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WSO

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

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

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WSO

ASSESSMENT

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.

For step-by-step instructions on how to LOG-IN go to page 33.

For step-by-step instructions on how to CREATE A CLASS go to page 35.

For step-by-step instructions on how to ENTER STUDENTS go to page 37.

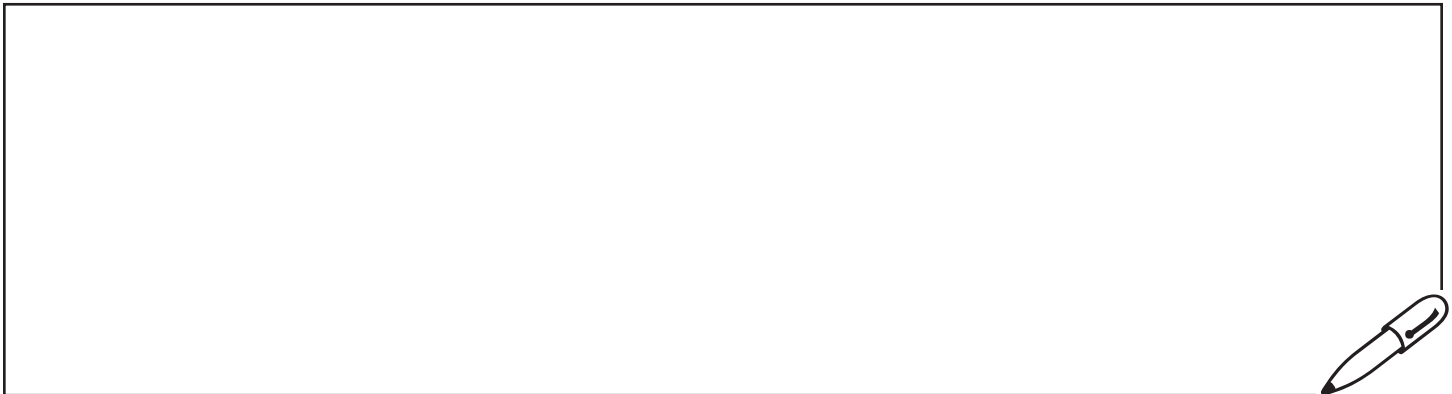
ASSESSMENT

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

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

Assessment includes tools for teachers to monitor each child's progress, plan appropriate activities and communicate with parents about a child's development.

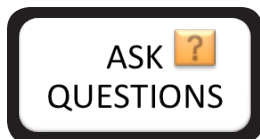
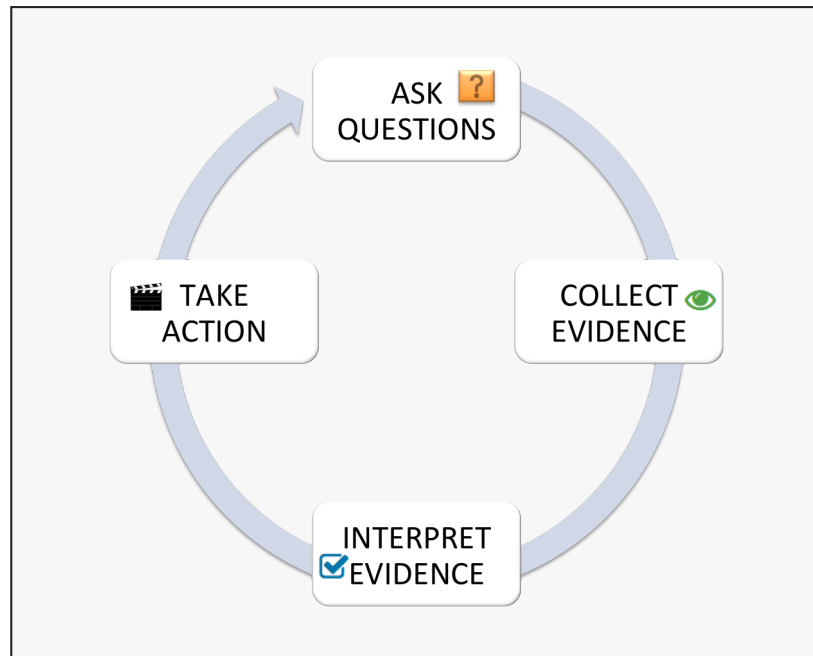
Are you **USING** assessment or **DOING** assessment?



- 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.

ASSESSMENT

THE ASSESSMENT CYCLE



Ask yourself, what do you want to learn and what decisions you need to make?

- What can I learn from this child or group of students?
- Use MAP to plan to decide which questions to ask



What information should you collect? How will you obtain it and how much do you need?

- Come up with a plan for collecting evidence
- Choose evidence intentionally that shows how children demonstrate skills

ASSESSMENT

INTERPRET EVIDENCE

Figure out what the “evidence” tells you so that you can make informed decisions. What do you learn about each child from looking at the evidence?

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

TAKE ACTION

How will you use what you’ve learned? What will you plan to teach? What strategies will you use? What are your next steps with a child or group of children?

Remember...sometimes you take action in the moment.

You scaffold instruction with an individual child or model a new strategy. Sometimes you sit back and listen to children and record those observations.

ASSESSMENT

MEANINGFUL CONVERSATIONS

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

Plan to have meaningful conversations				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Skylar Claire Cyllie Justice	Millie Alex Robert Shanivi	Baeleigh Erin Keion Lily Cooper	Danelle Delaney Jake Marissa	Charlotte Isreal Mason Malachi Madison



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.

Preschool-4
Developmental
Guidelines

For step-by-step instructions on how to enter and link evidence go to page 42.

PLAN FOR ASSESSMENT

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.

SEARCH BY GELDS INDICATOR IN PEACH

ADD GELDS LESSON

GELDS Code

CLL5.4c

EX: PDM1.4a, CLL2.3c, CD-SS3.2b

Search Activities

Keywords, Indicators, Books, Toys, Equipment

SELECT AGE GROUP(S)

0 - 12 Months

12 - 24 Months

24 - 36 Months

36 - 48 Months

Pre-K / 48 - 60 Months

SELECT DOMAIN

PDM
Physical Development & Motor Skills

SED
Social & Emotional Development

APL
Approaches to Play & Learning

CLL
Communication, Language & Literacy

CD
Cognitive Development & General Knowledge

SELECT AN ACTIVITY

Add 1 Activity to Time Block

SELECT STUDENTS AND ADD ASSESSMENT

CLL5.4c

Title
Three Pigs Comparison

Description
<p>Read an alternate version of The Three Pigs, such as Lon 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

<input type="checkbox"/> Alain L.	<input type="checkbox"/> Christian G.	<input type="checkbox"/> Corrinne J.
<input type="checkbox"/> Bowie D.	<input type="checkbox"/> Aziz K.	<input type="checkbox"/> Claudia T.
<input type="checkbox"/> Jahlid C.	<input type="checkbox"/> Mason M.	<input type="checkbox"/> Diarra L.
<input type="checkbox"/> Grayson M.	<input type="checkbox"/> Qianshuo W.	<input type="checkbox"/> Lily S.
<input type="checkbox"/> Nathan S.	<input type="checkbox"/> Raina F.	<input checked="" type="checkbox"/> Smith M.
<input type="checkbox"/> Nicholas D.	<input checked="" type="checkbox"/> Stella A.	<input type="checkbox"/> Penny J.
<input type="checkbox"/> Samyukta A.	<input type="checkbox"/> Ryder W.	<input type="checkbox"/> Aisling C.
<input type="checkbox"/> Sophia S.	<input checked="" type="checkbox"/> Sosanna C.	<input checked="" type="checkbox"/> Tayo D.

Add Assessment

Audio / Video Matrix Note Photo Work Sample Lead Assistant

Save to Plan Cancel

ASSESSMENT

The Preschool-4 Developmental Guidelines

Preschool-4 Guidelines

I 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;
- teaching a word in sign language to a classmate;
- entering the dramatic play area and choosing a role that fits the play of others;
- sitting at the art table and exchanging ideas and thoughts, even when the discussion is unrelated to the artwork they are making;

- adapting to playground games and becoming part of the action;
- 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 "binoculars" for bird watching;
- finding and putting on one's own jacket, mittens, and hat before going outdoors;
- 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 leaves the water table when the rule is "only four children at a time;"
- independently going to the circle area after cleanup;

ASSESSMENT

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

WHAT ARE THE RATINGS?

Not yet: the skill, knowledge or behavior has not been demonstrated

NY

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

IP

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

P

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

NA

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

DNO

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 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.

EVANS, ROBERT >
1 Evidence Unlinked

III Mathematical Thinking

A Processes and Practices

< Previous Next >

		NY	IP	PRO	NA	DNO
1 Begins to make sense of problems and uses simple strategies to solve them	?	2	✔	✔	✔	✔
2 Reasons quantitatively and begins to use some tools	?	0	✔	✔	✔	✔

DEVELOPMENTAL CHECKLIST

HOW WOULD YOU RATE?

JAKE

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.

CLASS PROFILE REPORT

	NY	IP	PRO	NA	DNO	No Response
4 Recounts some key ideas and details from text	4 students Nathan Skodnik* Qianshuo Wang* Raina Farr* Smith Million*	4 students Aziz Khan* Lily Sechelski* Mason Moore* Penny Jimmerson*	3 students Corrinne Jones* Diarra LaBarrie* Nicholas Davis*	0 students	0 students	10 students Alain Laratte* Bowie Danner* Christian Graydon* Claudia Tucker* Grayson Mann* Jahlid Carlisle* Ryder White* Samyukta Annamalai* Sophia Schattman* 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.

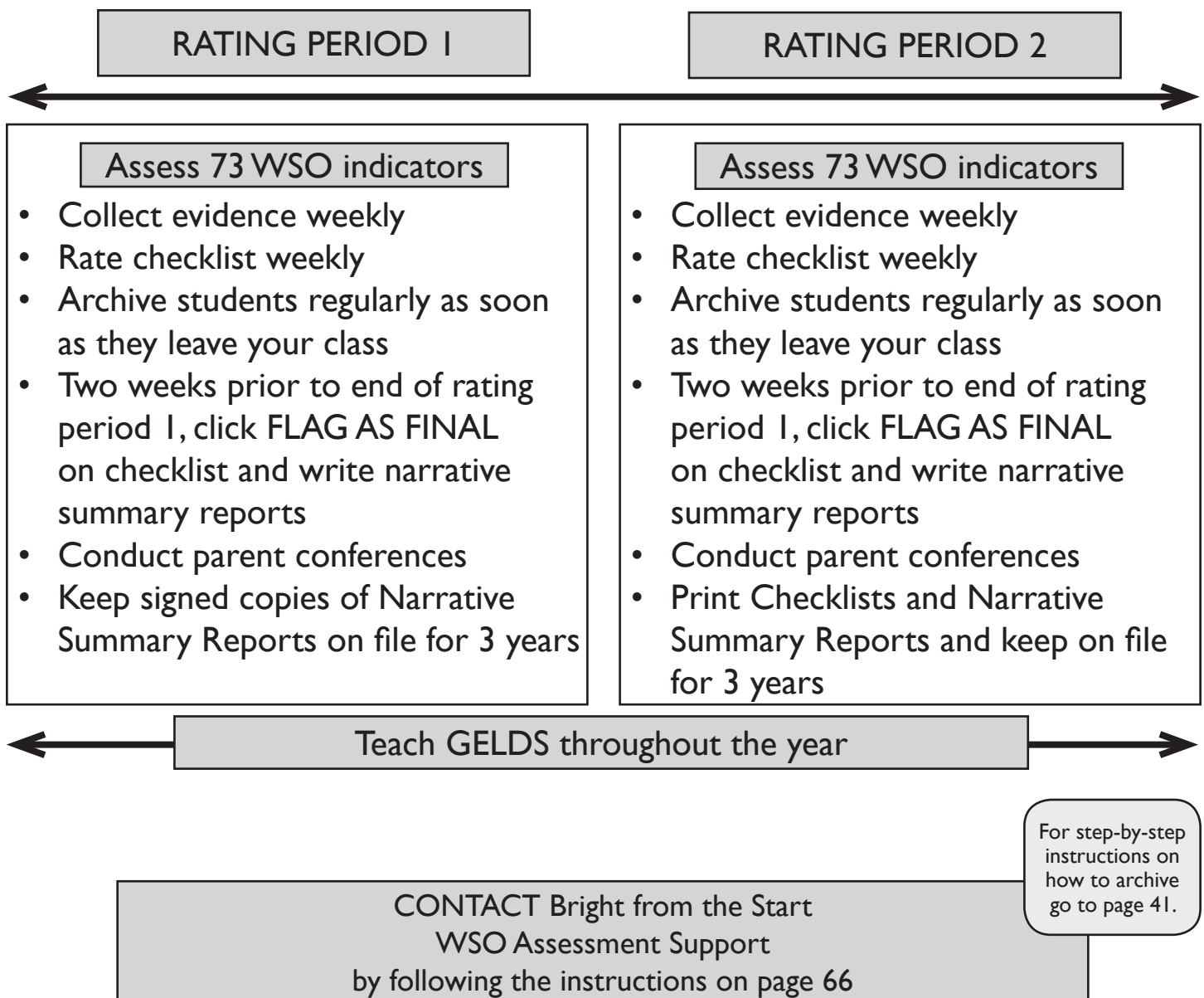
DEVELOPMENTAL CHECKLIST

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



EVIDENCE

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

N =	P =
M =	WS =
	A =
	V =

- Evidence should answer questions
- Let the child teach you!
- Ask, "What do you want me to remember about what you are doing?"
- Tell children what they are learning

EVIDENCE

WHAT IS A MATRIX?

