BEST PRACTICES TRAINING

Inspiring Teachers…Investing in Children

2011-12

WORK SAMPLING ONLINE

assessment overview   wso   technology tips

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

BRIGHT from the START
Georgia Department of Early Care and Learning

Georgia State University

assessment overview   wso   technology tips

This manual is designed to serve as a guide to help you when using the Work Sampling Online system. Use it to answer questions you may have about assessment, to undersrtand the Work Sampling Online system and to learn a few helpful hints.

Included in this manual:

SECTION ONE **1**

AN ASSESSMENT OVERVIEW
Includes the purposes of assessment and the overall process. Covers the four different ways to record observations, appropriate/sufficient documentation, making ratings on the developmental checklist, tips for writing an appropriate narrative summary and what to discuss at the family conference.

SECTION TWO **2**

WORK SAMPLING ONLINE
A complete step-by-step instruction guide to walk you through the different tasks you'll need to complete using the WSO website. There are many screen shots to help you follow along with each step.

SECTION THREE **3**

TECHNOLOGY TIPS AND HELPFUL HINTS
Easy to follow steps to help guide you through some technology-based tasks on your computer. These tips will help you organize your materials and in return, make it easier to enter your information into the WSO system.

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SECTION ONE

AN ASSESSMENT OVERVIEW

ASSESSMENT

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1

ASSESSMENT is the process of observing, documenting and evaluating what children know, understand and **can do**.

The **PURPOSES** of assessment are to
- Plan instruction - Create lessons that meet the individual needs of children
- Inform families - Report to parents and guardians about a child's cognitive, physical and social growth and development

In Georgia, we use **THE DEVELOPMENTAL GUIDELINES & CHECKLIST** from The Work Sampling System®. This is a system for observational assessment. It provides opportunities for children to show what they know in a variety of ways. The teacher's job is to become a keen observer of children's behaviors and what those behaviors mean.

PROCESS
- ✓ Throughout the reporting period, teachers **OBSERVE AND RECORD.** They collect information about children across seven domains and store it online and in portfolios kept on site
- ✓ The lead teacher reviews what has been collected and makes preliminary ratings on the **DEVELOPMENTAL CHECKLIST**
- ✓ Two weeks before the end of the reporting period, the lead teacher makes final ratings and completes the **NARRATIVE SUMMARY**
- ✓ She conducts a family **CONFERENCE** to share assessment information with parents or guardians

OBSERVATION is watching purposefully, focusing on details, facts and patterns in order to learn about a child. Observation allows us to learn about children by carefully watching them, listening to them and studying their work.
Observe what you see and hear – what actually is, not what you think children are doing.
You should observe and record learning in all seven domains each week.
There is no "magic number" for observations – it varies for each child and each indicator

One way to record observations about children is by writing **NOTES.**
Notes should state clearly what you see or hear. They may include quotes from the child.
For example:

> **10-18**
> **Will acted o**ut Super Hero scenario with V. H. in block center. Used sheet from house for cape**.** Stacked blocks for a "tall building" that he jumped over.

Notes may be very short, focused on one specific skill.

> 10-24
>
> Will sorted the counting bears by color, lining them up in rows across the table

Or they may be much longer, showing skills in a variety of areas

> *12-8*
>
> Jesse and Brent worked together to create a sand structure by packing damp sand into a plastic bucket. They discussed strategy for each step. After an initial failed attempt, they decided to "mash it in real hard so it will stay together."
>
> They also determined that Jesse would hold the top of the bucket and Brent the bottom when they turned it over. They shared other duties; Brent was in charge of "pounding on the top" to make the sand come out and Jesse was in charge of carefully lifting off the bucket "so it won't fall apart."

Teachers must enter notes online and classify them down to the indicator. Notes may be classified for multiple indicators. The richer and more detailed the note, the more indicators it may be used to document.

You may also record children's performance with

PHOTOGRAPHS.

Get in close to show what the child is doing. Your photo should clearly show the skill or behavior being documented.

Add a comment and/or a quote from the child

Your comment should ADD INFORMATION to the picture – what the child said, what happened before or after – not just state what is obvious by looking at the photo..

Photos are also entered online, along with the accompanying comment.

*"I'm the strongest! I have my **big** muscles."*

Will   *10-25*

"This is a police officer walking his dog on the sidewalk. The dog is gonna find the bad guys, but he's not mean – only he's mean to the bad guys, that's all."

Collecting **WORK SAMPLES** is a third way to document children's performance.

Make sure that each work sample has the child's name, date and domain(s) written on it and place it in the portfolio.

Work sample descriptions are entered online. If you choose to scan work samples or take close-up photos, you are not required to keep the work sample.

The last way to document performance is through a **MATRIX.**

A matrix is a tool that lets you collect information on multiple children at once. It is designed to record easily observable, predictable behaviors. Teachers can design a matrix ahead of time and use it to quickly collect data.

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

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

APPROPRIATE DOCUMENTATION of performance means that the type or method of documentation is a logical, suitable way to document the performance being observed.

For example, collecting child writing samples over a period of time is an "appropriate" method of documenting the performance indicator "uses letter-like shapes, symbols, and letters to convey meaning."

A class matrix including children's names, physical tasks such as walks, runs, jumps, hops on one foot, and a column to indicate the date the task was observed is an "appropriate" method of documenting performance indicators related to gross motor development.

SUFFICIENT DOCUMENTATION of performance relates to the amount and variety of documentation necessary to give a clear picture of a child's performance.

There is no magic number regarding amount of documentation that is considered "sufficient."
- Different performance indicators require different amounts of documentation to provide a clear picture of a child's level of performance.
- Different children may require varying amounts of documentation for the same performance indicator.

The teacher's goal should be to achieve a balance in terms of variety and types of documentation in order to provide a clear picture of the child's level of performance. For example, several types of documentation would be required to document the indicator "understands purposes for writing." *Appropriate* and *sufficient* documentation might include:
- A photograph of a child writing reminders on a board in the housekeeping center.
- A work sample of a letter to a friend
- A note about two children pretending to work in a restaurant—one reading the menu and ordering food, the other writing the order.

Once observations have been collected and entered, teachers must use the information to rate each child's performance on the developmental checklist.

The **DEVELOPMENTAL CHECKLIST** is organized into seven domains. Under each domain are several FUNCTIONAL COMPONENTS. Under each functional component are PERFORMANCE INDICATORS.

The teacher's job is to collect documentation and rate performance in all 55 indicators twice per year.

DOMAIN

I. Personal and Social

FUNCTIONAL COMPONENT

PERFORMANCE INDICATOR

1. Shows eagerness and

Enter Developmental Checklist					Clear Ratings	Save

Student Name: **Aiko, Aiko**

Gender: **Female**   Birth Date: **10/26/0005**   Grade: **Preschool 4**   Academic Year: **2010/2011**   Collection Period: **Period 1**

I. Personal and Social Development

A. Self concept	Not Yet	In Process	Proficient	Not Applicable	Did Not Observe
1. Demonstrates self-confidence.	○	○	○	○	○
2. Shows some self-direction.	○	○	○	○	○

B. Self control	Not Yet	In Process	Proficient	Not Applicable	Did Not Observe
1. Follows simple classroom rules and routines.	○	○	○	○	○
2. Uses classroom materials carefully.	○	○	○	○	○
3. Manages transitions.	○	○	○	○	○

C. Approaches to learning	Not Yet	In Process	Proficient	Not Applicable	Did Not Observe
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	Not Yet	In Process	Proficient	Not Applicable	Did Not Observe
1. Interacts easily with one or more children.	○	○	○	○	○

EXPLANATION OF RATINGS

- ✓ **NOT YET:** the skill, knowledge, or behavior has not been demonstrated.
- ✓ **IN PROCESS:** the skill, knowledge, or behavior is emergent and is not demonstrated consistently
- ✓ **PROFICIENT:** the skill, knowledge, or behavior is firmly within the child's range of performance.
- ✓ **DID NOT OBSERVE:** used when an indicator has not been observed. For example, when a child is new and teacher hasn't had the opportunity to observe the child or when a child speaks a language other than English and the teacher doesn't have a way to decipher whether the child is speaking clearly or using expanded vocabulary.
- ✓ **NOT APPLICABLE:** used when content has not been taught yet or when the child is a Special Education student and it has been determined that the indicator is not reasonable or appropriate given the child's needs and development. In the second example, the IEP should specify goals and objectives related to the skipped (N/A) indicator so that the area of development is covered.

Class Ratings Report

P4 4th Edition
Work Sampling Online
Powered by SchoolSuccess

Class Ratings Report for Mrs. Sechelski

Date of Report: 09/16/2010
Academic Year: 2010/2011

Teacher Name: Teacher AF

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

Class Profile

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

NARRATIVE SUMMARY

At the end of each semester (twice per year) teachers review the checklist ratings and write a Narrative Summary for each child. The summary addresses overall performance in each of the 7 domains. It should be based on the checklist ratings for that domain and clearly explain the child's level of performance, including strengths and areas for development.
It should be individualized for each child.

TIPS FOR WRITING COMMENTS
 - ❖ Be specific (use name, give examples)
 - ❖ Be descriptive (paint a clear picture)
 - ❖ Use language that is respectful of children and families
 - ❖ Adapt language from the guidelines when helpful
 - ❖ **Use words and phrases that convey a positive tone**
   - <u>Your child understands</u> purposes for writing.
   - <u>We are supporting</u> Dereck's growth by encouraging his participation in group musical activities.
   - <u>Juan enjoys</u> using tools such as a magnifying glass and scales in the science center.
   - <u>We will continue to work</u> with Shayla on following classroom rules and routines

BE SURE TO CLEARLY STATE THE CHILD'S LEVEL OF PERFORMANCE
 - Tim is performing as expected in understanding purposes for writing. We are continuing to work on using letter-like shapes, symbols, and letters to convey meaning.
 - Shayla demonstrates self-confidence and self-direction. She is improving in following simple rules and routines and using classroom materials carefully.
 - Cedrick's strengths are his eagerness and curiosity. We are working together to improve his interactions with children and adults as well as his ability to resolve conflicts.
 - Celeste listens carefully. She follows directions and makes rhyming sounds with new words. We are working with her to expand her vocabulary.

MAKE A "SANDWICH"
 - CAN DO: Amy enjoys books and listens attentively to stories read at group time.
 - EXAMPLES: She retells her favorites, like *The Hungry Caterpillar*, with flannel boards and puppets.
 - GOAL: We are encouraging her to develop letter knowledge, beginning with the letters in her name. You can help by pointing out "her letters" at home or while traveling in the car.

FAMILY CONFERENCE "SHOW NOT TELL"

- Complete the Narrative summary and print two copies (one for the parents and one for your files)
- Work with each child to organize the documentation to be shared with families
- Always begin and end with the positive
- Paint a clear picture of the child's level of performance
- Suggest ways to extend learning at home
- Get parent signatures

PLANNING FOR ASSESMENT

- What do I want to find out?
- Who and what am I going to observe?
- Where and where should I observe to get the information?
- How do I record what I observe?

Planning for Assessment Template   Teacher: _____

- Documentation of plans for collecting assessment throughout the instructional day is required.
- Preparation for assessment helps to ensure the materials needed are ready and prepared in advance.
- Spontaneous collection of documentation (such as photos, notes and collection of work samples) will occur throughout each day, therefore there will be no evidence of planning for many items collected.
- Documentation can be made in the margins of the lesson plan templates or by using the following format.

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

	MATRIX	PHOTOS with notes	OBSERVATIONAL NOTES	WORK SAMPLES
Monday				
Tuesday				
Wed.				
Thursda y				
Friday				

All assessment documentation must be coded with the student's name, date and assessment domain.	Notes, comments & reminders
Many teachers find it helpful to also document the functional component and the performance indicators on assessment documentation. This information helps to clearly define the area in which the information is most relevant. Teachers using Work Sampling Online code all assessment documentation using the domain, functional component and performance indicators. PS = Personal and Social Development M = Mathematical Thinking A = The Arts LL = Language and Literacy S = Scientific Thinking PDH = Physical Development and Health SS = Social Studies	

YOU CAN

- Choose specific children to observe
- Observe in a particular area
- Set up small group activities or add materials to centers

SECTION TWO

WORK SAMPLING ONLINE

WSO

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2

WSO System Requirements

For those sites participating in Work Sampling Online (WSO), the requirements are listed below:

1. It is highly recommended that each teacher have a computer with internet access in their actual classroom, versus one that is shared with others. For approval for other scenarios please contact Monica Warren at Monica.Warren@decal.ga.gov. Each scenario will be considered on an individual basis.
2. The system is delivered via the Internet and can be accessed from any Internet connection, as long as the minimum system requirements are met. Below are the recommended requirements from Pearson. All listed browser and software downloads are free.

