Georgia’s Pre-K Program

Instructional Quality (IQ) Guide for Assessment

***Work Sampling Online Director Timeline***

***Reporting Period 1(FALL)***

**Site Name:**

**Today’s Date:**

Program Director support and monitoring of child assessment is important to the successful implementation of WSO. The following timeline was created to support administrators in the oversight of the WSO process.

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| PRE-PLANNING | Ensure teacher(s) have all materials necessary for assessment collection  (camera, computer, connectivity to high speed internet, printer, etc).  Meet with teacher to discuss WSO and what their first steps are for entering children  into the online platform once students are assigned PANDA Identification numbers.  Create a monitoring plan for reviewing and providing feedback to teacher(s) and file  with your Director Grant Requirement Checklist. Complete the due dates on the  timeline using your school calendar.  Review the FAQ for Assessment |
| September 1st – 9th | Ensure teachers have entered student information into WSO (Providers can access class reports through their WSO dashboard). |

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| **WEEK 4**  **DUE:** | Randomly select and screen a minimum of 3 online student portfolios from each  classroom. Screen the online portfolios to ensure teachers are entering and  linking documentation weekly. |

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| **WEEK 6-7**  **DUE:** | Verify that all students in each classroom have an online checklist created by using  the **Pending Checklist Report**. (Directions to run the report are on the BFTS website  in the “how to” file under Work Sampling).  Review Developmental Checklists to ensure teachers are entering ratings each week. |
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| **WEEK 12-13**  **DUE:** | Randomly select and screen a minimum of 3 online student portfolios from each  classroom. Screen the online portfolios to ensure teachers are entering and  linking documentation weekly.  Review Developmental Checklists to ensure teachers are entering ratings each week. |
|  | |
| **WEEK 17-18**  **DUE:** | Prior to parent conferences, randomly review Narrative Summary checking for  completion, factual comments and that information is written in a positive,  professional manner.  Ensure that all indicators on the student developmental checklist have been rated and finalized. |

***Director/Reviewer Signature:*** ***Date:***      /     /

Georgia’s Pre-K Program

Instructional Quality (IQ) Guide for Assessment

***Work Sampling Online Director Timeline***

***Reporting Period 2(SPRING)***

**Site Name:**

**Today’s Date:**

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| **WEEK 4**  **DUE:** | Randomly select and screen a minimum of 3 online student portfolios from each classroom. Screening the online portfolios to ensure teachers are entering and linking documentation weekly. |

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| **WEEK 6-7**  **DUE:** | Verify that all students in each classroom have an online checklist created by using the **Pending Checklist Report**. (Directions to run the report are on the BFTS website in the “how to” file under Work Sampling). |

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| **WEEK 12-13**  **DUE:** | Randomly select and screen a minimum of 3 online student portfolios from each classroom. Screening the online portfolios to ensure teachers are entering and linking documentation weekly. |
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| **WEEK 17-18**  **DUE:** | Prior to parent conferences, randomly review Narrative Summary checking for completion, factual comments and that information is written in a positive, professional manner.  Ensure that all indicators on the student developmental checklist have been rated and finalized.  Each student’s developmental checklist and narrative summary reports are copied and left on site for three years. |

***Director/Reviewer Signature:*** ***Date:***      /     /