



# WORK SAMPLING ONLINE

[www.worksamplingonline.com](http://www.worksamplingonline.com)

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

# WHERE DO I GO?

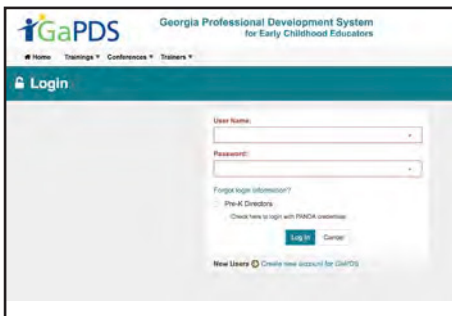
## GaPDS

[gapds.dec.al.ga.gov](http://gapds.dec.al.ga.gov)

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

Look for an email from [gapds@dec.al.ga.gov](mailto:gapds@dec.al.ga.gov)

Log-in Screen



My GaPDS username:

My GaPDS password:

## ONLINE COURSEWORK

[bestpractices.gsu.edu](http://bestpractices.gsu.edu)

Go here to complete Best Practices online coursework and competency quizzes

Look for an email from [donotreply@donotreply.view.usg.edu](mailto:donotreply@donotreply.view.usg.edu)

Log-in Screen



My BP username:

My BP password:

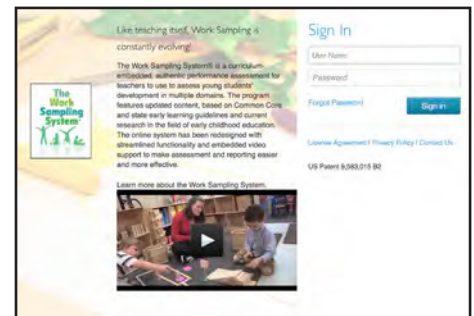
## WSO

[worksamplingonline.com](http://worksamplingonline.com)

Go here to access Work Sampling Online assessment information

Look for an email from [WSOsupport@pearson.com](mailto:WSOsupport@pearson.com)

Log-in Screen



My WSO username:

My WSO password:

# WSO

## WELCOME

Training Location: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Trainer's Name: \_\_\_\_\_

Trainer's Email: \_\_\_\_\_

## OBJECTIVES

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

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

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## The Benefits of an Authentic Performance Assessment

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

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

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

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

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

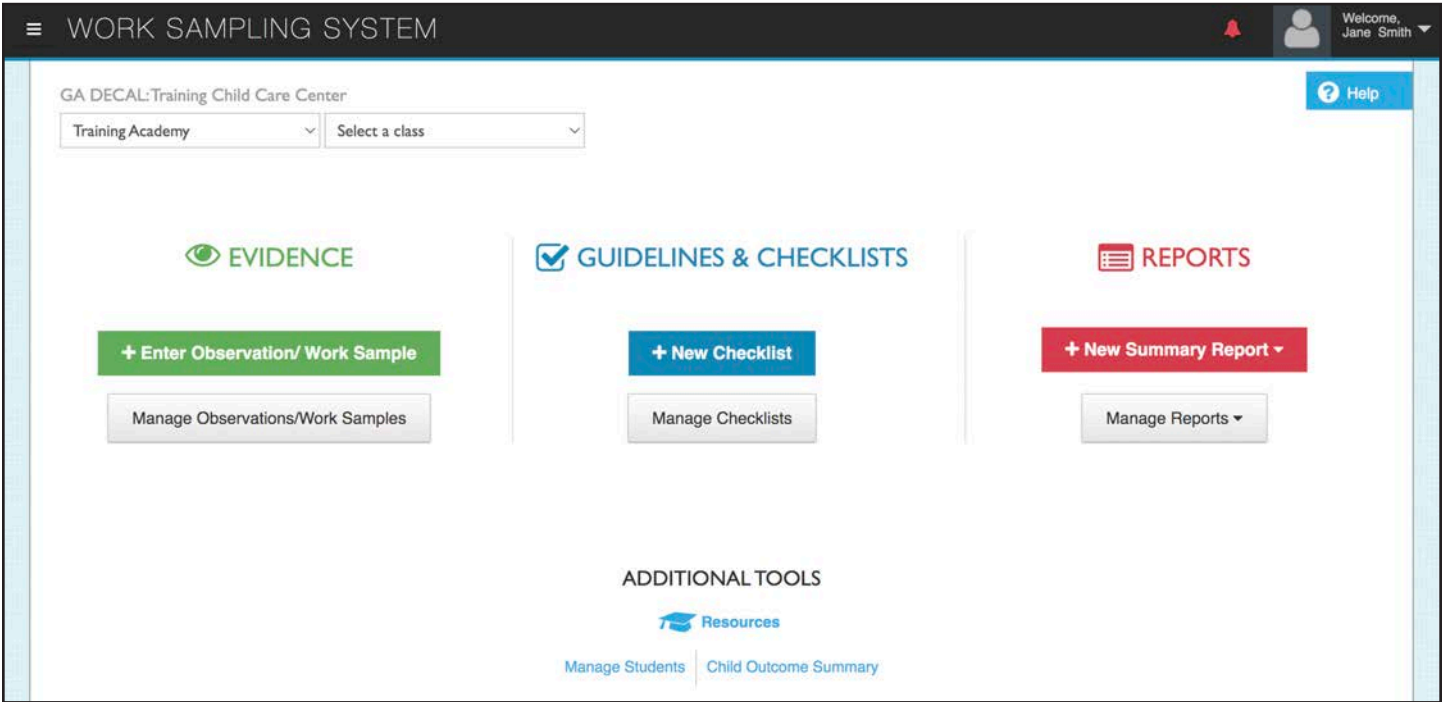
The WSS not only provides the teacher with clear criteria for evaluation but also incorporates the teacher's expertise and judgment. An evaluation system that does not dictate curriculum or instructional methods, it is designed for use with diverse groups of students, in a variety of settings. The WSS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

**WSO**

**ASSESSMENT**

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

# NAVIGATING THE WSO WEBSITE



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

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



# ASSESSMENT IN PRE-K

## HERE'S A QUESTION...

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

## THE ASSESSMENT CYCLE

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

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

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

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

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

## MAP — MAKING ASSESSMENT POWERFUL

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

### WEEK 8

#### GELDS

CLL5.4b Retells familiar stories.
CLL5.4c Discusses books or stories read aloud and can identify characters and setting in a story.
CLL8.4b Understands that letters are grouped together to form words. Understands that words are separated by spaces in print. (with adult prompting)
CLL9.4b Uses writing tools. (uses available tools appropriately)
CP1.4b Explains why simple events occur using reasoning skills. (responds to "thinking questions" during story time)
CR4.4c Represents a character by using voice inflections and facial expressions. (familiar characters)
MA2.4b Counts at least 10 objects using one-to-one correspondence. (5 objects)
PDM1.4d Communicates the importance of safety rules.
PDM1.4f Can name people who keep them safe and healthy.
PDM6.4a Performs fine-motor tasks that require small-muscle strength and control. (hole punchers, tape, eye droppers)
SC5.4a Understands that people have an impact on the environment and participates in efforts to protect the environment.
SED5.4c Attempts to resolve peer conflicts using appropriate strategies. (with adult support)
SS4.4d Explores the uses of technology and understands its role in the environment. (uses with adult support)

#### PLAN FOR ASSESSMENT

Observe children throughout the week and rate: PDHS B1 Uses emerging strength and control to perform simple tasks. PDHS B3 Shows beginning control of writing, drawing and art tools. PDHS C2 Follows basic safety rules with reminders. SS B3 Begins to be aware of how technology affects their life. SS D2 Shows awareness of environment	Link these indicators to evidence collected throughout the week: LL B2 Follows rules for conversation.
---	---

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#### ATTACHMENTS W/DESCRIPTION

Introduce [Problem Solving](#) cards and how to use them. Record children's conversation and rate:  
PSD D5 Begins to use simple strategies to resolve conflict.

Throughout the week during Center time, give children the opportunity to retell stories using the flannel board. Record children's conversation to rate:  
LL C4 Recounts key ideas and details from text.

Write a sentence on a sentence strip and have children cut apart to understand there are spaces between words. Record conversations to rate:  
LL C2 Demonstrates phonological awareness.  
LL D2 Uses letter-like shapes, symbols, and letters to convey meaning.

Discuss community helpers in your area. Have children complete the [Are Can Have](#) chart or draw pictures of their favorite helper and write clues for others to guess who they are, such as "I help sick people and wear scrubs" Who am I? Record children's conversation and link to other appropriate indicators to rate:  
SS B2 Identifies some people's jobs and what is required to perform them.  
SS D3 Shows some awareness of ways people affect their environment

Have each child bring something in from home that is special to a tradition in their house. Record children's conversations and link to other appropriate indicators to rate:  
SS A2 Demonstrates awareness of community, city and state

#### MATRICES

Play one of these fun [Alphabet games](#). Choose letters for children's skill level. Use a matrix to rate:  
LL C1 Begins to develop knowledge of letters.

Play [Flip it, Make it, Build it](#) to give children opportunities to practice 1:1. Use these [cards with dots](#) if children need additional support with counting. Use a matrix to rate:  
MT B1 Counts with understanding.

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Assessment takes place throughout the day, everyday.

Assessment begins with conversations.

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

**CLL9.4d Writes some letters of the alphabet.**

### Small Group Template Two Sherry Howard

Week of: March 4

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

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

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

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

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

### Planning for Assessment Template

Teacher: \_\_\_\_\_

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

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

	MATRIX	PHOTOS with descriptor	OBSERVATIONAL NOTES	WORK SAMPLES
Monday	Play On/off game in SG. MTB1 (AT)	Weather center in dramatic play during Centers. (LT)		Collect life cycle of butterfly drawings in SG.(LT)
Tuesday	Play On/off game in SG. MTB1 (AT)	Weather center in dramatic play during Centers. (AT)	Science center during Centers. (LT)	Collect life cycle of butterfly drawings. LLB3, C1 (LT)
Wed.	Play On/off game in SG. MTB1 (AT)	Weather center in dramatic play during Centers. (LT)		Collect life cycle of butterfly drawings. LLB3, C1 (LT)
Thursday	Play On/off game in SG. MTB1 (AT)	Weather center in dramatic play during Centers. (AT)		Collect life cycle of butterfly drawings. LLB3, C1 (LT)
Friday		Weather center in dramatic play during Centers. (LT)	Children will describe life cycle drawing and recall details of book in SG. LLD2 (LT/AT)	
Many teachers find it helpful to document the functional component and the performance indicators on assessment documentation. This information helps to clearly define the area in which the information is most relevant. PS = Personal and Social Development LL = Language and Literacy M = Mathematical Thinking S = Scientific Thinking SS = Social Studies A = The Arts PDH = Physical Development and Health				Notes, comments & reminders

