td>Claudia Tucker*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raina Fan*</td>
<td>Ryde White*</td>
<td></td>
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</tr>
<tr>
<td>Tayo Davies*</td>
<td>Samyukta Annamala*</td>
<td></td>
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</tbody>
</table>

For step-by-step instructions on how to generate group reports go to page 57.

CLASS PROFILE REPORT

REVERSE CORRELATIONS

GELDS Pre-K Performance Indicators:

- CLL5.4b Retells familiar stories.
- CLL5.4c Discusses books or stories read aloud and can identify characters and setting in a story.
- CLL5.4d Makes real-world connections between stories and real-life experiences.
- CLL5.4e Develops an alternate ending for a story.

SEARCH BY GELDS INDICATOR IN PEACH
SELECT AN ACTIVITY

SELECT STUDENTS AND ADD ASSESSMENT

CLLS.4c

Title
Three Pigs Comparison

Description
<p>Read an alternate version of The Three Pigs, such as Lan Po Po, to the children. Afterwards, create a group T-chart comparing and contrasting the two versions of The Three Pigs. Collect anecdotal notes for WSO.</p>

Notes

Add Photos, Audio or Video

Drag and Drop File

Students
☐ Alan L.
☐ Bow e D.
☐ Liz H.
☐ Grayson M.
☐ Nathan S.
☐ Nicholas D.
☐ Samantha A.
☐ Sophia S.
☐ Christian G.
☐ Aziz K.
☐ Mason M.
☐ Qianghu W.
☐ Raha F.
☐ Stella A.
☐ Ryder W.
☐ Sosanna C.
☐ Continue. J.
☐ Claudia T.
☐ Diana L.
☐ Lily S.
☐ Smith M.
☐ Penny J.
☐ Ailing C.
☐ Tanya D.

Add Assessment
☐ Audio / Video
☐ Matrix
☐ Note
☐ Photo
☐ Work Sample
☐ Lead
☐ Assistant

Save to Plan
Cancel
NARRATIVE SUMMARY REPORT

• ________________ the narrative and show how the child ________________ knowledge and skills in the classroom
• convey how a child is ________________
• children may have ________________ ratings, but not the same skills or ________________ to learning

NEGATIVE
Cedrick screams at his peers and grabs materials and doesn’t share with others.

POSITIVE
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.

HELPFUL TIPS FROM PEARSON
When writing the narrative remember to...
• Address strengths and areas of concern
• Address performance and progress
• Be specific and descriptive
• Use language from the Developmental Guidelines
• Be positive and respectful

For step-by-step instructions on how to create a Narrative Summary Report go to page 59.
FAMILY CONFERENCES

HOW DO I CONDUCT A FAMILY CONFERENCE?

• Complete the narrative summary
• Plan ahead
• Determine the documentation to be shared with families
• Paint a clear picture of the child’s level of performance
• Be positive
• Suggest ways to extend learning at home
• Get parent/guardian signatures and make a copy to keep on file for three years

THE SANDWICH TECHNIQUE

1. Start with something genuinely positive about the child. Be specific...don’t be generic. “She’s such a sweet girl” is not good enough.
2. Once you’ve said something positive, now it’s time to address any issues you think the families need to be aware of.
3. End the conversation with another specific compliment on the child.

This is a powerful tool because we are validating the child and seeing him/her in a positive light overall while still tackling whatever difficulties they are experiencing.

For step-by-step instructions on how to Filter by Students go to page 49.
You will receive an email from support@schoolsuccess.net

Make note of your username

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

If you do not receive an email from support@schoolsuccess.net and you have checked your spam folder, go to page 67 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 **Login**

Enter your username and password.

Click **Sign In**

If you do not receive an email from support@schoolsuccess.net and you have checked your spam folder, go to page 67 for instructions on how to request support for logging in.
LOGIN

Go to www.worksamplingonline.com

Enter your username and password

Click Sign In

RESET PASSWORD

Click Forgot your password?

Type username

Click Send reset link

Check your email for a message from support@schoolsuccess.net then follow the steps on page 34. If you do not receive an email in a reasonable amount of time and you have checked your spam folder, go to page 67 for instructions on how to request support.
The first time you login you will see this License Agreement, read and scroll to bottom

Check the box
Click Accept

HOME SCREEN

Work Sampling Online

License Agreement

Check for Alerts
Help on every page
Link to Home Screen
Home menu
MANAGE CLASSES
CREATE A CLASS

Choose your site

Click the Home menu icon

Click Manage Classes

You will receive this message

Click OK

Click New Class
MANAGE CLASSES
CREATE A CLASS

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

Enter the 5 digit **PANDA Class** number from your roster into the **Class Name** field.