Recommended System Requirements

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

Other Requirements:

1. Each teacher needs a digital camera in their own classroom, versus one in the office that is shared among teachers. Teachers need to be able to freely take pictures throughout the instructional day without having to leave and check out the camera and return.

2. Each teacher should have access to a printer. The printing is limited with the implementation of Work Sampling Online. Most printing is done at the end of the rating periods. Other options can be discussed with your assigned Pre-K Assessment Coach.

GO TO INTERNET EXPLORER

www.worksamplingonline.com

Work Sampling Online Login Screen

- Enter your Username and Password

Work Sampling Online Home Page

Things to notice…

- In the pale yellow bar you will see **your name** and the name of **your school or center**

- On the right-hand side, the **Alerts** box will notify you of any important updates or messsages

- Have questions? The **Support** box gives you options on how to get those questions answered

NAVIGATING

Choose a link under the main colored headings
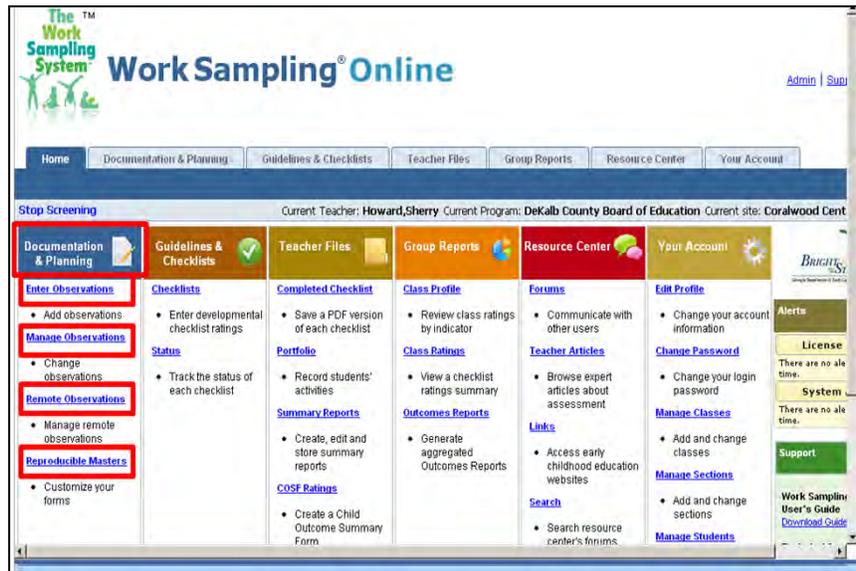
OR

Click on the main tab

then choose a sub tab

CREATE A CLASS

Under Your Account, Click Manage Classes	
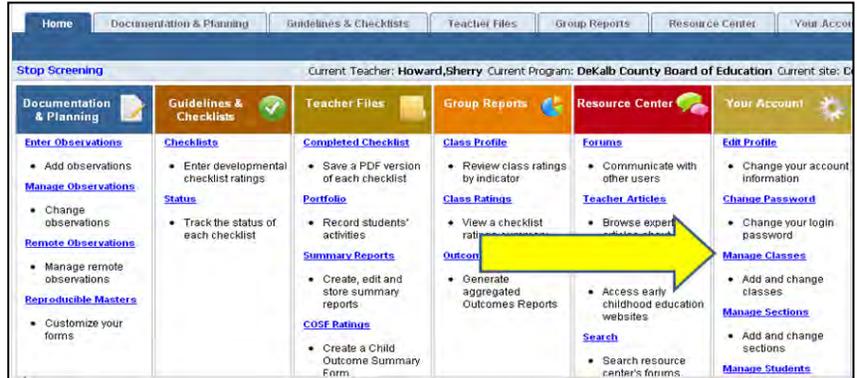
Click New Class	
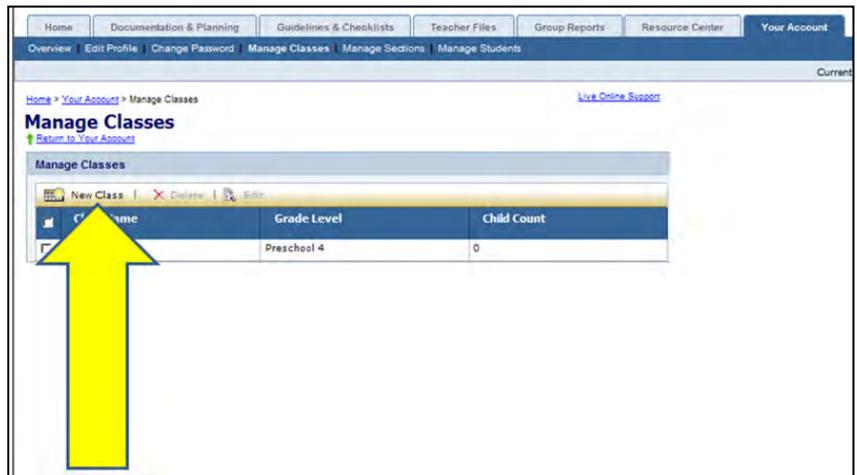
Select Preschool 4	
Name your class using a 5 digit number	
Click Save	

ADD STUDENTS

View of an Official Roster

Students

Last Name	First Name	Middle Name	Suffix	Student ID	GTID	Birth Date	SSN	M/F	Multi Birth 1/2/3/4	Trans Y/N	Socio/ Eco	Race Group	Ethnicity	LLP	IEP Y/N	Funding	Attend. Begin Date	Attend. End Date
4 Federick	Sarah	Michelle Mary		655810		8/30/2006		F	1	N	2	African American	Not Hispanic/Latino	N	N	Lottery	8/9/2010	
5 Finley	Cayden	Bryain		655685		11/2/2005		M	1	N	2	African American	Not Hispanic/Latino	N	N	Lottery	8/9/2010	
6 Fletcher	Mia	Victoria		655881		6/27/2006		F	1	N	2	White	Hispanic/Latino	N	N	Lottery	8/9/2010	
7 Galhena	Ashan	Suneth		655656		12/16/2005		M	1	N	2	2 or More Races	Not Hispanic/Latino	N	N	Lottery	8/9/2010	
8 Gao	Bowen	Daniel		655483		7/27/2006		M	1	N	1	Asian	Not Hispanic/Latino	N	N	Lottery	8/9/2010	
9 Grant	Jordan	Montreal-Leon		655036		3/2/2006		M	1	N	1	African American	Not Hispanic/Latino	N	N	Lottery	8/9/2010	
10 Greer	Fletcher	Hill		655418		5/27/2006		M	1	N	2	White	Not Hispanic/Latino	N	N	Lottery	8/9/2010	
11 Irving	Acacia	Maia		655624		9/21/2005		F	1	N	2	2 or More Races	Not Hispanic/Latino	N	N	Lottery	8/9/2010	
12 Ko	Claire	Patricia		655515		10/17/2005		F	1	N	2	Asian	Not Hispanic/Latino	N	N	Lottery	8/9/2010	

Under Your Account, Click Manage Students

Click the class YOU created

Click Add a Student
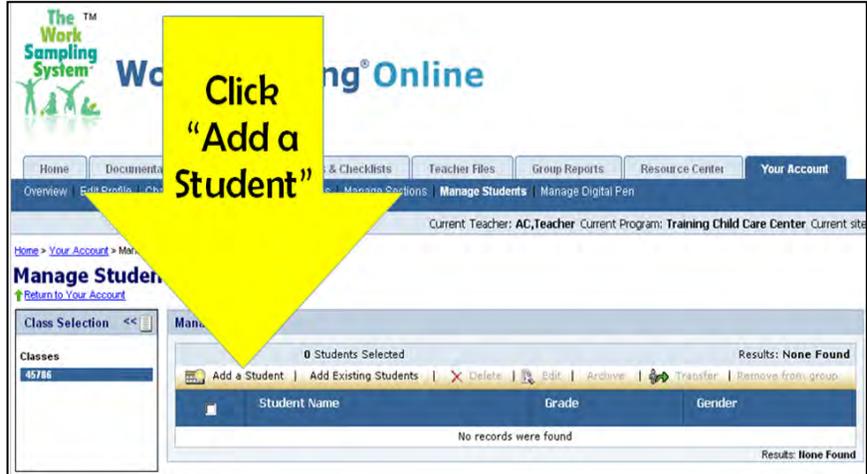
Referring to the official roster, enter the following information for each child

First Name
Last Name
Gender
Birthday
Ethnicity
Language
Grade (Preschool 4)
GTID
Enrollment

Click Save

REPRODUCIBLE MASTERS

Under Documentation and Planning Click Reproducible Masters

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

Choose the dates

Click Submit

Open the file

⇨ View of Reproducible Master

ENTERING OBSERVATIONAL NOTES

Under Documentation and Planning Click Enter Observations
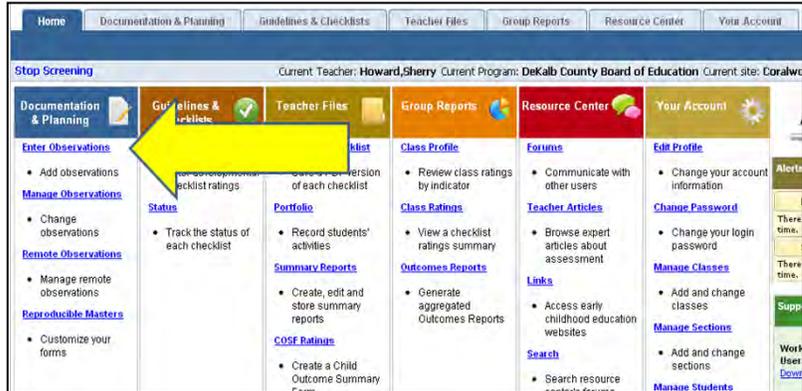
Choose the Collection Period

Select the student

Select the Date

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

Write the description

Remember to Spell Check

Check Add to Portfolio
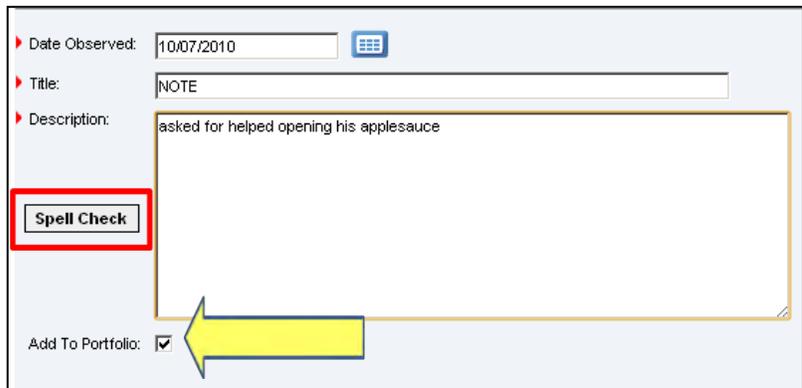
24

Click Save and Classify

Date Observed: 10/07/2010

Title: NOTE

Description: asked for helped opening his applesauce

Spell Check

Add To Portfolio: ☑

New Attachment | ✕ Delete

☐	Filename	Title	Status	Icon
		There are no attachments on record. Click 'New Attachment' to add.		

