

**Recommendations to the
Delaware State Board of Education for:**

Delaware Student Testing Program (DSTP)

**Proposed Determination of Need for
Individual Improvement Plans**

Kindergarten and Grade 1

Presented September 19, 2002

By the Assessment and Analysis Group
Assessment and Accountability Branch
Delaware Department of Education

Delaware Student Testing Program (DSTP)

Proposed Categories of Need for Individual Improvement Plans

Kindergarten and Grade 1

Background

The legislation that mandated off-grade testing included a requirement for assessment of kindergarten and first grade students. The Delaware Department of Education is engaged in an assessment for these grade levels based on Samuel Meisels's Work Sampling System. This developmentally appropriate tool has been adapted to align with Delaware content standards. In all Delaware kindergarten and first grade classrooms, teachers are observing their students during classroom activities, gathering student work, and making evaluation decisions by comparing this data to standards outlined in a set of Developmental Guidelines. These Guidelines are based on the Work Sampling System and the Delaware Content Standards in English Language Arts and Mathematics.

The first step of the development of this new Delaware assessment was to construct these Developmental Guidelines so that they are aligned with the Delaware Content Standards in English Language Arts and Mathematics. To do this, key kindergarten and first grade teachers and administrators were convened in Spring 2001 to review the process and to complete this alignment. These teams were instructed in the organization of the Developmental Guidelines and given a draft of the guidelines constructed from the 4th Edition of the Work Sampling System. The teams met several times to hone the guidelines to be Delaware specific.

The second step was to identify on-site resource person(s), hereafter called Assessment Resource Teachers (ART's), in each school (1) to begin pilot testing the Work Sampling assessment and (2) to help teachers with this new process. These Assessment Resource Teachers attended a special 2½ day workshop in August 2001. These workshop participants were trained to collect data for the DSTP K-1 Assessment of language arts, mathematics, and social and personal skills (optional) as integrated into their instructional program. Participants learned how to observe children during classroom activities, gather children's work, and make evaluation decisions by comparing this data to standards outlined in the Developmental Guidelines. These workshops were led by one of the senior work sampling national faculty members associated with this project. The workshop format was interactive to prepare the participants to use the Delaware K-1 Assessment and to support others as they begin to use it.

The third step was to inform school administrators of the K-1 Assessment Procedures. School administrators have at least four functions in the assessment plan: (1) answer parental or staff concerns; (2) support the ART's; (3) help the Department to verify that all Kindergarten and first grade teachers in their school have been trained; and (4) assist the school test coordinator in the collection of scannable checklists in the spring. They were offered a two-hour information session. During this session, they received the materials given to the teachers and an overview of the process.

After school opened in fall 2001, each Assessment Resource Teacher received a supply of checklists sufficient to cover each student in his/her classroom(s) as well as teacher manuals, wall charts, samples of worksheets, and miscellaneous materials. The trained Assessment Resource Teachers began to pilot test the K-1 assessment by observing children during classroom activities and gathering children's work. Between October 15 and 31, the ARTs made evaluation decisions and completed their fall checklists as a baseline for the students. The ARTs continued this process as the remainder of the teachers began their pilot-testing, i.e., completing the winter checklist between January 15 and 31 and the final checklist between April 15 and May 1.

The fourth step was to train all remaining kindergarten and first grade teachers in the state. This was done in a six-hour workshop. Paraprofessionals working in K-1 classrooms could also be included in this training at the option of the school. These workshops were offered at locations across the state between October 2001 and January 2002. During this training, the teachers learned how to observe children during classroom activities, gather children's work, and make evaluation decisions by comparing this data to standards outlined in the Developmental Guidelines. Developmental Guidelines and enough checklists to cover all students in the teachers' classroom(s) were distributed during training. These teachers could begin the process immediately upon returning to class or February 1 at the latest.

All K-1 teachers completed DSTP Work Sampling Assessment checklists for students in spring (April 15 to May 1, 2002) for all students in their classroom(s). The data from the DSTP Work Sampling Assessment pilot was used by the Department in preparing the Secretary of Education's recommendations for determining need for individual improvement plans that are contained in this report. No individual student reports were sent to schools based on the pilot assessment.

In May 2002, the Department conducted a written evaluation survey of the DSTP Work Sampling Assessment pilot with a large sample of Kindergarten and first grade teachers. This survey included items about the alignment of the Developmental Guidelines to the Delaware Content Standards as well as items on the time and process of completing the observations and checklists. Using this data, the consultants and Department staff met and discussed plans for the first operational year of the program in the 2002-03 school year.