## ALEX DREW A BUTTERFLY

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



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

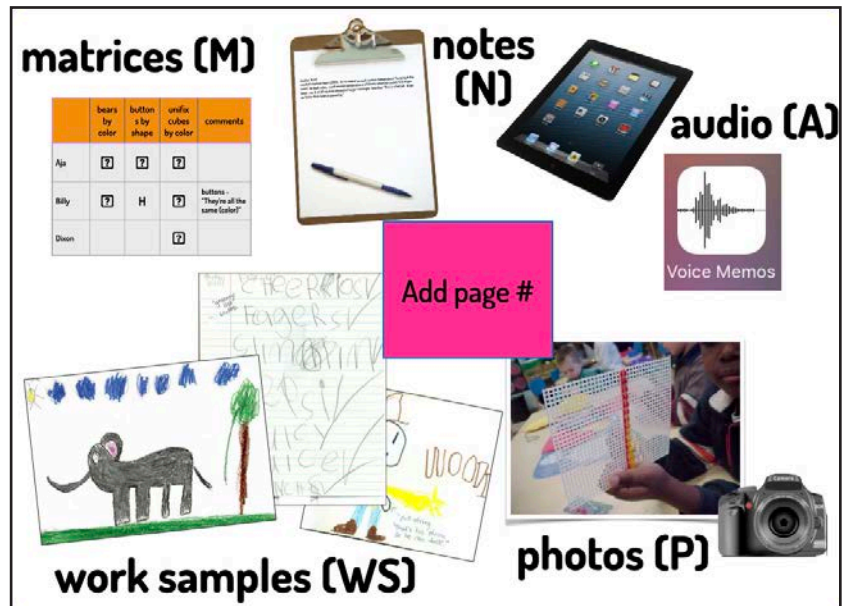




# COLLECTING EVIDENCE

## TYPES OF EVIDENCE

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



## REQUIREMENTS

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

You are required to upload evidence BEFORE you make checklist ratings in:

Personal and Social Development

Language and Literacy

Mathematical Thinking

You are required to teach, observe and rate all 73 P4 indicators.

## QUALITY vs. QUANTITY

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

## SOMETIMES THEY GET IT WRONG

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

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

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

**LINK TO PERFORMANCE INDICATORS**

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

Next Cancel

**Guideline**

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

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

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

Back

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



# ATTACHMENTS

## WORK SAMPLES

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



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

## PHOTOS

Include a quote to make a photo more meaningful.

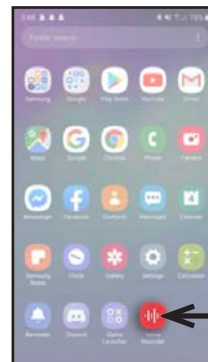


"We made a zoo and put the animals in cages. The giraffes are laying down because they are so tired. Hippos are mean like tigers so they live by themselves."

## AUDIO



VOICE MEMO



VOICE RECORDER



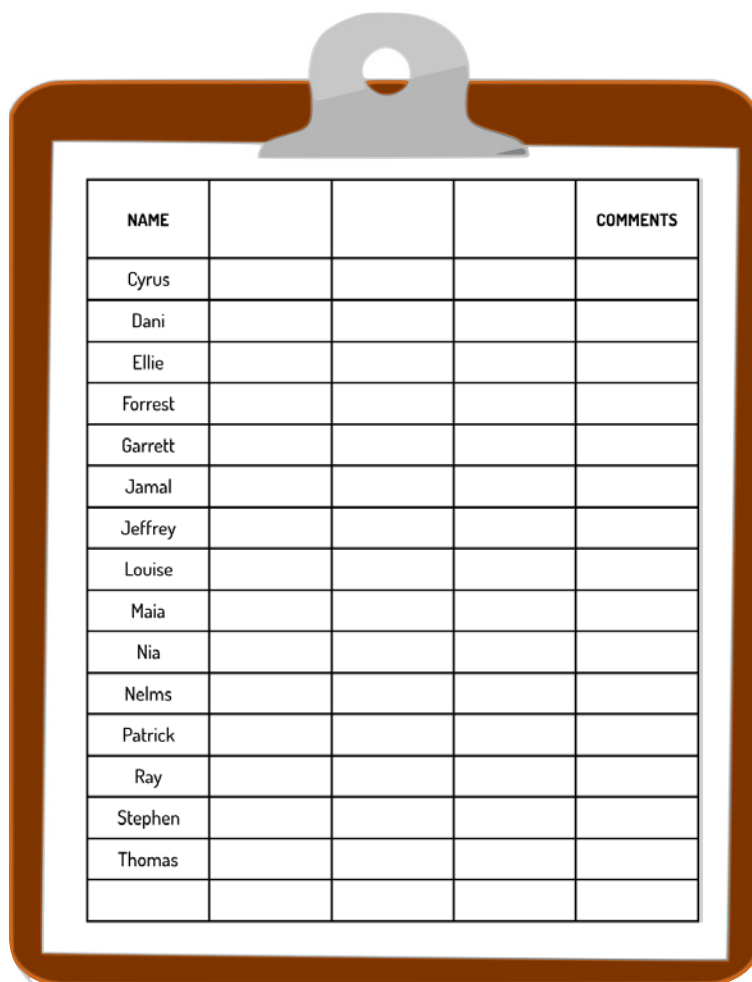
## MATRICES

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

### BEWARE OF TIME WASTERS

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

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



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

## DEVELOPMENTAL CHECKLIST

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

### RATINGS USED IN WSO

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

## LL D3 — Understands purposes for writing.

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

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

## MAKE A RATING FOR JAKE

NY



IP



PRO



## HOW MUCH EVIDENCE DO I NEED TO MAKE A RATING?

### 1 Speaks clearly enough to be understood without contextual clues.

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

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

### 2 Demonstrates phonological awareness.

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

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

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

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

## CHECKLIST COMMENTS

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

## LANGUAGE & LITERACY FOR ELLs

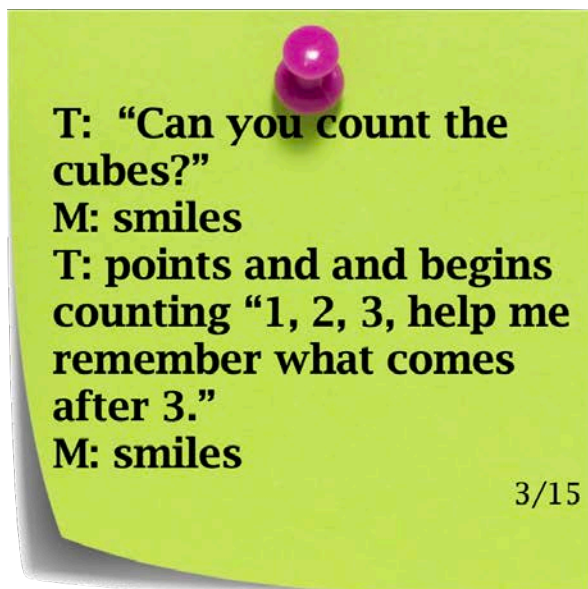
- Rate native English speakers "NA" on the four indicators for ELL students
- Refer to the Guidelines to read an explanation for each rating
- ELL indicators should be rated according to the child's acquisition of English
- All other indicators can be assessed in their home language
- If English is not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

## NON-VERBAL CHILDREN

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

## HOW TO ASSESS NON-VERBAL CHILDREN

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



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

**LL B2 Follows rules for conversation.**

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

# CLASS PROFILE REPORT

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

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

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

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

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



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

## MAKING A PLAN USING THE CLASS PROFILE REPORT

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

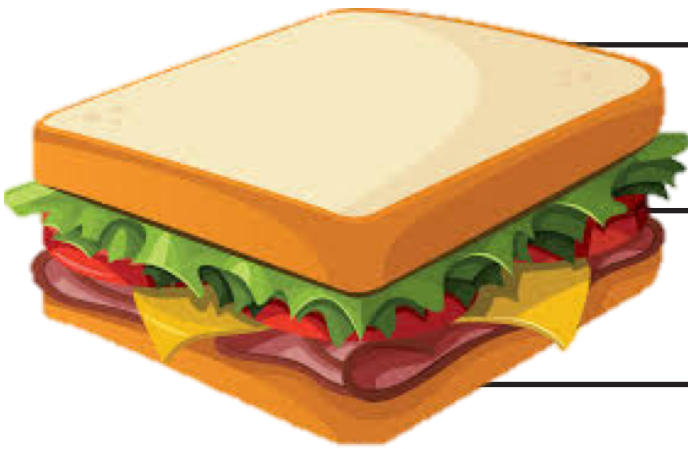
Group	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher directed	Activity: Light the Letter - match letters in name Students: CT, MM, ND, RF, SS GELDS CLL7.4a	Activity: Light the Letter - recognize letters Students: AL, BD, CG, GM, MS, LS, NS GELDS: CLL7.4a	Activity: Light the Letter - identify letters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

## PRINT ALL CHECKLISTS



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

## FAMILY CONFERENCES



Start with something positive about the child.

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

End the conversation with another specific compliment.

## WRITING THE NARRATIVE SUMMARY REPORT

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



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

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



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

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





**WSO**

**STEP-BY-STEP**

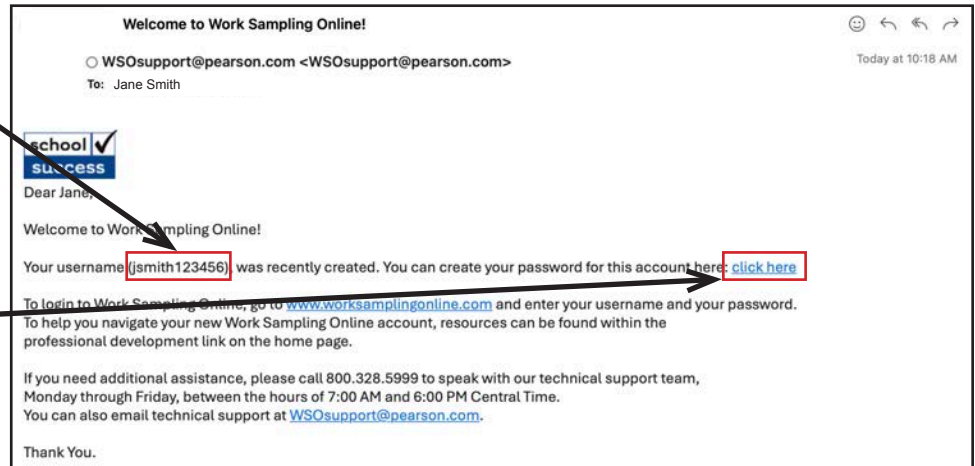
**W O R K   S A M P L I N G   O N L I N E**

## INITIAL SET-UP

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

Make note of your username

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



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

Be sure to follow the guidelines

Create your password

Type it again to confirm

Click **Save Password**

### 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

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

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

## 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.**

[Click here to log in](#)

Enter your username and password

Click **Sign In**

## 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.

jsmith123456

.....