Save and Classify   Save and New   Cancel

CLASSIFY A NOTE

⇨ A message lets you know the Observation has been saved

Click New Classification

Select the Domain

Select the Functional Component

Select the Performance Indicator

Click Save
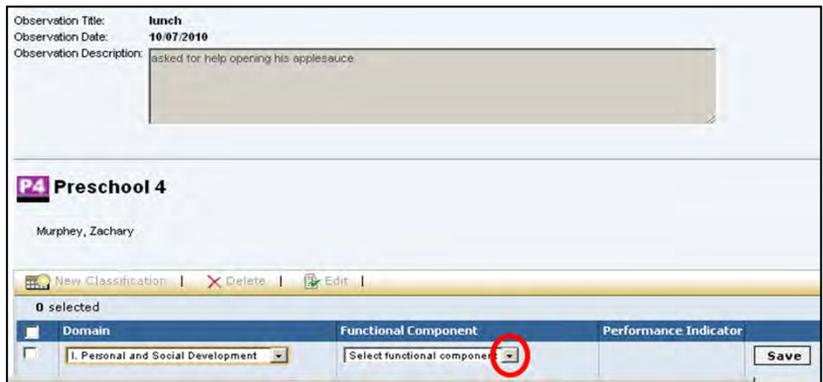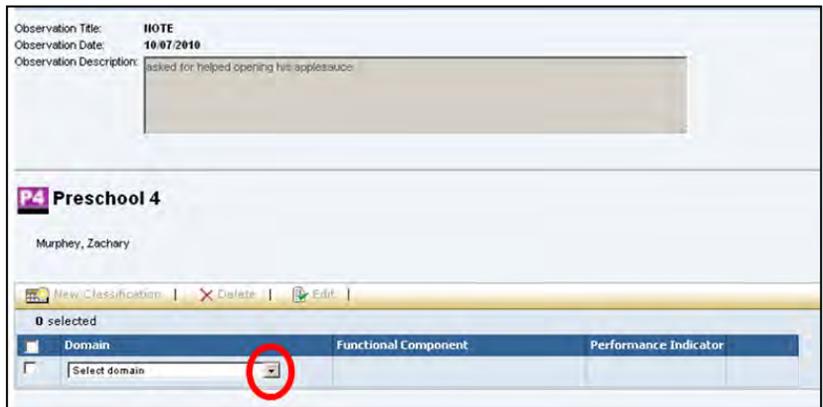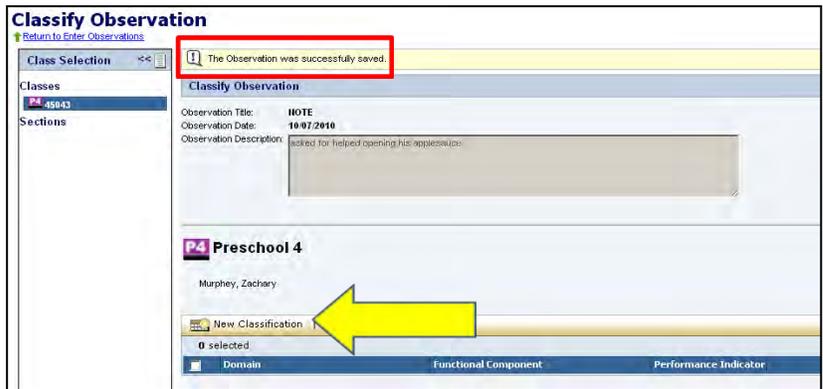
ENTERING NOTES
FOR MULTIPLE CHILDREN

Under Documentation and Planning Click Enter Observations

Choose the Collection Period

Select the students

Select the Date

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

Write the description

Click Save and Classify

⇨ Notice all three names

Click New Classification

Select Domain, Functional Component, and Performance Indicator

Click Save

MANAGE OBSERVATIONS

VIEWING AN OBSERVATIONAL NOTE

Under Documentation and Planning Click Manage Observations

Select a Student

Scroll down to see all observations entered for that child

Click on the column header to sort by that column

ENTERING NOTES FROM A MATRIX

Under Documentation and Planning Click Enter Observations
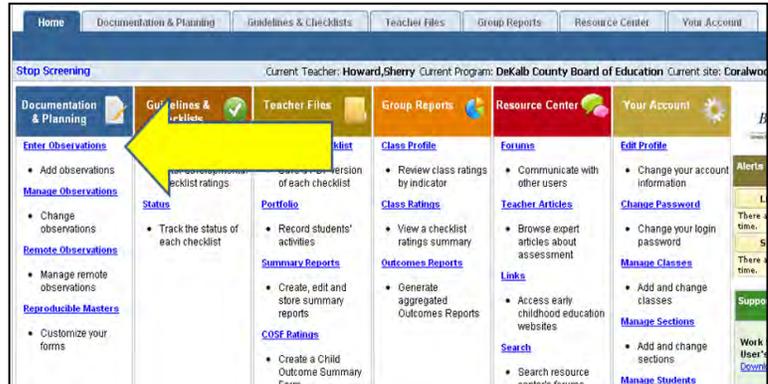
Click Select All

You can deselect any child(ren) if the observational note does not pertain to them
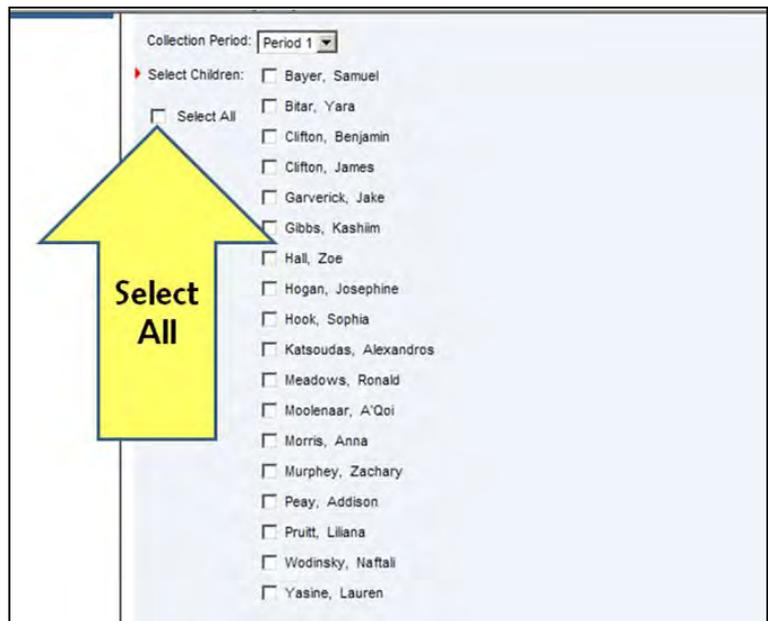
Enter the date

Type MATRIX in the Title field

Enter the description

Remember to Spell Check and click Add to Portfolio

Click Save and Classify
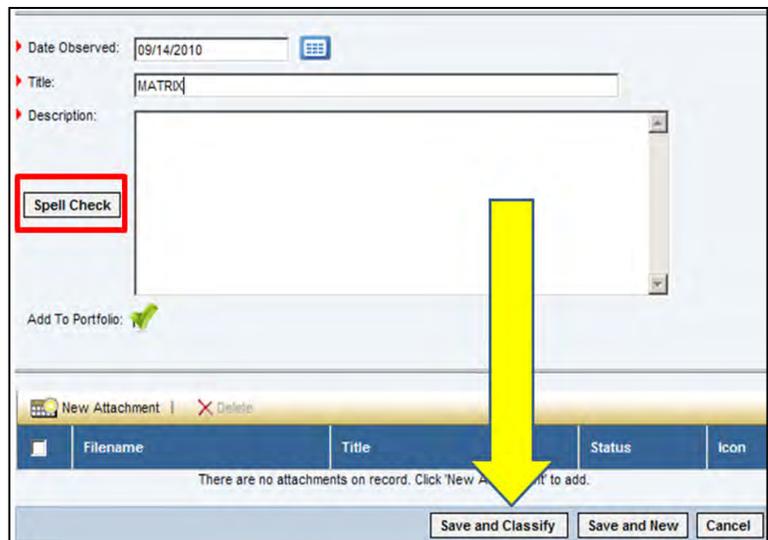
⇨ The entered note now appears in the file of each child in this list

Click New Classification

Select Domain, Functional Component and performance Indicator

Click Save

⚠ The Observation was successfully saved.

Classify Observation

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

P4 Preschool 4

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

New Classification | ✕ Delete | Edit |

0 selected

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

EDIT AN OBSERVATION

Under Documentation and Planning Click Manage Observation

Select the Student

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

Click Edit

Make your edits	
Click Save	

⇨ This screen will appear indicating your edit was successfully saved.

View Observation Details

⬆ Return to Manage Observations

The below observation was successfully saved:

Child: **Gibbs, Kashiim**

Grade: **Preschool 4**

Observation Date: **09/14/2010**

Observation Title: **MATRIX**

What would you like to do next?
- Classify Observation for this student
- Go to Manage Observations
- Go to Home page

ENTERING PHOTOS
AND WORK SAMPLES

Under Documentation and Planning Click Enter Observations

Select the Collection Period
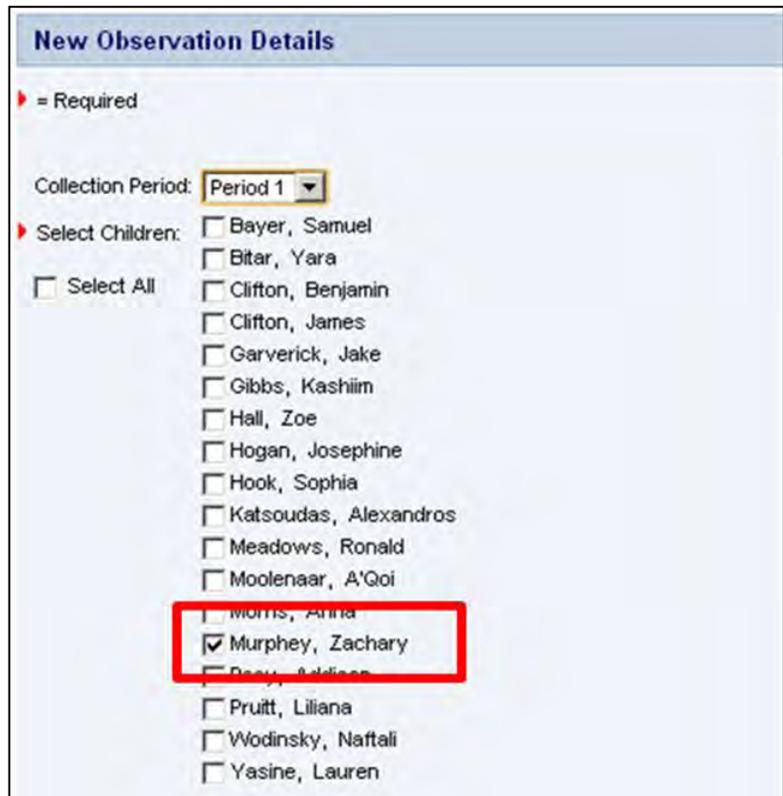
Select the Student

Enter the date

Enter PHOTO or WORK SAMPLE in the Title field

Remember to Spell Check and click Add to Portfolio

Click New Attachment

Click Browse
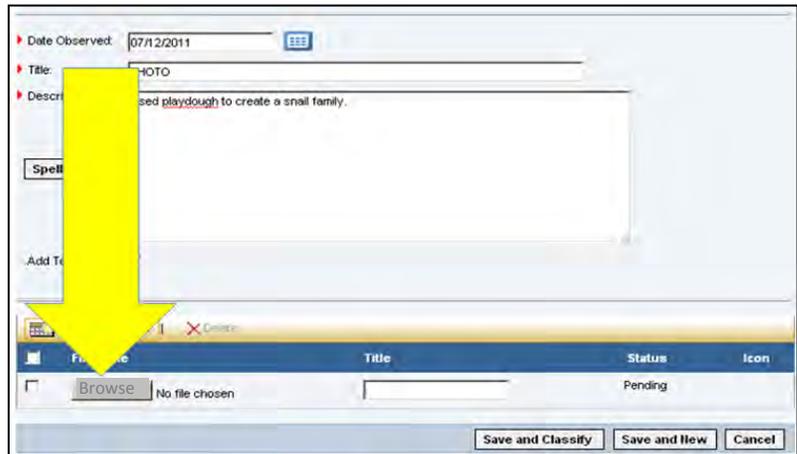
Find the folder where pictures are saved on your computer

Click Open
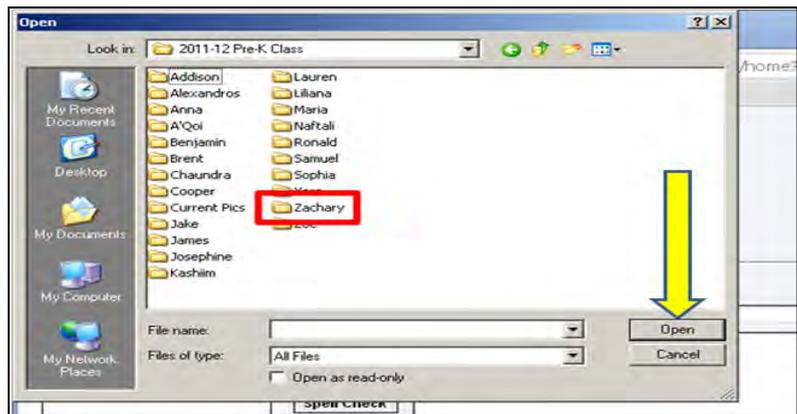
To help identify the pictures without opening each file,

