



Work Sampling Online

Teacher's Guide

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OVERVIEW

Work Sampling Online is an Internet application that offers easy, instant access to key elements of the Work Sampling System® for Preschool to Grade 5, as well as Work Sampling for Head Start®.

HOW TO BEGIN

Your administrator will assign you a username and password. (Make sure you keep them confidential since they help to protect child privacy and your own.) Verify the system requirements, log in with your username and password at **www.worksamplingonline.com**, and you'll be ready to begin!

Take time to explore the website and familiarize yourself with its content. The step-by-step instructions in this guide will help you locate resources and manage class information.

TECHNICAL SUPPORT

If you have any questions, concerns, or suggestions for Work Sampling Online, please contact Technical Support at 1.800.874.0914, via email, or by using the Feedback Form posted on the website. You can also access the [Contact Us](#) link available at the foot of each page of the website.

Email: customersupport@worksamplingonline.com

When contacting Technical Support, please be as specific as possible when asking a question or providing feedback. Always provide a return email address or another convenient way to reach you.

Work Sampling Online keeps program and center administrators informed regarding enhancements and new features, so you can always ask for guidance or help from your administrator as well.

To contact Pearson Early Learning Group about other products or services we provide, log on to www.pearsonearlylearning.com or call 800-552-2259.

SYSTEM REQUIREMENTS

Work Sampling Online is delivered via the Internet and can be accessed from any Internet connection, as long as the minimum system requirements are met. It is critical that the computer/browser combinations accessing Work Sampling Online is found on the list of supported configurations below. If it is not listed here you, or your computer technician, will need to download the correct configuration. All browser downloads are free.


Optimal Configuration

Personal Computer (PC) Windows 98 or higher Internet Explorer 6.0 *Adobe Acrobat Reader 5.0	Macintosh Mac OS 8.1 or higher Netscape 7.1 *Adobe Acrobat Reader 5.0
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Other Supported Configurations

Personal Computer (PC) Windows 95 or higher <ul style="list-style-type: none">• Internet Explorer 5.5 or higher• Netscape 6.2• Mozilla Firefox *Adobe Acrobat Reader 5.0	Macintosh Mac OS 8.1 or higher <ul style="list-style-type: none">• Safari• Netscape 6.2 or higher *Adobe Acrobat Reader 5.0
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**Adobe Acrobat Reader is required to download reproducible masters and to view PDF Summary reports.*

 **Note:** Internet Explorer on a Macintosh computer is not a valid configuration for users accessing the administrative tools on Work Sampling Online.

Browsers

Confirm Your Browser Version

For Internet Explorer:

1. Launch Internet Explorer.
2. Click the **Help** menu on the gray bar at the top of the browser window.
3. Select *About Internet Explorer*.
4. The version number should be listed. Please verify your browser meets the system requirements detailed above. If not, please see "Update Your Internet Browser" below.

For Netscape Navigator:

1. Launch Netscape Navigator.
2. Click the **Help** menu on the gray bar at the top of the browser window.
3. Select *About Netscape*.
4. The version number should be listed. Please verify your browser meets the system requirements detailed above. If not, please see "Update Your Internet Browser" below.

Update Your Internet Browser

To download a new Internet Browser:

For Internet Explorer (PC)

1. Launch Internet Explorer.
2. In the address bar, type the following:
<http://www.microsoft.com/windows/ie/default.asp> and click Go.
3. Click the Download Now link.
4. Follow onscreen instructions to update your Internet browser.

For Netscape (PC and Mac OS X)

1. Launch Netscape Navigator.
2. In the address bar, type the following: <http://wp.netscape.com/computing/download/>
3. Hit the Enter key on your keyboard.
4. Click the Download button.
5. Follow onscreen instructions to update your Internet browser.

For Netscape (Mac OS 9.x)

1. Launch Netscape Navigator.
2. In the address bar, type the following:
http://wp.netscape.com/download/archive/client_archive70x.html
3. Hit the Enter key on your keyboard.
4. Click the Download button for Netscape 7.0.2.
5. Follow onscreen instructions to update your Internet browser.

Screen Resolution

If you find yourself using the scroll bars to scroll the website side to side and up and down so that you can see all of the Work Sampling Online website, change the screen resolution to fit more on the screen. If you have to scroll horizontally, the resolution is probably set at 640x480 pixels. Work Sampling Online is designed for 800x600 pixels. Most (99%) of computers produced after 1995 support this resolution.

To change the screen resolution on a PC:

1. Place the mouse cursor in a blank area in the middle of your desktop.
Note: Make sure your mouse cursor is not pointing to any applications/icons.
2. Right-click the mouse button.
3. Select Properties from the drop-down menu.
4. Click the Settings tab.
5. Locate the Screen Area section.
6. Move the sliding triangle to set the screen area at "800 by 600 pixels."
7. Click OK.
8. Click Yes to accept the change(s).
9. Restart your computer (if necessary).

To change the screen resolution on a Mac:

1. Click the Apple Menu.
2. Highlight the Control Panels menu, and select Monitors.
3. Locate the Resolution Area section and highlight 800X600.
4. Close the window.


