Georgia's Pre-K Program
FAQ for Assessment

This document includes information to support programs as they implement Georgia's Pre-K Child Assessment. Use of a common language and definitions ensures that teachers understand the intent and use of all artifacts.

REQUIREMENTS

What are the Work Sampling Online (WSO) System requirements?

- It is highly recommended each teacher have a computer with internet access in their classroom, versus one that is shared with others. The system is delivered via the Internet and can be accessed from any Internet connection, as long as the minimum system requirements are met.
- Each teacher is required to have a digital camera or tablet with camera in their classroom, versus one in the office that is shared among teachers.
- Each teacher should have access to a printer linked to the classroom computer. The best scenario is that each classroom has a printer, but if not possible, printers may be shared as long as they are easily accessible.
- Teachers should be provided **time** each day to enter documentation into Work Sampling Online. Directors should support teachers with daily planning time to ensure they are successful in managing Work Sampling Online.
- One of the following internet browsers should be used when working with WSO: Chrome, Mozilla Foxfire

What other materials are required?

- Preschool-4 Developmental Guidelines (WSO website)
- Georgia's Early Learning Development Standards (GELDS) (available at www.decal.ga.gov and in GELDS resource book)
- Work Sampling System Reverse Correlations (available at www.decal.ga.gov and in GELDS resource book)

What are the requirements?

- Documentation (notes, photos, work samples, matrices) must be entered and linked to indicators online weekly. Teachers are required to collect documentation for the Personal and Social, Language and Literacy, and Mathematical Thinking domains.
- Notes should be written objectively describing exactly what the child did or said.
- When photos are used as documentation, they must be uploaded and linked to an indicator(s). A description should be included to provide more information about the photo. Information might include a quote from the child or an explanation as to what the photo is documenting.
- Work samples may be uploaded or kept in each child's WSO folder. A description of the work sample must be entered online and linked to an appropriate indicator(s) if teachers choose not to upload the sample.
- Data collected on matrices must be uploaded and linked to an indicator(s). Teachers are not required to keep a printed copy once the information is entered into WSO.
- Titles of documentation should reflect the type of evidence that is collected - Note (N), Photo (P), Matrix (M), or Work Sample (WS).
- A Developmental Checklist must be created for each child for Period 1 and Period 2.

- Ratings must be entered on the developmental checklist each week.
  NOTE: All 73 indicators are to be rated by the end of each Period.
- A **Narrative** Summary Report should be written for each child for Period 1 and Period 2.
  The attendance information should be completed for each period.
- Group reports (Class Profile) should be used by teachers to help guide lesson planning.

What reports am I required to save and when should they be saved?

- At the end of Period 1 (Fall), print two copies of the completed Narrative Summary. One should be given to the parents and the other kept for the teacher's records.
- At the end of Period 2 (Spring), print each child's completed checklist. Project Directors have the option to request teachers save completed checklist on a thumb/USB flash drive to be maintained with other student assessment data for a minimum of three years.
- At the end of Period 2 (Spring), print two copies of the completed Narrative Summary. One should be given to the parents and the other kept for the teacher's records.

COMPONENTS

Where do I find the student ID?

At this time, Project Directors are unable to print the Class Reporting Manager from their provider portal. We hope this functionality will be possible in the future.

Teachers will need the student's first and last name, date of birth, and student ID# from the Class Reporting Manager in order to add a student to WSO. The student ID# in the Provider Portal replaces the PANDA ID. To provide this information for teachers so they can add children to WSO, you may choose one of the following options:

- Copy/paste the information from your Class Reporting Manager into another document and provide this to the teacher.
- Provide a screenshot of the Class Reporting Manager information for the teacher.
- Sit with the teacher and provide them with the requested information.
- Date of birth information can be obtained by clicking on the child's record in the Class Reporting Manager or using birth documentation that is on file.

What are appropriate <u>work samples</u> for assessment documentation?

Work samples such as writing samples, drawings, paintings, and dictation should be used to document individual children's skills. Most work samples can and should be linked to multiple performance indicators. Samples can also be used to document skills children have yet to develop.

What are appropriate <u>observational notes</u> for assessment documentation?