- Lead teachers design a matrix ahead of time to quickly collect data
- Designed to record easily predictable, observable behaviors
- Create a blank matrix with your children's names and laminate it to use over and over

EXAMPLE

Observable, predictable behaviors

Individual Notes

SMALL GROUP MATRIX

Child's Name	COUNTS 1-5	COUNTS 6-10	MORE THAN/ LESS THAN	Comments
Cyrie	✓	✓	NH	
David	✓	✓	NH	
Ellie	NH	NH	NH	
Forrest	✓	✓	✓	
Garrett	✓	NH	NH	
Jamal				

Key → ✓ = Successful NH = Needs Help ABS = Absent

- DO NOT use checklist ratings on a Matrix
- DO NOT take a picture of the matrix and upload it. You have already entered the information in to WSO
- Matrices are generally linked to one or two indicators
- DO NOT write WSO indicators as activities directly on the matrix. Be sure to include the specific activity or behavior

EVIDENCE

QUALITY vs. QUANTITY

- Collect FEWER, RICHER pieces of evidence.
- Be intentional about evidence you choose to upload to WSO
- High quality evidence will link to multiple P4 indicators

WHAT ARE OBSERVATIONAL NOTES?

NOTES (N) are based on observations of children. They provide positive, factual, rich, and comprehensive 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.
- BI Counts with understanding.
- CI Understands and begins to apply addition and subtraction to problems.

For step-by-step instructions on how to enter evidence go to page 42.

EVIDENCE

ATTACHMENTS

- Be intentional — only upload what you need. Use the Class Profile Report to guide you.
- Attachments should show children's unique work so upload them individually.

PHOTOS

PHOTOS (P) should be used when the behavior is too difficult to describe in a note.



WORK SAMPLES

Collect WORK SAMPLES (WS) across all of the learning domains.

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



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.

HELPFUL TIPS

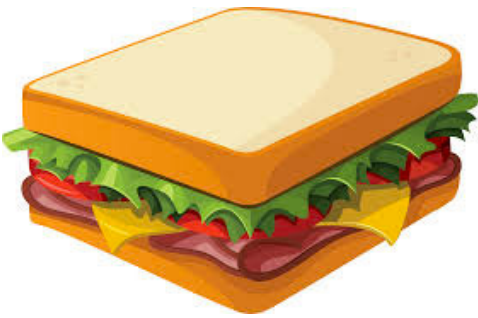
DONT's	DO's
DO NOT collect every work sample from every child every day.	DO plan to collect work samples. (Based on assessment data, on Tuesday, in small group I am taking dictation in the writing center when children draw pictures of their families. On Thursday I will collect paintings from the art area during center time.)
DO NOT give your assistant teacher a clipboard with blank paper and tell her to take notes during center time.	DO ask your assistant teacher to take notes in a certain area of the classroom for a portion of center time.
DO NOT upload all of your pictures in the WSO system.	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.
DO NOT write performance indicators as activities on a matrix.	DO write predictable, observable behaviors on the matrix that are examples of the indicators.
DO NOT write notes for a child or children that only describe the performance indicator. "Celia used expanded vocabulary for different purposes."	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."
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.	DO upload the two unique work samples. Use a matrix for the other 20 children, "created ABAB pattern using unifix cubes."

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 47.

NARRATIVE SUMMARY REPORT

- Individualize the narrative and show how the child demonstrates knowledge and skills in the classroom
- Convey how a 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 go to page 57.

WSO

**STEP
BY
STEP**

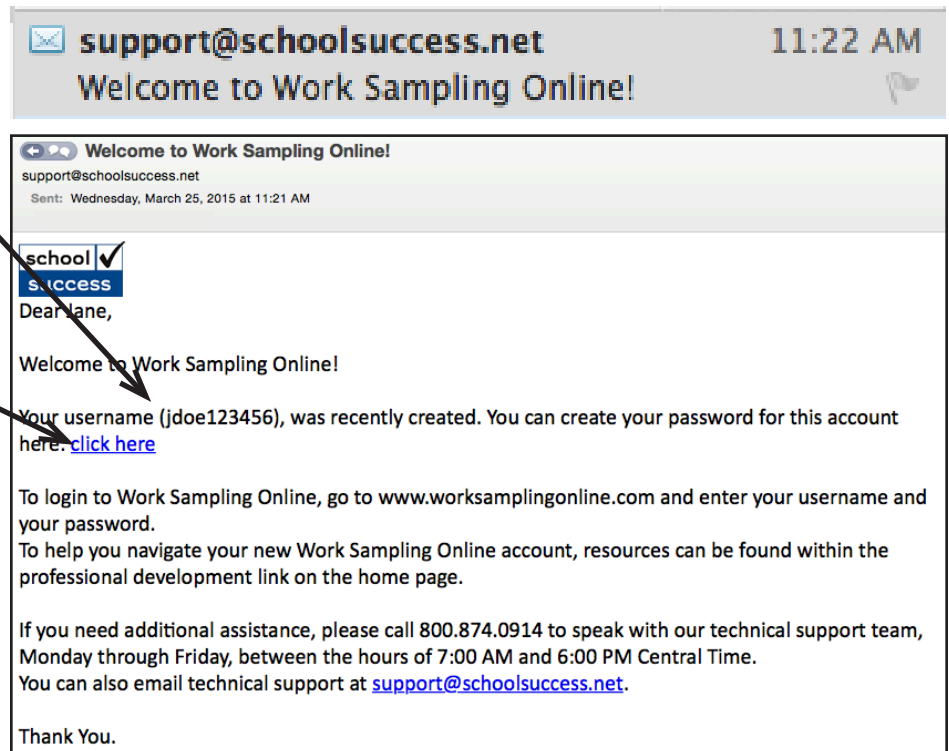
WORK SAMPLING ONLINE

INITIAL SET-UP

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 66 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**

Set Password

Passwords must be at least 7 characters long and include at least 1 uppercase and 1 lowercase letter and 1 digit or special character. Previous passwords cannot be reused.

New password:
.....

Confirm password:
.....

Save Password

LOGIN AFTER PASSWORD SET

You will receive a message that says your password has been set successfully

Click **Login**

Set Password

Passwords must be at least 7 characters long and include at least 1 uppercase and 1 lowercase letter and 1 digit or special character. Previous passwords cannot be reused.

Password has been set successfully. Please [Login](#)

New password:

Confirm password:

[Save Password](#)

Enter your username and password

Click **Sign In**

Like teaching itself, Work Sampling is constantly evolving!

The Work Sampling System® is a curriculum-embedded, authentic performance assessment for teachers to use to assess young students' development in multiple domains. The program features updated content, based on Common Core and state early learning guidelines and current research in the field of early childhood education. The online system has been redesigned with streamlined functionality and embedded video support to make assessment and reporting easier and more effective.

Learn more about the Work Sampling System.



Sign In

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US Patent Pending

[Sign in](#)

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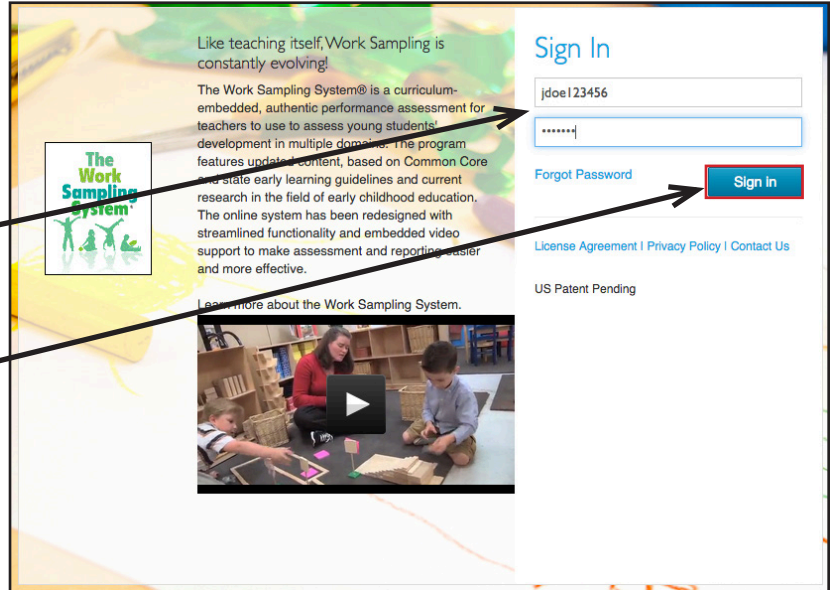
WORK SAMPLING ONLINE

LOGIN

Go to www.worksamplingonline.com

Enter your username and password

Click **Sign In**

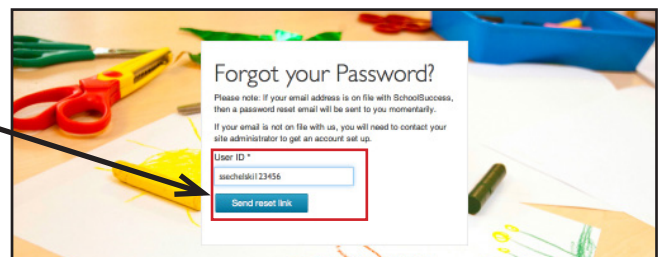


RESET PASSWORD

Click **Forgot your password?**

Type username

Click **Send reset link**



Check your email for a message from **support@schoolsucces.net** then follow the steps on page 32. If you do not receive an email in a reasonable amount of time and you have checked your spam folder, go to page 66 for instructions on how to request support.

LICENSE AGREEMENT

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

WORK SAMPLING ONLINE/ OUNCE ONLINE

LICENSE AGREEMENT

Last Revised: December 18, 2012

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The System and Services are provided to schools and license/program/site administrators, teachers, parents and other authorized school officials once they register for this System and the Services. Licensee/User represents (for Licensee/User's school or district) that Licensee/User has read and understand this License Agreement, that Licensee/User is an authorized representative of its school or district and that Licensee/User (on behalf of its school or district) agrees to be bound by them. If Licensee/User does not agree, Licensee/User will not be able to register on the System. By agreeing to this License Agreement and by using the System, Licensee/User agrees to use our Services in a manner consistent with all applicable laws and regulations and in accordance with this License Agreement. We may revise this License Agreement at any time by updating this posting. We may also use de-identified data for research or normative purposes. We will not sell your information to any third party. Please check these terms periodically for revisions. Revisions become effective when posted, and Licensee/User's continued use of the System following the posting of revisions to these terms, including the Privacy Policy will indicate Licensee/User's acceptance of these revisions.

Check the box

Click **Accept**

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

HOME SCREEN

The screenshot shows the 'WORK SAMPLING SYSTEM' interface. At the top left is a hamburger menu icon. Below it are 'EVIDENCE', 'GUIDELINES & CHECKLISTS', and 'REPORTS' sections, each with a '+ New' button and a 'Manage' button. At the bottom is an 'ADDITIONAL TOOLS' section with various utility links. A notification bell icon with a red '3' is in the top right corner.