Beginning in the Spring 2003, the data from the K-1 Work Sampling assessment checklists completed annually as a result of the observations and data collection throughout the school year will be used to produce individual student reports at the end of each school year. (A draft sample individual student report is attached.) The value of these reports is that the report will travel with the student for consideration of the student's successive educational program.

Summary and Recommendations

Teachers completing the work sampling checklists rate students as “not yet”, “in process”, or “proficient” on each of the components of the checklists based on the student’s work and the teacher’s observations in the classroom. The pilot data indicates a high number of students were rated at both kindergarten and first grade as being “proficient” in all components of reading (see attached copy of the work sampling checklists for kindergarten and first grade). Only the checklist ratings from the final data collection period in the spring are used in the determination of a student’s summary ratings for each category included in the individual student reports. The Department is planning to report results for students in kindergarten and first grade in one of three categories: Not Yet, In Process, Proficient.

In accordance with legislation, the Secretary of Education is recommending that the proposed combinations of ratings on the work sampling indicators that would result in the need for an Individual Improvement Plan (IIP) for reading for kindergarten shown in the chart below be approved by the State Board of Education and put into effect beginning with the DSTP Work Sampling Assessment in Spring 2003. The attached Table 1 contains information on the impact on students needing IIP’s for reading for kindergarten based on the pilot year data and reflecting the recommendations in the chart below.

Determination of Need for IIP for Kindergarten Reading

Performance on Four Indicators			Determination	
Proficient (3)	In Process (2)	Not Yet (1)	Summary Rating	IIP Need
4	0	0	Proficient	
3	1	0	Proficient	
3	0	1	In Process	
2	2	0	In Process	
2	1	1	In Process	Recommended
1	3	0	In Process	Recommended
2	0	2	In Process	Required
1	2	1	In Process	Required
1	1	2	In Process	Required
0	2	2	In Process	Required
0	4	0	In Process	Required
0	3	1	In Process	Required
1	0	3	Not Yet	Required
0	1	3	Not Yet	Required
0	0	4	Not Yet	Required

In accordance with legislation, the Secretary of Education is recommending that the proposed combinations of ratings on the work sampling indicators that would result in the need for an Individual Improvement Plan (IIP) for reading for first grade shown in the chart below be approved by the State Board of Education and put into effect beginning with the DSTP Work Sampling Assessment in Spring 2003. The attached Table 2 contains information on the impact on students needing IIP's for reading for first grade based on the pilot year data and reflecting the recommendations in the chart below.

Determination of Need for IIP for First Grade Reading

Performance on Six Indicators			Determination	
Proficient (3)	In Process (2)	Not Yet (1)	Summary Rating	IIP Need
6	0	0	Proficient	
5	1	0	Proficient	
5	0	1	Proficient	
4	2	0	Proficient	
4	1	1	In Process	
4	0	2	In Process	
3	3	0	In Process	
3	2	1	In Process	
2	4	0	In Process	
3	1	2	In Process	Recommended
1	5	0	In Process	Recommended
2	3	1	In Process	Recommended
3	0	3	In Process	Required
2	2	2	In Process	Required
2	1	3	In Process	Required
2	0	4	In Process	Required
1	4	1	In Process	Required
1	3	2	In Process	Required
1	2	3	In Process	Required
0	6	0	In Process	Required
0	5	1	In Process	Required
0	4	2	In Process	Required
0	3	3	In Process	Required
1	1	4	Not Yet	Required
1	0	5	Not Yet	Required
0	2	4	Not Yet	Required
0	1	5	Not Yet	Required
0	0	6	Not Yet	Required

Although Individual Improvement Plans for mathematics are not required by legislation for kindergarten and first grade, the Secretary of Education is recommending that the proposed combinations of ratings on the work sampling indicators that would result in a recommendation for an Individual Improvement Plan (IIP) for mathematics for kindergarten and first grade shown in the chart below be approved by the State Board of Education and put into effect beginning with the DSTP Work Sampling Assessment in Spring 2003. The attached Tables 3 and 4 contain information on the impact on students that would have an IIP recommended for mathematics based on the pilot year data and reflecting the recommendations in the chart below.

