Introduction to the
Work Sampling System for Head Start

Conducted by Dr. Melissa Shamblott
Pearson Clinical Assessment
May 16, 2012
Agenda

- Review criteria for high-quality early childhood assessment
- Gain familiarity with the *Work Sampling System for Head Start™*
- See how the Work Sampling Online system automates the entire assessment process for both teachers and administrators
- Learn how to expedite the Head Start reporting process
Assessment

- A tool and/or process for answering specific questions about children’s learning, knowledge, skills, interests, etc.

- Based on the interrelated processes of documentation and evaluation.
Head Start Assessment Requirements

Programs must select tools that are:

- Reliable and valid;
- Developmentally, culturally and linguistically appropriate;
- Aligned with the Head Start Framework.
Assessment Recommendations

- Make ethical, appropriate, valid and reliable assessment a central part of all early childhood programs (NAEYC, 2005).

- One of the indicators of good assessment is that it is linguistically and culturally responsive for all children, including children whose home language is not English (NAECS/SDE, 2003).
Significant and Noteworthy Research Base

- Work Sampling is the most researcher observational assessment on the market today.

- Many studies have been conducted since the development of the tool in the early 1990’s.

- Studies are published in a wide range of scholarly publications.
Selected Research

- **Pittsburgh Work Sampling Achievement Validation Study**
  - 1996-1997
  - 345 Children, all enrolled at WSS schools
  - WJ-R (Woodcock-Johnson Revised) administered in Fall and Spring to measure achievement
  - Regression Analyses used to determine whether WSS checklist and summary report ratings made a unique contribution to the child’s performance on the WJ-R
  - WSS Classroom
    - Students in WSS classrooms surpassed children in Non-WSS classroom in Math and Language and went on in 3rd grade standardized tests to also surpass non-WSS children and all other students in grade level in PPS.
Selected Research

- **Assessing the Validity of Minnesota School Readiness Indicators.**
  - Ratings made in kindergarten classrooms “significantly and consistently predicted third-grade MCA reading and math tests scores and the need for school remedial services…”
  - Reynolds et al., 2011

- **Assessing language, literacy, and mathematics skills with Work Sampling for Head Start with preschoolers.**
  - 2006-2007
  - 112 children in Head Start, state-funded preschool, and child care.
  - Looked at reliability and validity of the tool in language and literacy and mathematic thinking compared to norm referenced measures.
  - Very high reliability among the WSHS subscales.
  - Moderate correlations between WSHS and the outcomes and unique contributions to the assessments of reading and math by WSHS over and above demographic variables.
Criteria for Appropriate Assessment

- Fairness
- Multiple Sources of Information
- Context and Setting
- Continuity
Sam Meisels, Ed.D.

- President, Erikson Institute
- Professor and Research Scientist Emeritus, University of Michigan
- Served on Board of Directors, NHSA and Past-President, Zero to Three
- One of the nation’s leading authorities on the assessment of young children
- Published over 150 articles, books and monographs
- Author of *The Work Sampling System®, ESI-R™ and The Ounce Scale*
Work Sampling System

- Developmental Guidelines/Checklists
- Portfolio Collections
- Summary Reports
## Work Sampling Domains

<table>
<thead>
<tr>
<th>Work Sampling Domains</th>
<th>Head Start Domains</th>
</tr>
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<tbody>
<tr>
<td>I. Personal and Social Development</td>
<td>I. Physical Development and Health</td>
</tr>
<tr>
<td>II. Language and Literacy</td>
<td>II. Social and Emotional Development</td>
</tr>
<tr>
<td>III. Mathematical Thinking</td>
<td>III. Approaches to Learning</td>
</tr>
<tr>
<td>IV. Scientific Thinking</td>
<td>IV. Logic and Reason</td>
</tr>
<tr>
<td>V. Social Studies</td>
<td>V. Language Development</td>
</tr>
<tr>
<td>VI. The Arts</td>
<td>VI. Literacy Knowledge and Skills</td>
</tr>
<tr>
<td>VII. Physical Development</td>
<td>VII. Mathematics Knowledge and Skills</td>
</tr>
<tr>
<td></td>
<td>VIII. Scientific Knowledge and Skills</td>
</tr>
<tr>
<td></td>
<td>IX. Creative Arts Expression</td>
</tr>
<tr>
<td></td>
<td>X. Social Studies Knowledge and Skills</td>
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</table>
Developmental Guidelines and Checklists

- Based on National Standards
- Aligned with the Head Start Framework
- Organized by Domains
- Functional Components
- Performance Indicators
- Rationales
- Examples
Work Sampling for Head Start™

- Incorporates legislatively mandated domains and components
- Fully aligned with Head Start Child Development and Early Learning Framework
- Shows student’s progress over time
- Offers online aggregation and disaggregation of data
- Reflects age-appropriate development
### Portfolio Item Record

**Child**: Ashley  
**Preschool-4**

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
<th>Core</th>
<th>Indiv.</th>
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#### Domains

I. Personal & Social Development  
II. Language & Literacy  
III. Mathematical Thinking  
IV. Scientific Thinking  
V. Social Studies  
VI. The Arts  
VII. Physical Development

#### Comments

1/21/94

*Works carefully and deliberately. Controls scissors and paper easily. Noted that she had made triangles.*
SUMMARY REPORTS: WSO offers templates and tools for creating reports to share with families.
OUTCOMES REPORTS: WSO aggregates data. Reporting on each of the domains, components, and indicators available.

Uses expanded vocabulary and language for a variety of purposes.‘

Head Start Domains, Domain Elements and Indicators aligned to this Performance Indicator

- Domain Indicator: Uses an increasingly complex and varied spoken vocabulary. *

Demographic Breakdown: Overall

Percentage of children at each level

<table>
<thead>
<tr>
<th>Level Observed</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Yet</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>In Process</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Proficient</td>
<td>67%</td>
<td>83%</td>
<td>83%</td>
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</table>

% of Children with No Data
<table>
<thead>
<tr>
<th>Period</th>
<th>33%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 2</td>
<td>67%</td>
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</tbody>
</table>
| Period 3   | 67%

* It is legislatively mandated that programs must gather and analyze data on this Performance Indicator.
Early Childhood Outcomes (ECO) Ratings Reports

+ ECO/COSF Ratings Reports required by OSEP

+ Developmental Checklists have been correlated to OSEP/COSF rating scale

+ Automatically calculates placement of child on the scale for reporting outcomes to OSEP

+ Virtually no additional work for teachers
Program Benefits

- Simplifies the process of managing your data
- Streamlines the collection of observations, portfolios and checklists to create Summary Reports
- Provides information about students to help teachers to design lesson plans and class profiles to fit your program’s instructional needs
- Generates aggregated reports
- **Head Start Programs:** Instantly generates reports that meet the Heat Start requirements
- Customized professional development to meet your training needs

- **Register for a Free WSO Trial today!**