Choose the Thumbnails option in the Views drop-down menu
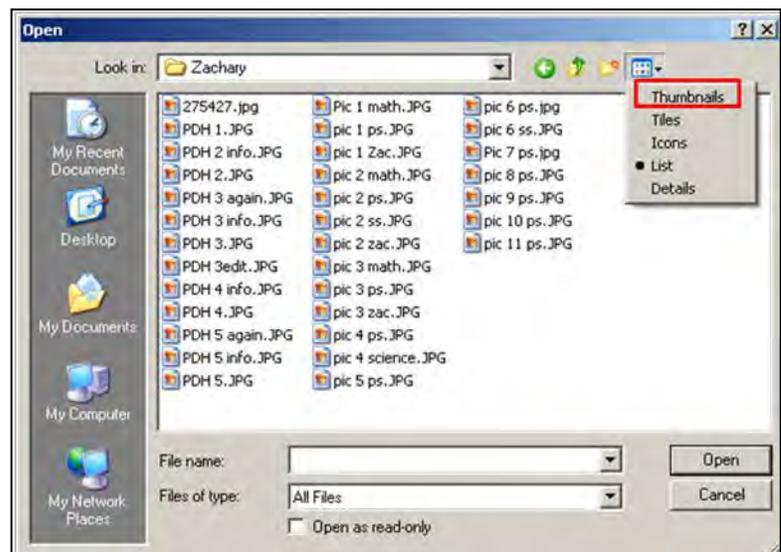
Select the image and Click Open
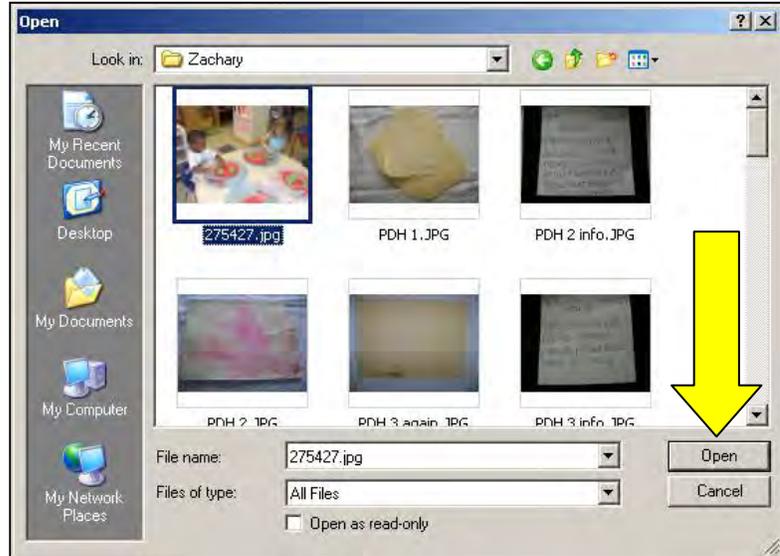
The File name will appear next to the Browse button
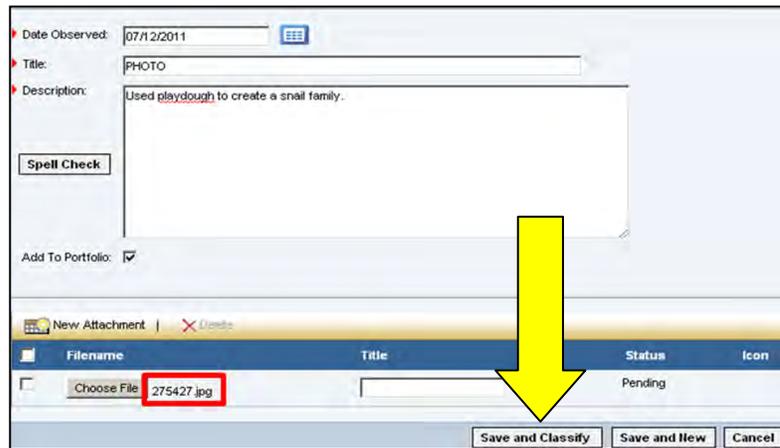
Click Save and Classify

Click New Classification

Choose Domain, Functional Component and Performance Indicator

Click Save
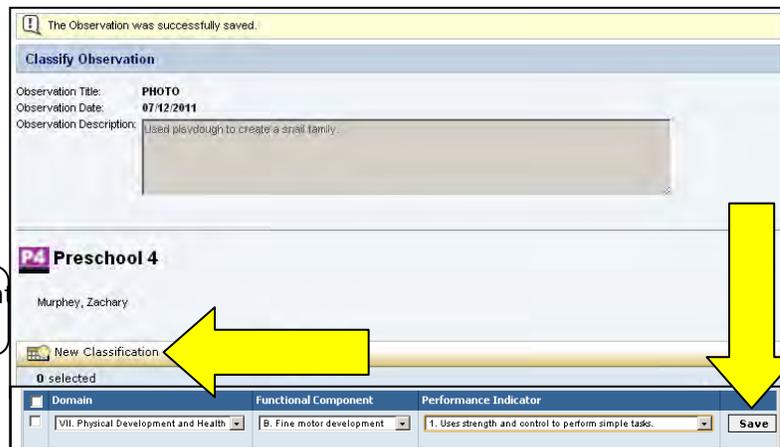
To see your photo,

Click Manage Observations
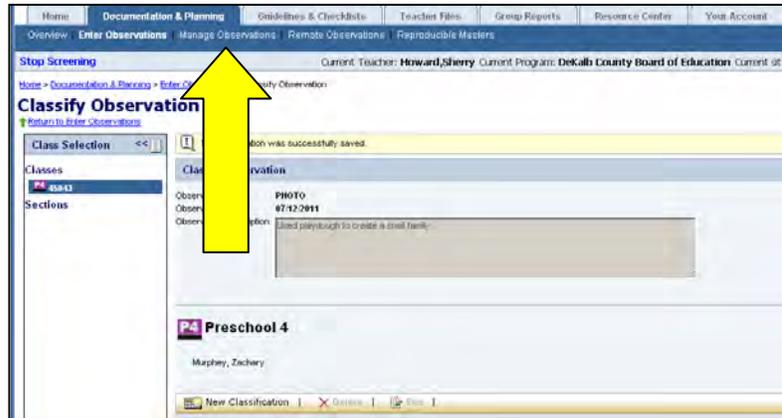
⇨ A thumbnail of the image will appear in the Attachment column

Double-click the image to enlarge

CREATE A CHECKLIST

Under Guidelines and Checklists
Click Checklists
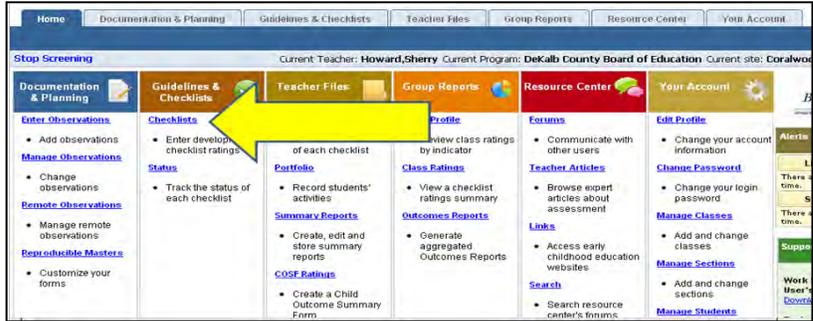
Choose a child

Be sure you are in the correct Period

Select All Domains or one at a time

Click Create Checklist
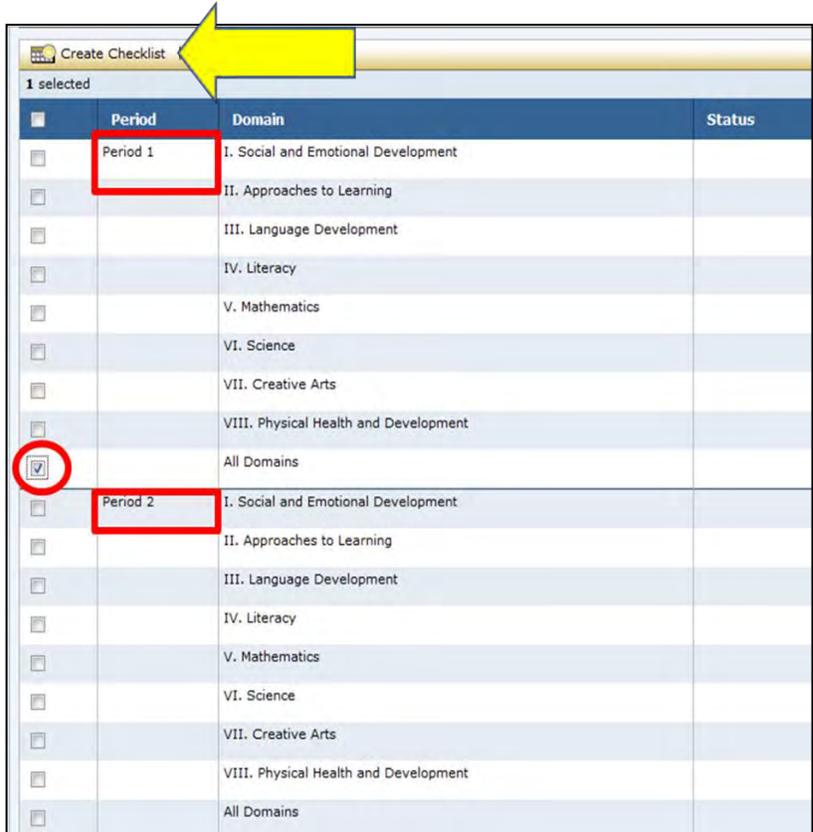
⇨ View of created Checklist

Enter Developmental Checklist   Clear Ratings   Save

Student Name: **Murphey, Zachary**

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

I. Personal and Social Development

A. Self concept	Not Yet	In Process	Proficient	Not Applicable	Did Not Observe
⊞ 1. Demonstrates self-confidence.	○	○	○	○	○
⊞ 2. Shows some self-direction.	○	○	○	○	○

B. Self control	Not Yet	In Process	Proficient	Not Applicable	Did Not Observe
⊞ 1. Follows simple classroom rules and routines.	○	○	○	○	○
⊞ 2. Uses classroom materials carefully.	○	○	○	○	○
⊞ 3. Manages transitions.	○	○	○	○	○

C. Approaches to learning	Not Yet	In Process	Proficient	Not Applicable	Did Not Observe
⊞ 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	Not Yet	In Process	Proficient	Not Applicable	Did Not Observe
⊞ 1. Interacts easily with one or more children.	○	○	○	○	○

Click the + sign to expand the Work Sampling System Guidelines and Observational Notes you've entered for that indicator

Make your rating
Choose from the following:
Not Yet
In Process
Proficient
Not Applicable
Did Not Observe

Student Name: **Murphey, Zachary**

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

I. Personal and Social Development

A. Self concept	NY	IP	PRO	NA	DNO
⊞ 1. Demonstrates self-confidence.	○	○	◉	○	○
⊞ 2. Shows some self-direction.	○	○	◉	○	○

B. Self control	NY	IP	PRO	NA	DNO
⊞ 1. Follows simple classroom rules and routines.	○	○	◉	○	○
⊞ 2. Uses classroom materials carefully.	○	○	◉	○	○
⊞ 3. Manages transitions.	○	○	◉	○	○

C. Approaches to learning	NY	IP	PRO	NA	DNO
⊞ 1. Shows eagerness and curiosity as a learner.	○	○	◉	○	○
⊟ 2. Attends to tasks and seeks help when encountering a problem.	○	○	◉	○	○

Work Sampling System Guidelines

Attends to tasks and seeks help when encountering a problem.

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

Observation Notes

✥ NOTE
10/07/2010 asked for help opening his applesauce   view

✥ playground
08/09/2010 pumping legs to swing self   view

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

C. Approaches to learning	NY	IP	PRO	NA	DNO
⊞ 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	NY	IP	PRO	NA	DNO
⊞ 1. Interacts easily with one or more children.	○	○	◉	○	○
⊞ 2. Interacts easily with familiar adults.	○	○	◉	○	○
⊞ 3. Participates in the group life of the class.	○	○	◉	○	○
⊞ 4. Shows empathy and caring for others.	○	○	◉	○	○

E. Social problem-solving	NY	IP	PRO	NA	DNO
⊞ 1. Seeks adult help when needed to resolve conflicts.	○	○	◉	○	○

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

Click Finalize Developmental Checklist

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

Ratings Overview

NOT YET: the skill, knowledge, or behavior has **not** been demonstrated.

IN PROCESS: the skill, knowledge, or behavior is **emergent** and is not demonstrated consistently

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

DID NOT OBSERVE: used when an indicator **has not been observed.** For example, when a child is new and teacher hasn't had the opportunity to observe the child or when a child speaks a language other than English and the teacher doesn't have a way to decipher whether the child is speaking clearly or using expanded vocabulary.

NOT APPLICABLE: used when **content has not been taught** yet or when the child is a Special Education student and it has been determined that the indicator is not reasonable or appropriate given the child's needs and development. In the second example, the **IEP** should specify goals and objectives related to the skipped (N/A) indicator so that the area of development is covered.