Home menu

Link to Home Screen

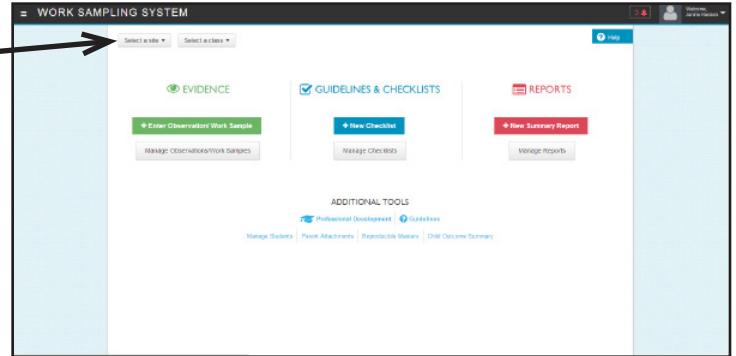
Help on every page

Check for Alerts

ADDITIONAL TOOLS

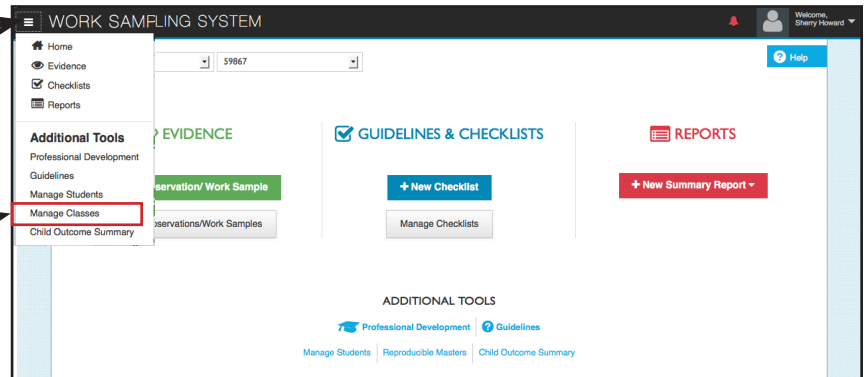
MANAGE CLASSES CREATE A CLASS

Choose your site



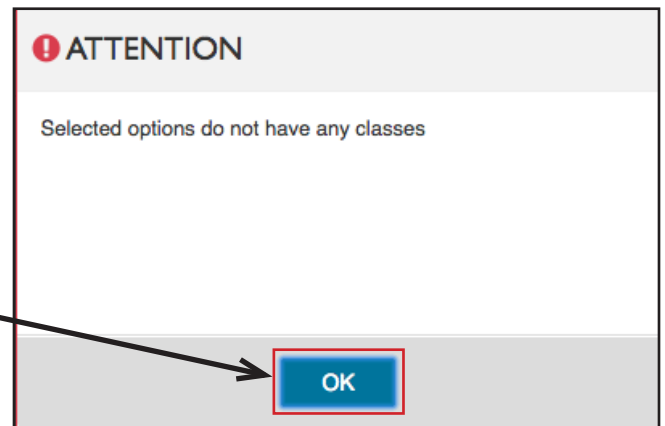
Click the Home menu icon

Click **Manage Classes**

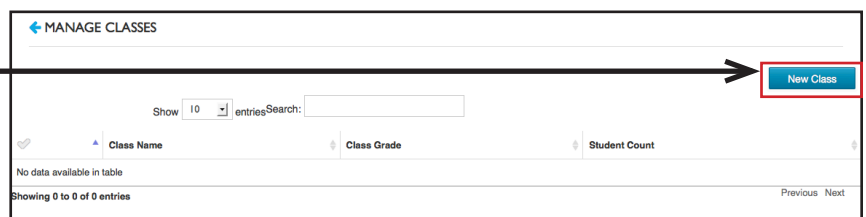


The first time you will receive this message

Click **OK**



Click **New Class**



MANAGE CLASSES

CREATE A CLASS

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

Georgia State University Research Foundation, Inc. Year: 2013 - 2014

Site: Lanette L. Suttles Child Development Center

Count: 9/5/2013 Due: 9/12/2013

Summary Totals									
# Kids	21								
# Category One	0								
# Trans & Cat.1	0								

Class: 59586

Lead Teacher: Quintin

Last Name	First Name	Certified (ECE, ELEM)	No	T-4	Y & E Eligible	Training level	Frozen Training level	Creditable Years Experience	Frozen Years Experience	Instruction Begin Date	Instruction End Date	Teacher ID
Bostic	Quintin							1.00	0.00	8/1/2013		38984

Assistant Teacher: Howard

Last Name	First Name	Credentia	Y & E Eligible	Training level	Frozen Training level	Creditable Years Experience	Frozen Years Experience	Instruction Begin Date	Instruction End Date	Teacher ID
Howard	Ansley					4.00		8/1/2013		18757

Enter the 5 digit **PANDA Class** 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.
Only use the Class number found on your PANDA roster.

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

MANAGE CLASSES

Search:

Class Name	Class Grade	Associated Teacher(s)	Student Count
59586	Preschool 4	Jane Doe	-

Showing 1 to 1 of 1 entries Show 10 entries First Previous 1 Next Last

Some exceptions may include inclusion teachers, Montessori teachers, etc. If you are unsure, ask your Pre-K consultant or see instructions on page 66 to request support.

ADDITIONAL TOOLS

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.

Georgia State University Research Foundation, Inc.										Year 2013 - 2014		Summary Totals				
Site		Lanette L. Suttles Child Development Center				Count		9/5/2013		# Kids		21				
Class		59586				Due		9/12/2013		# Category One		0				
						# Trans & Cat.1										
Lead Teacher																
Bostic	Quintin	Certified (ECE, ELEM)		No	T-4	1.00	0.00	8/1/2013		38984						
Last Name	First Name	Credentials		T & E Eligible	Training level	Frozen Training level	Credible Years Experience	Frozen Years Experience	Instruction Begin Date	Instruction End Date	Teacher ID					
Assistant Teacher																
Howard	Ansley	TCD		4.00		8/1/2013		18757								
Last Name	First Name	Credentials		Credible Years Experience		Instruction Begin Date		Instruction End Date		Teacher ID						
Students																
Last Name	First Name	Middle Name	Student ID	GTID	Birth Date	MF	Multi Birth 1/2/3/4	Trans Y/N	Socio/ Eco	Race Group	Ethnicity	LLP Y/N	Funding	Attend. Begin Date	Attend. End Date	
1 Brooks	Hakeem	All	930216	940-520-1506	5/18/2009	M	1	N	2	African American	Not Hispanic/Latino	N	N	Lottery	8/19/2013	

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

ADD STUDENT ✕

▶ = Required

▶ PANDA Student ID: Nickname:

▶ First Name:

Middle Name:

▶ Last Name:

▶ Gender:

▶ Birthday:

ADDITIONAL TOOLS

MANAGE STUDENTS

ADD STUDENTS

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

Click **Save**

Ethnicity:

Language:

Grade:

You will see the child's name under Manage Students

Click **Add Student** and repeat steps on pages 38-39 for all the children on your roster who are physically in your class

MANAGE STUDENTS + Manage Classes

Search:

<input checked="" type="checkbox"/>	First Name	Last Name	Grade	PANDA Student ID	Gender
<input checked="" type="checkbox"/>	Hakeen	Brooks	Preschool 4	930216	Male

Showing 1 to 1 of 1 entries Show 10 entries 1

MANAGE STUDENTS

ERROR MESSAGES WHEN ADDING STUDENTS

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

ADD STUDENT

▶ = Required

Please correct the errors below.

▶ PANDA Student ID: 023491 Nickname:

Record with PANDA 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

▶ PANDA Student ID: 943827 Nickname:

▶ First Name: Nathan

Middle Name:

▶ Last Name: Evans

▶ Gender: Male

▶ Birthday: 2010 April 03

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 support request screen by following the instructions on page 66.

ADDITIONAL TOOLS

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**

WORK SAMPLING SYSTEM

Training Academy | 59867

EVIDENCE | GUIDELINES & CHECKLISTS | REPORTS

+ Enter Observation/ Work Sample | + New Checklist | + New Summary Report

Manage Observations/Work Samples | Manage Checklists

ADDITIONAL TOOLS

Professional Development | Guidelines | **Manage Students** | Reproducible Masters | Child Outcome Summary

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

Click **Archive**

MANAGE STUDENTS

Add Student | Add Existing Student | Delete Student | **Archive**

Search: []

	First Name	Last Name	Grade	GTID	Gender
<input checked="" type="checkbox"/>	Robert	Evans	Preschool 4	-	Male
<input type="checkbox"/>	Cyllie	Franklin	Preschool 4	-	Female
<input type="checkbox"/>	Helgerson		Preschool 4	-	Female
<input type="checkbox"/>	Jake	Holmes	Preschool 4	-	Male

Click **OK**

ATTENTION

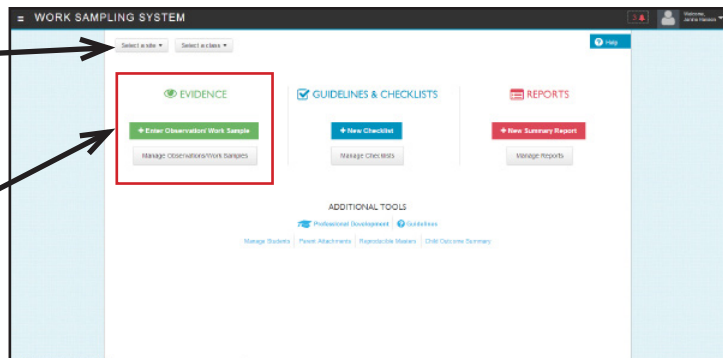
Are you sure you want to archive the selected student(s) from this group?

OK | Cancel

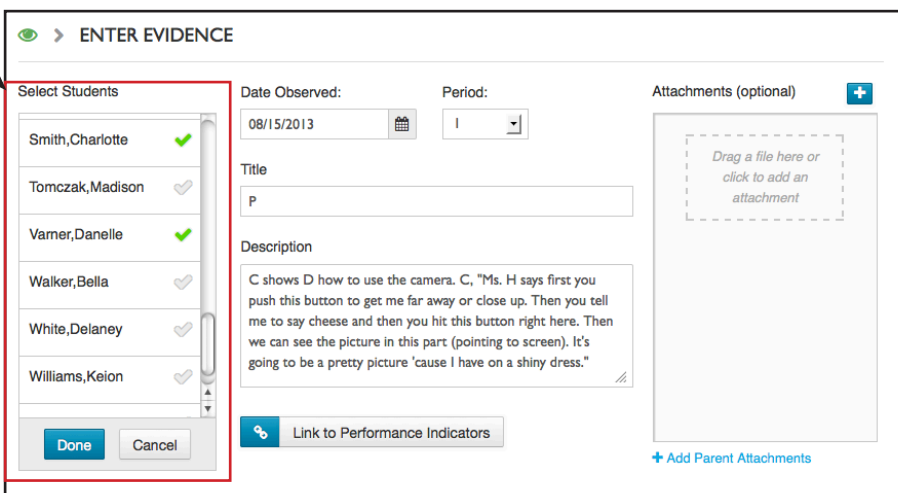
ENTER EVIDENCE

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

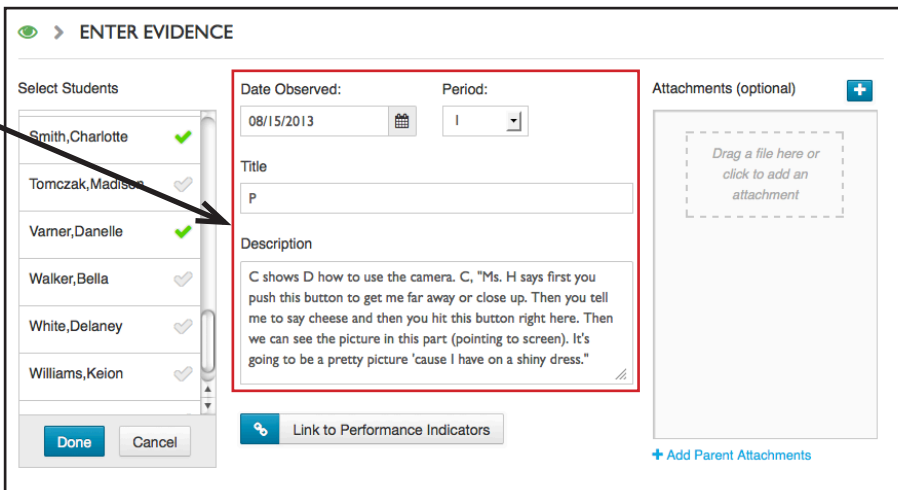
Click **+Enter Observation/Work Sample**