Observational notes are meant to be child specific and contain information that is unique to that child such as their exact words or behaviors. Notes should be detailed to adequately document as many indicators as possible. For example, if documenting that a child "uses expanded vocabulary and language for a variety of purposes" you would need more than a statement such as "he shared an experience with the group." A quality note would use a quote including the expanded vocabulary the child used. For example, "Caleb pushes the Lego vehicle he created and says 'mine moves dirt, it's a bulldozer." This note explicitly shows the vocabulary Caleb knows and uses.
Observational notes can also be used to document a skill or behavior a child has yet to develop. A note is not considered negative if it is factual – recording what you saw or heard (the facts) without judgment. An example of an appropriate factual note would be, "When asked to come to circle time, Emma stomped her foot and said, "No!" An example of an inappropriate or negative note would be "Emma refused to come to circle time" because it does not include a specific description of what the child was observed doing or saying, and it is judgmental.

What are appropriate photos for assessment documentation?
The purpose of an assessment photo is to document information that is best captured in a photo or difficult to describe in a note. Photos used for assessment should document the skill or behavior you are trying to assess. Examples of photos could include block structures, 3-dimensional art, and dramatic play.

How do I make ratings on the Developmental Checklist?
The checklist is created under the tab "Guidelines and Checklist." Once documentation is entered for a child, a checklist should be created. Checklist ratings should be made weekly throughout the Period as this updates the information in the WSO reports. A teacher can see all documentation that was linked for each performance indicator. After reviewing the rationale, based on the documentation and the teacher's knowledge, the teacher decides if a child is performing "not yet, in process, or proficient." These ratings can and should be changed and updated throughout the period. All 73 indicators are to be rated by the end of each period.

What reports should I use to inform my lesson planning?
There are two group reports: Class ratings and Class profile. They are located under the tab. **"Reports."** These reports reflect the ratings marked on the developmental checklist. You, as a teacher, can decide which report to use and which report will best help you develop weekly lesson plans. Group reports inform you what standards need to be taught and how to plan instruction for your class, small group, and individual students.

Which form do I use for parent conferences?
Use the **Narrative Summary** report found under the tab "Reports." Create a Narrative Summary report for each child at the end of the reporting period. Language used in the report should reflect a child's progress using the Preschool-4 Developmental Guidelines as well as individual examples of how the child exhibits that skill in each domain.

If a student leaves my classroom, what do I do?
Archive!! When a child leaves your program make sure you enter all the student's documentation. You will then archive the student's file. Click on "Manage Students." Then check the box next to the student's name who has withdrawn from the class. Click on "Archive."

How do I reset my password?
Click on the "Forgot password" link on the WSO login page, and you will be sent an email from WSOSupport@pearson.com to create a new password.

Who do I contact for help?
If you are unable to log in, need help updating/creating your class name, a teacher moves/leaves the class, etc. go to the WSO Assessment Support Help Ticket. The Help Ticket is located at http://decal.ga.gov/Prek/PreKChildAssessmentProgram.aspx. If you have general questions about the Georgia's Pre-K-Assessment process, you should contact the Pre-K Specialist assigned to your program.

Why are the children assessed twice a year? Why not once a year?
Children grow and change at different rates. Their growth often occurs quite rapidly. Only by noting a child's specific performance at one point in time can you accurately assess the child's progress later. We assess twice a year so that the child's profile of skills and knowledge in one collection period can be compared with her profile in an earlier period. This facilitates assessment of progress and provides a chance to record changes in performance.

Do I need to collect documentation on all 73 indicators?

Teachers are required to collect documentation in the Personal and Social, Language and Literacy, and Mathematical Thinking domains. **However**, all 73 performance indicators must still be rated on the Developmental Checklist. Child assessment should be purposeful, not accidental. Teachers should plan and collect documentation (photos, work samples, matrices, and observational notes) weekly. For example, the teacher might take photos during center time in dramatic play, use a matrix another day during group music, collect work samples of children's artistic responses to a story they have heard in small group, and record observational notes another day in the science center. Later in the rating period, the teacher can look for those indicators that have yet to be rated for many of the children and plan activities where data can be collected.