PRINT A CHECKLIST

Under Teacher Files
Click Completed Checklist
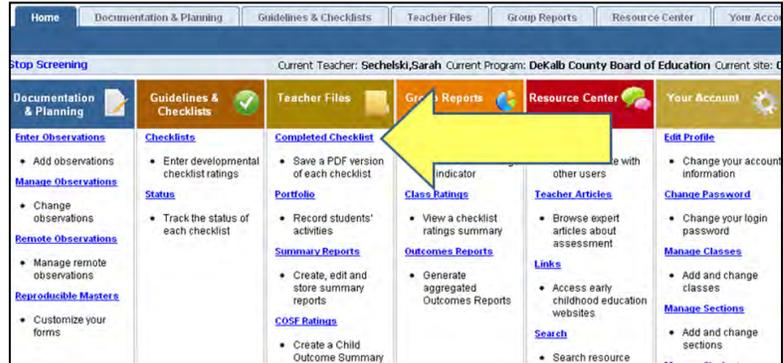
Select the student

Choose your Domain(s)

Click Submit

Click Open to print
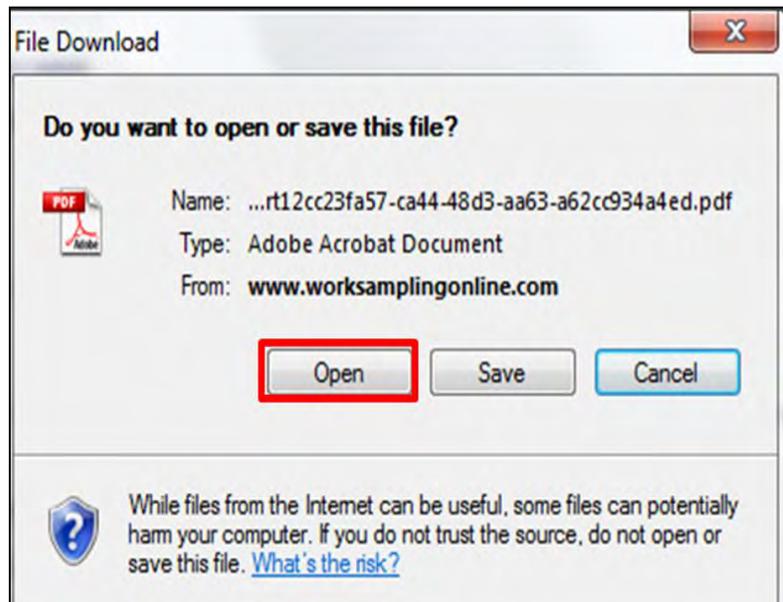
NARRATIVE SUMMARY REPORT

Under Teacher Files,
Click Summary Reports
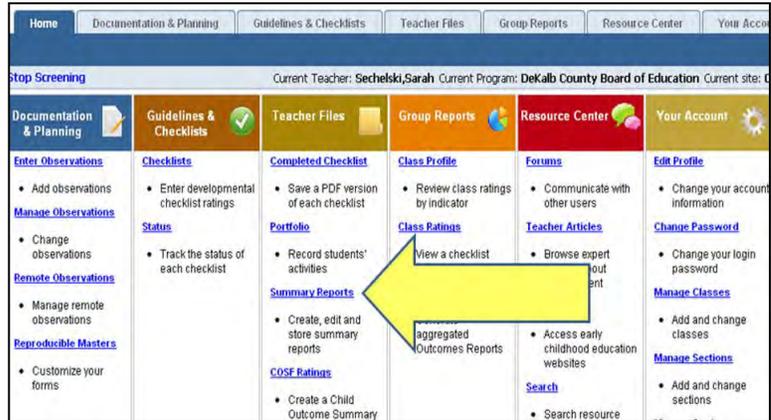
Select a child
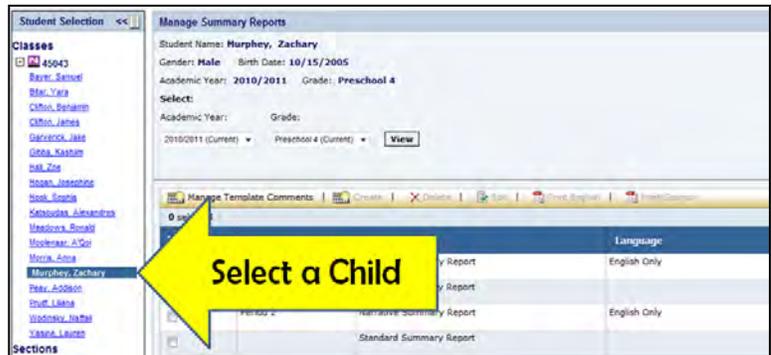
Under Period 1 or 2,
Choose Narrative Summary Report

Click Create
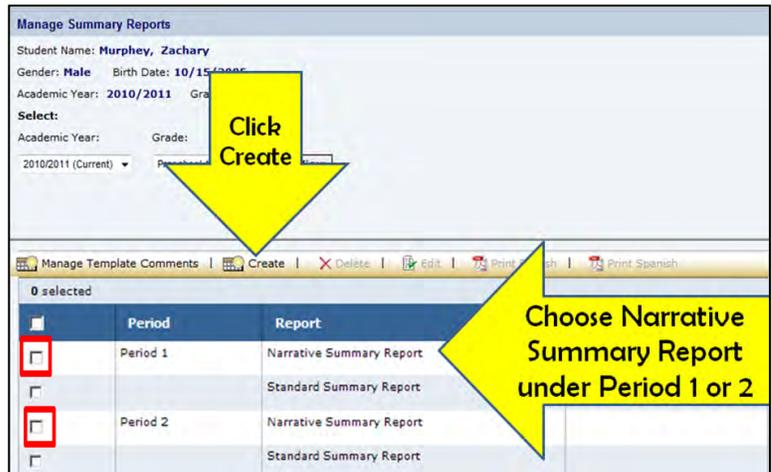
Use Checklist Comments to help create your narrative

To print your Narrative Summary Report

Under Manage Summary Reports, Select the Student

Select the Period

Click Print English

TEMPLATE COMMENTS

Under Teacher Files ➤ Summary Reports, Click Manage Template Comments

Click New Comment
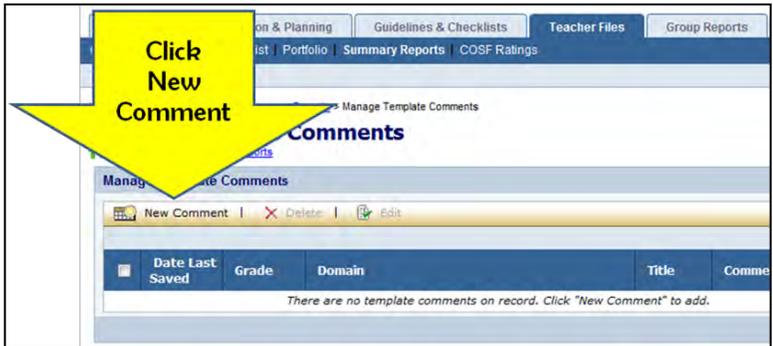
Select Preschool 4

Choose the Domain

Type your comment in the Comment field

Click Save
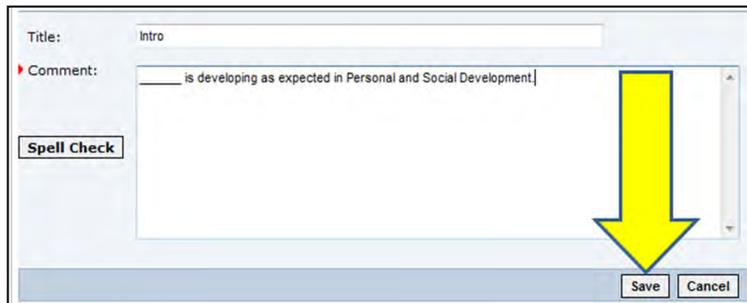
| Title: | Intro |
| Comment: | _____ is developing as expected in Personal and Social Development. |

Spell Check

Save | Cancel

⇨ The comment will appear in the Template Comments box under the Domain Selected for each child in your class

Use the diamond icon to drag the Comment into the Narrative text field

I. Personal and Social Development

English

Spell Check

Template Comments

Intro
06/21/2011 _____ is developing as expected in Personal and Social Development. view

Checklist Comments

05/25/2011 "You are supposed to look at a person before talking to them." to Yara together with friends, used (more) view

PORTFOLIO

Under Teacher Files
Click Portfolio

Select a child to view all observations entered for that child

CLASS PROFILE REPORT

Under Group Reports,
Click Class Profile Report
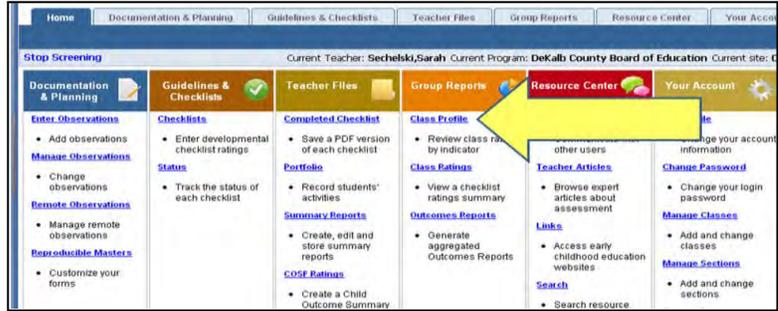
Select the Grade, Period and Domain

Click View

⇨ View of Class Profile Report

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

CLASS RATINGS REPORT

Under Group Reports, Click Class Ratings

Choose the Format

Choose the Domain(s)

Click Open to view

⇨ PDF View of Class Ratings

RESORCES

SUPPORT SECTION

Download the User Guide

Contact Teach Support by filling out
a Feedback Form

Click Contact Us
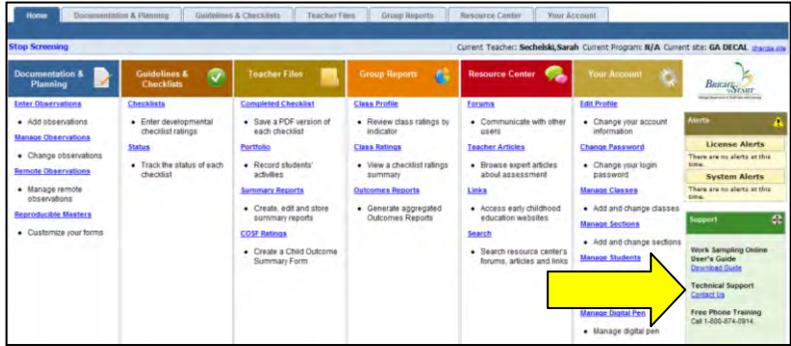
Click Feedback Form
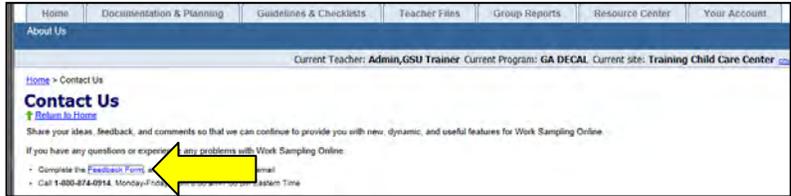
Fill out the Form and click SEND

Find the toll free number for Pearson
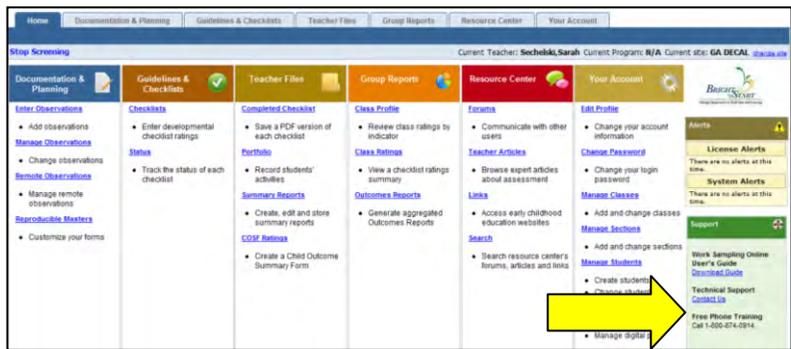
RESOURCE CENTER