GETTING STARTED

Logging In

To access Work Sampling Online:

1. Launch your Internet browser (for example, Microsoft Internet Explorer or Netscape Navigator).
2. Enter **www.WorkSamplingOnline.com** into the browser's address field. Then press the Enter/Return key on your keyboard.
3. When the Work Sampling Online page appears, look for "Member Login" in the left margin.
4. Type your username and password in the text fields and click Login.

A screenshot of the 'MEMBER LOGIN' form. It features a dark header with the text 'MEMBER LOGIN' in white. Below the header, there are two input fields: the first is labeled 'USERNAME' and the second is labeled 'PASSWORD'. Below these fields is a 'LOGIN' button. At the bottom of the form, there is a link that says 'Forgot your Password?'.

 **NOTE:** After you have entered your assigned username and password for the first time, you may wish to use the Change Password function to choose a personalized password. It allows you to use a password that is easy for you to remember, but it can also help protect your online security. However, you may not change your username. See the **Your Account** section in this guide for step-by-step instructions.

Lost Password

If you lose or forget your password:

- If you have registered a valid email address on Work Sampling Online, click on the Forgot Your Password? link below the username and password fields. Enter your username and click Get Password on the screen that appears. A new password will be emailed to you.
- If you do not have access to email or have not registered an email address on Work Sampling Online, you can still retrieve a new password. Either (a) ask an administrator to reset or change your password directly, or (b) use the Forgot your Password? link and an email with your new password will be sent to your administrator for you.

Account Setup

The first time you log in to Work Sampling Online, you will be asked to set up your account by creating a class and entering child information. You will be guided through this process:

1. Log in for the first time to Work Sampling Online with your username and password.
2. Read the on-screen instructions and click **Next**.
3. Edit the name of "Your Class", assign a Grade Level (use the level of the majority of children in the class) and click **Update**.
4. Add children to the class by entering information in all required fields for up to five children at a time. **IMPORTANT:** Be sure to assign the child's correct Grade Level. The grade level will determine the correct assessment— the Checklist— to be used to assess this child.
5. Click **Create**.

Home Page

Every time you log in to Work Sampling Online, you arrive at your Home Page where you can navigate to any of the six sections of the site by clicking on the tabs. You can also navigate directly to the features within those sections by clicking on the descriptive links in the body of the page. To reach your Home Page from anywhere on the site, click the Home link or the Work Sampling Online logo.

Main Navigation Tabs

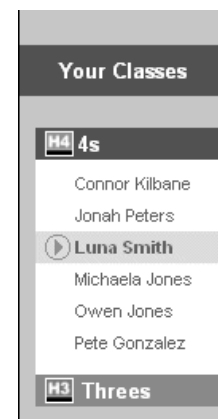
Work Sampling Online's features are organized into six sections: **Documentation & Planning (NEW!), Guidelines & Checklists, Teacher Files, Group Reports, Resource Center** and **Your Account**. You can navigate to any section by clicking on the corresponding blue tab. Clicking on the light blue tabs below the main tabs takes you to a feature within the section.



NAVIGATION

Class/Child List in Left Margin

On most pages within the website, a class list or child list appears in the left-hand margin. Click the class or child name to select it. A selected class or child is highlighted in the list.



Log Out

Note the Logout link in the upper right-hand corner of the site. For security reasons, it is recommended that you always log out of Work Sampling Online whenever you aren't actively using the site.

DOCUMENTATION & PLANNING

In this section:	<p>This section provides tools that support the ongoing collection of observations of children.</p> <ul style="list-style-type: none">• Enter observation notes and classify them by WSS domains• Review, edit, and print documentation for a time period• Customize reproducible masters to automatically insert the names of children in your class, the collection period, your name, and other fields.
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ENTER OBSERVATIONS

Store your observation notes/documentation to assist you in later completing developmental checklists.

To enter an observation for an individual child:

1. Click the Documentation and Planning Tab.
2. Click **Enter Observation**.
3. Fill in the requested fields and click the box next to the child's name.
4. Click **Submit**.

Enter Observation

Time Period: Period 1

Date Observed: 08/10/2005

Select Children:

- ☐ Cara Lewis
- ☐ Charles Smith
- ☐ Henry Suarez
- ☒ Johnathan Thomas
- ☐ June Wintson
- ☐ Leslie Montgomery
- ☐ Sara Moore

Title: Johnathan reads

Observation: Johnathan held the book "Make Way for the Ducklings" upright. He turned the page and said, "ducks go quack! -- that's what this page says."

SPELL CHECK

SUBMIT

5. Your observation note will appear on the next screen. If you would like to immediately classify the note as part of a particular WSS domain, functional component, or indicator, you can do so at the bottom of that page.