Choose the student or students

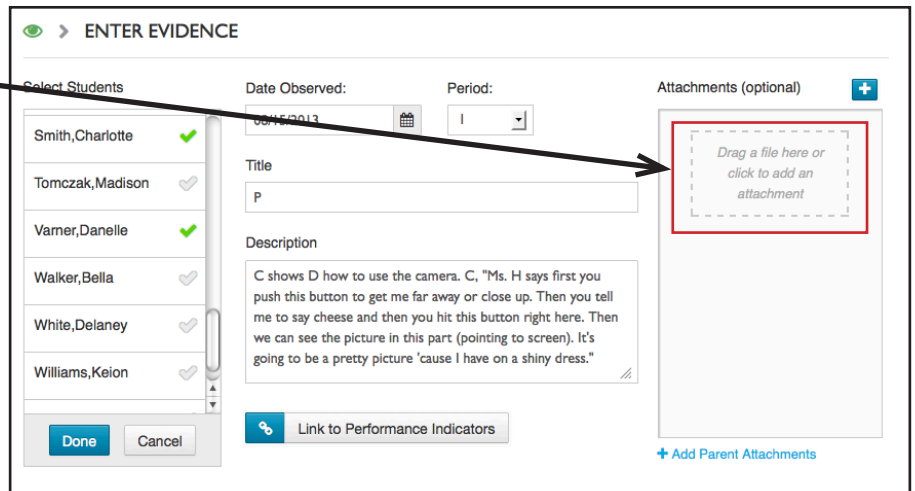


Enter:
-Date Observed
-Period
-Title (N, M, P, WS, A, V)
-Description



ENTER EVIDENCE

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



The screenshot shows the 'ENTER EVIDENCE' interface. On the left, a 'Select Students' list includes: Smith,Charlotte (checked), Tomczak,Madison (unchecked), Varner,Danelle (checked), Walker,Bella (unchecked), White,Delaney (unchecked), and Williams,Keion (unchecked). Below the list are 'Done' and 'Cancel' buttons. The main form contains: 'Date Observed:' (06/15/2013), 'Period:' (1), 'Title' (P), and 'Description' (C shows D how to use the camera. C, "Ms. H says first you push this button to get me far away or close up. Then you tell me to say cheese and then you hit this button right here. Then we can see the picture in this part (pointing to screen). It's going to be a pretty picture 'cause I have on a shiny dress.'). At the bottom are 'Link to Performance Indicators' and '+ Add Parent Attachments' buttons. A red dashed box highlights the 'Attachments (optional)' area with the text 'Drag a file here or click to add an attachment'. A callout box from the left points to this area.

LINK EVIDENCE

Click **Link to Performance Indicators**

ENTER EVIDENCE

Select Students: Smith, Charlotte ✓; Tomczak, Madison ✓; Varner, Danelle ✓; Walker, Bella ✓; White, Delaney ✓; Williams, Keion ✓

Date Observed: 08/15/2013

Period: I

Title: P

Description: C shows D how to use the camera. C, "Ms. H says first you push this button to get me far away or close up. Then you tell me to say cheese and then you hit this button right here. Then we can see the picture in this part (pointing to screen). It's going to be a pretty picture 'cause I have on a shiny dress."

Attachments (optional): Untitled4.png

Buttons: Done, Cancel, **Link to Performance Indicators**, Save, Cancel

Choose the **Domain**

LINK TO PERFORMANCE INDICATORS

I. Select Students: Preschool-4 ✓; Smith Charlotte ✓; Varner Danelle ✓

2. Domain (highlighted): 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

3. Functional Area/Performance Indicator

A Listening

- 1 Gains meaning by listening [Guidelines](#)
- 2 Follows two- or three-step directions [Guidelines](#)

B Speaking

- 1 Speaks clearly enough to be understood without contextual clues [Guidelines](#)
- 2 Follows rules for conversation [Guidelines](#)
- 3 Uses expanded vocabulary and language for a variety of purposes [Guidelines](#)

C Reading

- 1 Begins to develop knowledge of letters [Guidelines](#)

Buttons: Next, Cancel

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 TO PERFORMANCE INDICATORS

I. Select Students: Preschool-4 ✓; Smith Charlotte ✓; Varner Danelle ✓

2. 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

3. Functional Area/Performance Indicator

A Listening

- 1 Gains meaning by listening [Guidelines](#)
- 2 Follows two- or three-step directions [Guidelines](#)

B Speaking

- 1 Speaks clearly enough to be understood without contextual clues [Guidelines](#)
- 2 Follows rules for conversation [Guidelines](#)
- 3 Uses expanded vocabulary and language for a variety of purposes [Guidelines](#)

C Reading

- 1 Begins to develop knowledge of letters [Guidelines](#)

Buttons: Next, Cancel

LINK EVIDENCE

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

LINK TO PERFORMANCE INDICATORS

Students : Smith Charlotte
II Language and Literacy > A Listening > 1 Gains meaning by listening

Students : Varner Danelle
II Language and Literacy > A Listening > 1 Gains meaning by listening

Students : Smith Charlotte
II Language and Literacy > A Listening > 2 Follows two- or three-step directions

Students : Varner Danelle
II Language and Literacy > A Listening > 2 Follows two- or three-step directions

Students : Smith Charlotte
II Language and Literacy > B Speaking > 1 Speaks clearly enough to be understood without contextual clues

Students : Varner Danelle
II Language and Literacy > B Speaking > 1 Speaks clearly enough to be understood without contextual clues

Done Cancel

Click **Done**

Click **Save**

ENTER EVIDENCE

Select Students: Smith,Charlotte ✓; Tomczak,Madison ✓; Varner,Danelle ✓; Walker,Bella ✓; White,Delaney ✓; Williams,Keion ✓; Wilson,Raeleah ✓

Date Observed: 08/15/2013; Period: I

Title: P

Description: C shows D how to use the camera. C, "Ms. H says first you push this button to get me far away or close up. Then you tell me to say cheese and then you hit this button right here. Then we can see the picture in this part (pointing to screen). It's going to be a pretty picture 'cause I have on a shiny dress."

Attachments (optional): Untitled4.png

Students : Smith Charlotte
II Language and Literacy > A Listening > 1 Gains meaning by listening

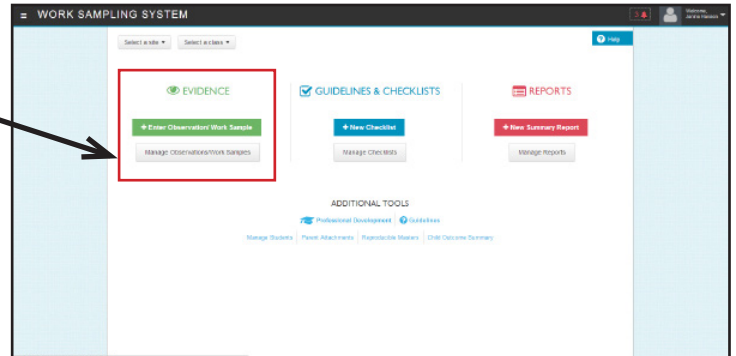
Link to Performance Indicators

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
03/10/2015	M	Counts Objects 1-5: With Help	3 Student(s)	0	3	Period 2
03/10/2015	M	Counts Objects 1-5: Successful	19 Student(s)	0	19	Period 2
03/09/2015	WS	Drawing of Family and Community	1 Student(s)	1	7	Period 2
03/09/2015	N	A described pic "I sound 'bu' 'ter'. Then I made the 'h' and the 'l'. Sh asked, 'Where's the 'l'..."	3 Student(s)	0	13	Period 2
09/23/2014	N	Listened to the book "What's Alive" on tape and said to Justice, "Trees and plants are alive, just I..."	1 Student(s)	0	1	Period 1
09/23/2014	N	Sorted living and non-living picture cards	1 Student(s)	0	2	Period 1
09/23/2014	N	Took picture walk	1 Student(s)	0	2	Period 1

Click **Delete Observation**

Selected Students: Kansara,Shanivi ✓, Mercer,Alex ✓, Millitello,Skylar ✓

Date Observed: 03/09/2015, Period: Period 2

Title: N

Description: A described pic "I sound 'bu' 'ter'. Then I made the 'h' and the 'l'. Sh asked, "Where's the 'l'?" A added the 'l'.
T: "What did he do with the wings that was amazing?"
Sk: "He put them the same on both sides".
T: "Remember what that was called?"
1440 characters remaining (2000 maximum)

Attachments (optional): Drag a file here or click to add an attachment

Students: Kansara,Shanivi Personal and Social Development > Self-Concept > Demonstrates self-confidence

Buttons: Save, Cancel

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

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

Selected Students: Kansara,Shanivi ✓, Mercer,Alex ✓, Millitello,Skylar ✓

Date Observed: 03/09/2015, Period: Period 2

Title: N

Description: A described pic "I sound 'bu' 'ter'. Then I made the 'h' and the 'l'. Sh asked, "Where's the 'l'?" A added the 'l'.
T: "What did he do with the wings that was amazing?"
Sk: "He put them the same on both sides".
T: "Remember what that was called?"
1440 characters remaining (2000 maximum)

Attachments (optional): Drag a file here or click to add an attachment

Buttons: Download, Delete Observation

MANAGE OBSERVATIONS/WORK SAMPLES

VIEW OR FILTER OBSERVATIONS

Click the number of students to display names

Date	Title	Description	Students	Attachments	Linked Indicators	Reporting Period
03/10/2015	M	Counts Objects 1-5: With Help	19 Student(s)	0	3	Period 2
03/10/2015	M	Counts Objects 1-5: Successful	19 Student(s)	0	19	Period 2
03/09/2015	WS	Drawing of Family and Community	1 Student(s)	1	7	Period 2
03/09/2015	N	A described pic 'I sound 'bu' 'er'. Then I made the 'A and the 'V. Sh asked, Where's the 'A...	3 Student(s)	0	13	Period 2
09/23/2014	N	Listened to the book "What's Alive" on tape and said to Justice, "Trees and plants are alive, just I ...	1 Student(s)	0	1	Period 1
09/23/2014	N	Sorted living and non-living picture cards	1 Student(s)	0	2	Period 1

Click the number of attachments to display a thumbnail

Date	Title	Description	Students	Attachments	Linked Indicators	Reporting Period
03/10/2015	M	Counts Objects 1-5: With Help	19 Student(s)	0	3	Period 2
03/10/2015	M	Counts Objects 1-5: Successful	19 Student(s)	0	19	Period 2
03/09/2015	WS	Drawing of Family and Community	1 Student(s)	1	7	Period 2
03/09/2015	N	A described pic 'I sound 'bu' 'er'. Then I made the 'A and the 'V. Sh asked, Where's the 'A...	3 Student(s)	0	13	Period 2
09/23/2014	N	Listened to the book "What's Alive" on tape and said to Justice, "Trees and plants are alive, just I ...	1 Student(s)	0	1	Period 1
09/23/2014	N	Sorted living and non-living picture cards	1 Student(s)	0	2	Period 1

Click the file name to enlarge

Date	Title	Description	Students	Attachments	Linked Indicators	Reporting Period
03/10/2015	M	Counts Objects 1-5: With Help	19 Student(s)	0	3	Period 2
03/10/2015	M	Counts Objects 1-5: Successful	19 Student(s)	0	19	Period 2
03/09/2015	WS	Drawing of Family and Community	1 Student(s)	1	7	Period 2
03/09/2015	N	A described pic 'I sound 'bu' 'er'. Then I made the 'A and the 'V. Sh asked, Where's the 'A...	3 Student(s)	0	13	Period 2
09/23/2014	N	Listened to the book "What's Alive" on tape and said to Justice, "Trees and plants are alive, just I ...	1 Student(s)	0	1	Period 1
09/23/2014	N	Sorted living and non-living picture cards	1 Student(s)	0	2	Period 1

Click the number of linked indicators to review

Select Filter by **Students**

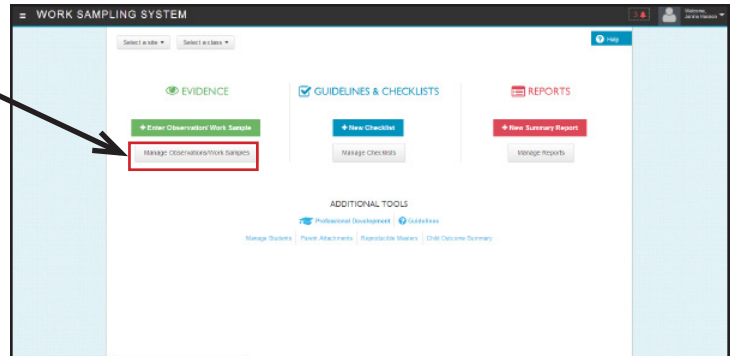
Students

- Select All
- Evans, Nathan
- Franklin, Cyllie
- Helgerson, Millie**
- Holmes, Jake
- Johnson, Claire
- Josselson, Justice
- Kansara, Shanivi
- Mercer, Alex
- Mittello, Skylar
- Morris, Marissa
- Norman, Malachi
- Rice, Mason
- Rodriguez, Isreal
- Santot, Erin
- Sachelski, Lily
- Smith, Charlotte
- Tomczak, Madison
- Varner, Danelle
- Walker, Bella
- White, Delaney
- Williams, Keion
- Wilson, Baeleigh

