Using Observational Data in the Evidence Based Classroom

Gloria Maccow, Ph.D.
Assessment Training Consultant

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Agenda

- Overview of Work Sampling
- The Assessment Cycle
- Components of the Assessment Cycle
- Case Study
Overview of
The Work Sampling System

What is Work Sampling?

- Authentic Performance Assessment
- Curriculum Embedded
- Instructional Assessment
- Ongoing Evaluation
**Authentic Performance Assessment**

Work Sampling helps teachers:

- use actual classroom experiences, activities, and products
- to document and evaluate children’s skills, knowledge, and behaviors

**Curriculum Embedded Assessment**

Work Sampling enables teachers to:

*learn about their students by encouraging them to show what they know and what they can do.*

Activities might include:

- Solving problems
- Writing in journals
- Interacting with peers
- Constructing with blocks
- Painting
- Doing experiments
Instructional Assessment

- Primary focus is on helping teachers make instructional decisions in their classrooms
- Comprehensive means of monitoring children's social, emotional, physical, and academic progress
- Based on teachers' observations of students who are actively working and creating products within the context of their daily classroom experience
- Designed to provide meaningful feedback to teachers, students, and their families, and other educators and professionals

Ongoing Evaluation

A student's work is assessed repeatedly through:

- Guidelines and Checklists
- Teacher observations
- Work samples

Repeated assessment allows teachers to identify patterns of student learning.
The Assessment Cycle
Asking Questions

Components of Work Sampling

A. Developmental Guidelines and Checklists
   • Performance indicators in 7 domains
   • Formally rated 3 times per year
   • Teacher observations
   • Work samples
   • Other sources of information

B. Summary Reports
### Guidelines and Checklists

- Based on State and National Standards
- Age/Grade Levels
- Organized by Domains
  - *Functional Components*
    - *Performance Indicators*
      - *Rationales*
      - *Examples*

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### Guidelines and Checklists

<table>
<thead>
<tr>
<th>Domain</th>
<th>Functional Component</th>
<th>Indicators</th>
</tr>
</thead>
</table>
Identifies patterns and makes generalizations. |
Guidelines and Checklists

Domain

- Personal and Social Development
- Language and Literacy
- Mathematical Thinking
- Scientific Thinking
- Social Studies
- The Arts
- Physical Development/Health and Safety

Guidelines and Checklists

Functional Component

- Process and Practices
- Number
- Operations & Algebraic Thinking
- Measurement
- Data Analysis
- Geometry
Guidelines and Checklists

Indicators

- Reasons quantitatively and begins to use tools
- Identifies patterns and makes generalizations

Let’s Practice!

What activities do you do that reflect the indicator shown?

Choose one

Which of the checklist indicators could you observe for during that activity?

Check and Connect
Evidence

- Documented Observations
- Work Samples
- Photos/Videos
**Documented Observations**

**Importance of Observation**

- Helps teachers remember what children know and can do.
- Observations provide the support and evidence to support evaluations.
- Helps the teacher see patterns in learning and behavior over time.
- Help teachers plan instructional activities that are responsive to children’s interests, strengths and needs.

**Recording Methods**
Anecdotal Note

Anecdotal record (4-year-old, cooking)
11/5/05 Dwight
Dwight is at the table cooking cranberries with Brian and Nancy (assistant). He is seated on his chair leaning over the table with his elbows on his chin. His lips are pursed and he is frowning a little bit. He watches. B stirs with the wooden spoon. D says, “I see smoke.” Sugar, water, and cranberries are heating on the hot plate. N says, “This is steam, Dwight. Not smoke.” D says, giggling, “Brian that steam’s getting on your face.” He sits up on his knees, his two hands on the table. “I want to stir now. I want steam in my face.” He takes the spoon and begins to stir, putting his face near the pot.