Domain	Functional Component	Performance Indicator	Action
<p>Work Sampling Classification</p> <p>Note Text: Johnathan reads, Johnathan held the book "Make Way for the Ducklings" upright. He turned the page and said, "ducks go quack! -- that's what this page says."</p> <p>Period 1 2005/2006 Observed on: Wednesday August 10, 2005</p>			
This note has not yet been classified to a WSS element.			
Add WSS Classification(s) to this Note			
To classify this note, select a domain, component, and/or indicator and click Submit. Notes can have multiple classifications.			
Step 1: Choose a Domain			
<div>II. Language and Literacy</div>			
Step 2: Choose an Functional Component (optional)			
<div>C. Reading</div>			
Step 3: Choose an Performance Indicator (optional)			
<div>Select performance indicator</div>			
<input type="button" value="SUBMIT"/>			

6. Select a domain. If that is as far as you'd like to classify that note, click **Submit**. If not, go to step 7.
7. Select a functional component. If that is as far as you'd like to classify that note, click **Submit**. If not, go to step 8.
8. Select a performance indicator. Click **Submit**.
9. Repeat steps 6-8 if the note belongs under more than one domain.

These notes will be available for your review during the entry of Checklist ratings.

To enter an observation for a group of children:

1. Click the Documentation and Planning Tab.
2. Click **Enter Observation**.
3. Fill in the requested fields and click the box next to all of the children to whom the note applies.
4. Click **Submit**.

Select Children
<input checked="" type="checkbox"/> Cara Lewis
<input checked="" type="checkbox"/> Charles Smith
<input type="checkbox"/> Henry Suarez
<input type="checkbox"/> Johnathan Thomas
<input type="checkbox"/> June Wintson
<input type="checkbox"/> Leslie Montgomery
<input type="checkbox"/> Sara Moore

Note: In order to assign group notes to a WSS element, you must go to each child's individual Manage Observations page.

MANAGE OBSERVATIONS

The Manage Observations section provides a list of all of the documentation entered for a particular child, as well as the tools needed to edit, delete, or classify that note.

To view Observations:

1. Click the **Documentation & Planning** section.
2. Click **Manage Observations**.

Note List					
Date	Note	Domain	Component	Indicator	Action
08/01/2005	During Choice Time During choice time, Cara & Charles went to the book area. Cara held a book and Charles pointed to the pictures.	II. Language and Literacy	C. Reading		Edit Delete Classify
08/01/2005	Water table Cara is pouring water from a cup into a small-mouthed bottle. The water spills out and lands on the table. Cara then picks up the funnel and says, "I'll use this and the water will go into the bottle."	IV. Scientific Thinking	A. Inquiry	2. Uses simple tools and equipment for investigation.	Edit Delete Classify
08/03/2005	Letter Recognition Cara read the letters B, R, and X from the board today.	II. Language and Literacy	C. Reading	3. Begins to develop knowledge about letters.	Edit Delete Classify

To Edit an Observation:

1. Click the **Documentation & Planning** section.
2. Click **Manage Observations**
3. Click **Edit** in the Action column.
4. Make the necessary changes.
5. Click **Save**.

To Delete an Observation:

1. Click the **Documentation & Planning** section.
2. Click **Manage Observations**
3. Click **Delete** in the Action column.

To Classify an Observation (to WSS elements):

1. Click the **Documentation & Planning** section.
2. Click **Manage Observations**
3. Click **Classify** in the Action column.
4. Locate the section of the chart titled "Add WSS Classifications to this Note."

5. Select a domain. If that is as far as you'd like to classify that note, click **Submit**. If not, go to step 6.
6. Select a functional component. If that is as far as you'd like to classify that note, click **Submit**. If not, go to step 7.
7. Select a performance indicator. Click **Submit**.
8. Repeat steps 5-7 if the note belongs in more than one domain.

REPRODUCIBLE MASTERS

The Work Sampling System Reproducible Masters are available in PDF format. You will need Adobe Acrobat Reader® installed on your computer to view and print these forms.

To customize a reproducible master:

1. Click the Documentation & Planning tab.
2. Click the desired form under "**Customizable Masters (PDF).**"
3. Complete the options fields (observation dates, child names, domains, etc.).
4. Click **Submit**.
5. Click [View the PDF version...](#) link.

Domain: Creative Arts				
Observation Dates: 9/14/03 - 9/25/03				
		Music	Art	Movement
Work Sampling System Rebus Inc	Connor Kilbane			
	Jonah Peters			
	Michaela Jones			
	Owen Jones			

Portion of Roster Process Notes, customized

To print a blank master:

1. Click the **Documentation & Planning** tab.
2. Click the desired form under "**Blank Masters (PDF).**"
3. Once Adobe Acrobat Reader launches and displays the form, click the browser's Print button.

GUIDELINES & CHECKLISTS

In this section:	<p>Fill out ratings on the Developmental Checklist for each child in the class.</p> <ul style="list-style-type: none"> Enter ratings for every child by domain in Checklists Add text notes for use in Summary Reports Check the completion status of each child's Checklist
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CHECKLIST

To enter a rating:

- Click the Guidelines & Checklists tab.
- Click **Checklist**.
- Click the child's name from the left margin.
- Click the **START** link to enter ratings into the corresponding domain. If you are going to complete the entire checklist, select **START** next to the heading **ALL DOMAINS**.