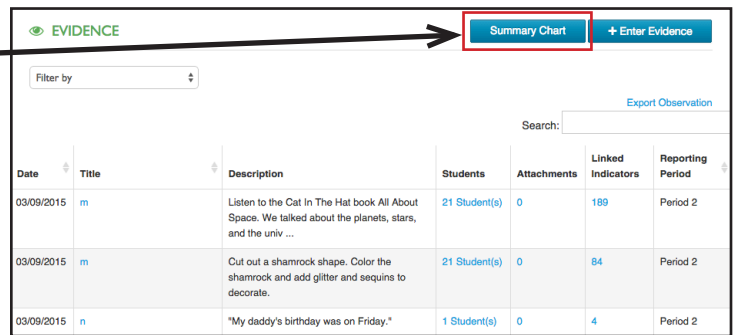
Select a child to view only her evidence

OBSERVATION SUMMARY CHART

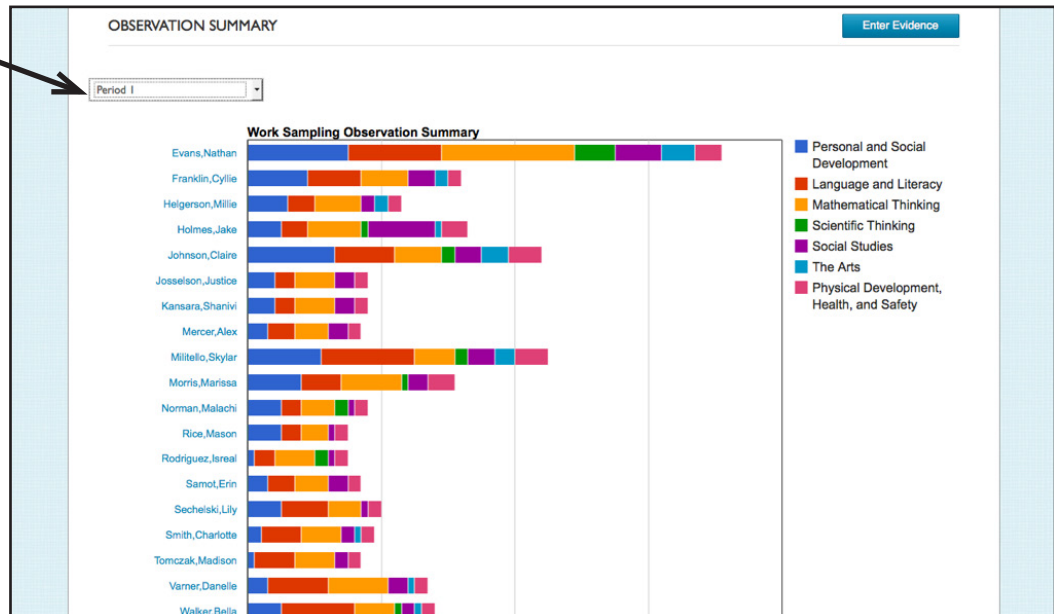
Click **Manage Observations/ Work Samples**



Click **Summary Chart**



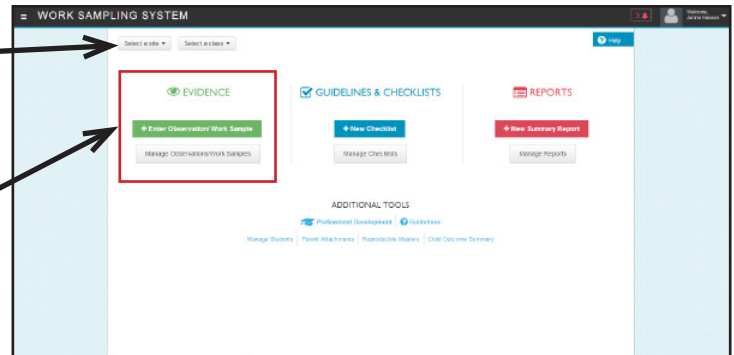
Choose the Period



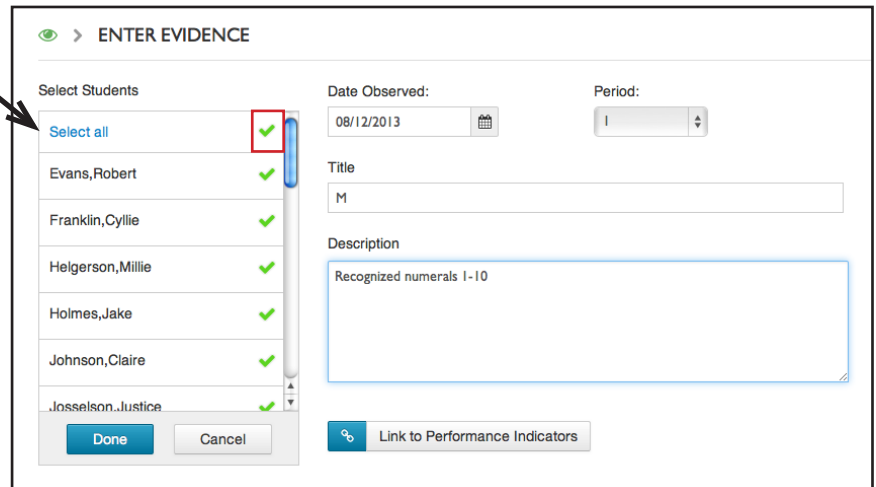
ENTER EVIDENCE MATRICES

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

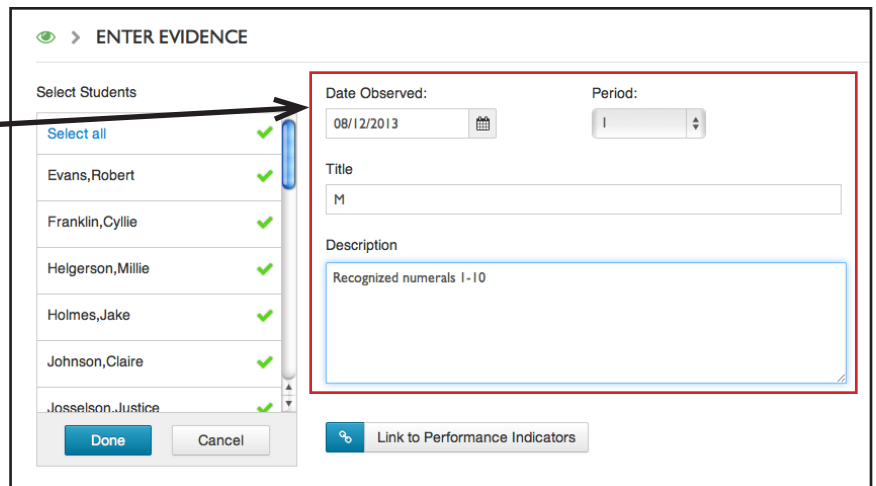
Click **+Enter Observation/Work Sample**



Check **Select All** or choose students



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



LINK EVIDENCE MATRICES

Click **Link to Performance Indicators**

ENTER EVIDENCE

Select Students: Evans,Robert; Franklin,Cyllie; Helgerson,Millie; Holmes,Jake; Johnson,Claire; Josselson..Justice

Date Observed: 08/12/2013

Period: I

Title: M

Description: Recognized numerals 1-10

Buttons: Done, Cancel, Link to Performance Indicators

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

Click **Next**

LINK TO PERFORMANCE INDICATORS

1. Select Students: Preschool-4; Evans Robert; Franklin Cyllie; Helgerson Millie; Holmes Jake; Johnson Claire; Josselson Justice; Kansara Simran; Mercer Nathan

2. Domain: III Mathematical Thinking

3. Functional Area/Performance Indicator: A Processes and Practices (1 Begins to make sense of problems... 2 Reasons quantitatively... 3 Uses words... 4 Begins to recognize patterns...); B Number (1 Counts with understanding... 2 Shows beginning understanding...)

Buttons: Next, Cancel

LINK TO PERFORMANCE INDICATORS

- Students : Evans Robert
III Mathematical Thinking > B Number > 2 Shows beginning understanding of number and quantity
- Students : Franklin Cyllie
III Mathematical Thinking > B Number > 2 Shows beginning understanding of number and quantity
- Students : Helgerson Millie
III Mathematical Thinking > B Number > 2 Shows beginning understanding of number and quantity
- Students : Holmes Jake
III Mathematical Thinking > B Number > 2 Shows beginning understanding of number and quantity
- Students : Johnson Claire
III Mathematical Thinking > B Number > 2 Shows beginning understanding of number and quantity
- Students : Josselson Justice
III Mathematical Thinking > B Number > 2 Shows beginning understanding of number and quantity

Buttons: Done, Cancel

Click **Done**

ENTER EVIDENCE

Select Students: Evans,Robert; Franklin,Cyllie; Helgerson,Millie; Holmes,Jake; Johnson,Claire; Josselson..Justice

Date Observed: 08/12/2013

Period: I

Title: M

Description: Recognized numerals 1-10

Buttons: Done, Cancel, Link to Performance Indicators, Save, Cancel

Click **Save**

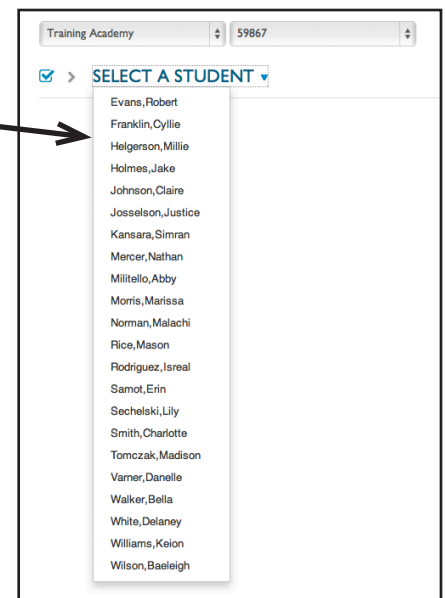
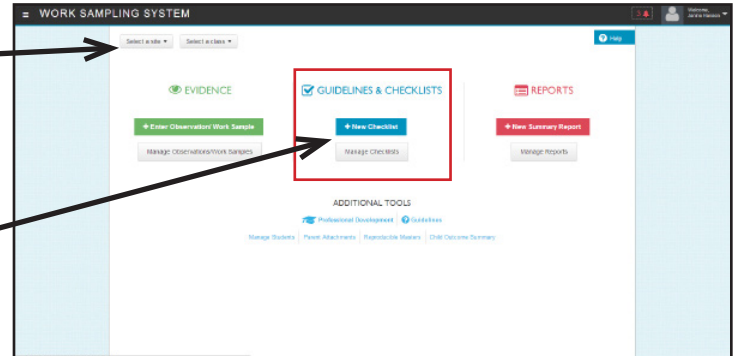
CREATE A CHECKLIST

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)



Domain	1	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	0/12	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
	Not Started	Not Started

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

 > **FRANKLIN,CYLLIE** > |

Gender:Female Grade Level: Preschool-4
 Birth Date: 12/03/2008 Academic Year: 2013/2014

[Evidence Unlinked](#)

I Personal and Social Development [« Previous](#) [Next »](#)

	Guidelines	Evidence	NY	IP	PRO	NA	DNO
A Self-Concept							
1 Demonstrates self-confidence		0 					
2 Shows some self-direction		0 					
B Self-Control							
1 Follows simple classroom rules and routines		1 					
2 Manages transitions		0 					
C Approaches to Learning							
1 Shows eagerness and curiosity as a learner		0 					
2 Attends to tasks and seeks help when encountering a problem		0 					
3 Approaches tasks with flexibility and inventiveness		0 					
D Interaction With Others							
1 Interacts easily with one or more children		1 					
2 Interacts easily with familiar adults		1 					
3 Participates in the group life of the class		1 					
4 Identifies some feelings and responds to those of others		0 					
5 Begins to use simple strategies to resolve conflict		0 					

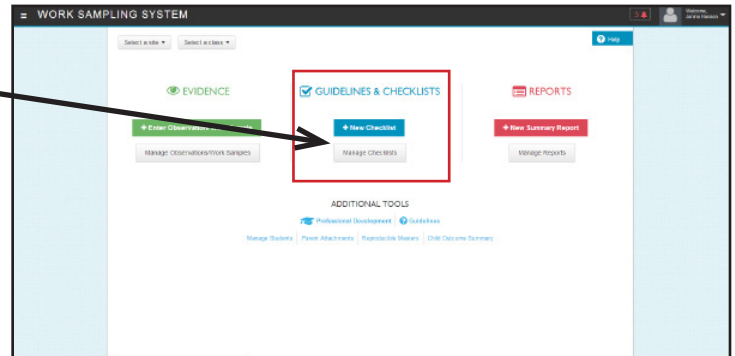
Comments
 Helped a new student find her cubby, showed her the classroom rules and job board

