2015-2016 Florida Kindergarten Readiness Screener (FLKRS)

Introducing
The Work Sampling System

What is Work Sampling?

- **Authentic Performance Assessment**

- **Curriculum Embedded**

- **Instructional Assessment**

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 <u>and</u> 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

Evaluation

A student's work is assessed through:

- – Guidelines and Checklists

- – Teacher observations

- – Work samples

- Personal and Social Development

- Language and Literacy

- Mathematical Thinking

- Scientific Thinking

- Physical Development, Health, and Safety

Work Sampling Components
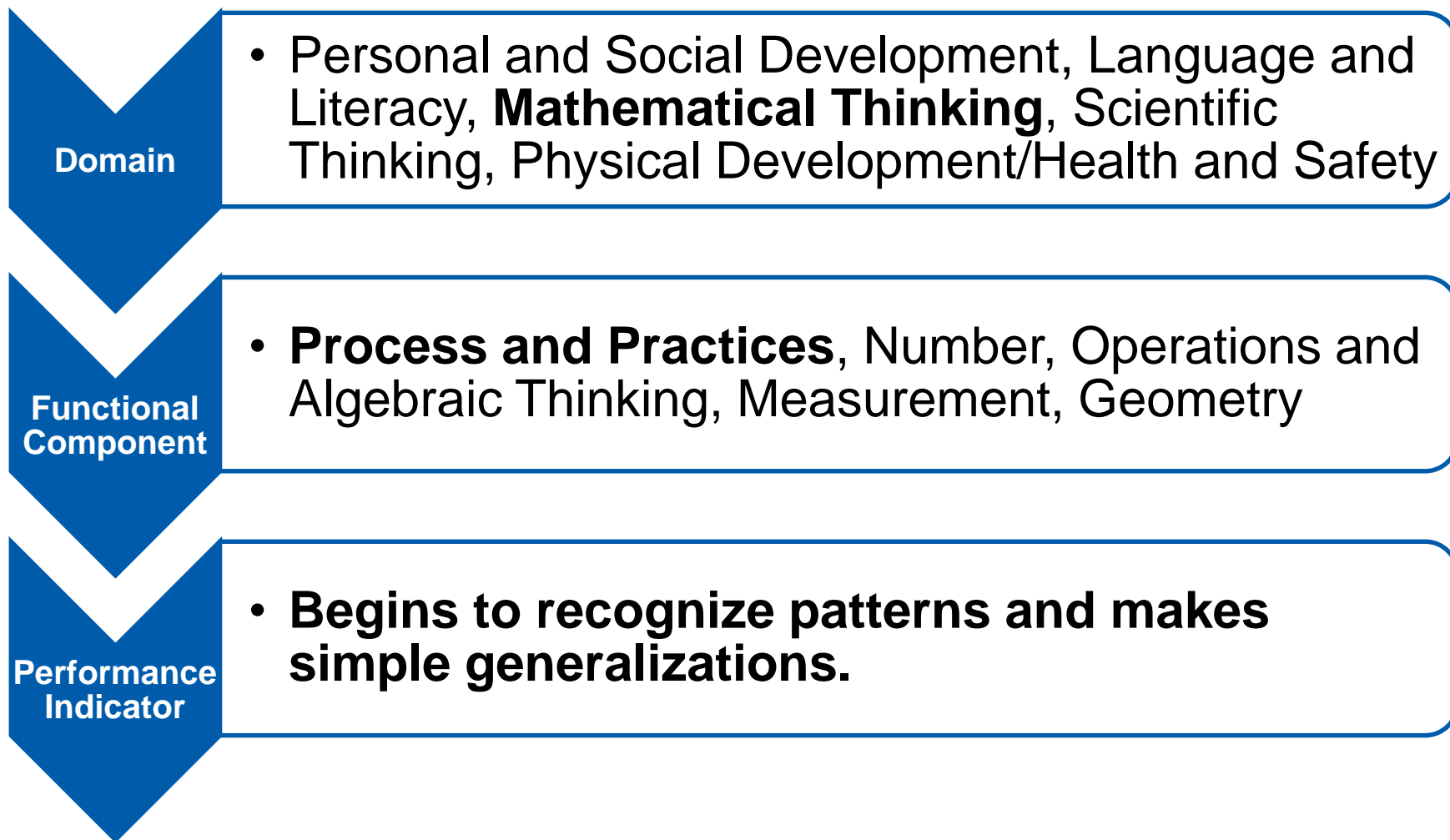
Guidelines and Checklists