Collection Period	Domain	Status	Action
Period 1	Personal and Social Development	FINAL	EDIT DELETE
	Language and Literacy	FINAL	EDIT DELETE
	Mathematical Thinking	PRELIMINARY	EDIT DELETE
	Scientific Thinking		START
	Social Studies		START
	The Arts		START
	Physical Development and Health		START
	All Domains		EDIT DELETE

- You will jump to the selected Checklist (see next page).
- Click the ? icons to read the rationale and examples and any classified observation notes for each performance indicator.

C. Reading	
1 Shows appreciation for books and reading.	<input type="radio"/> ◀ <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2 Shows beginning understanding of concepts about print.	<input type="radio"/> ◀ <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3 Begins to develop knowledge about letters.	<input type="radio"/> ◀ <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

WSS Guidelines

Rationale and Examples

Begins to develop knowledge about letters.

As four year olds are exposed to books and other forms of writing, their interest in letters increases. Although they initially feel that they "own" letters ("that's my 'S'") or confuse letters with numerals and other symbols, they soon realize that letters are the building blocks of words. With continued adult guidance, they can learn the names of letters, identify some letters in

Observation Notes

Letter Recognition (08/03/05)

Cara read the letters B, R, and X from the board today.


Classification: Language and Literacy
Reading
Begins to develop knowledge about letters.

During Choice Time (08/01/05)

During choice time, Cara & Charles went to the book area. Cara held a book and Charles pointed to the pictures.

Classification: Language and Literacy


7. Enter a rating of Not Yet (NY), In Process (IP), or Proficient (PRO), Not Applicable (NA) or Did Not Observe (DNO).
8. Type comments or notes into the text box (*for individual domains only*).
9. If the ratings are preliminary, click **Submit**. If the ratings are final, click the **Finalize** checkbox and then click **Submit**.
10. To clear all ratings and begin again, click Clear Ratings.

 **NOTE:** For more information, click the link titled [How to Use N/A and DNO Ratings](#), available from the Checklist page.

Developmental Checklist for Luna Smith


Domain: The Arts
Collection Period: 1
Academic Year: 2003/2004
Grade Level: Grade 1

1
4th Edition

- Click  to see rationale and examples.
- Double-click a rating button to deselect it.
- Type comments for Summary Reports in the text box.

Key: NY: Not Yet, IP: In Process, PRO: Proficient
N/A: Not Applicable, DNO: Did Not Observe
[How to Use N/A and DNO Ratings](#)


Functional Components and Performance Indicators	NY	IP	PRO	N/A	DNO
A. Expression and representation					
1. Explores materials and techniques in the arts.					
2. Uses the arts to express and represent ideas, experiences, and emotions.					
B. Understanding and appreciation					
1. Responds to artistic creations or events.					
2. Begins to recognize cultural and historical connections with the arts.					

A  indicates the rating given on the previous Developmental Checklist.

Comments and Notes: CLEAR RATINGS

10/3- heard African beat music and said it sounded like "elephants marching"

10/10- created a sculpture of WTC using recycled materials (shoe boxes, paper towel rolls, aluminum foil)

 Comments entered here will appear in newly created Summary Reports.

☒ **Finalize**

This Developmental Checklist will be marked as preliminary until the Finalize box is checked.

SPELL CHECK
SUBMIT


 **NOTE:** You **MUST** finalize the ratings on the Developmental Checklists in order to have them included in the Summary and Outcomes Reports.

STATUS REPORT

To easily see your progress on completing all of the domains of the Checklist for each child in a class, create a Status Report. It shows the status of each domain with a pencil (preliminary) or a checkmark (final).

1. Click the Guidelines & Checklists tab.

- 2.** Click **Status Report**.
- 3.** Click a class name from the left margin.
- 4.** Select the Collection Period and click Submit.

 **NOTE:** For multi-age classrooms, Status Reports include children who are assigned a different grade level than that of the entire class. These children are listed separately by individual grade level, after the children at the same grade level as the class.

TEACHER FILES

In this section:	<p>Each child has his/her own Teacher File where individual reports are generated and stored.</p> <ul style="list-style-type: none"> Review the Completed Checklist for an entire year and print it out for a professional hard copy. Store items of sample work in the Portfolio. Create a Summary Report to share with families.
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COMPLETED CHECKLIST

The Completed Checklist shows each child's ratings (final or preliminary) for each performance indicator in each of the three collection periods.


- 1.** Click the Teacher Files tab.
- 2.** Click **Completed Checklist**.
- 3.** Select a class and a child name from the list in the left margin.
- 4.** Scroll down to see the Completed Checklist. To customize the checklist to include a subset of domains, check the domains in the box at the top of the page:

Report Options

Check Domains to Include:



☒ Personal and Social Development
☒ Language and Literacy
☒ Mathematical Thinking
☒ Scientific Thinking
☒ Social Studies
☒ The Arts
☒ Physical Development and Health

- 5.** To view preliminary ratings, click "Show Preliminary Ratings."
- 6.** Click **Create**.
- 7.** For a PDF version of the Checklist, click "Printable PDF version."