Enter **Grade Level** (Preschool 4)

Click **Save**

**DO NOT** use your name as the class name. Only use the Class number found on your PANDA roster.

You will see your class name when you go to Manage Classes.

Some exceptions may include inclusion teachers, Montessori teachers, etc. If you are unsure, ask your Pre-K consultant or see instructions on page 67 to request support.
MANAGE STUDENTS
ADD STUDENTS

Select your Site

Select your Class

Click **Manage Students**

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 PANDA roster.

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

Use the information on your roster to enter:
- **First Name**
- **Last Name**
- **Gender**
- **Birthday**
- **Ethnicity**
- **Grade**
MANAGE STUDENTS
ADD STUDENTS

Be sure to scroll down to enter the child’s **Ethnicity** and the **Grade** as Preschool 4

Click **Save**

You will see the child's name under Manage Students

Click **Add Student** and repeat steps on pages 40-41 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 Student PANDA ID already exists**...

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?**...

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

To determine how to proceed, go to Bright from the Start support request screen by following the instructions on page 67.
MANAGE STUDENTS
ARCHIVE STUDENTS

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

Select your Site

Select your Class

Click **Manage Students**

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

Click **Archive**

Click **OK**

**ATTENTION**

Are you sure you want to archive the selected student(s) from this group?

[OK] [Cancel]
ENTER EVIDENCE

Select your **Site** and **Class**

Click **+Enter Observation/Work Sample**

Choose the student or students

Enter:
- **Date Observed**
- **Period**
- **Title (N, M, P, WS, A, V)**
- **Description**
If there is an attachment, **drag the file** into this box or click the box to browse for the file.
Click **Link to Performance Indicators**

Choose the **Domain**

Click the **Guidelines** link to review the rationale

Check the **Performance Indicator**

If appropriate, move to a different domain and choose more indicators

Click **Next**
LINK EVIDENCE

You have the options to **Edit** or **Delete**

Click **Done**

Click **Save**
MANAGE OBSERVATIONS/WORK SAMPLES
DELETE OR EDIT OBSERVATIONS

Click **Manage Observations/Work Samples**

Click the **Title** to display entry

Click **Delete Observation**

Or make any necessary changes and click **Save**

Click **Download** to generate a PDF of the observation
**MANAGE OBSERVATIONS/WORK SAMPLES**

**VIEW OR FILTER OBSERVATIONS**

- 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 indicators to review.
- Select Filter by **Students**.
- Select a child to view only her evidence.

---

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Students</th>
<th>Linked Indicators</th>
<th>Reporting Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/01/2015</td>
<td>Counts Objects 11-15: With Help</td>
<td>3</td>
<td>1</td>
<td>Period 2</td>
</tr>
<tr>
<td>09/02/2015</td>
<td>Counts Objects 10-15: Successful</td>
<td>3</td>
<td>1</td>
<td>Period 2</td>
</tr>
<tr>
<td>09/03/2015</td>
<td>Drawing of Family and Community</td>
<td>1</td>
<td>2</td>
<td>Period 2</td>
</tr>
<tr>
<td>09/04/2015</td>
<td>A description of &quot;How kids eat&quot;</td>
<td>5</td>
<td>0</td>
<td>Period 2</td>
</tr>
<tr>
<td>09/05/2015</td>
<td>A description of a &quot;book&quot;</td>
<td>3</td>
<td>0</td>
<td>Period 2</td>
</tr>
<tr>
<td>09/06/2015</td>
<td>Listened to the book &quot;What's Alien&quot;</td>
<td>1</td>
<td>0</td>
<td>Period 1</td>
</tr>
<tr>
<td>09/07/2015</td>
<td>Sorted living and non-living picture cards</td>
<td>1</td>
<td>2</td>
<td>Period 1</td>
</tr>
</tbody>
</table>
OBSERVATION SUMMARY CHART

Click **Manage Observations/Work Samples**

Click **Summary Chart**

Choose the Period
ENTER EVIDENCE MATRICES

Select 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**

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

Click **Next**

Click **Done**

Click **Save**
CREATE A CHECKLIST

Select 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)
### CREATE A CHECKLIST

#### Personal and Social Development

**A Self-Concept**
- 1. Demonstrates self-confidence
- 2. Shows some self-direction

**B Self-Control**
- 1. Follows simple classroom rules and routines
- 2. Manages transitions

**C Approaches to Learning**
- 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

**D Interaction With Others**
- 1. Interacts easily with one or more children
- 2. Interacts easily with familiar adults
- 3. Participates in the group life of the class
- 4. Identifies some feelings and responds to those of others
- 5. Begins to use simple strategies to resolve conflict