Guidelines and Checklists are organized by:

Domains	Broad areas of a student's growth.
Functional Components	Subsets of a domain comprised of several performance indicators.
Performance Indicators	Skills, behaviors, and accomplishments to be taught and assessed in the classroom.

Understanding the Developmental Guidelines and Checklists

Example-Guidelines and Checklists

Domain
- Personal and Social Development, Language and Literacy, **Mathematical Thinking**, Scientific Thinking, Physical Development/Health and Safety

Functional Component
- **Process and Practices**, Number, Operations and Algebraic Thinking, Measurement, Geometry

Performance Indicator
- **Begins to recognize patterns and makes simple generalizations.**

- **Developmental Guidelines**

- **Developmental Checklist**

- **Class Record Form**

Developmental Guidelines

Domain with Description

❚❚ Language and Literacy

The language and literacy skills needed to understand and convey meaning are presented in four components: Listening, Speaking, Reading, and Writing. Students acquire proficiency in this domain through experience with language, print, and informational text and literature in a variety of contexts. Over time, students learn to construct meaning, make connections to their own lives, and gradually begin to analyze and interpret what they hear, observe, and read. They begin to communicate effectively orally and in writing for different audiences and varying purposes.

Language and Literacy for English Language Learners (ELLs) consists of three functional areas: Listening, Phonological Awareness, and Speaking. Depending on the grade level, these areas contain performance indicators such as Gains Meaning by Listening, Follows Directions, Develops Awareness of the Sounds of English, Speaks in Social Situations, and Communicates for a Variety of Purposes, Using Expanded Vocabulary. As with all other performance indicators, there are three ratings, although grade-level expectations of mastery for ELLs are not given since children can come to school at different ages with varying levels of English language acquisition.

Components labeled with letters

Performance Indicators numbered with Rationale and Examples

A Listening

1 Gains meaning by listening.

Four-year-olds gain knowledge about their world by listening to adults and children. They can listen not only when they are spoken to one-on-one by adults and peers, but also in adult-led small groups. They ask questions about information they do not understand and talk about the connections between events in a story and their own lives. Listening with understanding is enhanced as children participate in singing and chanting activities. Examples include:

- conversing with another person and continuing the discussion about pets from the morning group time;
- answering the question "What comes next?" in a digital story before moving to the next screen;
- listening to recorded stories and showing understanding through body language or pointing to appropriate pictures;
- asking questions to further understand (e.g., "Where did the snow go when it melted?" or "Why did the snow melt?");
- connecting a story or poem about snow to the big snowfall at their grandmother's house;
- recalling an earlier part of a story read aloud in order to make sense of a later part.

2 Follows two- or three-step directions.

Four-year-olds are beginning to follow simple two- and three-step directions with relative ease and even respond well to group instructions, especially if they are part of a classroom routine. They can follow a three-step direction that is new and not part of a classroom routine, however; adults need to emphasize the unfamiliarity of the directions and may need to repeat them. Examples include:

- responding to familiar routines and instructions given to the class (e.g., "Go get your coats and when you are dressed, sit down on the rug");
- repeating an instruction to a friend;
- following directions on a CD to perform various movements;
- following a sequence of directions that begin with something familiar and include a new action;

Developmental Guidelines available in the PMRN under the WSS tab or in the TAM Appendix p. 16-39