 **NOTE:** It is important to review the Completed Checklist to see if there are any N/A or DNO ratings for any performance indicator. See the FAQ in this guide for more information.

PORTFOLIO

Save anecdotes, digital photos, and sound files, to create a multimedia portrait of a child's growth over time.

NEW ITEM		
Items	Entered By	Date Entered
 Creative A1, Uses variety of art materials	James Troy	05/27/03 2:30 PM
 Soc/Emotional, D1 - Interacts easily	James Troy	05/27/03 2:26 PM
Literacy, B1 - Concepts about print	James Troy	05/27/03 2:24 PM

To add an item:

1. Click the Teacher Files tab.
2. Click **Portfolio**.
3. Select a child name from the list in the left margin.
4. Click **New Item**.
5. Type a title to identify the item. Type a comment in the text area and click Submit.

To edit/delete an item:

1. Click the **Edit this Item** link.
2. Edit the title and click **Submit**.



OR

3. Open the desired Portfolio item by clicking on the title.
4. Click the Delete this Item link.

Three types of files can be attached to any item: text documents, scanned or digital images, or sound files. Attachments can be no larger than 1 megabyte (MB). It is recommended that all picture files be in JPG or GIF format. A paperclip icon indicates when an item has an attachment.

To add an attachment:

1. Create a new or edit an existing Portfolio item.
2. If you know the location of the file you are attaching, type that location into the Attachment box.
3. If do not know the location of the file, click **Browse**.
 - A map of your computer's files opens in a window.
 - Locate the file and double-click it.
4. The file's location now appears in the Attachment box.
5. Click **Submit** at the bottom of the page to post your item and the attachment.

Creative A1, Uses variety of art materials		
 Printable Version		
Entered By:	James Troy	
Date:	05/27/03	
	Edit this Item	 AshleyB.jpg (322 Kb)
Michaela created this collage of shapes (she named them correctly, including "octagon") for her cousin (Ashley). She asked for help on how to spell the name, but she repeated the pattern of shapes successfully.		

SUMMARY REPORTS

Summary Reports are designed to assist teachers in reporting progress and sharing ongoing observations with families (similar to a report card). There are different types of Summary Reports available:

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Standard Summary Report: This report displays Performance and Progress ratings in the domains as well as corresponding narratives for each. Performance Ratings are automatically suggested based on the finalized ratings entered into each child's Developmental Checklist. Progress Ratings and narratives are entered by the teacher and are based on the ongoing collection of information on a child's development.

Narrative Report: This report is entirely narrative (i.e., it does not include any ratings). Text from online checklists can be inserted and then augmented or edited.

Head Start (H3 and H4)

Family Report: This report displays Performance and Progress ratings in each of the functional components. Checklist Performance Ratings are automatically suggested based on the finalized ratings entered into each child's Developmental Checklist. Progress Ratings and narratives are entered by the teacher and are based on the ongoing collection of information on a child's development.

Narrative Family Report: This report includes all eight head start domains and is entirely narrative (i.e., it does not include any ratings). Text from online checklists can be inserted and then augmented or edited.


Because the information included in the Summary Reports is collected over several months, it is recommended that **you wait until the conclusion of a collection period** to create Summary Reports. See the FAQ of this guide for more information.

Suggested Steps for Using Work Sampling Online to Create Summary Reports:

1. Before creating individual Summary Reports for your students, you can create a classroom template to preset the report options for **all children** in the class at once.
2. Enter Classroom Text/Notes into the Class Template and Individual Notes into the appropriate domain in the child's checklist.
3. When ready to merge the individual and class notes, create the child's individual report.

To create a Classroom Template:

1. Click the Teacher Files tab.
2. Click **Summary Reports**.
3. Select a child's name from the list in the left margin.
4. Click **New Template** next to the type of report you'd like to create. *NOTE: It is recommended that you create only one type of report for each class.*


Summary Reports For 2003/2004			
Collection Period	James's Reports	Action	Classroom Templates 
Period 1	No reports for Period 1		New Narrative Family Template
	Create Narrative Family Report	Create Family Report	New Family Template
Period 2	No reports for Period 2		New Narrative Family Template
	Create Narrative Family Report	Create Family Report	New Family Template
Period 3	No reports for Period 3		New Narrative Family Template
	Create Narrative Family Report	Create Family Report	New Family Template

Select the report options that you would like to apply to all children in your class: The options are:

- Domains: Check the box next to the name of the domains to include in each report.
NOTE: It may be a requirement of your program to report on ALL domains or just selected domains.
- Languages: Click the radio button next to the language(s) the report will be available in.
- Classroom Text: Enter classroom text that will appear in each child's report. This text can be modified in each individual report.
- Portfolio ratings: Check the box to include Portfolio ratings (Standard Summary Report only).

