


proven (proo'ven), adj. 1. Having been demonstrated or verified without doubt

Work Sampling

5th Edition

Updates to WSS-5
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Agenda

- *New assessment cycle*
- *New Guidelines and Checklists*
- *Addition of ELL Indicators*

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Revision



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Streamlining

WSS-4th Edition (Pre-school to Grade 6)	WSS-5th Edition (Pre-school to Grade 3) (Grades 4-6 WSS-4)
1. Guidelines and Checklists 2. Portfolios 3. Summary Reports	1. Guidelines and Checklists 2. Summary Reports

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Assessment Cycle

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    graph TD
      A[Asking Questions] --> B[Collecting Evidence]
      B --> C[Interpreting Evidence]
      C --> D[Taking Action]
      D --> A
  
```

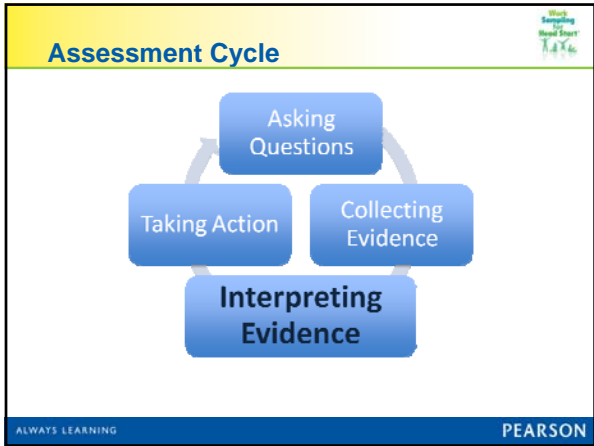
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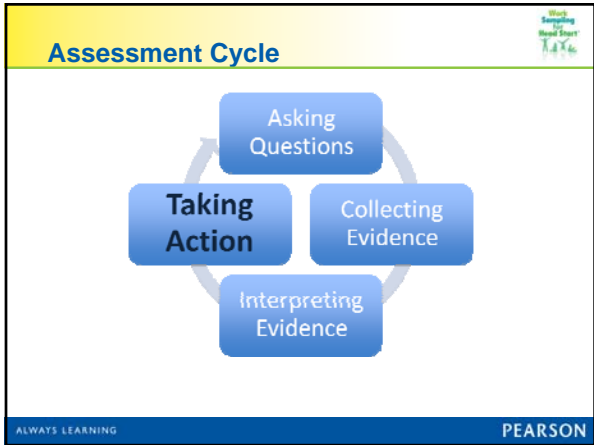
Assessment Cycle

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      A[Asking Questions] --> B[Collecting Evidence]
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```

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Domains

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Domains

- Personal and Social Development
- Language and Literacy including English Language Learners (ELL)
- Mathematical Thinking
- Scientific Thinking
- Social Studies
- The Arts
- Physical Development, Health, and Safety



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ELL Indicators

B. Phonological Awareness for English Language Learners

1. Develops Awareness of the Sounds of English

C. Speaking for English Language Learners

2. Communicates for a Variety of Purposes, Using Expanded Vocabulary

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Guidelines and Checklists



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Table 1: Comparison of WSS, 4th Edition and WSS, 5th Edition Domains (minor changes were made)


WSS, 4 th Edition	WSS, 5 th Edition	5 th Edition changes
1. Personal and Social Development	1. Personal and Social Development	<p>The structure of this domain has remained the same except for the following:</p> <ol style="list-style-type: none"> 1. eliminated references to childhood egocentrism, and instead followed new research that shows many behavioral issues with young children relate to their immature brains and the inability to control executive functions. 2. eliminated the performance indicators “begins to use classroom materials carefully” and “begins to use technology to assist with thinking and problem-solving.” Both are addressed throughout other indicators and domains. 3. added some examples to reflect self-confidence for children with many types of behavioral styles (not just extroversion). Many previous examples seemed weighted toward sociable or extroverted children. 4. added examples pertaining to goal setting in the Approaches to learning area. 5. added more examples pertaining special education and technology when appropriate.

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Data Collection and Summary Reports

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Summary Reports

Before the start of the school year	Collection period begins									Data Collection period ends	Reporting period ends
Gain familiarity with guidelines Review with colleagues Add examples Use wall chart	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Each week: 1. Ask questions 2. Collect evidence 3. Interpret evidence 4. Take action									Complete Summary Report	
				Week 4 Review & Rate (preliminary)			Week 7 Review & Rate (preliminary)			Week 9 Review & Rate (final)	

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