How do I rate the ELL indicators?

All native English-speaking children should be rated N/A on the ELL indicators. All children who speak a dual language, regardless of whether they are fluent in English or not, should receive ratings on the ELL indicators. The ELL indicators should be rated according to the student's acquisition of **ENGLISH**, not their home language. ELL children should also be rated on all 7 domains using the child's **PREFERRED** language.

Once I have a rating for a child, am I done with assessing that child for that rating period?

No, the first rating helps establish a baseline and plan what type of activities should occur next. An indicator rated "Not Yet" lets you know the child may need some prerequisite or basic activities, while a rating of "In Process" calls for reinforcement and a rating of "Proficient" would suggest the child is ready for the types of activities appropriate for five-year olds.

How can I document a child as "Not Yet" when I cannot document anything negative?

There is a difference between being negative and factual. If you are working on patterns with a child and he is not able to copy a pattern, instead of writing a note that says, "Billy cannot copy patterns," the teacher can write, "When shown a pattern by the teacher, Billy arranges red and blue cubes in random order." You can also upload examples of his attempts at patterning. It is still linked as "Begins to recognize patterns and makes simple generalizations" but when you look at the evidence over the entire rating period and the child is still unable to copy a pattern after multiple teaching opportunities, the child would be rated as "Not Yet."

When I have not taught a specific skill to my students, do I use "Not Yet" or "Did Not Observe"?

All indicators should be introduced to your students during the first rating period. Documentation should be collected for the indicators, and each of these indicators should receive a rating that indicates the child's performance for that time period. Teachers should only use a rating of "Did Not Observe" if a child enrolls late in the grading period and it is not reasonable for the teacher to teach and rate all of the indicators.

WSO ADMINISTRATORS

Is there a WSO refresher training available for administrators?

A WSO webinar for Administrators is available on the Bright from the Start website at http://decal.ga.gov/Prek/PreKChildAssessmentProgram.aspx. It is highly recommended that anyone responsible for monitoring WSO watch the webinar and/or contact their assigned Pre-K consultant for specific help.

How should I monitor WSO?

The IQ Guide for Assessment (Director Timeline) is a great tool to use when monitoring WSO, but you also need a plan for documenting ongoing monitoring and providing teachers with feedback. Written monitoring plans and evidence the plan is being implemented should be included with your Grant Requirement Checklist documentation. Remember when creating a monitoring plan include who, when, what, and how.

Who? – Designate a person who will be responsible for reviewing.
When? – Decide the frequency of the reviews throughout the year. For example, will the reviews happen weekly, monthly, quarterly?
What? – What resources will be used to conduct the review?
How? – How will individual feedback be given to teachers?

What should I be reviewing while I am screening portfolios?

You will want to monitor the main components of WSO by using the IQ Guide for Assessment as a guide. While you are reviewing WSO, ask yourself these questions:

- Is documentation (ex: work samples, photos, matrices, and observational notes) being entered weekly?
- Is each student's Developmental Checklist started and is it being updated weekly?
- Are the Developmental Checklist ratings (Not Yet, In Process, Proficient) for Personal and Social, Language and Literacy, and Mathematical Thinking supported by documentation?
- Have all 73 Performance Indicators on the Developmental Checklist been rated and finalized at the end of the reporting period?
- Have Narrative Summaries been fully completed for all students?
- Are family conferences scheduled and held at the end of each reporting period?

How often should I review my teacher's progress in WSO?

Based on the timeline provided in the IQ Guide for Assessment (Director Timeline), WSO should be reviewed approximately every 3-5 weeks at a minimum. However, administrators have continuous access to WSO and can review more frequently depending on the level of support needed by a teacher.

I've had a teacher leave; how do I remove her/him from WSO?

It is important to keep WSO users up to date. If you have a teacher leave during the school year or if a teacher does not return from the previous school year, you will want to remove the teacher so he/she no longer has access to the WSO information entered for his/her classroom. To remove a user, log into WSO. You will automatically be on the administrator's home screen, and you will click on the "Manage" button. When the dropdown options appear, click "Users." All the users for the location should appear and you will click on the check mark next to the user you want to remove (the check mark will now be green). Click on the "User Actions" button and from the dropdown box click "Remove User."