Standard Summary Report	
Report Options	
Include Portfolio Ratings:	<input checked="" type="checkbox"/>
Report Language(s):	<input checked="" type="radio"/> English Only <input type="radio"/> Spanish Only <input type="radio"/> English & Spanish
<input checked="" type="checkbox"/> Personal and Social Development	
Classroom Text (English)	
Report Narrative: This text appears in the English report.	
<div style="border: 1px solid black; height: 80px; width: 100%;"></div>	
<input type="button" value="SPELL CHECK"/>	

After you've selected the reporting options and entered the text that you'd like to apply to the classroom template, click Submit.

 Changes made to the classroom template AFTER an individual Summary Report has been created will NOT be pulled into the individual Summary Report, so it's important that you've completed the classroom template first.

To create a Summary Report:

1. Click the Teacher Files tab.
2. Click **Summary Reports**.
3. Select a child's name from the list in the left margin.
4. Click Create next to the type of report you'd like to create. *NOTE: It is recommended that you create only one type of report for each child.*
5. On the following page, input the Attendance for the child.
6. Click the boxes to make ratings. Edit the narrative and add comments or explanations in the text boxes.
7. To insert the comments from the student's individual checklist to the Summary Report, click the Insert to English or Insert to Spanish button under the appropriate domain.

The screenshot shows a web form titled "Narrative Family Report". It has a "Report Options" section with fields for "Attendance:" (Days Present and Days Absent), "Report Language(s):" (radio buttons for English Only, Spanish Only, and English & Spanish), and a checkbox for "Social and Emotional Development" with a "SAVE" button. Below this is a section for "English" with a "Report Narrative" text area containing sample text about learning the alphabet. There is a "SPELL CHECK" button below the narrative. At the bottom, there is a "Checklist Notes" section with a text area containing sample text and an "INSERT TO ENGLISH" button.

8. Click **Submit** to create the report.
9. Click **Print** from the main Summary Report page to print out the report (either in HTML format or PDF).
10. **To enter Family Comments in the Report:** Click on Family Comments to enter comments and fill in individual goals for the child. Family comments and individual goals are discussed with families during conferences. Save these comments in the final report by entering them and clicking Save.

NOTE Work Sampling Online provides Summary Reports in Portable Document Format (PDF). PDF files keep documents looking exactly as they were intended — with layout, graphics, page breaks, and fonts intact. You will need Adobe Acrobat Reader® to view the report. Follow on-screen directions to download this software at no charge. Once Acrobat is installed, when printing a report, your computer will automatically launch Acrobat Reader and pull up the Summary Report.

You can also save a PDF file to a disk or your hard drive by clicking Acrobat's Save icon and naming the file.

GROUP REPORTS

In this section:	<p>This area shows your classes' overall progress to help you plan classroom observations and lessons.</p> <ul style="list-style-type: none">• View composites of your classes by performance indicator.• Generate Outcomes Reports using any number of sorting options or create a report just on the outcomes mandated by Head Start.
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CLASS PROFILE

The Class Profile shows a composite of class development by listing children's names under the assigned rating for each performance indicator. Use the profile to identify specific indicators to observe and plan curriculum for your class.

1. Click the Group Reports tab.
2. Click **Class Profile**.
3. Select a class name from the list in the left margin.
4. Choose a domain and a collection period.
5. The children in the class are listed under the ratings they received on the Checklist.

CLASS RATINGS REPORT

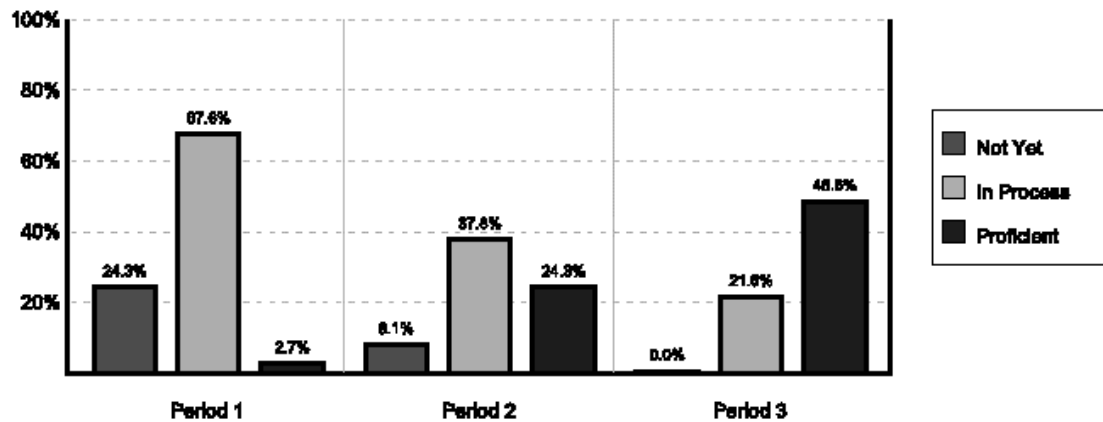
The Class Ratings Report summarizes class ratings for each indicator for each of the collection periods. This report can be used to review individual progress (by looking across the chart) or group progress (by reviewing the ratings totals at the bottom of each column).