[Forgot Password](#)

**Sign In**

[License Agreement](#) | [Privacy Policy](#) | [Contact Us](#)

US Patent 9,583,015 B2

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

## SIGN IN

Go to [www.worksamplingonline.com](http://www.worksamplingonline.com)

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**

Username: jsmith123456

Password: \*\*\*\*\*

[Forgot Password](#)

**Sign in**

[License Agreement](#) | [Privacy Policy](#) | [Contact Us](#)

US Patent 9,583,015 B2

## RESET PASSWORD

Click **Forgot Password**

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.

**Sign In**

User Name

Password

**Forgot Password**

**Sign in**

[License Agreement](#) | [Privacy Policy](#) | [Contact Us](#)

US Patent 9,583,015 B2

Type User Name

Click **Send reset link**

### Forgot your Password?

Please note: If your email address is on file with SchoolSuccess, then a password reset email will be sent to you momentarily.

If your email is not on file with us, you will need to contact your site administrator to get an account set up.

User Name \*

**Send reset link**

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

# LICENSE AGREEMENT

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

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

Version: 3.0  
Last Revised: July 10, 2015

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**User License**

The System is accessible to schools, school districts, Head Start Agencies, early childhood programs, and states that sign-up for the Service, through their registered users, such as a homes(program/site/brand/organization administrator or a teacher ("User")). In consideration of the separate annual subscription fees, users are granted, subject to this License Agreement, a personal, non-exclusive, non-assignable, and non-transferable license to access and use the System for use in connection with the online management of and generating reports in connection with Work Sampling Online and Ounce Online assessment data. Modifications of the materials or use of the materials on the System for any other purpose is a violation of Pearson's copyright and proprietary rights. Licensee/User agrees not to duplicate, publish, modify, or otherwise distribute the materials on the System except as allowed by the System, or unless specifically authorized in writing by Pearson to do so.

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**System Requirements**

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

**Subscription Charges**

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

**Password**

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

Should You forget the password, PEARSON will reset it for You at Your request; however, in order to protect the privacy of LICENSEE and the data of LICENSEE, PEARSON may require You to provide specific information.

**Postings and Observations**

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

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

Check the box

Click **Accept**

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

**Accept** **Decline** **Print**

# HOME SCREEN

**WORK SAMPLING SYSTEM**

Welcome, Jane Smith

GA DECAL: Training Child Care Center

Training Academy Select a class

**EVIDENCE**

+ Enter Observation/Work Sample

Manage Observations/Work Samples

**GUIDELINES & CHECKLISTS**

+ New Checklist

Manage Checklists

**REPORTS**

+ New Summary Report

Manage Reports

**ADDITIONAL TOOLS**

Resources

Manage Students Child Outcome Summary

**Help**

Home menu

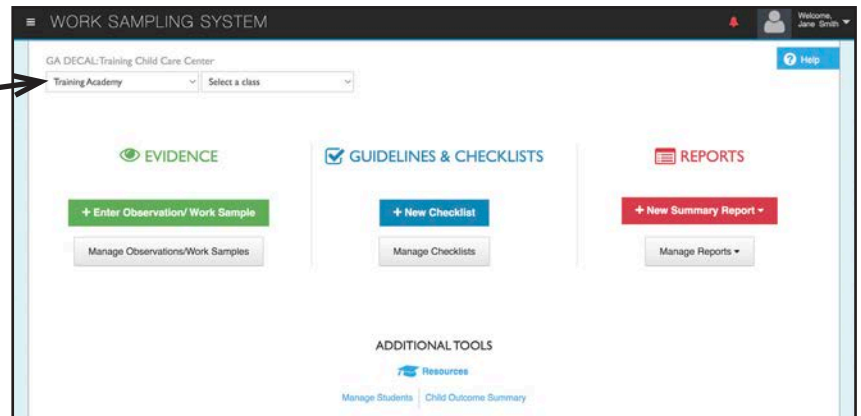
Link to Home Screen

Check for Alerts

Help on every page

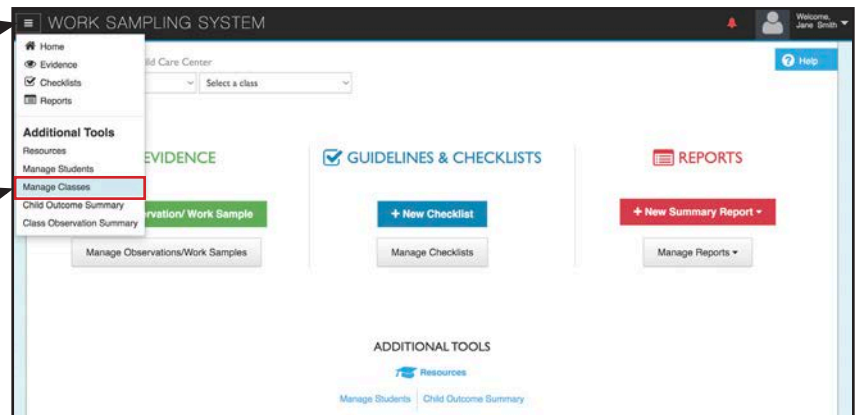
## MANAGE CLASSES ADD NEW CLASS

Notice your site



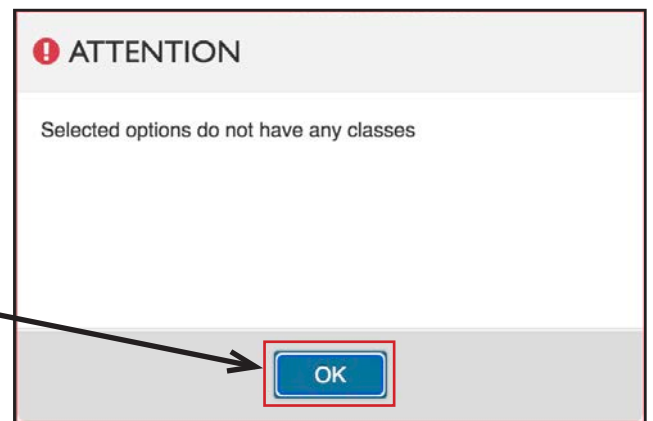
Click the Home menu icon

Click **Manage Classes**

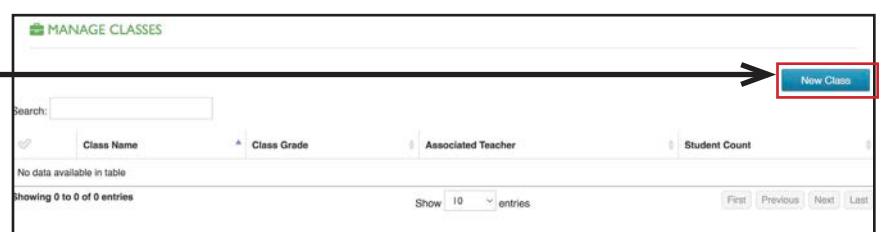


The first time you will receive this message

Click **OK**



Click **New Class**





## MANAGE CLASSES

### ADD CLASS

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

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

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

Enter **Grade Level** (Preschool 4)

Click **Save**

### ADD CLASS

▶ = Required

▶ Class Name:  Associated Teacher:

▶ Grade Level:

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

You will see your Class Name under Manage Classes

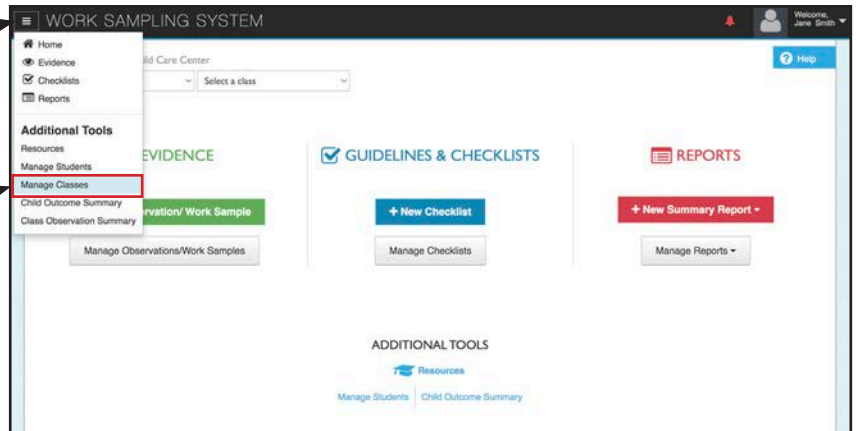
MANAGE CLASSES					New Class
Search:	<input type="text"/>				
Class Name	Class Grade	Associated Teacher	Student Count		
100007	Preschool 4	Jane Smith	-		
Showing 1 to 1 of 1 entries					Show 10 entries
					First Previous 1 Next Last

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

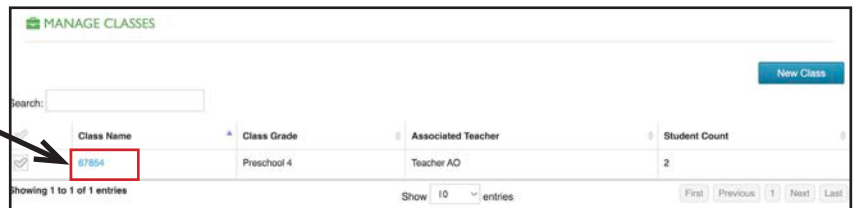
## MANAGE CLASSES EDIT CLASS

Click the Home menu icon

Click **Manage Classes**



Click on the **Class Name**



Make any necessary edits

Click **Save**

**EDIT CLASS**

▶ = Required

▶ Class Name:  Associated Teacher :

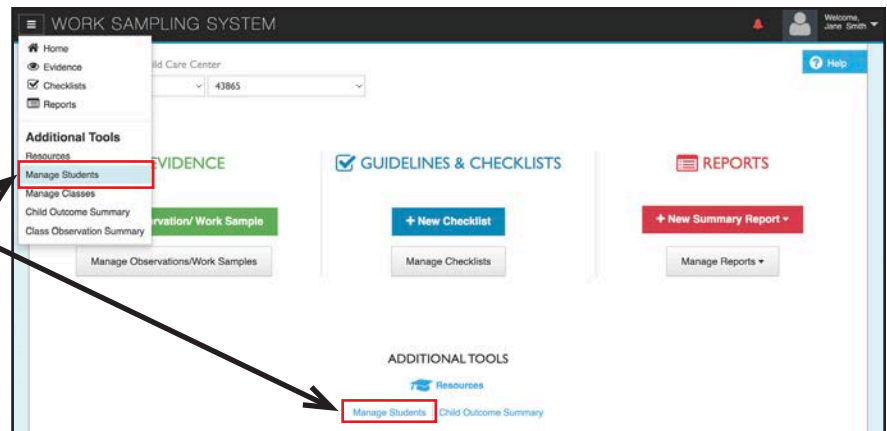
▶ Grade Level:



# MANAGE STUDENTS

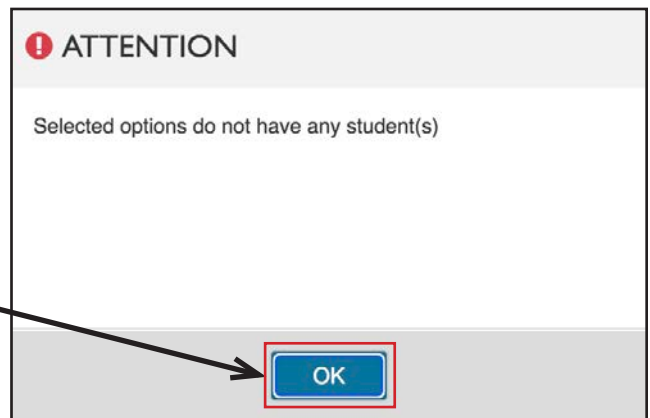
## ADD STUDENTS

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



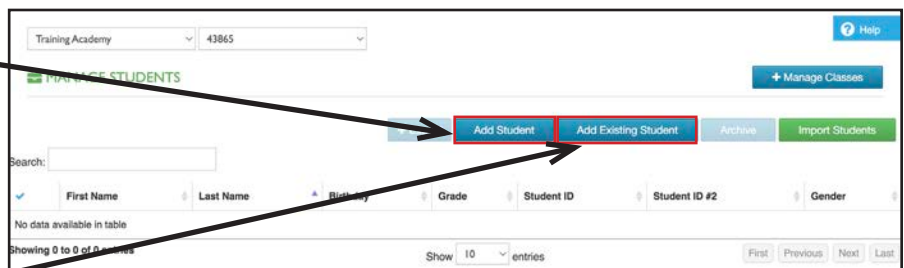
The first time you will receive this message

Click **OK**



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

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



# MANAGE STUDENTS

## ADD STUDENTS

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

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

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

Enter the required fields:

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

**ADD STUDENT**

► Required

► GAPreK Student ID:  Nickname:

► First Name:

Middle Name:

► Last Name:

► Gender:

► Birthday:

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

Ethnicity:

Language:

► Grade:

IEP/IFSP: ☐

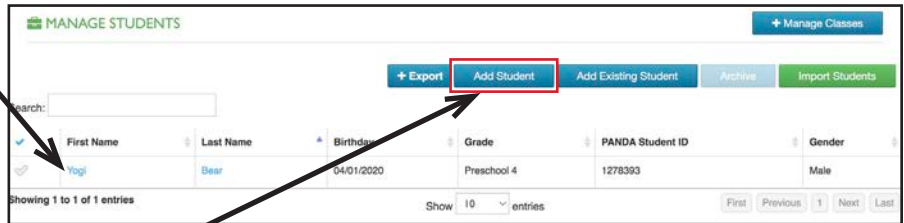
Click **Save**

## MANAGE STUDENTS

### ADD STUDENTS

You will see the child's name under Manage Students

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



The screenshot shows the 'MANAGE STUDENTS' interface. At the top right is a '+ Manage Classes' button. Below it is a row of buttons: '+ Export', 'Add Student' (highlighted with a red box), 'Add Existing Student', 'Archive', and 'Import Students'. A search bar is on the left. Below the buttons is a table with columns: First Name, Last Name, Birthdate, Grade, PANDA Student ID, and Gender. The table contains one entry: First Name 'logi', Last Name 'Bear', Birthdate '04/01/2020', Grade 'Preschool 4', PANDA Student ID '1278393', and Gender 'Male'. At the bottom, it says 'Showing 1 to 1 of 1 entries' and 'Show 10 entries' with pagination links: First, Previous, 1, Next, Last.

First Name	Last Name	Birthdate	Grade	PANDA Student ID	Gender
logi	Bear	04/01/2020	Preschool 4	1278393	Male

## MANAGE STUDENTS

### ERROR MESSAGES WHEN ADDING STUDENTS

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

The screenshot shows the 'ADD STUDENT' form with the following fields: GAPreK Student ID (023491), Nickname, First Name (Elizabeth), Middle Name, Last Name (Smith), and Gender (Female). A red error message box states: 'Record with GAPreK Student ID '023491' already exists.' At the bottom, there are 'Save' and 'Cancel' buttons. An arrow points from the error message box to the 'Cancel' button.

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?...**

The screenshot shows the 'ADD STUDENT' form with the following fields: GAPreK Student ID (943827), Nickname, First Name (Nathan), Middle Name, Last Name (Evans), and Gender (Male). A pop-up message box titled 'ATTENTION' is displayed, stating: 'A student with name Nathan Evans already exists in this license. Do you still want to add a student with the same name?'. At the bottom of the form, there are 'Save' and 'Cancel' buttons. Arrows point from the pop-up message box to the 'Cancel' button and from the 'Save' button to the 'Cancel' button.

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

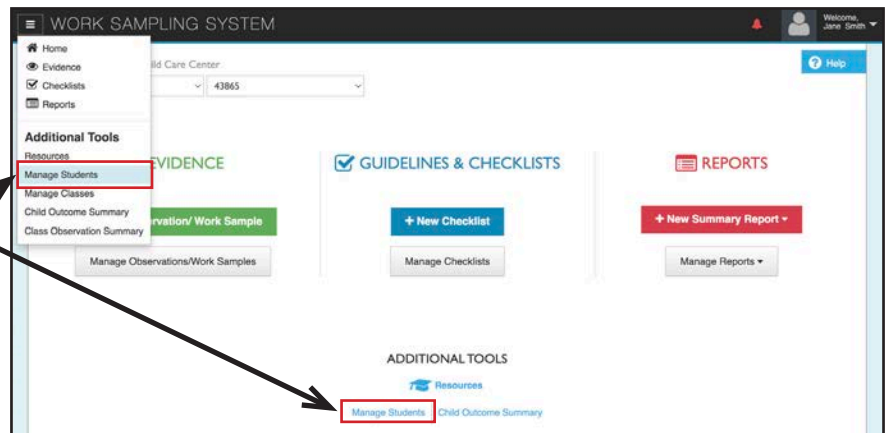
To determine how to proceed, go to Bright from the Start WSO Assessment Support by following the instructions on page 58.

# MANAGE STUDENTS

## ARCHIVE STUDENTS

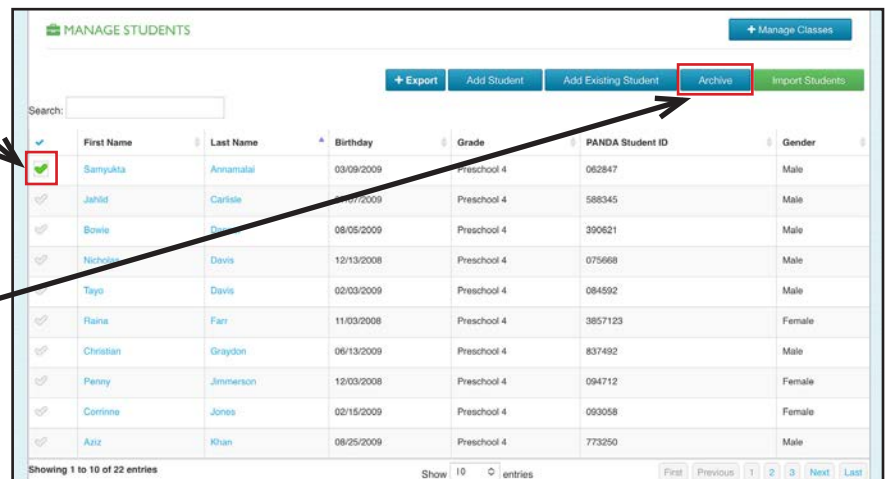
**IMPORTANT:** Be sure to **ARCHIVE** a student as soon as the child permanently leaves your class.

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

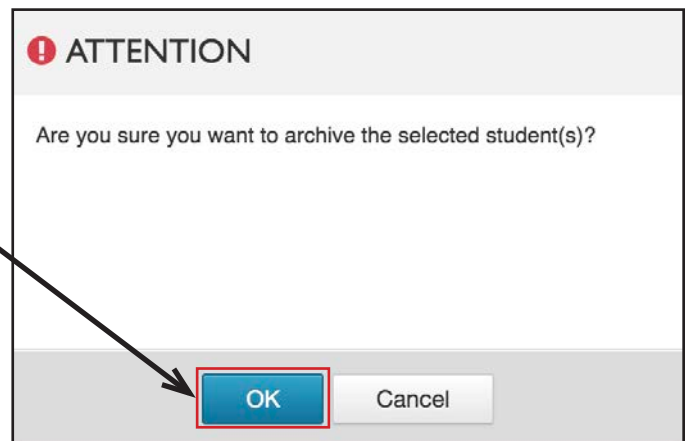


Select a student by clicking the check mark next to their name

Click **Archive**



Click **OK**



# ENTER EVIDENCE

Notice your Site and Class

Click **+Enter Observation/Work Sample**

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

Enter:

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

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

WORK SAMPLING SYSTEM

GA DECAL/Training Child Care Center

Training Academy 59867

**EVIDENCE**

+ Enter Observation/Work Sample

Manage Observations/Work Samples

**GUIDELINES & CHECKLISTS**

+ New Checklist

Manage Checklists

**REPORTS**

+ New Summary Report

Manage Reports

ADDITIONAL TOOLS

**ENTER EVIDENCE**

Select Students

Select all

Annamalai, Samyukta

Carlsle, Jahlid

Danner, Bowie

Davis, Nicholas

Davis, Tayo

Farr, Raina

Done Cancel

Date Observed: 03/26/2024

Period: Period 2

Title: N

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

1605 characters remaining (2000 maximum)

Link to Performance Indicators

Attachments (optional)

Drag a file here or click to add an attachment

**ENTER EVIDENCE**

Select Students

Select all

Annamalai, Samyukta

Carlsle, Jahlid

Danner, Bowie

Davis, Nicholas

Davis, Tayo

Farr, Raina

Done Cancel

Date Observed: 03/26/2024

Period: Period 2

Title: N

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

1605 characters remaining (2000 maximum)

Link to Performance Indicators

Attachments (optional)

Drag a file here or click to add an attachment

**ENTER EVIDENCE**

Select Students

Select all

Annamalai, Samyukta

Carlsle, Jahlid

Danner, Bowie

Davis, Nicholas

Davis, Tayo

Farr, Raina

Done Cancel

Date Observed: 03/26/2024

Period: Period 2

Title: N

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

1605 characters remaining (2000 maximum)

Link to Performance Indicators

Attachments (optional)

Drag a file here or click to add an attachment

# LINK EVIDENCE

Click **Link to Performance Indicators**

**ENTER EVIDENCE**

Select Students: [Select all](#) | Annamalai, Samyukta | Carter, Jahlid | Danner, Bowin | Davis, Nicholas | Davis, Tayo

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

Title: P

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

1605 characters remaining (2000 maximum)

[Done](#) [Cancel](#) [Link to Performance Indicators](#)

Attachments (optional): [Download](#) [Delete Observation](#)

Attachments: ramp.png

Choose the **Domain**

**LINK TO PERFORMANCE INDICATORS**

1. Select Students: Preschool-4 | Davis Nicholas

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

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

**LINK TO PERFORMANCE INDICATORS**

1. Select Students: Preschool-4 | Davis Nicholas

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 Processes and Practices**

- ☐ 1 Begins to make sense of problems and uses simple strategies to solve them ?
- ☐ 2 Reasons quantitatively and begins to use some tools ?
- ☐ 3 Uses words and representations to describe mathematical ideas ?
- ☐ 4 Begins to recognize patterns and make simple generalizations ?