Running Record

A: picks up rec prism block, stacks on end, “I did it!”
S: “No, that’s not right, it isn’t a tower. It’s…” Puts hand on A’s block.
A: grimaces, slaps at S’s hand, screams “NO!”, throws self backwards onto floor, hitting head, arching back.
T: quickly comes over to A, puts herself between A and S, says “A, it looks like you’re upset. I’ll help you calm down. Remember, can I rub your back? (voice tone anxious?)
A: “No!” thrashes fists by side, arches back again.
T: “Well, I’ll just sit here then.” (calmer voice tone?)
Matrix

**Math Activity:** Spin a Step

<table>
<thead>
<tr>
<th>Names</th>
<th>Mathematics</th>
<th>Strategy</th>
<th>Problem Solving</th>
<th>Follow-up</th>
<th>Monitoring</th>
<th>Code Analysis</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom</td>
<td>H</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elise</td>
<td>H</td>
<td>I</td>
<td>I</td>
<td>H</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>George</td>
<td>H</td>
<td>I</td>
<td>I</td>
<td>H</td>
<td>H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peter</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>H</td>
<td>H</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
- Tom didn’t want to give up the spinner when it was the next person’s turn.
- He left the spinning handle on the floor.
- Elise grabbed the numbers on the spinner, moved the correct number of spaces, needed cubes to do addition.
- George wandered off between turns; said he hated this game when the spinner landed on a number he couldn’t use.
- Peter needed practice with numbers to be successful at the game. Others gave her help.

Rating Scale

**Child:** Tony  
**Date:** 2/16/13  
**Time:** 2:00 PM

**Observer:** Mrs. R.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>Makes contribution to discussion</td>
<td>✓</td>
</tr>
<tr>
<td>Contributions relevant to topic</td>
<td>✓</td>
</tr>
<tr>
<td>Looks at person speaking</td>
<td>✓</td>
</tr>
<tr>
<td>Asks questions of other contributors</td>
<td>✓</td>
</tr>
</tbody>
</table>
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Tally

**Choice Record**

Week of: **4/8-12**

<table>
<thead>
<tr>
<th>Names</th>
<th>Blocks</th>
<th>Table Toys</th>
<th>Art</th>
<th>Computer</th>
<th>Dram. Play</th>
<th>Writing Ctr</th>
<th>Library</th>
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<tbody>
<tr>
<td>Annie</td>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
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<td><img src="image6.png" alt="Image" /></td>
<td><img src="image7.png" alt="Image" /></td>
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<td>Brian</td>
<td><img src="image8.png" alt="Image" /></td>
<td><img src="image9.png" alt="Image" /></td>
<td><img src="image10.png" alt="Image" /></td>
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<td><img src="image13.png" alt="Image" /></td>
<td><img src="image14.png" alt="Image" /></td>
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<tr>
<td>Maya</td>
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<td><img src="image20.png" alt="Image" /></td>
<td><img src="image21.png" alt="Image" /></td>
</tr>
<tr>
<td>Shuyu</td>
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<td><img src="image23.png" alt="Image" /></td>
<td><img src="image24.png" alt="Image" /></td>
<td><img src="image25.png" alt="Image" /></td>
<td><img src="image26.png" alt="Image" /></td>
<td><img src="image27.png" alt="Image" /></td>
<td><img src="image28.png" alt="Image" /></td>
</tr>
<tr>
<td>Tyrell</td>
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<td><img src="image30.png" alt="Image" /></td>
<td><img src="image31.png" alt="Image" /></td>
<td><img src="image32.png" alt="Image" /></td>
<td><img src="image33.png" alt="Image" /></td>
<td><img src="image34.png" alt="Image" /></td>
<td><img src="image35.png" alt="Image" /></td>
</tr>
</tbody>
</table>

* L = Lego  D = Draw
* M = Math manip  P = Paint
* F = Puzzles  C = Collage

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Time Sample

**Time Sample**

Child: _Samantha_  Date: _3/12_  Time: _2:00 PM_

Activity: _Group Project Work_

<table>
<thead>
<tr>
<th>1:00</th>
<th>1:05</th>
<th>1:10</th>
<th>1:15</th>
<th>1:20</th>
<th>1:25</th>
<th>1:30</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT</td>
<td>i</td>
<td>OT</td>
<td>i</td>
<td></td>
<td>i</td>
<td>i</td>
</tr>
</tbody>
</table>