1. Click the Group Reports tab.
2. Click **Class Ratings**.
3. Select a class name from the list in the left margin.
4. Choose the academic year and grade level (if applicable) and click **Next**.
5. Check the domain(s) to include in the report and click **Submit**.
6. The report will generate. Click the link to view the report (Adobe Acrobat required).

OUTCOMES REPORTS


An Outcomes Report is an aggregate report of class performance or progress that is based on data recorded in the Checklists.

I: Personal and Social Development



To generate an Outcomes Report:

1. Click the **Group Reports** tab.
2. Click **Outcomes Reports**.
3. Select the type of report to create: Outcomes by Domain, Functional Component, Indicator, or Head Start (H4 only).
4. Select the grade level of the children to include in the report and click **Next**.
5. The next page displays Reporting Options. Rename the report, if desired, by typing into the text box. Choose the collection periods.
6. To limit the number of domains in the report, or to report on a specific demographic group, click **Advanced Options**.
7. If you have more than one class, click **Class Filters** to specify the classes to include in the report.
8. Click **Submit**.
9. The Outcomes Report will appear. Scroll down to read the entire report.

 **NOTE** Outcomes Reports can be grouped by certain demographic information. Each domain, functional component, performance indicator, or mandated outcome can be displayed with a demographic breakdown (by gender, language, age, ethnicity, or the child's IEP/IFSP status), which makes the report extremely useful in spotting trends across the year.

To print an Outcomes Report:

1. Generate an Outcomes Report.
2. Click the **Print icon** on the browser's menu.
3. To print just a portion of the report, or just one graph, highlight the desired section with the mouse. From the browser's File menu, select Print.

4. On the dialog box that appears, click the radio button next to **Selection** under “**Print Range**.”
5. Click **Print**.

RESOURCE CENTER

In this section:	<p>The Resource Center holds a collection of practical, informative resources for teachers and administrators.</p> <ul style="list-style-type: none"> • Communicate with other early educators to share challenges, successes, and queries. • Read materials written by Work Sampling authors. • Surf to other early education websites.
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FORUMS

The Work Sampling Online Forums are discussion boards where teachers, parents, and other early childhood specialists can communicate with each other and share ideas. You can review ongoing discussions and post messages that contribute to discussions. Discussions are sorted by topic to keep the conversations focused.

To use the Forums:

1. Click the **Resource Center** tab.
2. Click **Forums**.
3. The Forums page will appear. Click on a topic title that interests you, and view the discussion.
4. Click **New Topic** to start your own discussion.
5. Click **Subscribe** to receive email alerts each time a discussion is started or added to in the Forums.

TEACHER ARTICLES AND LINKS

Read articles about early childhood education and Work Sampling System (including Work Sampling for Head Start). Download the most recent version of this guide as well as other helpful materials. Surf the Web with the links provided to access quality early education resources.

YOUR ACCOUNT

In this section:	Organize and manage all your Work Sampling Online information. <ul style="list-style-type: none">• Update your personal information.• Manage your class lists.• Enter child information.
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EDIT YOUR INFO

To update your contact information:

1. Click the **Your Account** tab.
2. Click **Edit Your Info**.
3. Click **Edit**.
4. Make the appropriate changes.
5. Click **Update**.

MANAGE CLASSES

Create, Edit, or Delete Classes

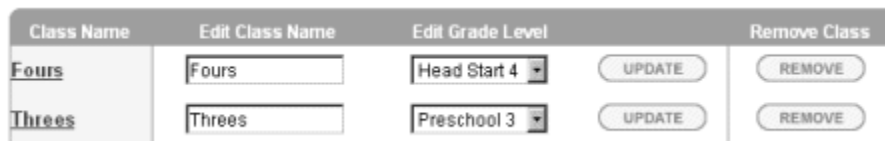
To create a class:

1. Click the **Your Account** tab.
2. Click **Manage Classes**.
3. Enter a class name into the text field.
4. Select the appropriate grade level and click **Create**.



To edit or delete classes, view child list:

1. Click the **Your Account** tab and then **Manage Classes**.
 2. Your classes are listed under **“Manage Existing Classes.”** To access the child list, click on the class name.
 3. Make edits to the class name or the grade level and click **Update**.
- OR
4. Click **Remove** next to the class name to delete it.



MANAGE CHILDREN

Add, Edit, or Delete Children

To add children:

1. Click the **Your Account** tab.
2. Click **Manage Children**.
3. Click the name of the class from the list in the left margin.
4. Input the number of children to be created and click **Create**.
5. Enter the child information.
6. Click **Create**.

To edit or delete children:

1. Click the **Your Account** tab and then **Manage Children**.
 2. Click the name of the class from the list in the left margin.
 3. Click the child name from the list under “**Manage Children**” (scroll down).
 4. Edit the information as necessary and click **Update**.
- OR
5. Click the link [Delete from Work Sampling Online](#) and choose **Yes**.

Transfer Children

Transfer children to a different class:

1. Click the **Your Account** tab and then **Manage Children**.
2. Click on the existing class name from the list in the left margin.
3. Under “**Manage Children**,” click the checkboxes next to the children you want to transfer and click **Transfer**.
4. Confirm the selected children and select the class you wish to transfer them to.
5. Click **Transfer**.