Developmental Checklist

I Personal and Social Development

A Self-Concept   F

1 Demonstrates self-confidence.
- Not Yet ☐
- In Process ☐
- Proficient ☐

2 Shows some self-direction.
- Not Yet ☐
- In Process ☐
- Proficient ☐

B Self-Control   F

1 Follows simple classroom rules and routines.
- Not Yet ☐
- In Process ☐
- Proficient ☐

2 Manages transitions.
- Not Yet ☐
- In Process ☐
- Proficient ☐

C Approaches to Learning   F

1 Shows eagerness and curiosity as a learner.
- Not Yet ☐
- In Process ☐
- Proficient ☐

2 Attends to tasks and seeks help when encountering a problem.
- Not Yet ☐
- In Process ☐
- Proficient ☐

3 Approaches tasks with flexibility and inventiveness.
- Not Yet ☐
- In Process ☐
- Proficient ☐

D Interaction With Others   F

1 Interacts easily with one or more children.
- Not Yet ☐
- In Process ☐
- Proficient ☐

2 Interacts easily with familiar adults.
- Not Yet ☐
- In Process ☐
- Proficient ☐

3 Participates in the group life of the class.
- Not Yet ☐
- In Process ☐
- Proficient ☐

4 Identifies some feelings and responds to those of others.
- Not Yet ☐
- In Process ☐

B Speaking

1 Speaks clearly enough to be understood without contextual clues.
- Not Yet
- In Process
- Proficient

2 Follows rules for conversation.
- Not Yet
- In Process
- Proficient

3 Uses expanded vocabulary and language for a variety of purposes.
- Not Yet
- In Process
- Proficient

C Reading

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

D Writing

1 Represents ideas and stories through pictures, dictation, and play.
- Not Yet
- In Process
- Proficient

2 Uses letter-like shapes, symbols, and letters to convey meaning.
- Not Yet
- In Process
- Proficient

3 Understands purposes for writing.
- Not Yet
- In Process
- Proficient

III Mathematical Thinking

A Processes and Practices

1 Begins to make sense of problems and
- Not Yet

Developmental Checklist accessed in the PMRN under the WSS tab or TAM Appendix p. 50-51

Documentation Steps

Step 1
- Gather data through recorded observations, work samples, and/or photographs.

Step 2
- Make ratings on the Checklist in response to your informal observational notes.

WSS Reference Table

Suggested Activities

Work Sampling System Reference Table

WSS Domains/Functional Components	Performance Indicators	Not Yet	In Process	Proficient	Suggested Classroom Activity (WC=Whole Class, SG=Small Group, I=Individual)
Personal and Social Development					
A. Self-Concept	1. Demonstrates self-confidence. 2. Shows some self-direction.				SG or I: Teacher provides daily opportunities for child to self-select activities, such as choosing a role in dramatic play, or deciding to build an airport with blocks, forming a plan, and then implementing it with others already working with the blocks.
B. Self-Control	1. Follows simple classroom rules and routines. 2. Manages transitions.				WC or SG: Daily with students, teacher discusses, models, and helps scaffold student's understanding of class rules. Teacher observes students interacting, noting if "kind words" and classroom rules are followed.
C. Approaches to Learning	1. Shows eagerness and curiosity as a learner. 2. Attends to tasks and seeks help when encountering a problem. 3. Approaches tasks with flexibility and inventiveness.				WC or SG: Teacher provides activities with enough time for children to demonstrate persistence and flexible solutions with potentially difficult tasks. Teacher might look for children to follow teacher suggestions for solving a problem (e.g., understanding that putting another block at the base of the tower would make it more stable), or try several different ways to form Play-Doh into a specific object.
D. Interaction With Others	1. Interacts easily with one or more children. 2. Interacts with familiar adults. 3. Participates in the group life of the class. 4. Identifies some feelings and responds to those of others. 5. Begins to use simple strategies to resolve conflict.				WC or SG: Daily, teacher provides opportunities for children to interact with each other during learning experiences. Teacher observes children working cooperatively with each other to paint on the same side of the easel; or giving alternatives to friends, such as, "I'm playing with these, you play with those."
Language and Literacy					
A. Listening	1. Gains meaning by listening. 2. Follows two- or three-step directions.				SG or I: Teacher provides activities that require children to listen to instructions, stories, or conversations. For example, teacher looks for child to listen to recorded stories and demonstrate understanding through body language or pointing to appropriate pictures. Or, teacher observes child response during daily pack-up routine to see how the child manages familiar routines.
B. Speaking	1. Speaks clearly enough to be understood without contextual clues. 2. Follows rules for conversation. 3. Uses expanded vocabulary and language for a variety of purposes.				WC, SG, or I: Teacher considers how effectively the child can communicate his/her message, for example, without constantly asking, "What did you say?" Teacher can also use sensory activities (during art or science) to give opportunities for the child to use sensory language to describe the experience (e.g., the sand-paper felt scratchy). The teacher may ask, "What is another name for that?" or "What is another way to say that?"
C. Reading	1. Begins to develop knowledge of letters. 2. Demonstrates phonological awareness. 3. Shows appreciation and understanding of books and reading. 4. Recounts some key ideas and details from text.				WC: Teacher reads book to class and emphasizes several letter sounds in the story. Teacher calls upon each child to point to a word in the room that begins with one of the selected letters. Teacher says certain words from the story and asks children to say a word that rhymes. Teacher says two-syllable words and asks children to jump once for each syllable they hear. Teacher asks children questions about the story. SG: In the book area, the teacher observes children looking at books in an orderly fashion (e.g., turning one page at a time, going from front to back). Daily, the teacher provides opportunities for children to retell main events of a story just read or told by the teacher.