Click Forums
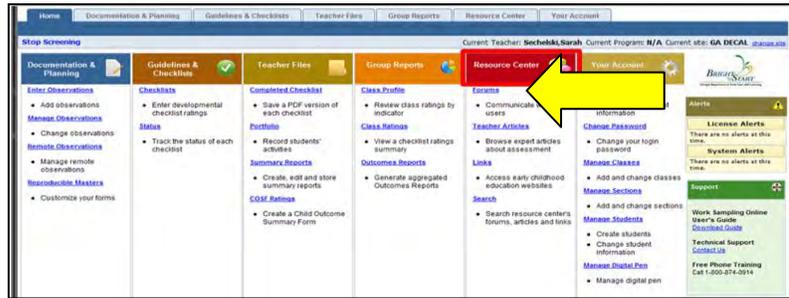
Share ideas with other educators by posting messages
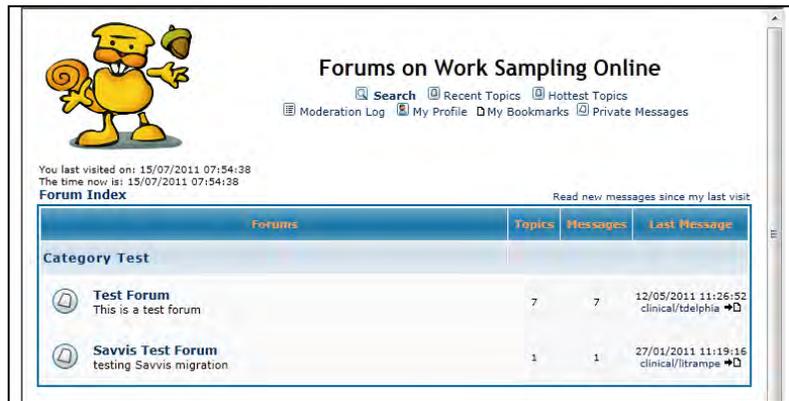
Click Teacher Articles
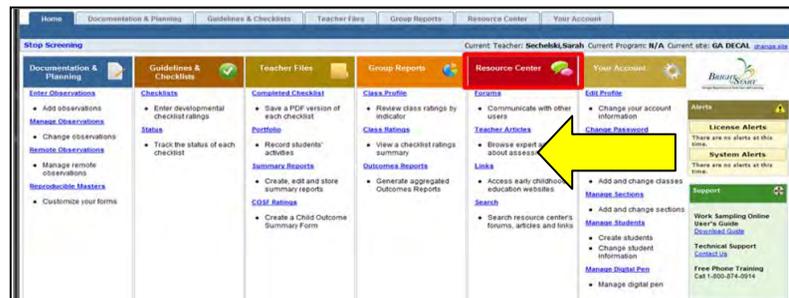
Use the tabs to read articles about Early Childhood Education and the Work Sampling System

Click Links

Get important information from other websites

SECTION THREE

TECHNOLOGY TIPS & HELPFUL HINTS

TECHNOLOGY

BEST
PRACTICES
TRAINING

3

BEST PRACTICES ONLINE COURSES

Go to http://bestpractices.gsu.edu and select "Online", from there follow the steps to Login.

Your **username** will be BP, which stands for Best Practices, your four digit birthday, your first name initial, and up to the first five letters of your last name. Do not use any spaces, for example: BP0412jwilli.

Your **password** is your school phone number. Do not use spaces or dashes, for example, 7705559888.

The first time you login to your course a security certificate will appear. Please click the **Run** or **Always** option.

If you are having problems, click on the Help tab. Please remember that, as with any connection to the Internet, the faster your connection, the better your experience will be.

DESIGN A MATRIX

Open a Word document

<table>
<tr><td>Click the Insert Tab</td><td rowspan="3"></td></tr>
<tr><td>Click Table</td></tr>
<tr><td>Click Insert Table</td></tr>
</table>
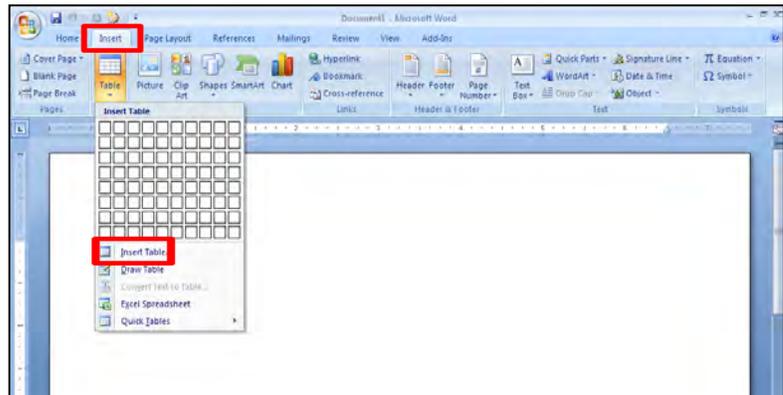
Choose the number of columns and number of rows	
Click OK	
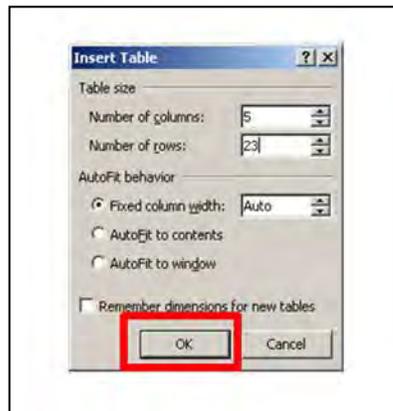
Type the names in the first column	
Type observable, predictable behaviors In the first row	
Include a column for additional comments	

Create a key	H = with HELP	✓ = independently

REFORMATTING the
CLASS RATINGS REPORT

Under Group Reports,
Click Class Ratings

Choose the Format

Choose the Domain(s)

Click Open to view

⇨ CSV View of Class Ratings


Highlight columns A-F,
Click Delete

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

Select the Replace Tab

In the Find What: Field,
Type DNO

In the Replace With: Field,
Leave it Blank

Click Replace All
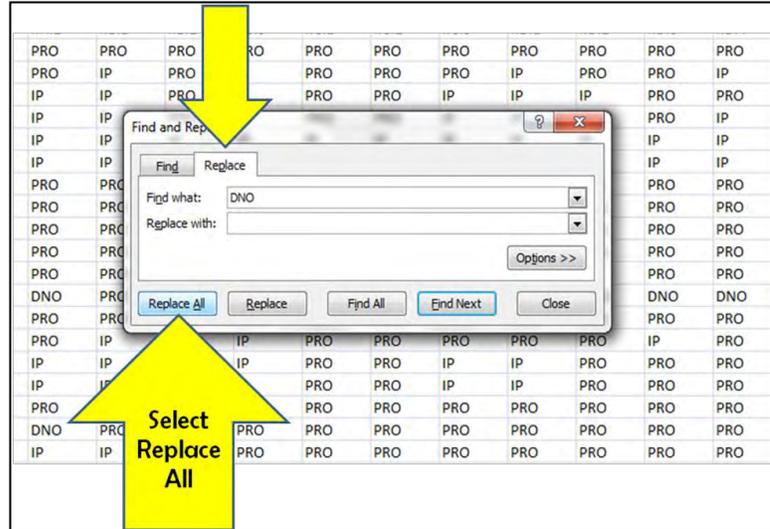
⇨ A message will let you know how many replacements were made

Click OK

58
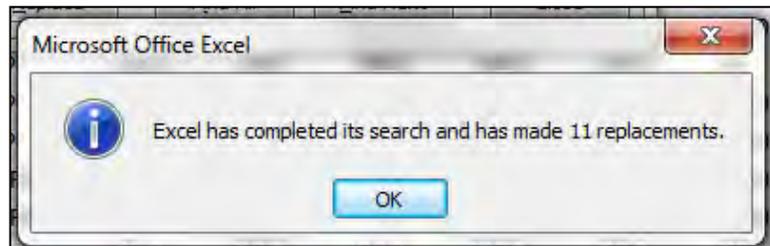
ORGANIZING PHOTOS

Create a folder on your desktop to hold all class photos

Right click on your desktop
Under New, Select Folder
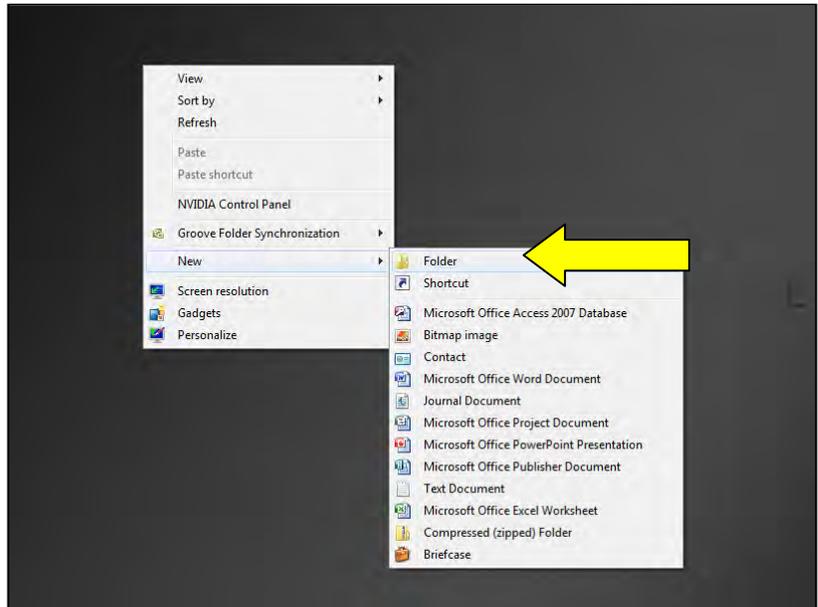
Highlight the title and rename
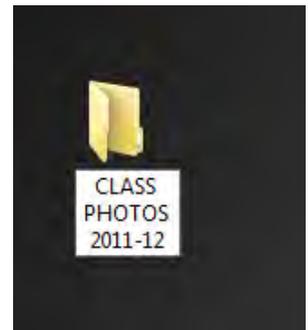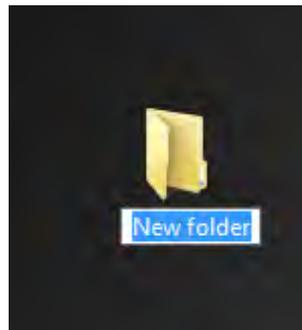
Create a subfolder for each child in your class

From your desktop, double-click your PHOTOS folder

Select New Folder

Rename it the child's name

Create a folder for each child in your class
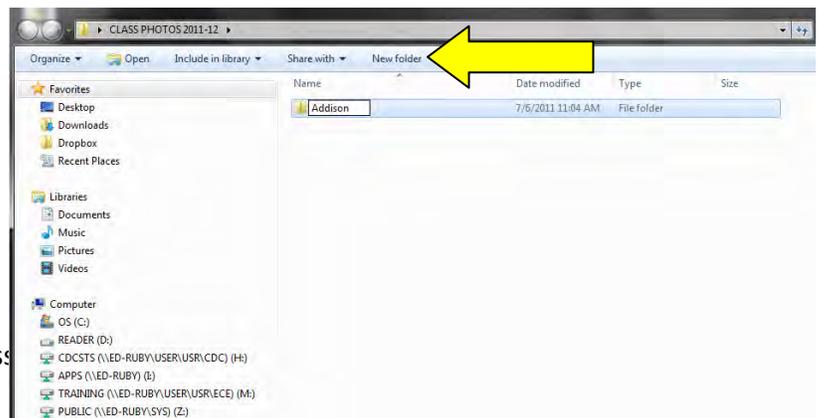
You can also create a folder called Current Pics to help with copying photos from your camera to your computer
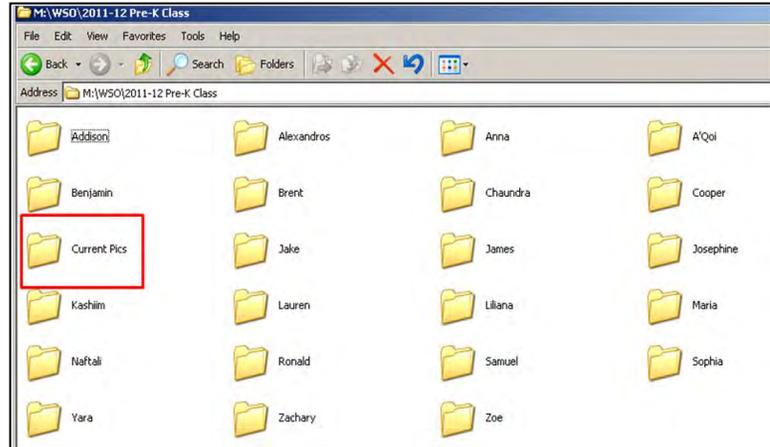
COPYING PHOTOS FROM YOUR CAMERA TO YOUR COMPUTER

