Work Sampling System, 5th Edition (2013)

Summary Information:

Publisher	Pearson
Website for information	http://www.pearsonclinical.com/childhood/products/100000755/the-work-sampling-system-5th-edition.html
Cost	$231.00 (for preschool 3 and 4 combined classroom kit, but can be purchased separately at individual levels). Online licenses purchased annually with price based on the number of children.
Age range	Preschool-3rd grade
Purpose	The Work Sampling System, 5th Edition is an authentic performance assessment that can be used to assess young children's development in multiple domains.
Skill areas included	Personal and Social Development Language and Literacy (including for English language learners) Mathematical Thinking Scientific Thinking Social Studies The Arts Physical Development, Health, and Safety
Time to administer	n/a—embedded in classroom activities and instruction
Scored	Rated as "not yet", "in progress" or "proficient"
Age norms	No
Age ranges given for items	Yes
How frequently it can be given	3 times per year (Fall, Winter, Spring)
Standardized tasks	No
Based on observations in natural settings	Yes
Instructions related to parent role	No
Data provided on reliability	Yes
Data provided on validity	Yes
Web-based data entry	Yes
Electronic scoring	Yes
Other languages	No
Who administers	Classroom teachers
Training available through the publisher	Yes

Work Sampling System, 5th Edition: Crosswalk to Early Childhood Outcomes			
Domain	Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
Personal and Social Development	• Follows simple classroom rules and routines with guidance. (3) • Follows simple classroom rules and routines. (4) • Manages transitions. (3 and 4) • Interacts with one or more children. (3) • Interacts easily with one or more children. (4) • Interacts with familiar adults. (3) • Interacts easily with one or more familiar adults. (4) • Participates in the group life of the class. (3 and 4) • Begins to identify feelings and responds to those of others. (3) • Identifies some feelings and response to those of others. (4) • Begins to use simple strategies to resolve conflict. (3 and 4)	• Shows eagerness and curiosity as a learner. (3 and 4) • Attends briefly and seeks help when encountering a problem. (3) • Attends to tasks and seeks help when encountering a problem. (4) • Approaches tasks with flexibility and inventiveness. (3 and 4)	• Demonstrates self-confidence. (3 and 4) • Shows some independence and self-direction. (3) • Shows some self-direction. (4) • Attends briefly and seeks help when encountering a problem. (3) • Attends to tasks and seeks help when encountering a problem. (4)
Language & Literacy	• Follows rules for conversation. (3 and 4)	• Gains meaning by listening. (3 and 4) • Follows two-step directions. (3) • Follows two- or three-step directions. (4) • Speaks clearly enough to be understood by most listeners. (3) • Speaks clearly enough to be understood without contextual cues. (4) • Uses expanded vocabulary and language for a variety of purposes. (3 and 4)	

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Domain	Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
		• Begins to develop knowledge of letters. (3 and 4) • Demonstrates beginning phonological awareness. (3) • Demonstrates phonological awareness. (4) • Shows appreciation and some understanding of books. (3) • Shows appreciation and understanding of books and reading. (4) • Begins to recount key ideas and details from text. (3) • Recounts some key ideas and details from texts. (4) • Represents stories through pictures, dictation, and play. (3) • Represents ideas and stories through pictures, dictation, and play. (4) • Uses scribbles and unconventional shapes to write. (3) • Uses letter-like shapes, symbols, and letters to convey meaning. (4) • Understands purposes for writing. (4)	
Language and Literacy for ELLs	• Speaks in social situations. (3 and 4)	• Gains meaning by listening. (4) • Follows directions. (3 and 4) • Develops awareness of the sounds of English. (3 and 4)	

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Mathematical Thinking		- Shows interest in solving problems. (3) - Begins to make sense of problems and uses simple strategies to solve them. (4) - Begins to reason quantitatively. (3) - Reasons quantitatively and begins to use some tools. (4) - Uses words and representations to describe mathematical ideas. (3 and 4) - Begins to recognize patterns and makes simple generalizations. (4) - Shows interest in counting. (3) - Counts with understanding. (4) - Shows interest in quantity. (3) - Shows beginning understanding of number and quantity. (4) - Begins to understand addition and subtraction. (3) - Understands and begins to apply addition and subtraction to problems. (4) - Shows understanding of some comparative words. (3) - Orders, compares, and describes objects according to a single attribute. (4) - Participates in measuring	

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		activities. (3 and 4) • Shows understanding of several positional words. (3) • Shows understanding of and uses several positional words. (4) • Identifies several shapes. (3) • Begins to recognize and describe the attributes of shapes. (4) • Begins to explore composing and decomposing shapes. (3) • Composes and decomposes shapes. (4)	
Scientific Thinking	• Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior. (3 and 4)	• Asks questions that arise during explorations. (3) • Asks questions and begins to solve problems that arise during explorations. (4) • Uses senses and simple tools to explore. (3) • Uses senses and simple tools to explore solutions to problems. (4) • Makes meaning form explorations, and generates ideas and solutions based on their own observations of the natural and human-made worlds. (3 and 4) • Explores the properties of objects and materials, and how they change. (3 and 4) • Explores how objects and materials move. (3) • Explores how objects and	

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		materials move in different circumstances. (4) • Explores and describes light and sound. (3 and 4) • Expires the characteristics of living things. (3 and 4) • Explores the needs of living things. (3 and 4) • Observes the sky and the natural and human-made objects in it. (3 and 4) • Explores rocks, water, soil, and sand. (3 and 4) • Observes weather and seasonal changes. (3 and 4)	
Social Studies	• Shows beginning awareness of rules. (3) • Demonstrates awareness of rules. (4)	• Begins to recognize their physical characteristics and those of others. (3) • Identifies similarities and differences in personal and family characteristics. (4) • Demonstrates beginning awareness of community, city, and state. (4) • Begins to understand different kinds of families. (3) • Begins to understand family needs, roles, and relationships. (4) • Recognizes that people do different kinds of jobs. (3) • Identifies some people's jobs and what is required to perform them. (4) • Explores technology in their environment. (3) • Begins to be aware of how technology affects their	

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		life. (4) • Shows awareness of what it means to be a leader. (4) • Describes the location of things in the environment. (4) • Shows beginning awareness of their environment. (3) • Shows awareness of the environment. (4) • Shows some awareness of ways people affect their environment. (4)	
Physical Development, Heath, and Safety			• Moves with some balance and control. (3) * • Moves with increased balance and control. (4) * • Coordinates basic movement patterns to perform simple tasks. (3) * • Coordinates combined movement patterns to perform simple tasks. (4) * • Begins to use strength and control to perform simple tasks. (3) * • Uses emerging strength and control to perform simple tasks. (4) * • Uses eye-hand coordination to perform simple tasks. (3) * • Uses eye-hand coordination to perform tasks. (4) * • Explores the use of various drawing and art tools. (3) * • Shows beginning control of writing, drawing, and

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			art tools. (4) * • Begins to perform self-care tasks. (3) • Performs some self-care tasks independently. (4) • Follows basic safety rules with reminders. (3 and 4)

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

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

- The Arts
    - Participates in group music experiences. (3 and 4)
    - Participates in creative movement, dance, and drama. (3 and 4)
    - Uses a variety of art materials for tactile experience and exploration. (3 and 4)
    - Responds to artistic creations or events. (3 and 4)