**Guidelines**
- ![Guidelines Icon]

**Evidence**
- ![Evidence Icon]

**Write comments that can be added to the Narrative Summary Report**

- Helped a new student find her cubby, showed her the classroom rules and job board

**Move through the domains**
- ![Move through the domains]

**Click the icon to review the Guidelines**
- ![Guidelines Icon]

**Click the icon to review your Evidence**
- ![Evidence Icon]

**Click the check mark to make your ratings**
- ![Rating Checkmark]

**Click the Evidence icon to display your observations. Highlight, copy and paste into the Comments box**
- ![Evidence Icon]
CHECKLIST STATUS

Click **Manage Checklist**

View percentage complete for entire class

Click on a child's name

View an individual’s percentage complete by domain

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

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
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
MANAGE REPORTS
CLASS PROFILE

Click Manage Reports
Click Generate Reports

Click Class Profile

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

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

Click Save
NARRATIVE SUMMARY REPORT TEMPLATES

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

Select a student
Select the Period

Enter a template comment 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
Click **Manage Reports**
Click **Manage Summary Reports**

Choose a student and select the period

Click +**Download**
Click **Class**
PRINT THE GUIDELINES

Click **Resources**

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

Click **Developmental Guidelines-P4** to open the PDF
NEED HELP?

PEARSON

1-800-874-0914

When should I contact Pearson?
• For technical support
• If the website doesn’t work the way that you know that it should or has worked
• To offer suggestions for improving the WSO interface

BRIGHT FROM THE START

decal.ga.gov/Prek/PreKChildAssessmentProgram.aspx

When should I contact Bright from the Start?
• If a “PANDA ID already exists” message appears
• If you’re transferring a child to another teacher at the same school

BEST PRACTICES TRAINING

bestpractices@gsu.edu

When should I contact Best Practices?
• If you have questions about assessment
# Operating Systems and Browsers

<table>
<thead>
<tr>
<th>Platform</th>
<th>Operating Systems</th>
<th>Browsers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online System</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PC</strong></td>
<td><strong>Windows 10</strong></td>
<td><strong>Chrome</strong> (current version plus previous two versions)</td>
</tr>
<tr>
<td></td>
<td><strong>Windows 7</strong></td>
<td><strong>Firefox</strong> (current version plus previous two versions)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Internet Explorer</strong> 11</td>
</tr>
<tr>
<td><strong>Mac</strong></td>
<td><strong>Mac OS X v10.12 (Sierra)</strong></td>
<td><strong>Chrome</strong> (current version plus previous two versions)</td>
</tr>
<tr>
<td></td>
<td><strong>Mac OS X v10.13</strong></td>
<td><strong>Firefox</strong> (current version plus previous two versions)</td>
</tr>
<tr>
<td></td>
<td><em>(Small Sierra)</em></td>
<td><strong>Safari</strong> 11</td>
</tr>
<tr>
<td><strong>iPad</strong></td>
<td><strong>iOS 11 or greater</strong></td>
<td><strong>Chrome</strong> (current version plus previous two versions)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Safari</strong></td>
</tr>
<tr>
<td><strong>Mobile App</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>iPhone</strong></td>
<td><strong>iOS 11 or newer</strong></td>
<td><strong>any browser supported for iOS 11</strong></td>
</tr>
<tr>
<td><em>6 Plus, 6</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>5c, 5s</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>iPad</strong></td>
<td><strong>iOS 11 or newer</strong></td>
<td><strong>any browser supported for iOS 11</strong></td>
</tr>
<tr>
<td><em>Air 2, Air</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Mini 3, Mini 2, Mini</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Internet Explorer compatibility mode must be disabled.
Click Professional Development

View additional resources including a User’s Guide, helpful tips and videos
Click **Teachers**

Click **Work Sampling System**

www.decal.ga.gov
To request WSO support, click Help Ticket.

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:

- I need help logging in
- I have changed schools
- I need help creating/updating my Class Name
- I have a problem with adding a student
- I need help updating the PANDA Student ID for an existing 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
Fill out the feedback form

Provide any additional information that will help process your request

Click Submit

If you are experiencing a problem not shown on the support screen, you will be directed to contact Pearson Technical Support at 1-800-874-0914. Make sure to ask for a case number and the person to whom you are speaking.
Proof of Attendance

This is to certify that ______________________ attended
2018-19 Work Sampling Online Training with Best Practices.

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

[ ] Attend 1 day of training

Check your syllabus in your online course for deadlines.

Invalid without Best Practices Stamp

This document is to verify attendance at the face-to-face training. It is only valid if stamped. A certificate of completion, for submission to the Professional Development System, will be issued 4-6 weeks after the deadline for online work.