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


Click on My Computer
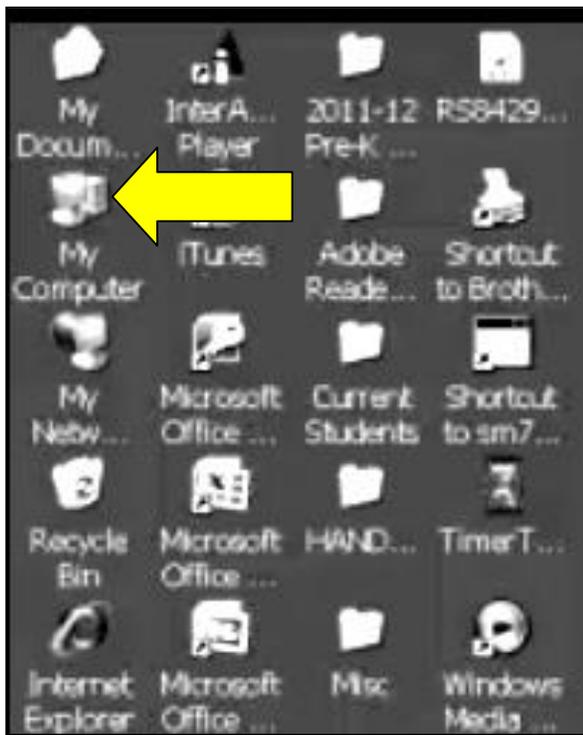
Click on the Drive that your camera is connected to

61
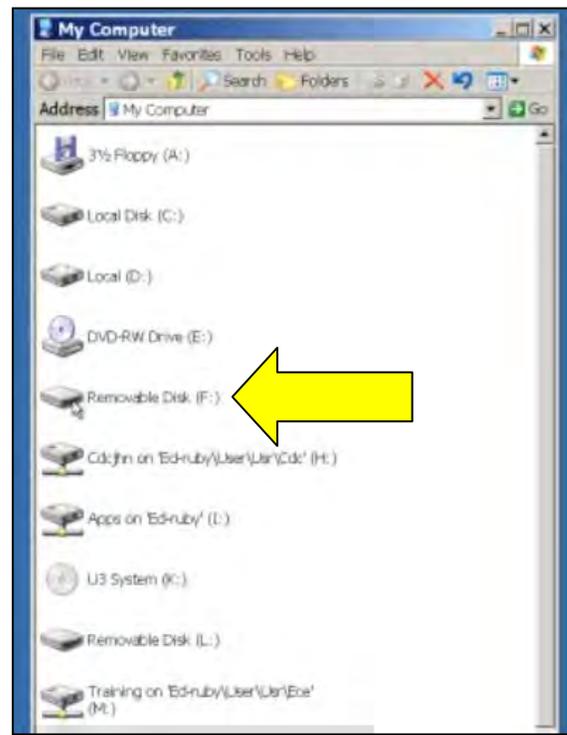
Open the folder that contains your photos
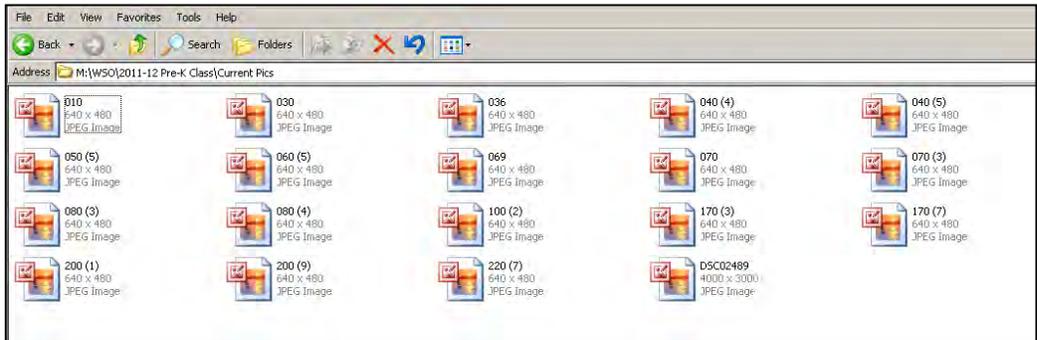
To easily view the images, select the Thumbnail option
in the Views pull-down menu
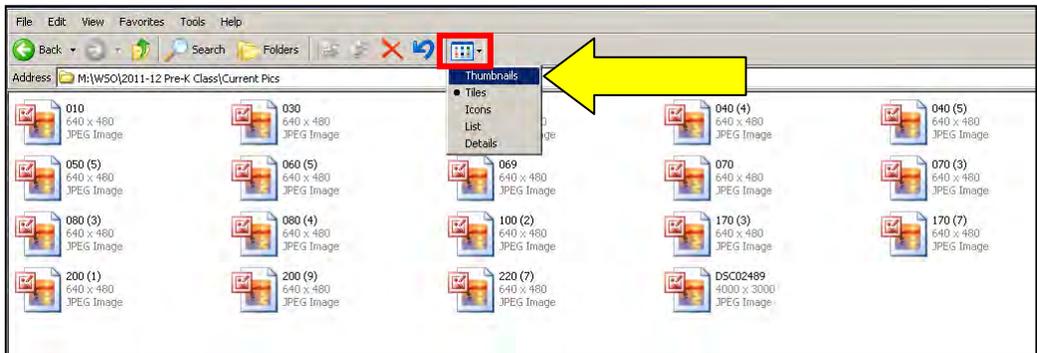
Now you can see which child(ren) is in the photo
without having to open each file
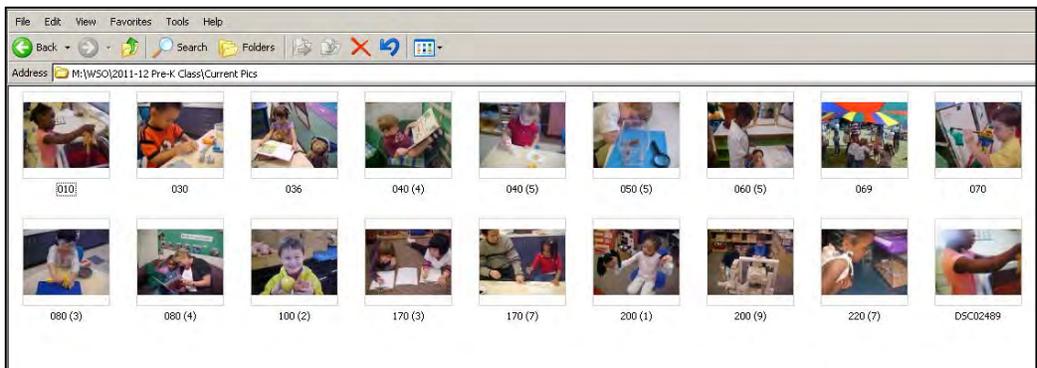
Under Edit, Click Select All


The files in that folder will be highlighted
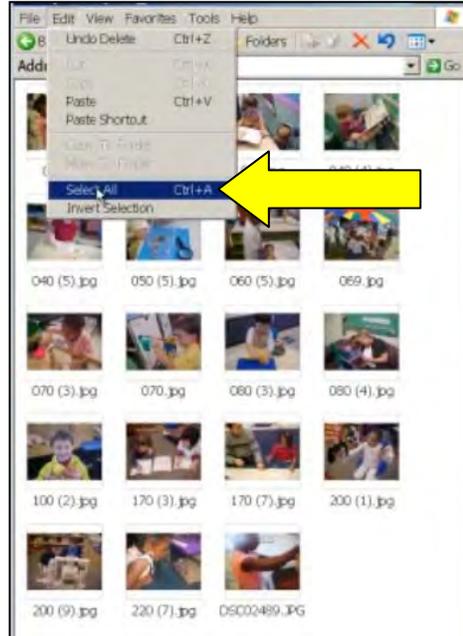
Right-click on your mouse, Select Copy
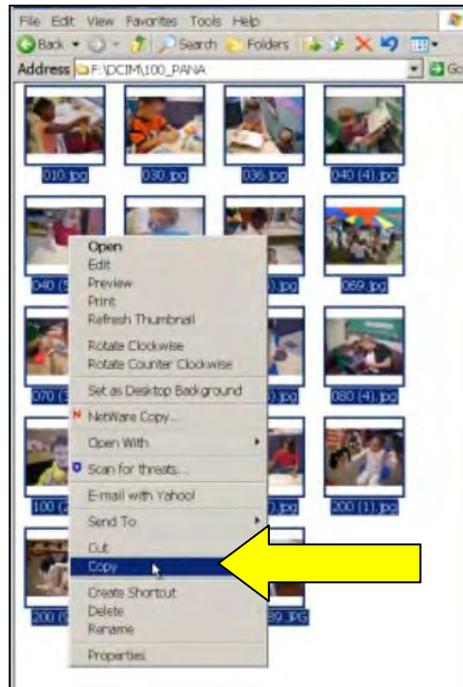
Open the PHOTOS folder you created,
Double-click on the Current Pics folder
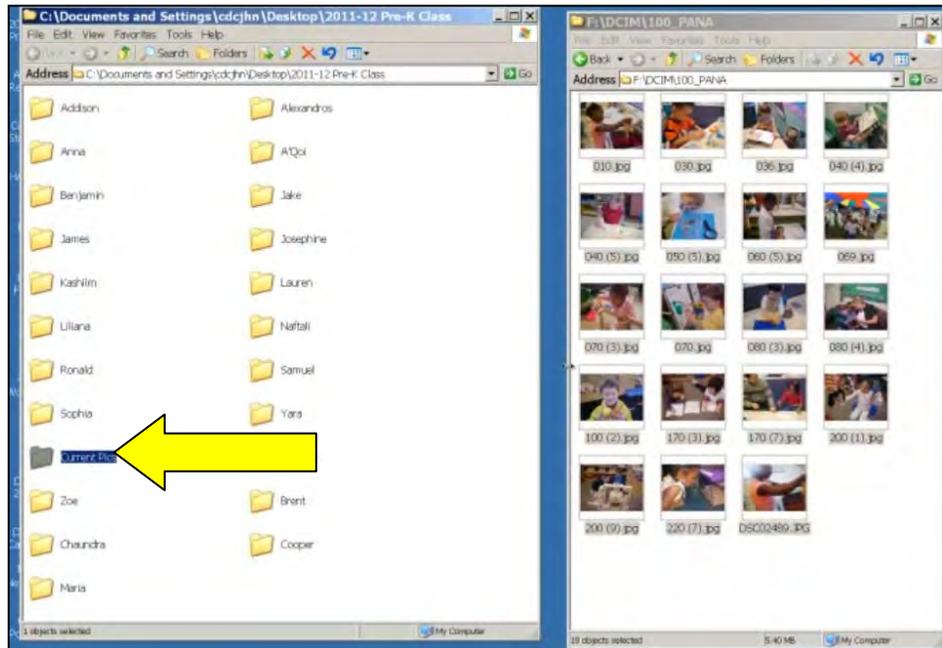
PHOTOS folder   *Files from Camera*

Right-click and
Select Paste
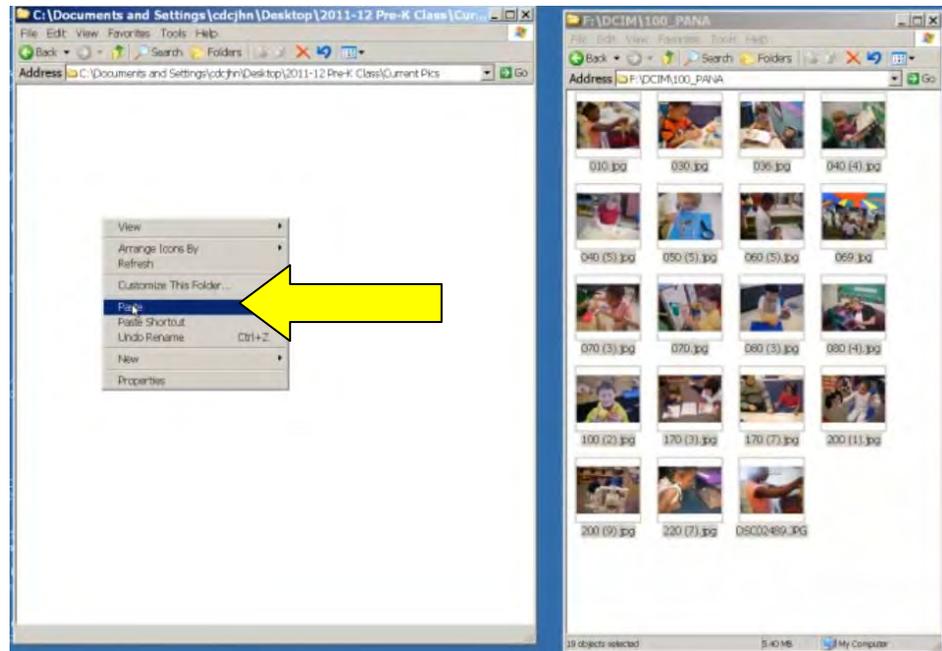
PHOTOS folder   *Files from Camera*