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

CHECKLIST STATUS

Click **Manage Checklist**



View percentage complete for entire class

	1	2
Robert Evans	87% Complete	Get Started
Cytle Fawcett	81% Complete	Get Started
Milla Halgerson	81% Complete	Get Started
Jake Holmes	80% Complete	Get Started
Clare Johnson	71% Complete	Get Started
Justice Josselson	50% Complete	Get Started
Simran Kansara	30% Complete	Get Started
Nathan Marce	36% Complete	Get Started
Abby Mihalko	36% Complete	Get Started
Marissa Morris	21% Complete	Get Started
Melachi Norman	36% Complete	Get Started
Mason Rice	15% Complete	Get Started
Israel Rodriguez	34% Complete	Get Started
Elin Santof	8% Complete	Get Started

Click on a child's name

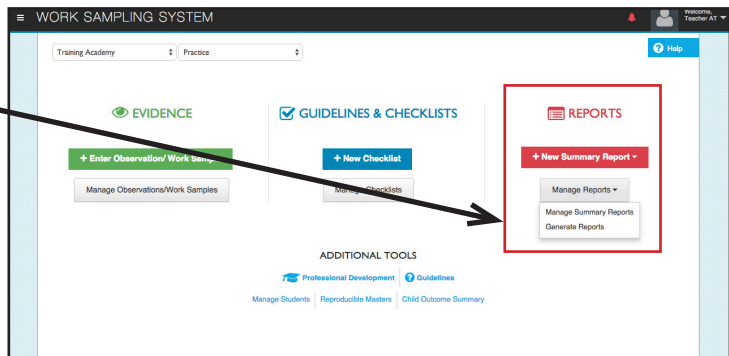
Domain	1	2
I Personal and Social Development	0/12	0/12
II Language and Literacy	11/16	0/16
III Mathematical Thinking	7/12	0/12
IV Scientific Thinking	0/12	0/12
V Social Studies	0/10	0/10
VI The Arts	0/4	0/4
VII Physical Development, Health, and Safety	0/7	0/7
	24% Complete	Not Started

View an individual's percentage complete by domain

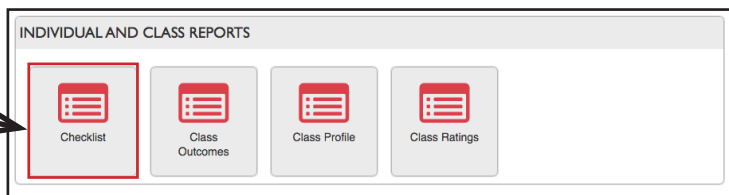
At the end of the period, remember to review your ratings and click **Flag as Final**

PRINT A CHECKLIST

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



Click **Checklist**

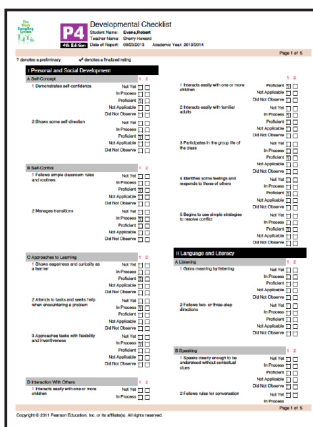
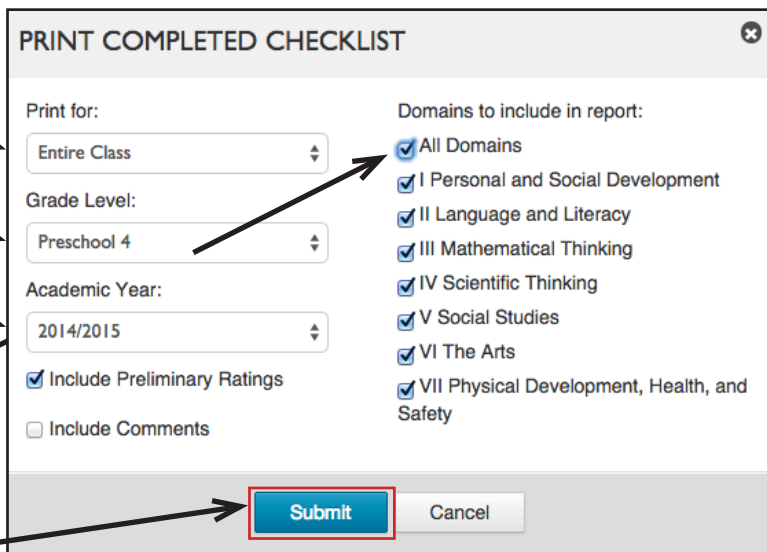


Choose **Entire Class**
Choose **Preschool 4**
Choose **Academic Year**

Choose **All Domains**

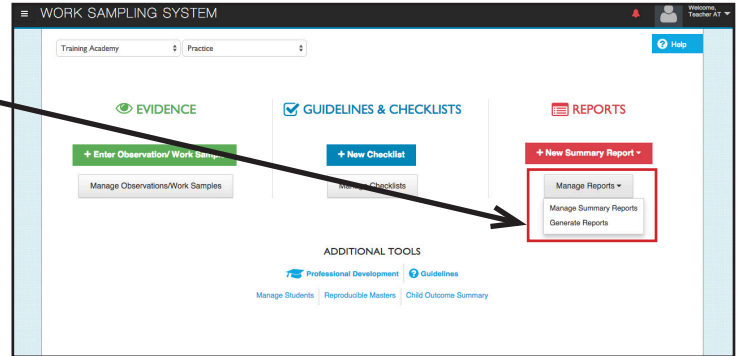
Click **Submit**

A PDF is generated

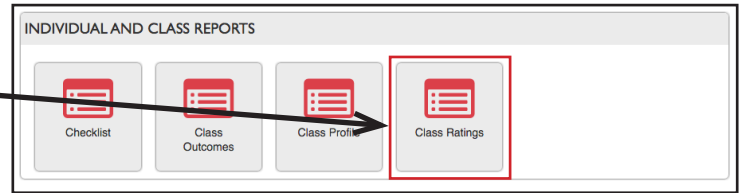


MANAGE REPORTS CLASS RATINGS

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



Click **Class Ratings**



Create a **Report Title**

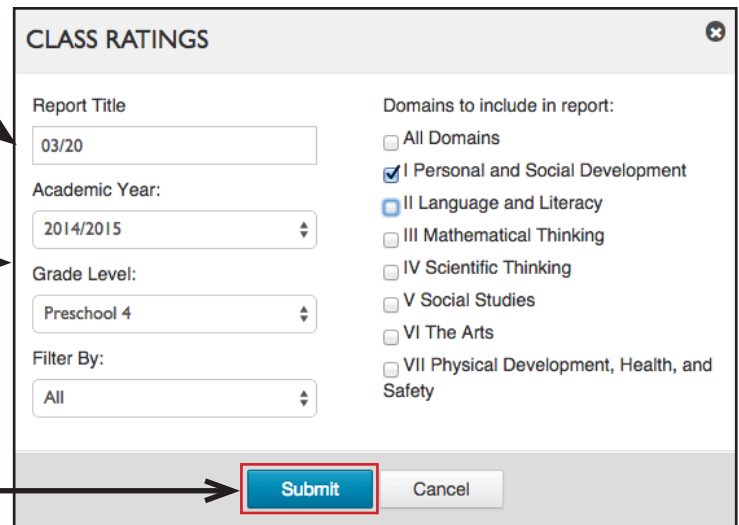
Choose **Academic Year**

Choose **Preschool 4**

Select **Filter By:**

Choose **Domain(s)**

Click **Submit**



A PDF is generated

P4 Class Ratings Report for 50949

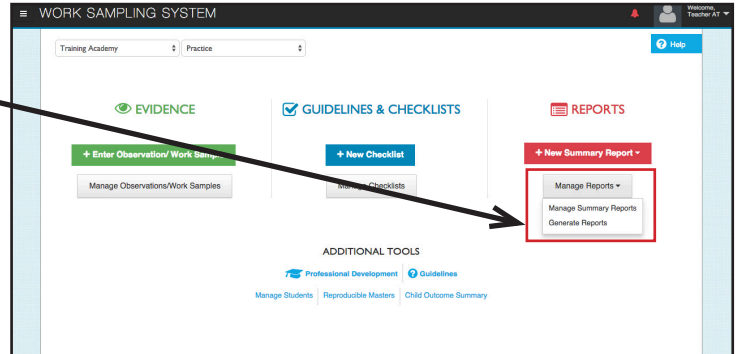
Date of Report: 12/15/2011
Academic Year: 2011/2012
Teacher Name: Sherry Howard

Page 2 of 15

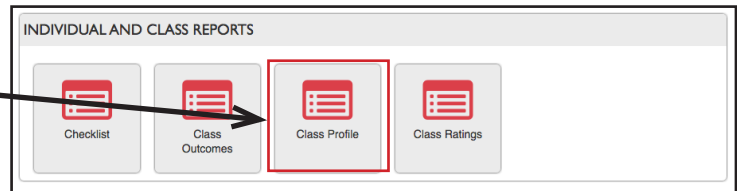
Collection Period	I. Personal and Social Development												II. Language and Literacy				
	A. Self concept			B. Self control			C. Approaches to learning			D. Interaction with others			E. Social problem-solving		A. Listening		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	1	2	3
Bryan Gamble	PRO	PRO	PRO	IP	PRO	DNC	IP	DNC	PRO	PRO	PRO	PRO	IP	IP	DNC	IP	IP
Arthur Hammonds	IP	IP	IP	IP	IP	IP	PRO	DNC	IP	IP	PRO	PRO	IP	IP	DNC	IP	IP
Janise Logan	PRO	PRO	IP	IP	IP	IP	IP	IP	PRO	PRO	PRO	PRO	DNC	DNC	IP	IP	IP
Demetrius Nelson	PRO	DNC	IP	DNC	PRO	DNC	IP	DNC	PRO	PRO	PRO	PRO	DNC	IP	DNC	IP	PRO
Dulce Ortiz Barajas	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	PRO	IP	DNC	IP	PRO	PRO
DaMonae Reeves	IP	IP	IP	IP	IP	IP	DNC	IP	DNC	IP	IP	PRO	DNC	IP	DNC	IP	IP
Jessie Sanchez Ayala	IP	IP	IP	DNC	IP	IP	IP	DNC	IP	IP	IP	PRO	IP	IP	IP	IP	IP
Vianey Sanchez Maldonado	IP	IP	IP	IP	IP	IP	IP	IP	IP	IP	IP	IP	IP	IP	DNC	IP	IP
Sincere Shipes	IP	IP	IP	IP	IP	IP	IP	IP	DNC	IP	PRO	IP	DNC	IP	DNC	IP	IP

MANAGE REPORTS CLASS PROFILE

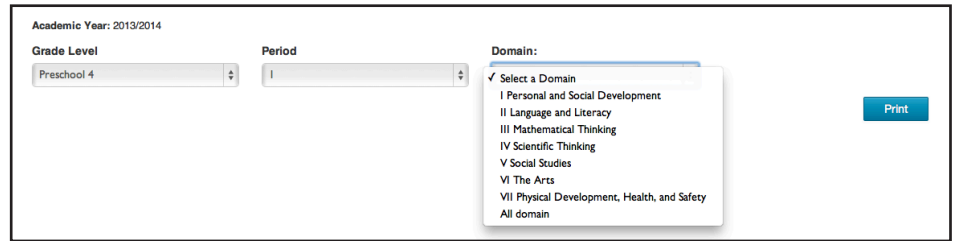
Click **Manage Reports**
Click **Generate Reports**