The Reference Table is available in the PMRN under the WSS tab or in the TAM Appendix p. 42-43.

ALWAYS LEARNING

PEARSON

Class Record Form

Class Record Form

The Work Sampling System
2014

FLKRS
Florida Kindergarten Readiness Screener

TEACHER NAME:_____

Student Name

WSS Domains/ Functional Components	Performance Indicators	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
Personal and Social Development																					
A. Self-Concept	1. Demonstrates self-confidence.																				
	2. Shows some self-direction.																				
B. Self-Control	1. Follows simple classroom rules and routines.																				
	2. Manages transitions.																				
C. Approaches to Learning	1. Shows eagerness and curiosity as a learner.																				
	2. Attends to tasks and seeks help when																				

The Class Record Form is available in the PMRN under the WSS tab or in the TAM Appendix p. 57-60.

Checklist Ratings

Not Yet (NY)	In Process (IP)	Proficient (P)
✓ Skill, knowledge, or behavior is not yet demonstrated. ✓ 1 point	✓ Skill, knowledge, or behavior is emerging but not consistently demonstrated. ✓ Child can perform part of a skill, but not all of it. ✓ 2 points	✓ Skill, knowledge, or behavior is consistently demonstrated and observed in child's range of performance. ✓ Proficiency is determined within context of what is expected for the child's age. ✓ 3 points

Other Checklist Ratings

Not Applicable	Did Not Observe	Notes:
✓ Skill, knowledge, or behavior is not applicable to the student being observed (i.e. cannot perform due to specific disability)	✓ Skill, knowledge, or behavior may be present, however due to excessive absences, recent enrollment, etc., behavior and/or skill was not observed.	✓ Every attempt should be made to observe all the indicators.

strates self-confidence.	○ Not yet	○ In Process
some self-direction.	○ Not yet	○ In Process
simple classroom rules and	○ Not yet	○ In Process
es transitions.	○ Not yet	○ In Process
eagerness and curiosity as a	○ Not yet	○ In Process
ls to tasks and seeks help when ...ring a problem.	○ Not yet	○ In Process
aches tasks with flexibility and ...ness.	○ Not yet	○ In Process
cts easily with one or more	○ Not yet	○ In Process

Enter data
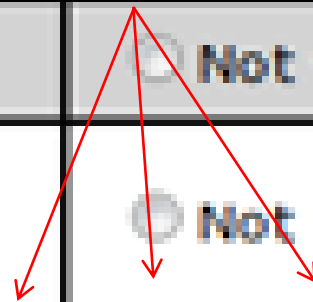
Developmental Guidelines and Checklists

- Performance indicators across five domains

- Formally rated in the first thirty days of school

- Evidence includes teacher observations, work
  samples, and other sources of information

Communicating with Parents

Prior to the administration of the screening instruments, it is strongly recommended that parents of kindergarten students be provided with information about the FLKRS.