* I = Involved (focused on activity, working with others on the task, contributing to the group’s work)
* OT = Off task (wandering around the room, engaging with others unrelated to the task, sitting alone and not working)
Recording Tools

- Legal pads
- Index cards
- Calendars
- Butcher paper
- Sticky notes
- Carpenter’s aprons
- Audio recorders
- Digital Cameras
- Video cameras
- Tablets

Domain Process Notes

<table>
<thead>
<tr>
<th>The Work S.</th>
<th>Week of 2/14</th>
<th>Juanita</th>
<th>Whitney</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Literacy</td>
<td>2/15</td>
<td>worked w/ B.O. &amp; R.T. on book skit; came to me 4x for help dealing with R &amp; B.</td>
<td>2/16</td>
</tr>
<tr>
<td>Mathematical Thinking</td>
<td>2/14</td>
<td>wrote long story in journal — wanted to count total p. said “I can count the p. and times it by 2 to get all my sides.”</td>
<td>2/15</td>
</tr>
<tr>
<td>Scientific Thinking</td>
<td>2/16</td>
<td>observed guinea pig w/ Nikki — spent time making detailed record of how g.p. eats</td>
<td>2/15</td>
</tr>
</tbody>
</table>
Child Domain Process Notes

I. Personal and Social Development
   A. Self-Concept
   B. Self-Control
   C. Approaches to Learning
   D. Interaction With Others

II. Language and Literacy
   A. Listening
   B. Speaking
   C. Reading
   D. Writing

3/9
   In a fight w/ Rodney about rules for soccer—came in from recess sweating and frowning—stomped around, would not sit down to talk

3/7
   Conf. w/ him about story, he revised the ending to make it clear. He identified some spelling errors

3/13
   Conf. interested in Nolan Ryan: checked out book about famous pitcher said he knew N.R. would be in lit. read 2 ch. for contract

III. Mathematical Thinking
   A. Processes and Practices
   B. Number

IV. Science Thinking
   A. Inquiry Skills and Practices
   B. Physical Science

General Process Notes

<table>
<thead>
<tr>
<th>General Process Notes</th>
<th>Teacher</th>
<th>Page of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nikki</td>
<td>Jennifer</td>
<td></td>
</tr>
<tr>
<td>3/7 Shared “The Cat, the Dog, the Bird, and Their Incredible Adventure.” Works well from brainstorm. Learning to use quotation marks.</td>
<td>Albert</td>
<td></td>
</tr>
<tr>
<td>3/8 Conferenced with him about Jill or Owen story. He made revisions to make ending more clear. Also identified some spelling errors (3/7 computer)</td>
<td>Albert</td>
<td></td>
</tr>
</tbody>
</table>
Evidence

Indicators

- Reasons quantitatively and begins to use tools
- Identifies patterns and makes generalizations

Interpreting Evidence
### Developmental Checklists

#### Personal and Social Development

<table>
<thead>
<tr>
<th>A</th>
<th>Self-Concept</th>
<th>F</th>
<th>W</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrates self-confidence.</td>
<td>Not Yet</td>
<td>In Process</td>
<td>Proficient</td>
</tr>
<tr>
<td>2</td>
<td>Shows initiative and self-direction.</td>
<td>Not Yet</td>
<td>In Process</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B</th>
<th>Self-Control</th>
<th>F</th>
<th>W</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Follows classroom rules and routines.</td>
<td>Not Yet</td>
<td>In Process</td>
<td>Proficient</td>
</tr>
<tr>
<td>2</td>
<td>Manages transitions and adapts to changes in routine.</td>
<td>Not Yet</td>
<td>In Process</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C</th>
<th>Approaches to Learning</th>
<th>F</th>
<th>W</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Shows eagerness and curiosity as a learner.</td>
<td>Not Yet</td>
<td>In Process</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

| 4 | Begins to present knowledge and ideas. | Not Yet | In Process | Proficient |