**B Number**

- ☒ **1 Counts with understanding ?**
- ☐ 2 Shows beginning understanding of number and quantity ?

Familiarize yourself with the rationale

**Guideline**

[1 Counts with understanding](#)

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

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

[Back](#)

**Back**

Click **Back**



# LINK EVIDENCE

Check the **Performance Indicator(s)**

Click **Next**

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

Click **Done**

Click **Save**

LINK TO PERFORMANCE INDICATORS

☒ 2 Shows beginning understanding of number and quantity

**C Operations and Algebraic Thinking**

☐ 1 Understands and begins to apply addition and subtraction to problems

**D Measurement**

☒ 1 Orders, compares, and describes objects according to a single attribute

☐ 2 Participates in measuring activities

**F Geometry**

☒ 1 Shows understanding of and uses several positioning words

☒ 2 Begins to recognize and describe the attributes of shapes

**Next** Cancel

LINK TO PERFORMANCE INDICATORS

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

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

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

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

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

+ Link to Performance Indicators

**Done** Cancel

ENTER EVIDENCE

Select Students

Select all

Annamalai, Samyukta

Carlisle, Jahlid

Danner, Bowie

Davis, Nicholas

Davis, Tayo

Date Observed: 03/26/2024

Period: Period 2

Title

P

Description

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

1605 characters remaining (2000 maximum)

Attachments (optional)

ramp.png

Drag a file here or

Students : Davis Nicholas  
Mathematical Thinking > Processes and Practices > Begins to make sense of problems and uses simple strategies to solve them

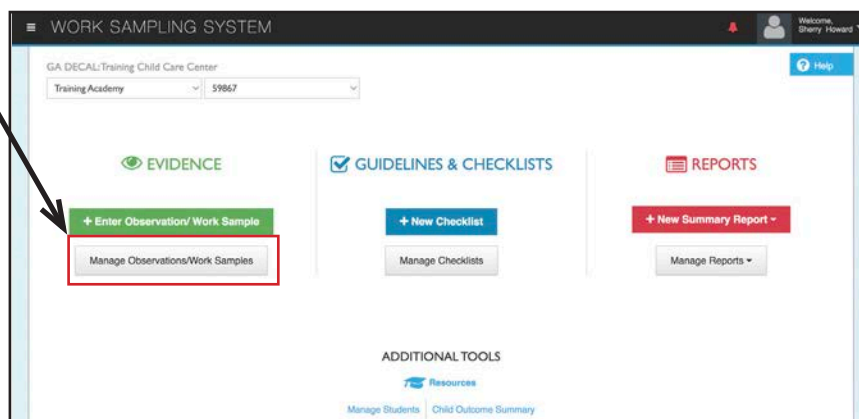
**Save** Cancel



# MANAGE OBSERVATIONS/WORK SAMPLES

## DELETE OR EDIT OBSERVATIONS

Click **Manage Observations/Work Samples**



Click the **Title** to display entry

The screenshot shows the 'EVIDENCE' table. The table has columns: Date, Title, Description, Students, Attachments, Linked Indicators, and Reporting Period. The first row is highlighted with a red box. An arrow points from the text box to the 'Title' column header.

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

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

Click **Delete Observation**

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

The screenshot shows the 'ENTER EVIDENCE' form. It has a 'Select Students' list on the left with checkboxes for Annamalai, Samyukta, Carlisle, Jahid, Davis, Nicholas, Davis, Tayo, and Davis, Tayo. The 'Date Observed' is 03/26/2024 and the 'Period' is Period 2. The 'Title' is 'P'. The 'Description' is 'I built a ramp to crash my blocks. T: How many blocks? N: There are six on the bottom, then three, 1...'. The 'Attachments (optional)' section shows a file named 'ramp.png'. At the bottom, there is a 'Save' button (highlighted with a red box) and a 'Cancel' button. Arrows point from the text boxes to the 'Download' and 'Delete Observation' buttons at the top right.

# MANAGE OBSERVATIONS/WORK SAMPLES

## VIEW OR FILTER EVIDENCE

Click the number of Students to display names

The screenshot shows the 'EVIDENCE' interface with a table of observations. The 'Students' column is highlighted with a red box, and a dropdown menu is open showing a list of student names: Jimmerson, Penny; Jones, Corinne; Sanchez, Mark; Wang, Qianshuo; White, Ryder.

Click the number of Attachments to display a thumbnail

The screenshot shows the 'EVIDENCE' interface with a table of observations. The 'Attachments' column is highlighted with a red box, and a dropdown menu is open showing a thumbnail image of a ramp and the file name 'ramp.png'.

Click the file name to enlarge

Click the number of linked Performance Indicators to review

The screenshot shows the 'EVIDENCE' interface with a table of observations. The 'Linked Indicators' column is highlighted with a red box, and a dropdown menu is open showing performance indicators for Jones, Corinne and Sanchez, Mark.

Select Filter by **Students**

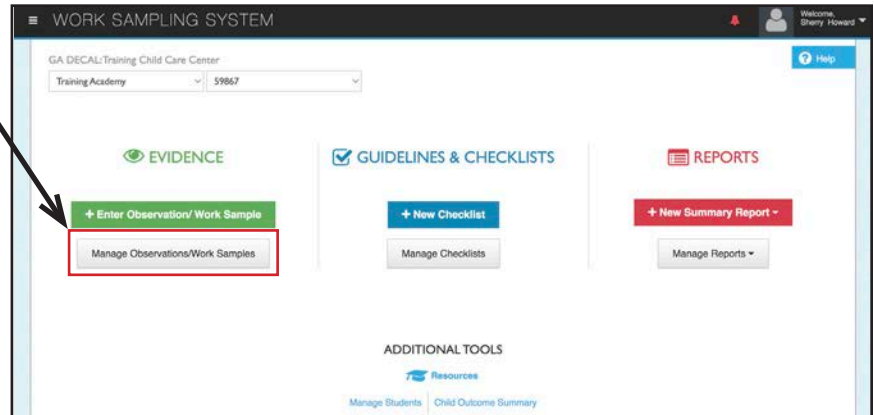
Select a child to view only their evidence

The screenshot shows the 'EVIDENCE' interface with a table of observations. The 'Filter by' dropdown menu is highlighted with a red box, and it is set to 'Students'. Another red box highlights the student list dropdown menu, which is open showing a list of student names: Annamalai, Samyukta; Carlisle, Jahlid; Danner, Bowie; Davis, Nicholas; Davis, Tayo; Farr, Raina; Graydon, Christian; Jimmerson, Penny; Jones, Corinne; Khan, Aziz; LaBarrie, Diarra; Laratte, Alain; Mann, Grayson; Millon, Smith; Moore, Mason; Sanchez, Mark; Schatman, Sophia; Skodnik, Nathan; Tucker, Claudia; Wang, Qianshuo; White, Ryder.

# MANAGE OBSERVATIONS/WORK SAMPLES

## OBSERVATION SUMMARY CHART

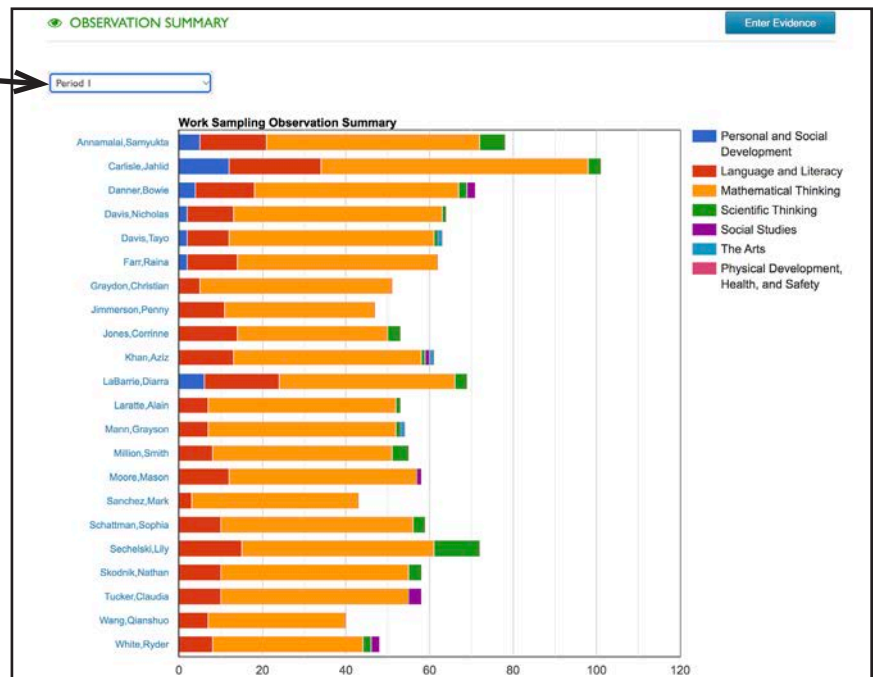
Click **Manage Observations/Work Samples**



Click **Summary Chart**

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

Choose the Period



## ENTER EVIDENCE MATRICES

Notice your Site and Class

Click **+Enter Observation/ Work Sample**

Check **Select All** or choose students

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

# LINK EVIDENCE MATRICES

Click **Link to Performance Indicators**

**ENTER EVIDENCE**

Select Students:  Annamalai, Samyukta ✓ Carlisle, Jahlid ✓ Danner, Bowie ✓ Davis, Nicholas ✓ Davis, Tayo ✓ Farr Raina ✓

Date Observed: 03/27/2024 Period: Period 2

Title: M

Description: On/Off Game, counted 1-5

1976 characters remaining (2000 maximum)

Attachments (optional):

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

**LINK TO PERFORMANCE INDICATORS**

1. Select Students: Preschool-4 ✓ Annamalai Samyukta ✓ Carlisle Jahlid ✓ Danner Bowie ✓ Davis Nicholas ✓ Davis Tayo ✓ Farr Raina ✓ Graydon Christian ✓ Jimmerson Penny ✓

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 Processes and Practices**

- ☐ 1 Begins to make sense of problems and uses simple strategies to solve them
- ☐ 2 Reasons quantitatively and begins to use some tools
- ☐ 3 Uses words and representations to describe mathematical ideas
- ☐ 4 Begins to recognize patterns and make simple generalizations

**B Number**

- ☒ 1 Counts with understanding
- ☐ 2 Shows beginning understanding of number and quantity

Click **Next**

**LINK TO PERFORMANCE INDICATORS**

Students: Annamalai Samyukta  
Mathematical Thinking > Number > Counts with understanding

Students: Carlisle Jahlid  
Mathematical Thinking > Number > Counts with understanding

Students: Danner Bowie  
Mathematical Thinking > Number > Counts with understanding

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

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

Students: Farr Raina  
Mathematical Thinking > Number > Counts with understanding