All images are now on your computer in your PHOTOS folder
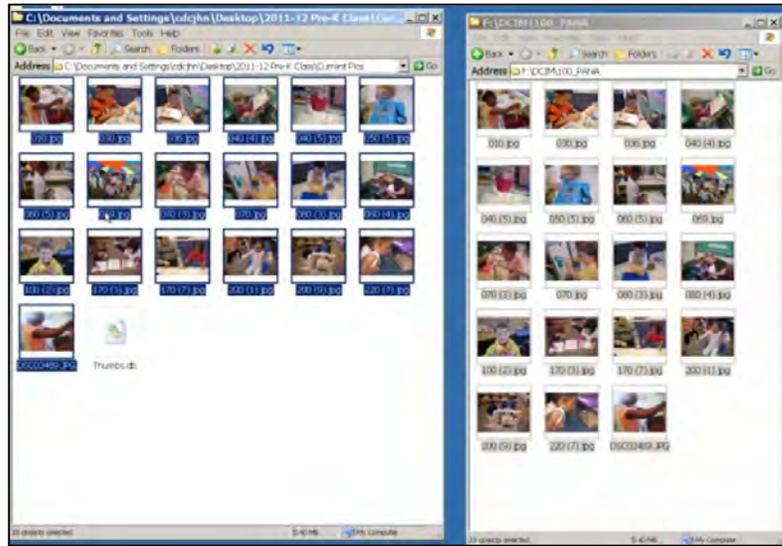


PHOTOS folder   *Files from Camera*

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

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

Right-click on the image and click Delete
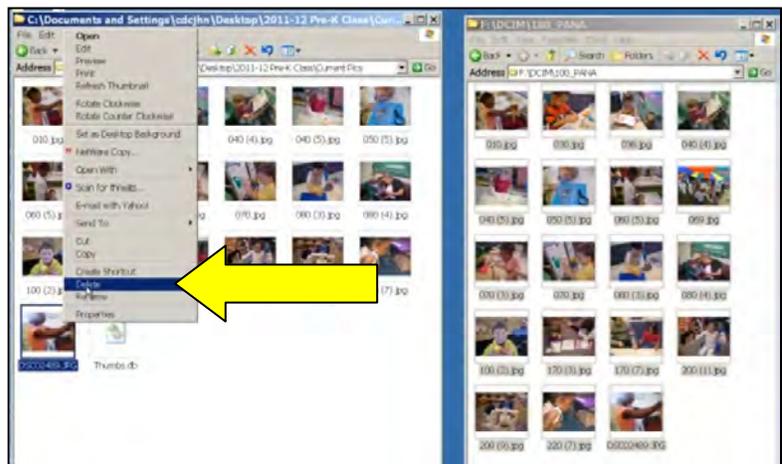
In the Confirm File Delete Box Click YES
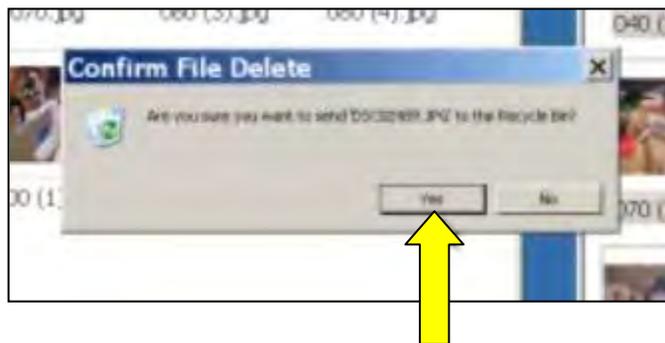
Open a duplicate PHOTOS folder to help copy images from the Current Pics subfolder into the appropriate child's folder
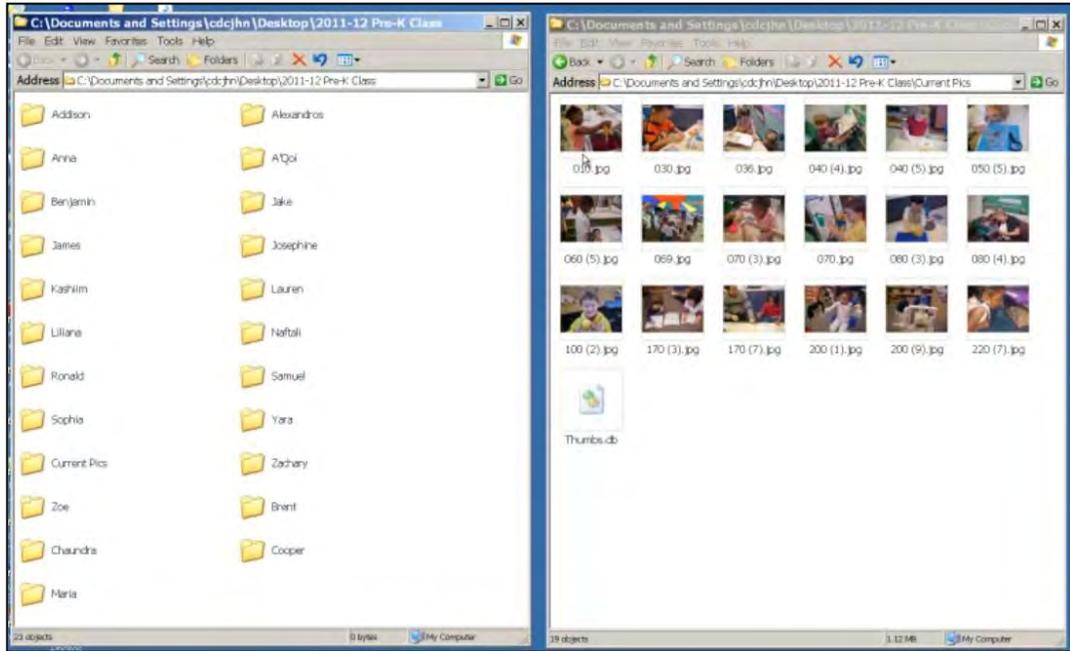

Photos folder   *Current Pics subfolder*

Put your mouse over an image, click and hold
Drag your mouse to the appropriate child's folder
Release the mouse
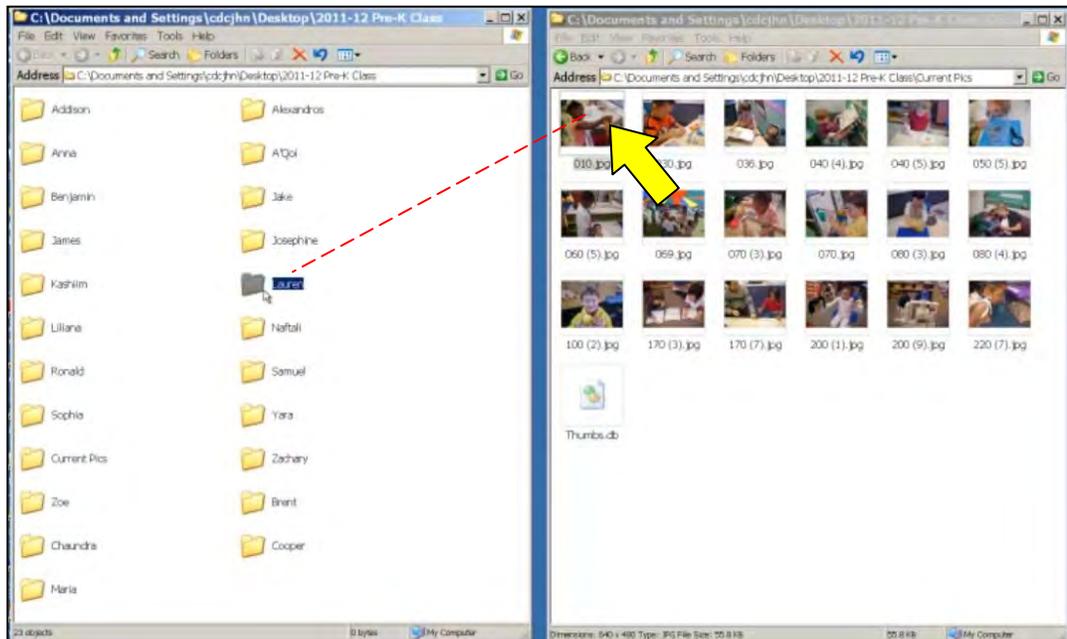
If there is a photo of two or more children

Right-click on the image, Select Copy
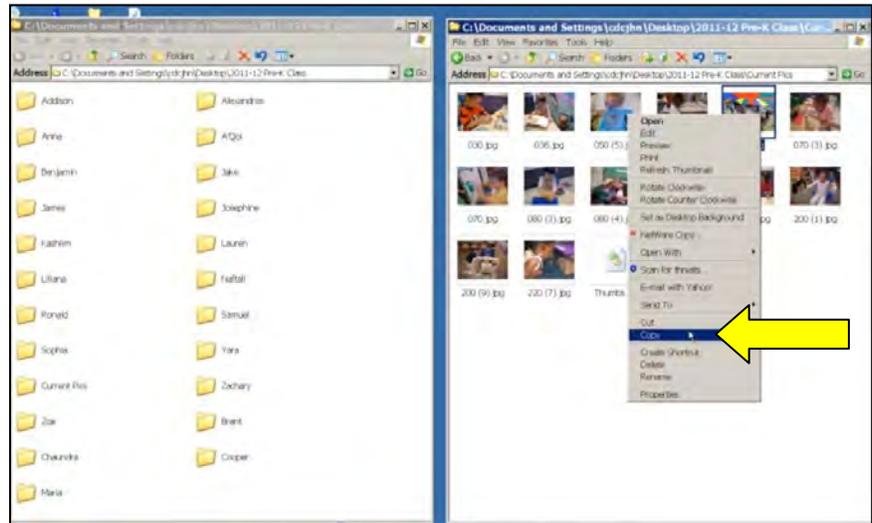
Double-click on the child's folder
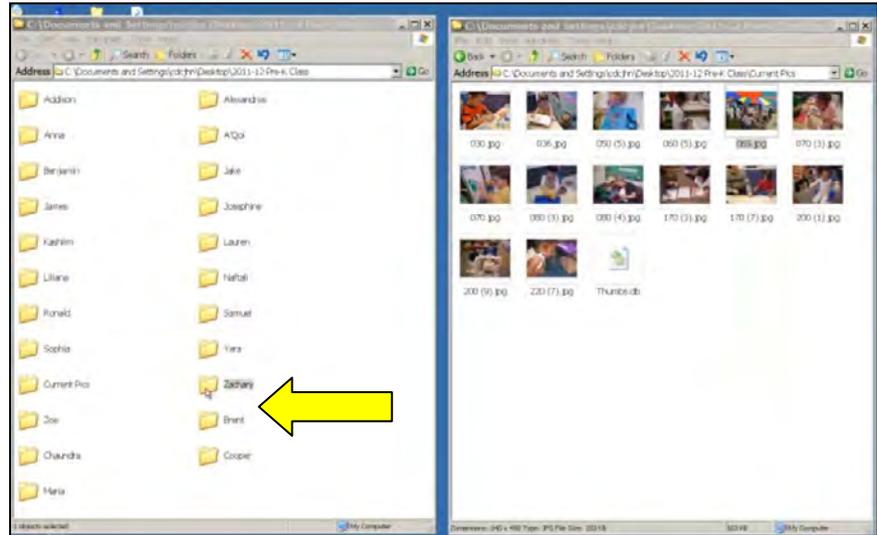
Right-click, Select Paste
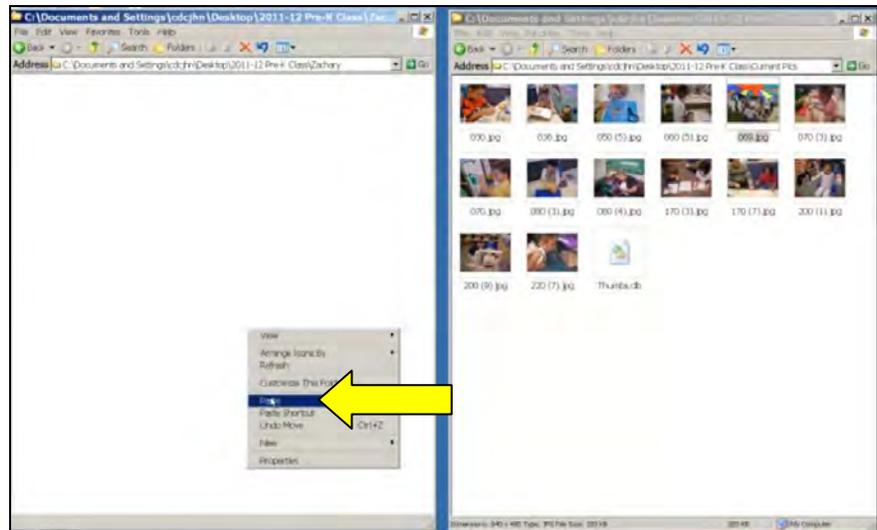
⇨ You can copy the image into as many folders as needed