### Online Checklist Ratings

<table>
<thead>
<tr>
<th>Proficient</th>
<th>In Process</th>
<th>Not Yet</th>
<th>Did Not Observe</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the evidence you have matches the description in the rationale and examples.</td>
<td>If the evidence shows that the child’s skills in this area are emerging.</td>
<td>If you have collected evidence of the child attempting to do the skill, and the child cannot demonstrate it.</td>
<td>If you do not have enough evidence to make a rating. (Perhaps a child started school late, or missed many days due to illness.)</td>
<td>If you have not yet taught that indicator.</td>
</tr>
</tbody>
</table>
Interpreting Evidence

Timeline and Assessment Cycle

<table>
<thead>
<tr>
<th>BEFORE THE START OF THE SCHOOL YEAR</th>
<th>REPORTING PERIOD BEGINS</th>
<th>REPORTING PERIOD ENDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Week 2</strong></td>
<td><strong>Week 3</strong></td>
</tr>
<tr>
<td>Gain Familiarity With Guidelines</td>
<td>Review With Colleagues</td>
<td>Add Examples</td>
</tr>
</tbody>
</table>

Assessment Cycle
1. Ask Questions
2. Collect Evidence
3. Interpret Evidence
4. Take Action

Taking Action
### Summary Reports

- A form used to provide to families and administrators information about a child’s performance and progress.
- Includes ratings for performance and progress as well as written teacher and family comments.

(Available in Spanish)
Comments are Critical

“Insightful comments are achieved through the purposeful observation and documentation process that occurs when using the Work Sampling System to its fullest potential to inform instruction and work with the family.”

Case Study
Developmental Checklists

1. Begins to develop knowledge of letters.
   - Not Yet
   - In Process
   - Proficient

2. Demonstrates phonological awareness.
   - Not Yet
   - In Process
   - Proficient

3. Shows appreciation and understanding of books and reading.
   - Not Yet
   - In Process
   - Proficient

4. Recounts some key ideas and details from text.
   - Not Yet
   - In Process
   - Proficient

• What questions can you ask based on these Indicators?
• Use the chat box to list your answer(s)

Let’s Practice!

You will need your P4 Guidelines and Checklists as you watch the video
Let’s Practice

Mina
5/14 Library Corner

says name of book – prince cinders
I read it lots of times. Points to each word left to right and begins reading w/one picture I ask what is happening?
M: “He turned into a big hairy monkey”
I note her expression when reading
M: last page, came across difficult word- attempted 3 times to read word
I ask what they had to do and why, favorite part of book
M: flips back through book and finds page, “The fairy godmother turned the prince into a big hairy monkey.”
M: “but now the brothers had to”
T: is that a good lesson?
Mina: yeah

Developmental Checklists

- How would you rate Mina on the indicator Demonstrates phonological awareness?
- Use the poll on the next slide.
Let’s Review

During Each Collection Period
- Plan, Observe, and Record.
- Review Checklists periodically, making pencil ratings.
- Talk with your students about observation and expectations.
- Apply what you have learned to daily and weekly planning.

Let’s Review

Near the end of Collection Period
- Review preliminary ratings
- Make final ratings
- Identify examples for the Summary Report
Let’s review!

Timeline and Assessment Cycle

<table>
<thead>
<tr>
<th>BEFORE THE SCHOOL YEAR</th>
<th>REPORTING PERIOD BEGINS</th>
<th>COLLECTION OF EVIDENCE ENDS</th>
<th>REPORTING PERIOD ENDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Week 2</td>
<td>Week 3</td>
<td>Week 4</td>
</tr>
<tr>
<td>Gain Familiarity With Guidelines</td>
<td>Review &amp; Rate (Preliminary)</td>
<td>Review &amp; Rate (Preliminary)</td>
<td>Review &amp; Rate (Final)</td>
</tr>
<tr>
<td>Review With Colleagues</td>
<td>Add Examples</td>
<td></td>
<td>Complete Summary Report</td>
</tr>
<tr>
<td>Use Wall Chart</td>
<td></td>
<td></td>
<td>Review &amp; Rate (Final)</td>
</tr>
</tbody>
</table>

Assessment Cycle
1. Ask Questions
2. Collect Evidence
3. Interpret Evidence
4. Take Action

Questions??

Thank you for attending the webinar today!

gloria.maccow@pearson.com