

Summary Information: The Work Sampling System (Preschool 3 & 4, 2004)

Publisher	Pearson Early Learning
Website for information	www.pearsonearlylearning.com or contact Dana Schmidek 888-832-9378 ext. 1763 www.worksamplingonline.com
Cost	\$84.95 Teacher reference package (age and grade specific); \$21.95 for 10 checklists Online licenses purchased annually, price based on number of children
Age range	Preschool through 6 th grade
Purpose	“An instructional assessment that is based on national and state standards. It helps teachers use what their students know and can do in order to enhance instruction and improve children’s learning.”
Areas included	<ul style="list-style-type: none"> ▪ Personal and Social Development ▪ Language and Literacy ▪ Mathematical Thinking ▪ Scientific Thinking ▪ Social Studies ▪ The Arts ▪ Physical Development and Health
Time to administer	Ongoing observation summarized periodically
Scored	Yes. Manual suggests ratings in 4 categories of performance (advanced, proficient, partially proficient, or needs development) and 2 categories of progress (as expected or less than expected) for each component within the domain based on overall performance on a group of indicators
Age norms	No
Age ranges given for items	Yes
How frequently it can be given	3 times per year

Summary Information (Continued): The Work Sampling System (Preschool 3 & 4, 2004):

Standardized tasks	No
Based on observation in natural settings	Yes
Instructions related to parent role	Manual does not specify a parent role in the assessment itself
Data provided on reliability	No. Reliability assessed on earlier version of WSS in 1995 involving internal consistency and inter-rater reliability
Data provided on validity	Yes. Concurrent and predictive validity with the Woodcock Johnson-Revised
Web-based data entry	Yes. See www.worksamplingonline.com
Electronic scoring	Yes
Other languages	Spanish
Who administers	Teachers
Training available through the publisher	Yes

**The Work Sampling System (Preschool 3 & 4, 2004):
Crosswalk to Child Outcomes**

Outcome 1: Positive social relationships	Outcome 2: Knowledge and skills	Outcome 3: Action to meet needs
<p>I. Personal & Social Development</p> <p>B. <u>Self control</u></p> <ul style="list-style-type: none"> ▪ Follows simple classroom rules and routines with guidance ▪ Follows simple classroom rules and routines ▪ Begins to use classroom materials carefully ▪ Uses classroom materials carefully ▪ Manages transitions <p>D. <u>Interaction with others</u></p> <ul style="list-style-type: none"> ▪ Interacts with one or more children ▪ Interacts easily with one or more children ▪ Interacts with familiar adults ▪ Interacts easily with familiar adults ▪ Participates in the group life of the class ▪ Shows empathy and caring for others <p>E. <u>Social problem-solving</u></p> <ul style="list-style-type: none"> ▪ Seeks adult help when needed to resolve conflicts 	<p>I. Personal & Social Development</p> <p>C. <u>Approaches to learning</u></p> <ul style="list-style-type: none"> ▪ Shows eagerness and curiosity as a learner ▪ Attends briefly, and seeks help when encountering a problem ▪ Attends to tasks and seeks help when encountering a problem ▪ Approaches play with purpose and inventiveness ▪ Approaches tasks with flexibility and inventiveness <p>II. Language & Literacy</p> <p>A. <u>Listening</u></p> <ul style="list-style-type: none"> ▪ Gains meaning by listening ▪ Follows two-step directions ▪ Follows two-or three-step directions ▪ Shows beginning phonological awareness ▪ Demonstrates phonological awareness <p>B. <u>Speaking</u></p> <ul style="list-style-type: none"> ▪ Speaks clearly enough to be understood by most listeners ▪ Speaks clearly enough to be understood without contextual clues ▪ Uses expanded vocabulary and language for a variety of purposes <p>C. <u>Reading</u></p> <ul style="list-style-type: none"> ▪ Shows appreciation for books ▪ Shows appreciation for books and reading ▪ Shows interest in letters and words 	<p>I. Personal & Social Development</p> <p>A. <u>Self concept</u></p> <ul style="list-style-type: none"> ▪ Demonstrates self-confidence ▪ Shows some self-direction <p>C. <u>Approaches to learning</u></p> <ul style="list-style-type: none"> ▪ Shows eagerness and curiosity as a learner ▪ Attends briefly, and seeks help when encountering a problem ▪ Attends to tasks and seeks help when encountering a problem ▪ Approaches play with purpose and inventiveness ▪ Approaches tasks with flexibility and inventiveness <p>E. <u>Social problem-solving</u></p> <ul style="list-style-type: none"> ▪ Seeks adult help when needed to resolve conflicts <p>VII. Physical Development & Health</p> <p>A. <u>Gross motor development</u></p> <ul style="list-style-type: none"> ▪ Moves with some balance and control* ▪ Coordinates movements to perform simple tasks* <p>B. <u>Fine motor development</u></p> <ul style="list-style-type: none"> ▪ Uses strength and control to perform simple tasks* ▪ Uses eye-hand coordination to perform simple tasks* ▪ Explores the use of various drawing and