FREQUENTLY ASKED QUESTIONS ABOUT WORK SAMPLING ONLINE

Can two teachers access the same child information?

No. Each child is assigned to one class and each class is assigned to one teacher. If you have a team teaching setup, or have teaching assistants that will be accessing Work Sampling Online, it is recommended that co-teachers share the username and password of the head teacher. If each teacher is specifically responsible for a subset of children in the class, consider splitting the children between the teacher accounts.

Note: *This feature will be available in October 2005.*

Why are grade levels important?

A child's grade level indicates which version of the checklist should be used for each child. Obviously, you wouldn't want to use a Grade 3 checklist to assess a 1st grader. For teachers with multi-age classrooms, or those with mixed funding sources in the same class, be sure that each child in your class has been assigned the correct grade level. Be sure to manually change the grade level for each child that is not the same grade level as the majority of the children in the class. See *Manage Classes* in this guide.

Why are the Group Reports divided by grade level?

Children in the same grade level are grouped together in these reports because the Work Sampling checklists are different for each grade level. If you have a multi-age class and are assessing the children using the appropriate graded checklists (for example, P3 and P4), you must run two separate Outcomes Reports, one for each grade level. Multi-age children are not lumped together because they are not assessed using the same standard and thus the reports could not provide a meaningful or accurate summary of skills.

Why is finalizing Checklists important?

Clicking the Finalize box at the bottom of each domain checklist indicates that text comments and the ratings data should be fed into aggregate Outcomes Reports and other reports. This does not mean that you cannot edit finalized checklists. However, existing reports based on the old data (especially those generated by administrators at the district or agency level) then become invalid and will need to be rerun to aggregate the new information. That is why most programs set dates for when checklists need to be completed so teachers know when final reports are being generated and can manage their checklist responsibilities. Check with your administrator as to when collection periods begin and end and when checklist data must be finalized to better plan your tasks.

Do I have to complete all the domains of the checklist?

It is recommended that Work Sampling users complete all domains of the checklist for each child. However, many programs or agencies have targeted three or four domains and just complete those. Please check with your administrator as to your requirements.

When should I begin working on Summary Reports?

Because the information included in the Summary Reports is collected over several months, it is recommended that **you wait until the conclusion of a collection period** to create Summary Reports. Please enter and finalize all ratings and text comments on the Checklists BEFORE creating a Summary Report. If you are using Classroom Templates, please ensure it is completely filled out before pulling individual Summary Reports.

Because the Summary Reports draw directly from checklist data, changes made to the Checklist after a Summary Report is created WILL NOT appear on the report. To pull any and all new data

from the checklists, you must click Edit from the Summary Reports page. HOWEVER, if you have made text changes to the Summary Report, that text may be overwritten by new text you entered into the Checklist.

Why does the PDF version of Summary Reports take up only a portion of the printed page?

Most likely, your version of Adobe Acrobat Reader is not set correctly to print the page as optimally as possible. On the print window, click the checkbox next to **Expand small pages to paper size**. This should make the report larger and more readable.

I accidentally deleted a child and all her data from my class. Can I get the information back?

Yes. Contact your administrator immediately and tell them which child you deleted. With their privileges, they can then log in to the Admin System of the website, locate the child in the Deletes bin, and reactivate the child into your class. However, be sure to do this immediately, as deleted children are subject to automatic removal from the system after 2 weeks.

What are the DNO and N/A ratings in the Checklist?

When completing Checklists, if you feel you don't have enough information to make a rating for a child on a performance indicator, use the ratings Not Applicable (N/A) or Did Not Observe (DNO) instead of making an invalid rating.

- 1.** In the middle of a collection period, record ratings based on just the indicators that you have observed.
- 2.** Consider what indicators you haven't rated and then determine why. Did you simply not make enough observations of this child (DNO), or did you not offer enough opportunities for the child to demonstrate knowledge in the particular performance indicator (N/A)?
- 3.** Select either DNO or N/A, as appropriate.
- 4.** Review the Class Profile (in the Group Reports section). Children who need to be observed for a certain indicator are displayed in the DNO column. Schedule opportunities to observe those children.
- 5.** The children listed in the N/A column for an indicator need to learn about that indicator and then demonstrate what they know. Plan activities, curriculum, or other opportunities for those children.

By designating N/A or DNO, you are essentially giving the reason why a rating couldn't be given, thus enhancing your ability to manage your observations, as well as to plan curriculum and instructional strategies around those performance indicators.

Why shouldn't DNO and N/A ratings appear in a child's Completed Checklist?

Ratings of Not Yet, In Process, or Proficient reflect how a *child* is performing. Ratings of Did Not Observe or Not Applicable reflect how the *teacher* is doing with observation and instruction. DNO and N/A should not appear on a summary of a child's final ratings since they tell nothing about the child's performance. In addition, ratings of DNO and N/A appear as "no data" in aggregate reports and can thus skew results.

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