It is important for teachers to help parents understand that WSS for FLKRS is not an ongoing assessment tool. Parents should be informed that, based on the results of the screening, additional monitoring of their child's progress and specific classroom interventions may occur.

Sharing the Data

The classroom teacher has a wealth of specific knowledge about how the child approaches learning.

By using work samples and Checklists, the classroom teacher can communicate clearly with specialists and family members about how the child performs in the classroom.

The Work Sampling System provides rich, detailed, individualized portraits of children, including those with special needs.

Checklist ratings become more accurate when specialized teachers include their own observations and evidence to paint a complete picture of the child.

ALWAYS LEARNING

PEARSON

Questions ?

Do you have access to the PMRN?

Who trained teachers at your school or in your district?

Have you downloaded the:

WSS Manual?

Have you downloaded the:

WSS Developmental Guidelines?

Have you downloaded the:

WSS Developmental Checklist and Class Record Form?

Still Need Assistance?
Contact the Helpdesk
Phone: 855-814-2876
Email: IENHELP@fldoe.org

Just Read, Florida!
justread@fldoe.org

Test Administrator Responsibilities

Test Administrators, generally kindergarten classroom teachers, are responsible for the actual screening of kindergarteners on the FLKRS instrument and recording that information in the PMRN. Test administrators must be trained prior to administering FLKRS and should have read and be familiar with the *FLKRS Administration Manual and the PMRN User's Guide.*

Test administrators are responsible for observing their students within the first 30 days of school and recording their observations for the 47 WSS performance indicators in the PMRN. The WSS Reference Table in the FLKRS Administration Manual should also be used as a reference for each WSS performance indicator and for the purpose of designing classroom activities to allow for observation opportunities.

Administration of the Work Sampling System

The Work Sampling System must be administered by those who have received appropriate training. The classroom teacher is the most desirable examiner because of his or her familiarity with the student, but may not be appropriate for every student. For instance, kindergarten teachers may not administer the Work Sampling System to students whom they have taught in Voluntary Prekindergarten. Other school personnel who would be appropriate examiners include, but not limited to, school guidance counselors, resource teachers, reading coaches, and instructional paraprofessionals. Because the Work Sampling System is an observational instrument, it is appropriate for individual, small-group, and large-group administration, depending on the specific behaviors being observed.

Observe Learning in Context

The key to using the Work Sampling System is to observe learning in context, while students are working in pairs and groups at centers or are busy at individual projects. With careful planning, it is possible to complete the Work Sampling System for a class of 18 students within 30 days due to the combination of individual, small-group, and large-group activities that can be used to elicit the behaviors being observed.

Suggestions for Departmentalized Classrooms

Teachers should:

- Share responsibilities and be flexible with each other.
- Schedule a daily debriefing time to touch base.
- Plan together to assess children as a natural part of ongoing activity in the classroom.
- Develop an observational matrix to gather data about children.
- Assess homeroom students in all five domains or divide the domains between departmentalized teachers.

Ideas for Managing Evidence

Teachers should:

- Set up one folder for each child containing records such as: anecdotal notes, running records, rating scales, tallies, matrixes, domain process notes, and brief notes.
- Use a large three-ring binder with a separate section for each child. Include the Checklist, along with all the other observational data and notes in each child's section.
- Store all students' Checklist together in one folder and keep observational data for the whole class in a binder organized by domain.

Documented Observations

Importance of Observations:

- ✓ Help teachers remember what children know and can do.

- ✓ Observations provide the support and evidence to support evaluations.

- ✓ Help teachers see patterns in learning and behavior over time.

- ✓ Help teachers plan instructional activities that are responsive to children's interests, strengths and needs.

The FLKRS Administration Materials

- ✓ 2015-2016 FLKRS Administration Manual
- ✓ The Work Sampling System (WSS) Class Record Form
- ✓ The Work Sampling System Preschool-4 Developmental Checklist
- ✓ FLKRS Parent Letters (in three languages)
- ✓ Additional Training Resources