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	<ul style="list-style-type: none"> ▪ Shows beginning understanding of concepts about print ▪ Comprehends and responds to stories read aloud <p>D. <u>Writing</u></p> <ul style="list-style-type: none"> ▪ Represents ideas and stories through pictures, dictation, and play ▪ Uses scribbles and unconventional shapes to write* ▪ Uses letter-like shapes, symbols, and letters to convey meaning* ▪ Understands purposes for writing <p>III. Mathematical Thinking</p> <p>A. <u>Mathematical processes</u></p> <ul style="list-style-type: none"> ▪ Shows interest in solving mathematical problems ▪ Begins to use simple strategies to solve mathematical problems <p>B. <u>Number and operations</u></p> <ul style="list-style-type: none"> ▪ Shows curiosity and interest in counting and numbers ▪ Shows beginning understanding of number and quantity <p>C. <u>Patterns, relationships, and functions</u></p> <ul style="list-style-type: none"> ▪ Sorts objects into subgroups that vary by one attribute ▪ Sorts objects into subgroups that vary by one or two attributes ▪ Recognizes simple patterns and duplicates them 	<p>art tools*</p> <ul style="list-style-type: none"> ▪ Shows beginning control of writing, drawing, and art tools* <p>C. <u>Personal health and safety</u></p> <ul style="list-style-type: none"> ▪ Begins to perform self-care tasks independently ▪ Performs some self-care tasks independently ▪ Follows basic health and safety rules with reminders ▪ Follows health and safety rules

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	<p>D. <u>Geometry and spatial relations</u></p> <ul style="list-style-type: none"> ▪ Identifies several shapes ▪ Begins to recognize and describe the attributes of shapes ▪ Shows understanding of several positional words ▪ Shows understanding of and uses several positional words <p>E. <u>Measurement</u></p> <ul style="list-style-type: none"> ▪ Shows understanding of some comparative words ▪ Orders, compares, and describes objects according to a single attribute ▪ Participates in measuring activities <p>IV. Scientific Thinking</p> <p>A. <u>Inquiry</u></p> <ul style="list-style-type: none"> ▪ Uses senses to observe and explore classroom materials and natural phenomena ▪ Asks questions and uses senses to observe and explore materials and natural phenomena ▪ Begins to use simple tools and equipment for investigation ▪ Uses simple tools and equipment for investigation ▪ Makes comparisons about objects 	

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	<p>V. Social Studies</p> <p>A. <u>People, past and present</u></p> <ul style="list-style-type: none"> ▪ Begins to recognize own physical characteristics and those of others ▪ Identifies similarities and differences in personal and family characteristics <p>B. <u>Human interdependence</u></p> <ul style="list-style-type: none"> ▪ Begins to understand family structures and roles ▪ Begins to understand family needs, roles, and relationships <p>C. <u>Citizenship and government</u></p> <ul style="list-style-type: none"> ▪ Shows awareness of group rules ▪ Demonstrates awareness of rules ▪ Shows awareness of what it means to be a leader <p>D. <u>People and where they live</u></p> <ul style="list-style-type: none"> ▪ Shows beginning awareness of their environment ▪ Describes the location of things in the environment ▪ Shows awareness of the environment 	

Note: Areas that are not precursor to or components of any of the three outcomes, and therefore not included in the crosswalk, were:

VI. The arts

- A. Expression and representation
- B. Understanding and appreciation

*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.