Click **Class Profile**



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

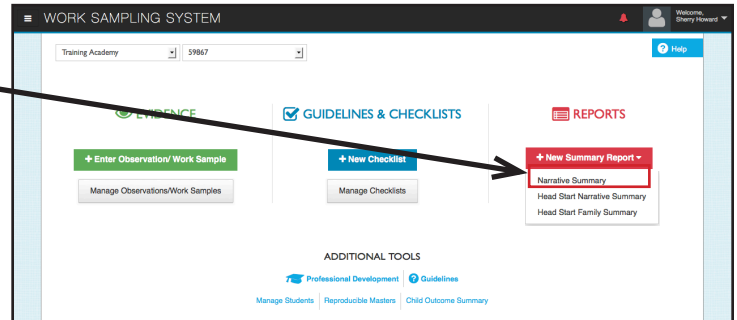


III Mathematical Thinking							
A Processes and Practices	NY	IP	PRO	NA	DNO	No Response	
1 Begins to make sense of problems and uses simple strategies to solve them	0 students	2 students Bella Walker Robert Evans*	0 students	0 students	1 student Lily Sechelski	1 student Cylie Franklin*	
2 Reasons quantitatively and begins to use some tools	0 students	2 students Bella Walker Robert Evans*	0 students	0 students	1 student Lily Sechelski	1 student Cylie Franklin*	
3 Uses words and representations to describe mathematical ideas	0 students	1 student Bella Walker	1 student Robert Evans*	0 students	1 student Lily Sechelski	1 student Cylie Franklin*	
4 Begins to recognize patterns and make simple generalizations	0 students	0 students	0 students	0 students	2 students Bella Walker Lily Sechelski	2 students Cylie Franklin* Robert Evans*	
B Number							
1 Counts with understanding	0 students	0 students	1 student Robert Evans*	0 students	2 students Bella Walker Lily Sechelski	1 student Cylie Franklin*	
2 Shows beginning understanding of number and quantity	0 students	1 student Robert Evans*	0 students	0 students	2 students Bella Walker Lily Sechelski	1 student Cylie Franklin*	
C Operations and Algebraic Thinking							
1 Understands and begins to apply addition and subtraction to problems	0 students	2 students Bella Walker Robert Evans*	0 students	0 students	1 student Lily Sechelski	1 student Cylie Franklin*	
D Measurement							
1 Orders, compares, and describes objects according to a single attribute	0 students	2 students Cylie Franklin* Robert Evans*	0 students	0 students	2 students Bella Walker Lily Sechelski	0 students	

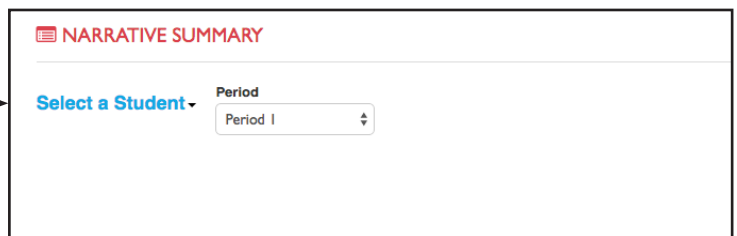
Children in the No Response category have not been rated for that indicator.

NARRATIVE SUMMARY REPORT

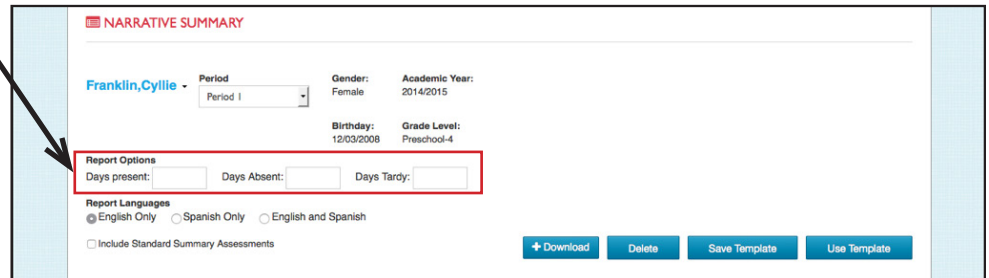
Click + **New Summary Report**
Select **Narrative Summary**



Select a student
Select the Period



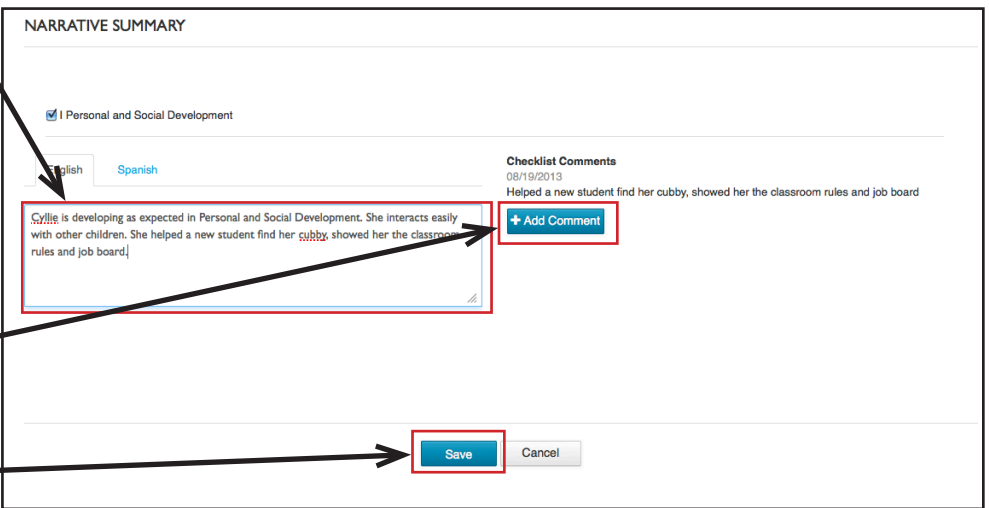
Enter the attendance



Type your narrative under each domain

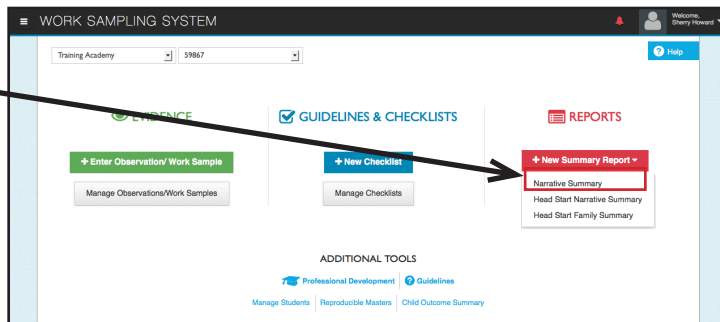
Any Checklist Comments you wrote will show up here. Click **Add Comment** to include it in your narrative

Click **Save**

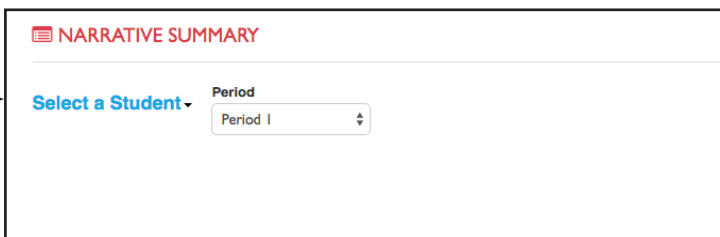


NARRATIVE SUMMARY REPORT TEMPLATES

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



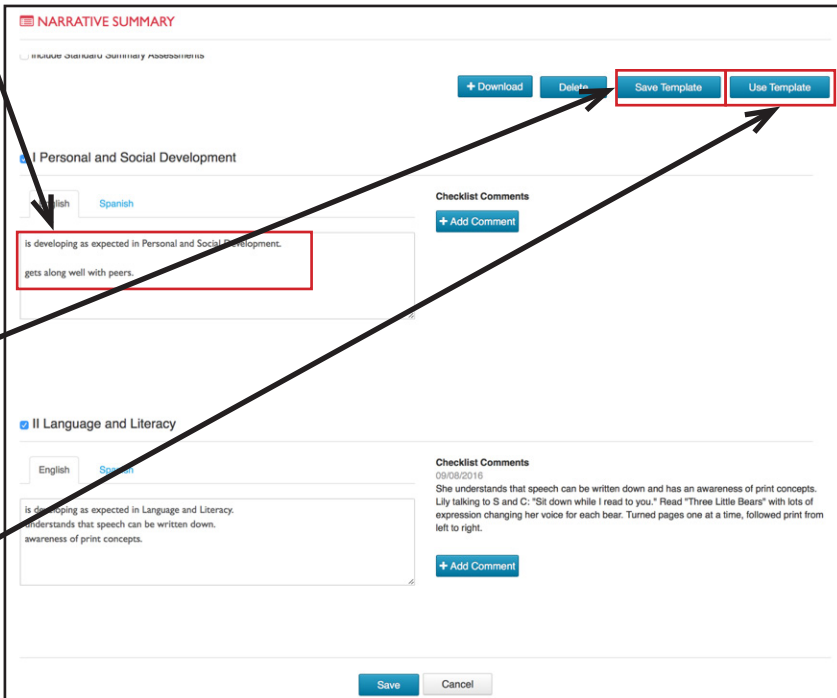
Select a student
Select the Period



Enter a template comment in each domain

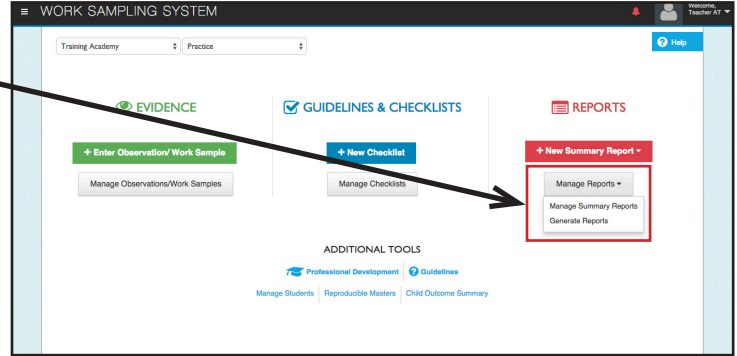
Click **Save Template**

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



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
	Aiden	Adams	Preschool-4	(7/7)	(-/-)
	Mikayla	Crandell	Preschool-4	(7/7)	(-/-)
	Peyton	Dillon	Preschool-4	(7/7)	(-/-)
	Luca	Edwards	Preschool-4	(7/7)	(-/-)
	Lola	Flanders	Preschool-4	(7/7)	(-/-)
	Ridge	Franklin	Preschool-4	(7/7)	(-/-)
	Terrence	Funcik	Preschool-4	(7/7)	(-/-)
	Ella	Gibson	Preschool-4	(7/7)	(-/-)
	Jacob	Johnson	Preschool-4	(7/7)	(-/-)
	Thomas	Johnson	Preschool-4	(7/7)	(-/-)
	Dylan	Jonas	Preschool-4	(7/7)	(-/-)
	Dejah	Jones	Preschool-4	(7/7)	(-/-)
	Madyson	Locklear	Preschool-4	(7/7)	(-/-)

Click **+Download**
Click **Class**

NARRATIVE SUMMARY

Adams, Aiden | Period: | Gender: Male | Academic Year: 2014/2015

Birthday: 10/01/2009 | Grade Level: Preschool-4

Report Options
 Days present: | Days Absent: | Days Tardy:

Report Languages
 English Only | Spanish Only | English and Spanish

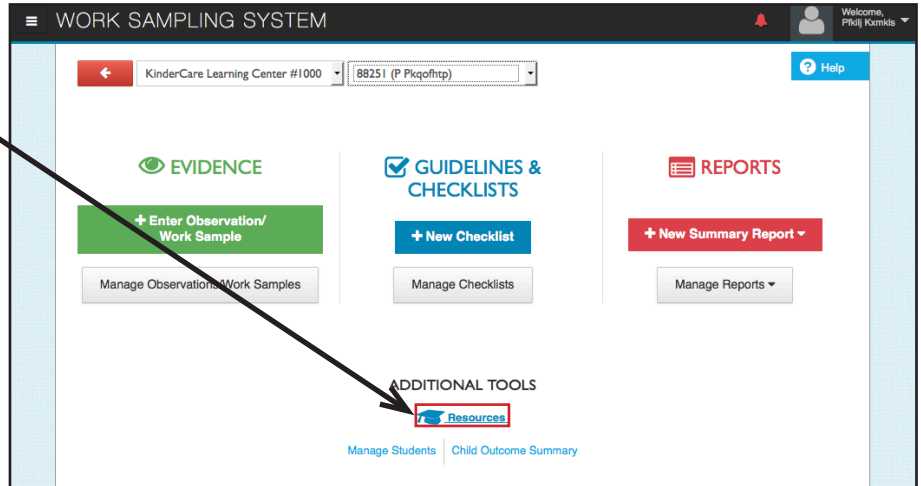
Include Standard Summary Assessments

+ Download | **Delete** | **Save Template** | **Use Template**

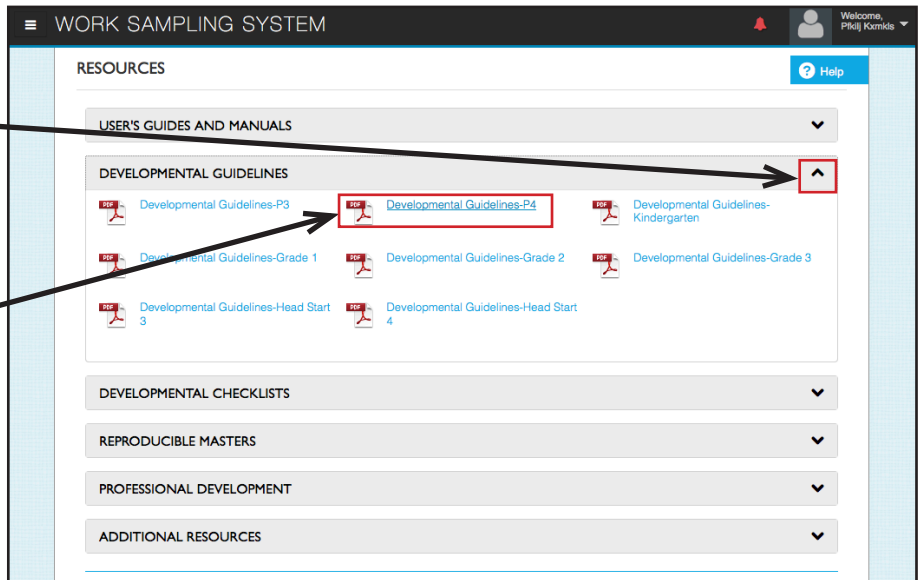
English
Class

PRINT THE GUIDELINES

Click **Resources**



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



Click **Developmental Guidelines-P4** to open the PDF

WSO

RESOURCES

NEED HELP?