How do I know if my newly hired teacher has had WSO training?

You can access your teacher's Pre-K training history through the GaPDS (Georgia Professional Development System) at www.gapds.decal.ga.gov. If your teacher recently completed WSO training, there is no need for him/her to repeat the training and he/she can be added as a user for your school in WSO. If you need assistance adding a teacher as a user you can refer to the instructions in the WSO Administrator's User Guide on the WSO website or submit a WSO help ticket at http://decal.ga.gov/Prek/PreKChildAssessmentProgram.aspx. If you are uncertain if your teacher should be added as a user, submit a WSO help ticket or contact your Pre-K Specialist.

I hired a new teacher who has not had WSO training. What should he/she being doing until WSO training is completed?

When the teacher receives the students' GAPREK ID's, the children can be entered into WSO. Teachers should be collecting documentation (work samples, observation notes, photos, and matrices) at the beginning of the school year and can begin entering documentation in the system prior to attending training. The P-4 Developmental Guidelines will help the teacher determine which skills to assess and can be found on the teacher's WSO home page by clicking the blue Guidelines link at the bottom of the page. If the teacher has not attended training and it is at the end of the reporting period, family conferences should be scheduled, and the teacher should document and share student development using the Work Sampling Progress Report found at http://www.decal.ga.gov/Prek/PreKChildAssessmentProgram.aspx

A student enrolled late in the Spring reporting period. Should the student be added to WSO?

If the student enrolls very late in the school year (less than 6 weeks of school remaining), the student should not be added to WSO. However, the family should still be able to schedule a conference with the teacher at the end of the school year and the teacher can provide some developmental information on the Work Sampling Progress Report found at http://www.decal.ga.gov/Prek/PreKChildAssessmentProgram.aspx

I know my teacher has to complete Developmental Checklists by the end of the reporting, but when should Developmental Checklists be started?

Developmental Checklists are started at the beginning of each reporting period as the teacher begins to enter documentation for each student. You should expect to see your teacher updating Developmental Checklist ratings on a regular basis throughout the reporting period by making a few ratings on a few students weekly. When using the IQ Guide for Assessment (Director Timeline), you will verify the teacher has started Developmental Checklists at the 6–7-week review. During the reporting period, you should expect to see the amount of completion for each checklist move from "Get Started" to 100%. At the end of the reporting period, teachers should finalize the checklist for each student prior to completing their Narrative Summary. An easy way to review all the Developmental Checklists at one time is from the teacher page. Click on the white box that says, "Manage Checklists." You will see all the students in the classroom and the status of each student's checklist.

I'm reviewing the Developmental Checklists my teacher has created. Should there be documentation to support each rating of Not Yet, In Process, and Proficient?

All Performance Indicators under Personal and Social, Language and Literacy, and Mathematical Thinking domains require documentation to support the rating. Teachers do not need to provide documentation in the Scientific Thinking, Social Studies, The Arts, or the Physical Development domains.

How are the Developmental Guidelines and Developmental Checklists important for my teachers to use in planning instruction?

Developmental Guidelines and Checklists can help with planning instruction in three different ways:

- The Guidelines remind you of the breadth of the curriculum. They address seven domains and include a wide range of activities typical of developmentally appropriate classrooms.
- Systematic reporting of assessment evidence highlights areas of the curriculum that may have been overlooked.
- Carefully observing children and collecting evidence or documenting what you see gives you in-depth knowledge of children. This helps you plan instruction that is more responsive to individual children as well as to the class.

Because the Guidelines and Checklists emphasize continuous progress, a teacher gains a sense of what his/her students can do now as well as where they need to go in the future. Familiarity with the Guidelines and Checklists can help both the teacher and his/her students set learning goals.

What is a Narrative Summary and when should these documents be completed?

Documentation collected about a student and his/her ratings captured on the Developmental Checklist are used to create a Narrative Summary. The Narrative Summary is a report designed for teachers to enter information about student progress and development on a domain-by-domain basis to share with families. Narrative Summaries should be prepared for each student prior to family conferences at the end of Period 1 and 2.