Click **Done**

**ENTER EVIDENCE**

Select Students:  Annamalai, Samyukta ✓ Carlisle, Jahlid ✓ Danner, Bowie ✓ Davis, Nicholas ✓ Davis, Tayo ✓ Farr Raina ✓

Date Observed: 03/27/2024 Period: Period 2

Title: M

Description: On/Off Game, counted 1-5

1976 characters remaining (2000 maximum)

Attachments (optional): Students: Annamalai Samyukta Mathematical Thinking > Number > Counts with understanding

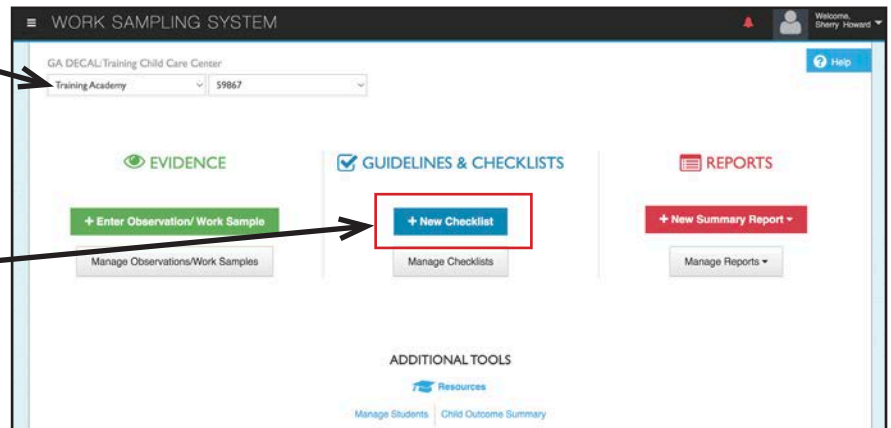
Click **Save**

## GUIDELINES & CHECKLISTS

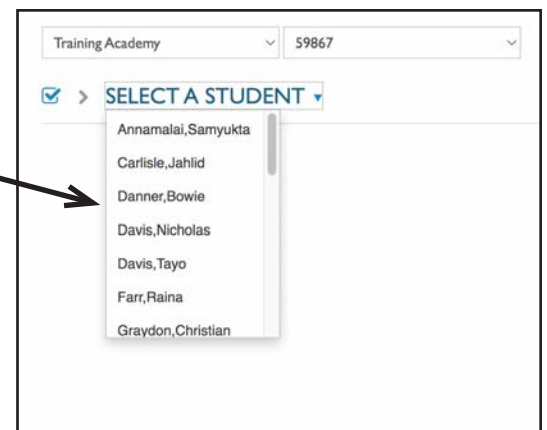
### CREATE A CHECKLIST

Notice your Site and Class

Click **+New Checklist**



Select a student



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

Domain	Period 1	Period 2
I Personal and Social Development	0/12	0/12
II Language and Literacy	0/16	0/16
III Mathematical Thinking	0/12	0/12
IV Scientific Thinking	1/12	0/12
V Social Studies	0/10	0/10
VI The Arts	0/4	0/4
VII Physical Development, Health, and Safety	0/7	0/7
	1% Complete	Not Started
	<input type="button" value="Flag as Final"/>	<input type="button" value="Flag as Final"/>



# GUIDELINES & CHECKLISTS

## CREATE A CHECKLIST

Click the icon to review the Guidelines

Click the icon to review your Evidence

Click the check mark to make your ratings

Move through the domains

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

Write comments that can be added to the Narrative Summary Report

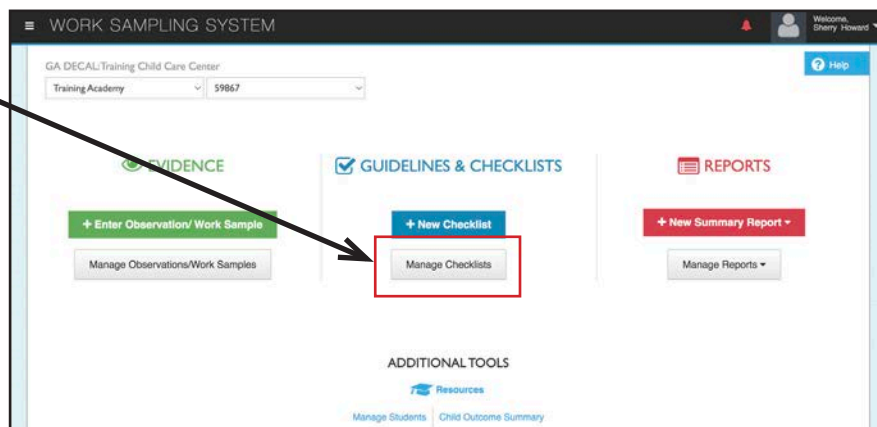
Click the Evidence icon to display your observations. Highlight, copy and paste into the **Comments** box



# MANAGE CHECKLISTS

## CHECKLIST STATUS

Click **Manage Checklists**



View percentage complete for entire class

First Name	Last Name	Grade	Period 1	Period 2
Samyukta	Annamalai	Preschool-4	58% Complete	21% Complete
Jahid	Carlisle	Preschool-4	58% Complete	1% Complete
Bowie	Danner	Preschool-4	41% Complete	1% Complete
Nicholas	Davis	Preschool-4	30% Complete	Get Started
Tayo	Davis	Preschool-4	37% Complete	1% Complete
Raina	Ferr	Preschool-4	36% Complete	Get Started
Christian	Graydon	Preschool-4	32% Complete	5% Complete
Penny	Jimmerson	Preschool-4	42% Complete	Get Started
Corinne	Jones	Preschool-4	29% Complete	Get Started
Aziz	Khan	Preschool-4	30% Complete	Get Started
Diara	LaBarrie	Preschool-4	33% Complete	Get Started
Alain	Laratta	Preschool-4	22% Complete	Get Started
Grayson	Mann	Preschool-4	44% Complete	Get Started
Smith	Millon	Preschool-4	41% Complete	Get Started

Click on a child's name

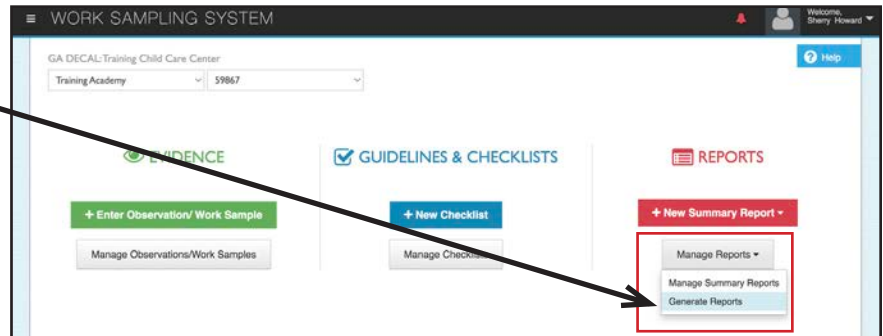
View their percentage complete by domain

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

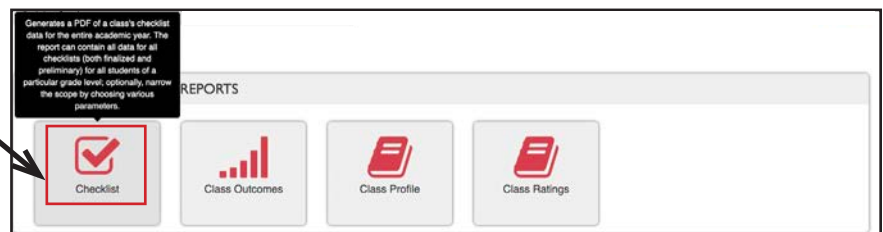
At the end of the period, remember to review your ratings and click **Flag as Final**

# PRINT COMPLETED CHECKLISTS

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



Click **Checklist**



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

**PRINT COMPLETED CHECKLIST**

Print for:  
Entire Class

Grade Level:  
Preschool 4

Academic Year:  
2023/2024

Domains to include in report:

- ☒ All Domains
- ☒ 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

☒ Include Preliminary Ratings  
☒ Include Comments

**Submit** Cancel

Choose **All Domains**

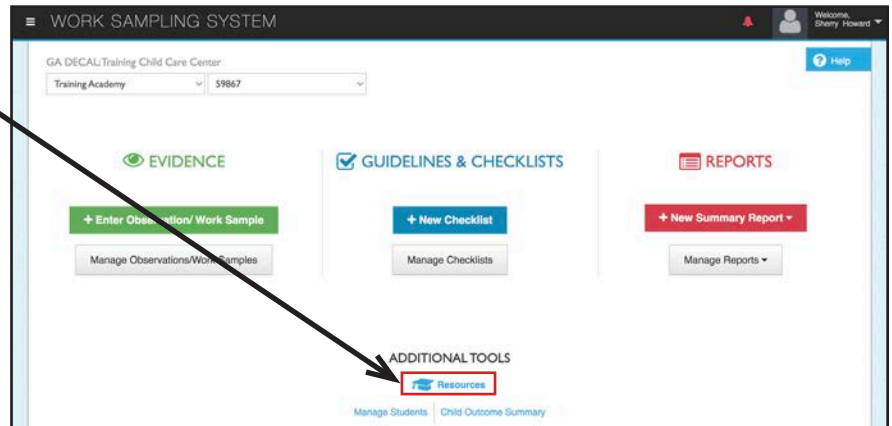
Click **Submit**

A PDF is generated



# VIEW A CHECKLIST

Click **Resources**



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



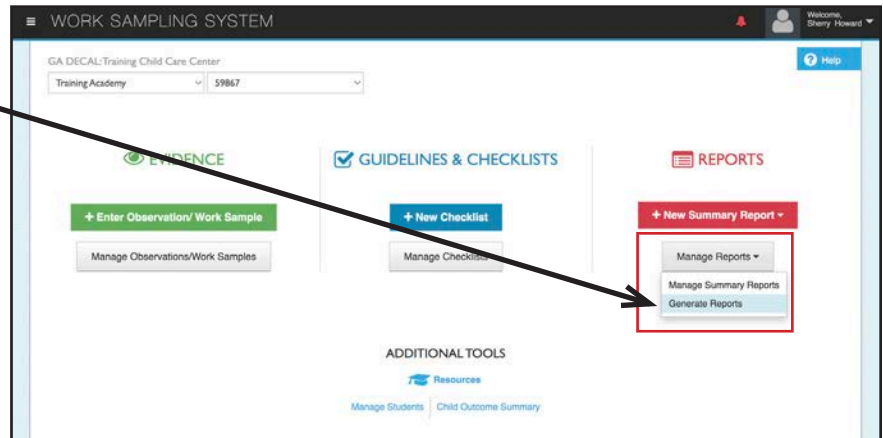
Click **Developmental Checklists-P4**

A PDF will open in a new tab

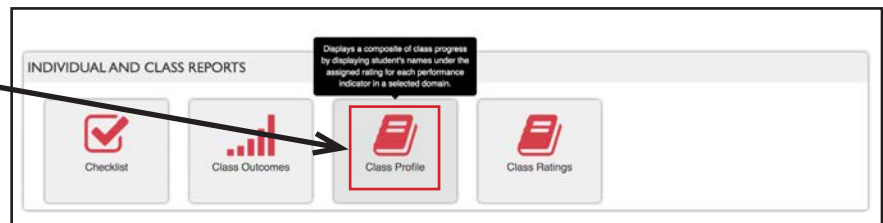


# MANAGE REPORTS CLASS PROFILE

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



Click **Class Profile**



Select the following information:

- Grade Level**
- Period**
- Domain**

**CLASS PROFILE**

Academic Year: 2015/2016

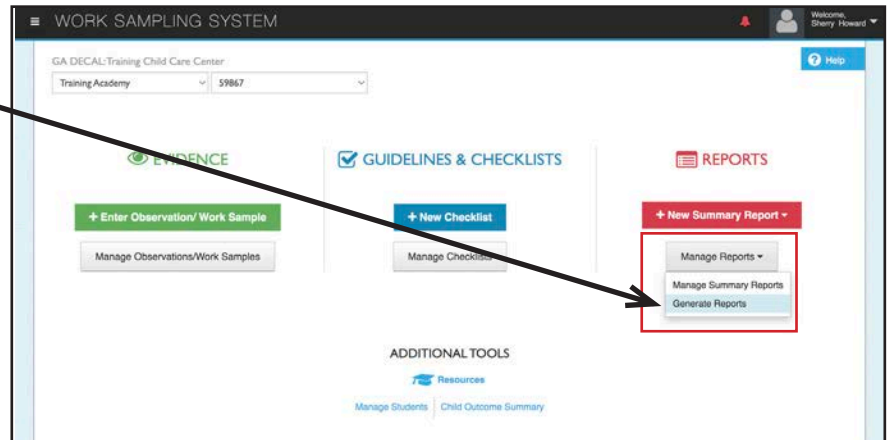
Grade Level:  Period:  Domain:

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

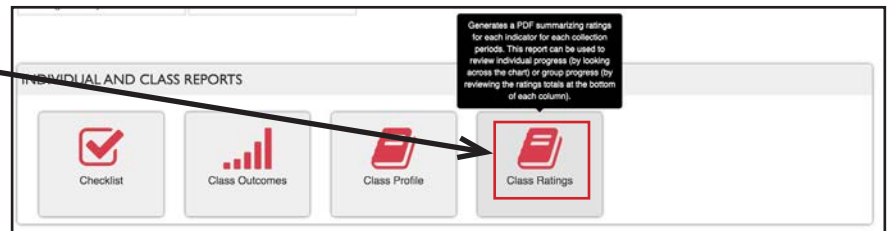
Children in the No Response category have not been rated for that indicator.

# MANAGE REPORTS CLASS RATINGS

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



Click **Class Ratings**



Create a **Report Title**

Choose **Academic Year**

Choose **Preschool 4**

Select **Filter By:**

Choose **Domain(s)**

**CLASS RATINGS**

Report Title: 03/27

Academic Year: 2015/2016

Grade Level: Preschool 4

Filter By: All

Domains to include in report:

- ☒ I All Domains
- ☒ II Personal and Social Development
- ☒ III Language and Literacy
- ☒ IV Mathematical Thinking
- ☒ V Scientific Thinking
- ☒ VI Social Studies
- ☒ VII The Arts
- ☒ VIII Physical Development, Health, and Safety

**Submit** **Cancel**

Click **Submit**

A PDF is generated

# NARRATIVE SUMMARY REPORT

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

WORK SAMPLING SYSTEM

GA DECAL: Training Child Care Center

Training Academy: 59867

**REPORTS**

**+ New Summary Report**

Narrative Summary

Head Start Narrative Summary

Head Start Family Summary

ADDITIONAL TOOLS

Resources

Manage Students | Child Outcome Summary

Select a student  
Select the Period

**NARRATIVE SUMMARY**

Select a Student

Period: Period 1

Enter the attendance

**NARRATIVE SUMMARY**

Annamalal, Samyukta

Period: Period 1

Gender: Male

Academic Year: 2015/2016

Birthday: 03/09/2009

Grade Level: Preschool-4

**Report Options**

Days Present: Days Absent: Days Tardy:

**Report Languages**

☒ English Only ☐ Spanish Only ☐ English and Spanish

☐ Include Standard Summary Assessments

Download Delete Save Template Use Template

Type your narrative under each domain

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

Click **Save**

**Personal and Social Development**

English Spanish

Checklist Comments

08/27/2015

Jose helped a friend get to the cafeteria for breakfast after she arrived late one morning.

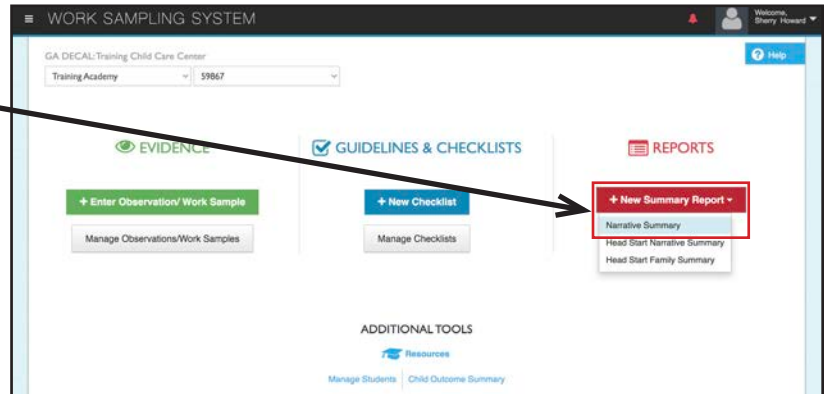
**+ Add Comment**

Jose is developing as expected in Personal and Social Development. He interacts easily with other children. Jose helped a friend get to the cafeteria for breakfast after he arrived late one morning.

Save Cancel

# NARRATIVE SUMMARY REPORT TEMPLATES

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



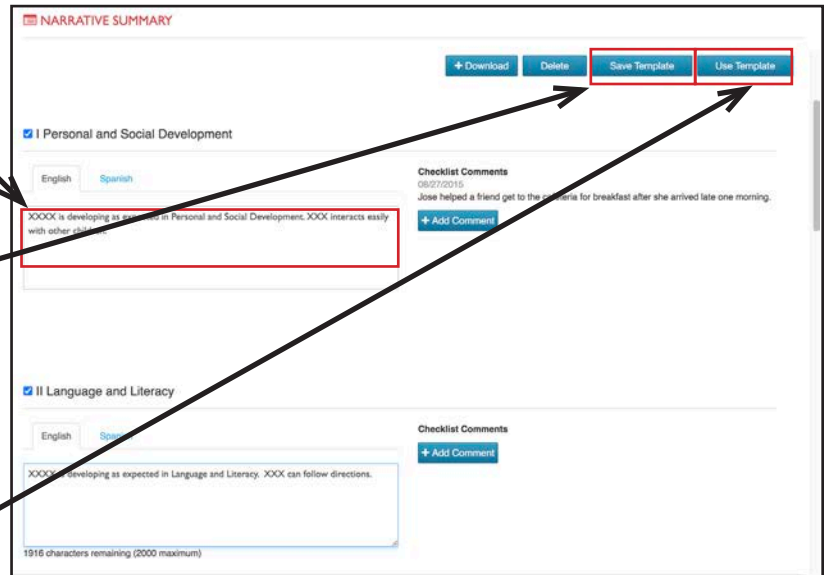
Select a student  
Select the Period



Enter template comments in  
each domain

Click **Save Template**

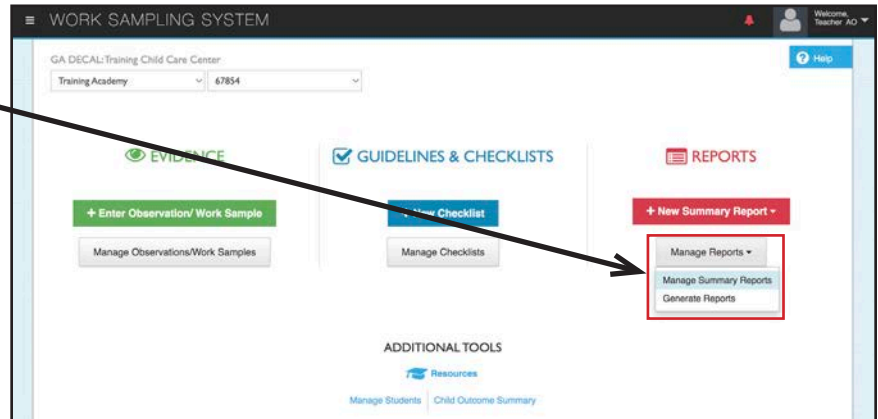
To include template comments  
in *any* child's summary report,  
click **Use Template**.  
The comments will appear in  
each domain's box





# PRINT NARRATIVE SUMMARY REPORT

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



Choose a student and select the period

SUMMARY REPORTS					
	First Name	Last Name	Grade	Period 1	Period 2
	Samyukta	Annamalai	Preschool-4		
	Jahid	Carlisle	Preschool-4		
	Bowie	Danner	Preschool-4		
	Nicholas	Davis	Preschool-4		
	Tayo	Davis	Preschool-4		
	Raina	Farr	Preschool-4		
	Christian	Graydon	Preschool-4		
	Penny	Jimerson	Preschool-4		
	Corinne	Jones	Preschool-4		
	Aziz	Khan	Preschool-4		
	Diana	LaBarrie	Preschool-4		
	Alain	Laraffe	Preschool-4		
	Grayson	Mann	Preschool-4		
	Smith	Millon	Preschool-4		
	Mason	Moore	Preschool-4		
	Mark	Sanchez	Preschool-4		
	Sophia	Schattman	Preschool-4		

Click **+Download**

Click **Class**

**NARRATIVE SUMMARY**

Annamalal, Samyukta Period: Period 1 Gender: Male Academic Year: 2015/2016

Birthday: 03/09/2009 Grade Level: Preschool-4

Report Options  
 Days Present:  Days Absent:  Days Tardy:

Report Languages  
☒ English Only ☐ Spanish Only ☐ English and Spanish

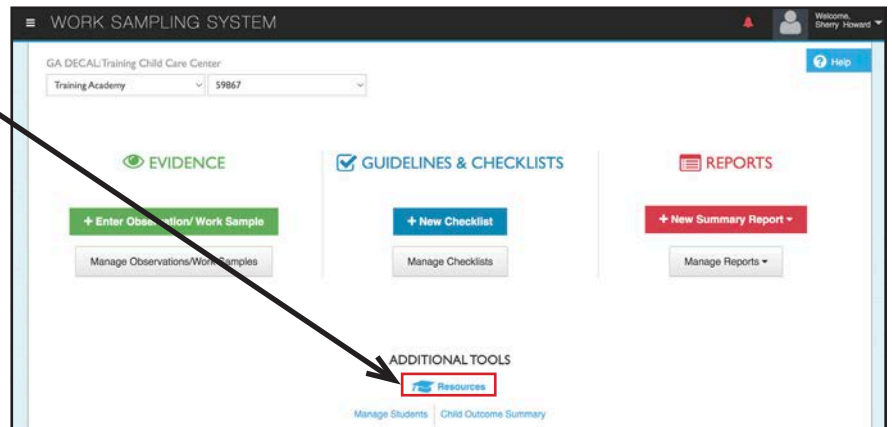
☐ Include Standard Summary Assessments

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

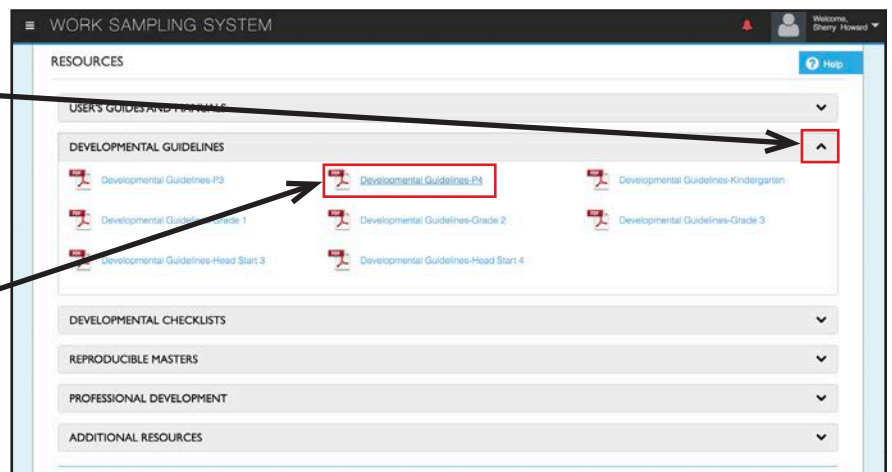
**Class**

## PRINT THE GUIDELINES

Click **Resources**

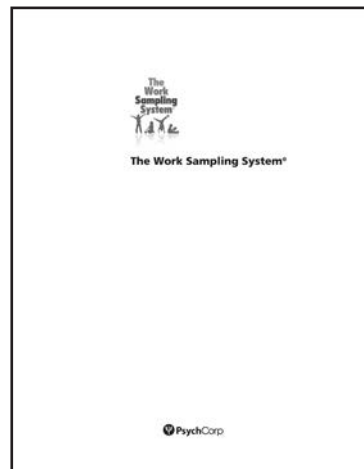


Click the arrow to expand the **Developmental Guidelines** tab



Click **Developmental Guidelines-P4**

A PDF will open in a new tab



**WSO**

# **RESOURCES**

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

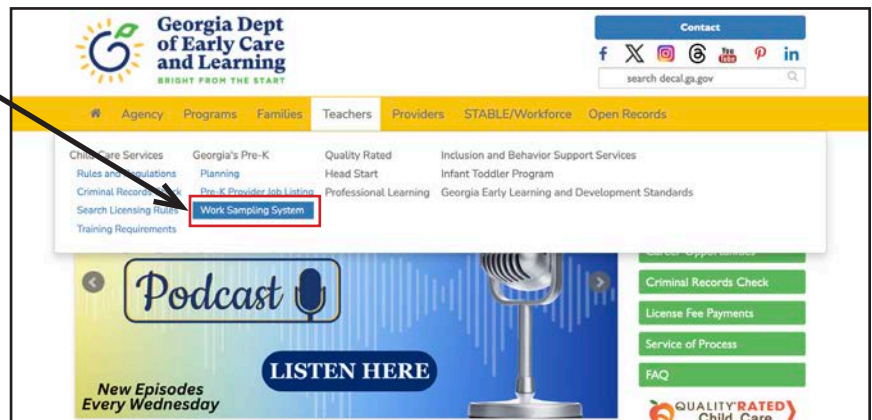
# BRIGHT FROM THE START

www.dec.al.ga.gov

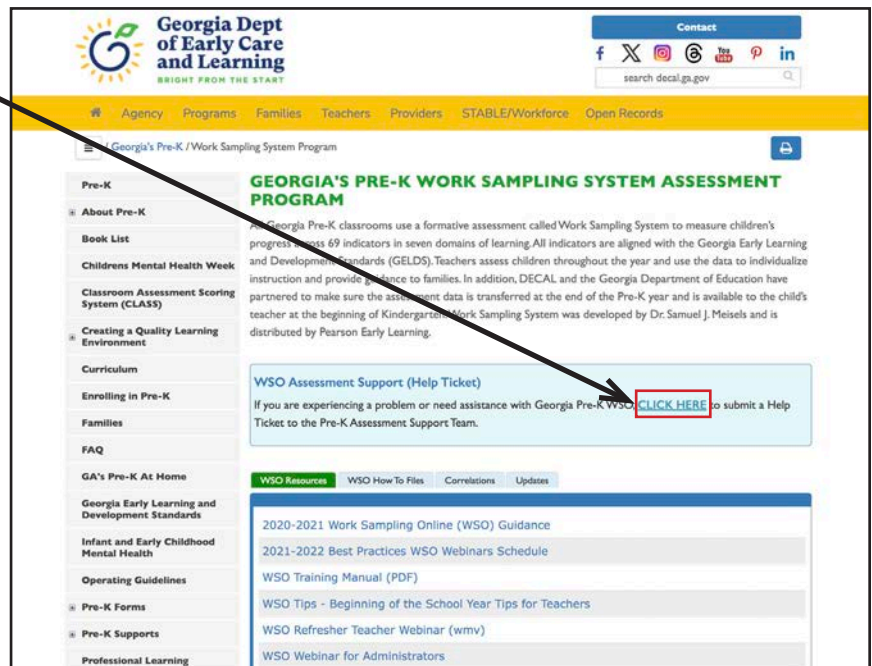
Hover over **Teachers**



Click **Work Sampling System**



To request WSO support  
**CLICK HERE**



# BRIGHT FROM THE START

www.decal.ga.gov

Choose a specific issue from the drop-down list

## GEORGIA'S PRE-K WSO HELP TICKET

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

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

Try these suggestions for more information

## GEORGIA'S PRE-K WSO HELP TICKET

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

I need help logging in

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

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

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

\* indicates required fields.

\* My First Name

\* My Last Name

\* Role



Please select -->

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

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

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

\* Email Address

\* Re-Enter Email Address

\* Daytime Phone Number

Ext

\* WSO Username (or enter 'Unknown')




Comments:

If needed, fill out the feedback form

Click **Submit**

Submit

Cancel

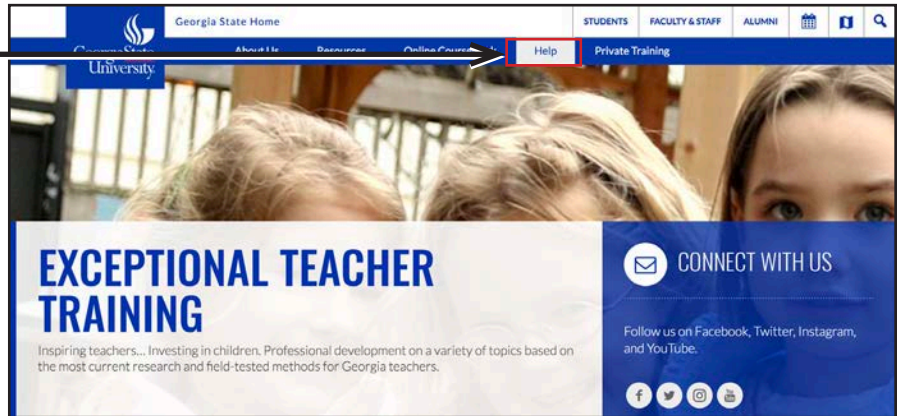
Clear Form

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

# BEST PRACTICES TRAINING

bestpractices.gsu.edu

Click **Help**



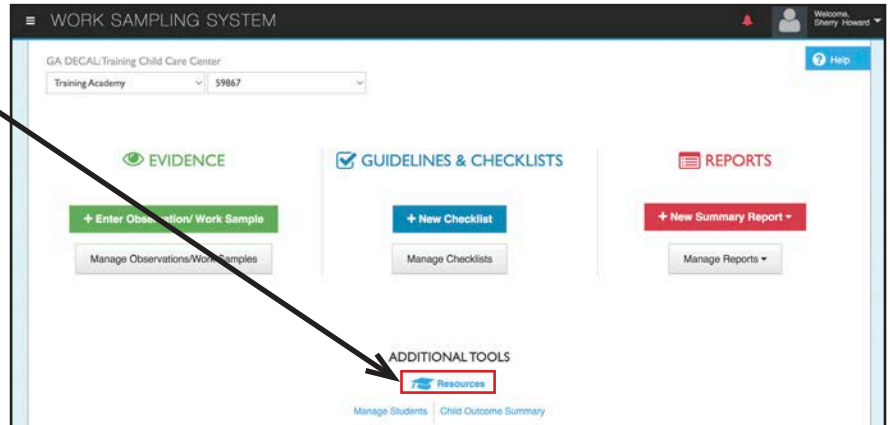
Fill out the Contact Us form and click **Submit**

A screenshot of the 'Need Help?' and 'Contact Us' form. The 'Need Help?' section includes links to watch a 'How To Login' video, learn how to clear a browser's cache, and read FAQs. The 'Contact Us' section includes a form with fields for Name (First and Last), Email, GaPDS Number, Phone, and a dropdown for 'I am signed up for the following training'. Below these fields are checkboxes for 'How can we help?' with options: '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', and 'Other'. A text area for 'Please provide any other pertinent information we need to know to solve your issue.' is also present. At the bottom, there is a CAPTCHA section with a checkbox for 'I'm not a robot' and a CAPTCHA image. A red box highlights the 'Submit' button at the bottom right. A callout box with the text 'Fill out the Contact Us form and click Submit' points to this button.

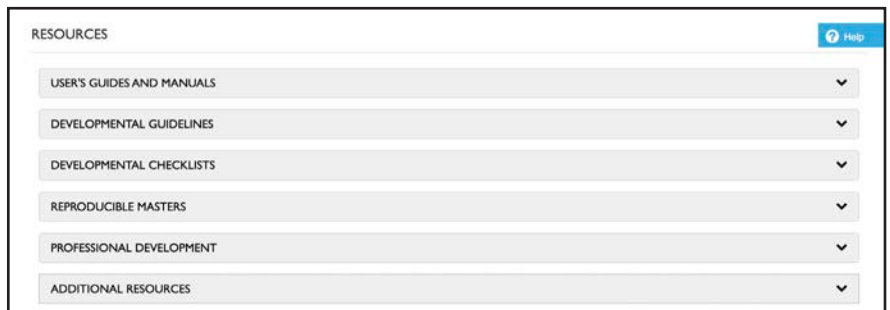
# PEARSON

www.worksamplingonline.com

Click **Resources**



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









# Proof of Attendance

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

## 2024-25 Work Sampling Online.

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

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