PEARSON

1-800-874-0914
support@schoolsucces.net

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

dec.al.ga.gov/PreK/WSO_Logging.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/help/

When should I contact Best Practices?

- If you have questions about assessment



Operating Systems and Browsers

Platform	Operating Systems	Browsers
Online System		
PC	Windows® 8 Windows 7	Chrome™ (current version plus previous two versions) Firefox® (current version plus previous two versions) Internet Explorer® 11 Internet Explorer 10 Internet Explorer 9*
Mac	Mac® OS X v10.9 (Maverick) Mac OS X v10.8 (Mountain Lion) Mac OS X v10.7 (Lion) Mac OS X v10.6 (Snow Leopard)	Chrome (current version plus previous two versions) Firefox (current version plus previous two versions) Safari® 7 (OS 10.9 only) Safari 6 (OS 10.7 and 10.8 only) Safari 5 (OS 10.6 and 10.7 only)
iPad®	iOS® 8 or greater	Chrome (current version plus previous two versions) Safari 6
Mobile App		
iPhone® • 6 Plus, 6 • 5c, 5s	iOS® 8 or newer	any browser supported for iOS 8
iPad • 4 • Air 2, Air • Mini 3, Mini 2, Mini	iOS 8 or newer	any browser supported for iOS 8

*Internet Explorer compatibility mode must be disabled.

800.627.7271 |  PsychCorp | PearsonClinical.com

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Click **Resources**

The screenshot shows the main dashboard with three primary sections: EVIDENCE, GUIDELINES & CHECKLISTS, and REPORTS. Below these is an ADDITIONAL TOOLS section. The 'Resources' link in the 'ADDITIONAL TOOLS' section is highlighted with a red box. An arrow points from the 'Click Resources' text box to this link.

- EVIDENCE**
 - + Enter Observation/ Work Sample
 - Manage Observations/Work Samples
- GUIDELINES & CHECKLISTS**
 - + New Checklist
 - Manage Checklists
- REPORTS**
 - + New Summary Report
 - Manage Reports
- ADDITIONAL TOOLS**
 - Resources** (highlighted)
 - Manage Students
 - Child Outcome Summary

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

RESOURCES Help

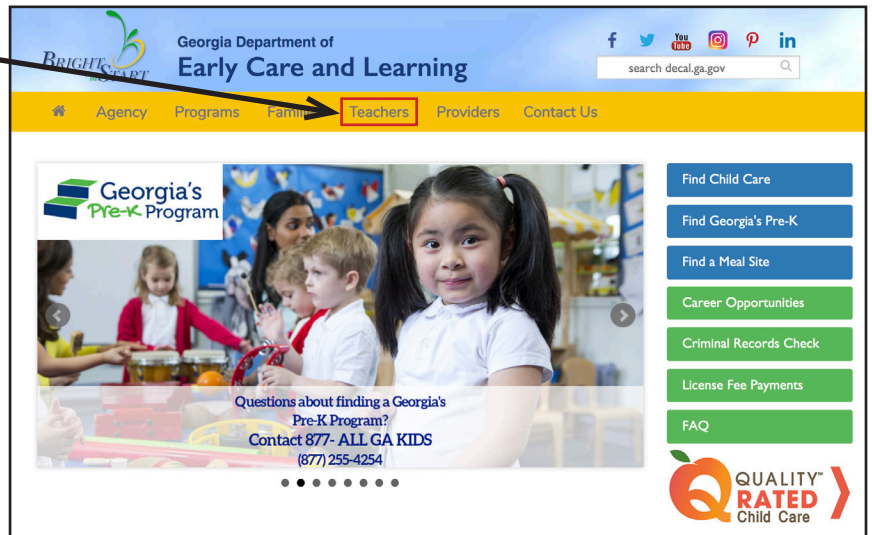
- USER'S GUIDES AND MANUALS
- DEVELOPMENTAL GUIDELINES
- DEVELOPMENTAL CHECKLISTS
- REPRODUCIBLE MASTERS
- PROFESSIONAL DEVELOPMENT
- ADDITIONAL RESOURCES

The screenshot shows a page titled 'RESOURCES' with a list of resource categories. Each category has a dropdown arrow on the right. A 'Help' link is visible in the top right corner.

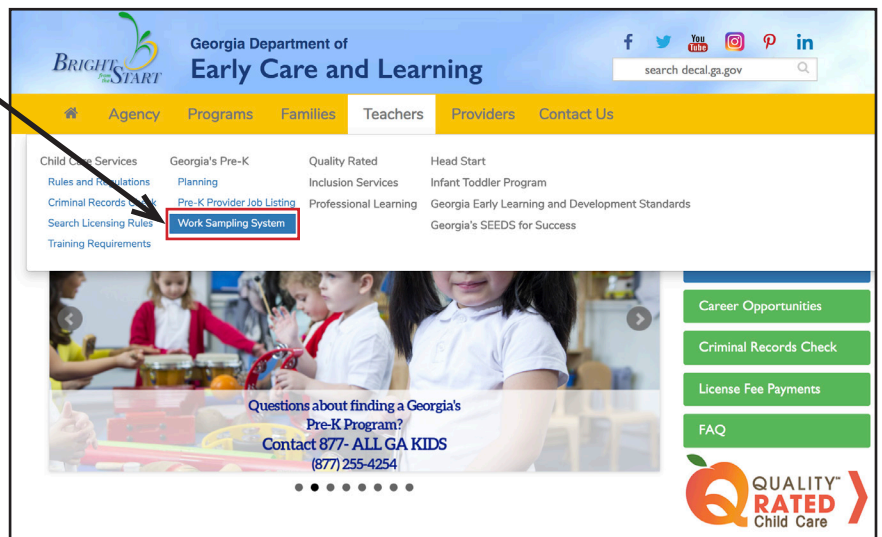
BRIGHT FROM THE START

www.dec.state.ga.gov

Click **Teachers**



Click **Work Sampling System**



BRIGHT FROM THE START

www.dec.al.ga.gov

To request WSO support
CLICK HERE

GEORGIA'S PRE-K WORK SAMPLING SYSTEM ASSESSMENT PROGRAM

All Georgia Pre-K classrooms use a formative assessment called Work Sampling System to measure children's progress across 69 indicators in seven domains of learning. All indicators are aligned with the Georgia Early Learning and Development Standards (GELDS). Teachers assess children throughout the year and use the data to individualize instruction and provide guidance to families. In addition, DECAL and the Georgia Department of Education have partnered to make sure the assessment data is transferred at the end of the Pre-K year and is available to the child's teacher at the beginning of Kindergarten. Work Sampling System was developed by Dr. Samuel J. Meisels and is distributed by Pearson Early Learning.

WSO Assessment Support (Help Ticket)

If you are experiencing a problem or need assistance with Georgia Pre-K WSO, [CLICK HERE](#) to submit a Help Ticket to the Pre-K Assessment Support Team.

WSO Resources WSO How To Files Correlations Updates

[WSO Training Manual \(PDF\)](#)

[WSO Refresher Teacher Webinar \(wmv\)](#)

[WSO Webinar for Administrators](#)

[Blank Matrices](#)

[Language and Literacy Matrix](#)

[Math Matrix](#)

[Science Matrix](#)

[Social Studies Matrix](#)

[Order Form](#)

[Work Sampling Progress Report](#)

[FAQ for IQ Guide Assessment](#)

[FAQ for WSO Users](#)

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 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

BRIGHT FROM THE START

www.decal.ga.gov

Try these suggestions for more information

If needed, fill out the feedback form

Click **Submit**

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

Program Name (i.e. DeKalb County, Crisp County, Sunshine House, A&D Kids)

* 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:

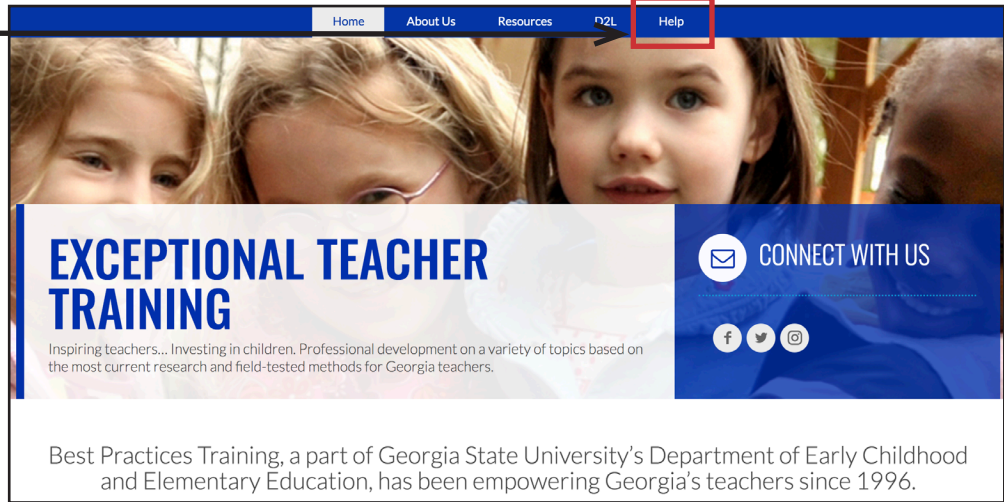
If you are experiencing a problem not shown on the support screen, you will be directed to contact Pearson Technical Support at 1-800-874-0914.
Make sure to ask for a case number and the person with whom you are speaking.

QUESTIONS?

Best Practices Help Ticket **NOW AVAILABLE!**

bestpractices.gsu.edu/help/

Click Help



Choose from our FAQs

- Best Practices FAQs
- + I am registered to complete an online course, how do I get to it?
 - + I'm having password or login problems, what should I do?
 - + How do I change my password?
 - + I cannot view the podcast or video, what do I do?
 - + I have finished my online work, now what do I do?
 - + How do I enter Best Practices Trainings into the Professional Development System?
 - + What happens if I do not successfully complete each portion of my training?
 - + How do I know if training has been canceled because of weather/ what is the inclement weather policy?
 - + How do I find my username?

Or, fill out a Help Ticket and Click Submit

Contact Us

We're here to help. All you have to do is tell us how.

Name *

First Last

Email *

Username

Your username is provided via email once online courses are accessible. Make sure to review spam folders. The email will be sent from Donotreply@donotreplyview.usg.edu. Your username is BP+ your PDS number. Do not use any spaces, for example, BP763489. The initial email contains information that is used to set up your password.

I am signed up for the following training *

New Lead

Phone

ex: 888-888-8888

Availability

7 a.m. to 9 a.m.

How can we help?

I am having trouble logging in

I don't know my username

I need to reset my password

I do not see my course information

I need help with my online course assignments

Other

Any other information we need to know? If you chose "Other" above, let us know what you mean.

Briefly describe your question or issue in this space.

© 2012 Best Practices Training 75 Piedmont Avenue 6th Floor Atlanta, GA 30303

Proof of Attendance

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

2019-20 Work Samping Online with Best Practices Training.

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

✓	Attend 1 day of face-to-face training
---	---------------------------------------

Day 1



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.