Determination of Need for IIP for Kindergarten and First Grade Mathematics

Performance on Six Components			Determination	
Proficient (3)	In Process (2)	Not Yet (1)	Summary Rating	IIP Need
6	0	0	Proficient	
5	1	0	Proficient	
5	0	1	Proficient	
4	2	0	Proficient	
4	1	1	In Process	
4	0	2	In Process	
3	3	0	In Process	
3	2	1	In Process	
2	4	0	In Process	
3	1	2	In Process	
1	5	0	In Process	
2	3	1	In Process	
3	0	3	In Process	Recommended
2	2	2	In Process	Recommended
2	1	3	In Process	Recommended
2	0	4	In Process	Recommended
1	4	1	In Process	Recommended
1	3	2	In Process	Recommended
1	2	3	In Process	Recommended
0	6	0	In Process	Recommended
0	5	1	In Process	Recommended
0	4	2	In Process	Recommended
0	3	3	In Process	Recommended
1	1	4	Not Yet	Recommended
1	0	5	Not Yet	Recommended
0	2	4	Not Yet	Recommended
0	1	5	Not Yet	Recommended
0	0	6	Not Yet	Recommended

The Secretary of Education is further recommending that the determination of need for IIP's for kindergarten and first grade be reviewed, validated, and adjusted, if deemed necessary, after the March 2004 data is available from the second collection of data from the work sampling assessment at those grades. Any adjustments would be presented to the State Board of Education and be put into effect for the Spring 2005 DSTP Work Sampling Assessment for kindergarten and first grade.

DRAFT

2003 DELAWARE STUDENT TESTING PROGRAM

Work Sampling Individual Report for

JANICE DOE

Student ID#: 000000

TIN
Report

10

GRADE: KN

COLLECTION

PERIOD END DATE: 04/15/03

SCHOOL: NEWTOWN ELEM - 000
DISTRICT: NEWTOWN - 00

English Language Arts		Not Yet	In Process	Proficient	Information was collected for these areas at the option of the school district.			
Listening		✓			Personal and Social Development	Not Yet	In Process	Proficient
Speaking			✓		Self Concept	✓		
Reading		✓			Self Control		✓	
Writing			✓		Approach to Learning			✓
English Language Arts Summary		✓			Interaction with Others			✓
					Social Problem-Solving	✓		
					Mathematics	Not Yet	In Process	Proficient
					Mathematical Processes	✓		
					Number & Operations		✓	
					Patterns, Relationships, & Functions		✓	
					Geometry & Spatial Sense	✓		
					Measurement		✓	
					Data Analysis & Probability	✓		
					Mathematics Summary		✓	

- 1 An Individual Improvement Plan for Reading is required.
- 3 An Individual Improvement Plan for Mathematics is recommended.

Your child's Individual Improvement Plan in Reading should include work on:

- ◆ Knowing letters, sounds, and their relationships.
- ◆ Comprehending and responding to fiction and nonfiction.
- ◆ Showing interest in books and reading-related activities.
- ◆ Showing some understanding of concepts of print.

KEY

Proficient — The child has clearly mastered and usually or always demonstrates the skills.

In Process — The child is still mastering and sometimes demonstrates the skills.

Not Yet — The child has not yet mastered or demonstrated the skills.



CHILD _____

DATE OF BIRTH _____

TEACHER _____

SCHOOL _____

FEMALE MALE

Observation Periods FALL _____

WINTER _____

SPRING _____

7070 (9/01) © 2011 Rebus Inc and the Delaware Department of Education. For use in the state of Delaware and by permission of the Delaware Department of Education and Rebus Inc. All rights reserved. The Work Sampling System is a registered trademark of Rebus Inc.

I Personal and Social Development

A Self concept F W S

- 1 Shows comfort and confidence with self. (p. 1)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- 2 Shows initiative and self-direction in actions. (p. 1)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Self control F W S

- 1 Follows classroom rules and routines. (p. 1)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- 2 Uses classroom materials purposefully and respectfully. (p. 2)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- 3 Manages transitions and adapts to changes in routine. (p. 2)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C Approach to learning F W S

- 1 Shows eagerness and curiosity as a learner. (p. 2)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- 2 Chooses new as well as a variety of familiar classroom activities. (p. 2)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- 3 Approaches tasks with flexibility and inventiveness. (p. 3)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- 4 Sustains attention to a task over a period of time, even after encountering problems. (p. 3)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D Interaction with others F W S

- 1 Interacts easily with one or more children when playing or working cooperatively. (p. 3)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- 2 Interacts easily with familiar adults. (p. 3)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- 3 Participates in the group life of the class. (p. 4)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- 4 Participates and follows rules in group activities. (p. 4)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- 5 Shows empathy and caring for others. (p. 4)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E Social problem-solving F W S

- 1 Seeks adult help and begins to use simple strategies to resolve conflicts. (p. 5)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Not Yet—child cannot demonstrate indicator
In Process—child demonstrates indicator intermittently
Proficient—child can reliably demonstrate indicator

F=FALL
W=WINTER
S=SPRING

The Work Sampling System Delaware Student Testing Program Guidelines contains full descriptions of each performance indicator. (Number in parentheses indicates the page in the Guidelines where the indicator is described.)

II English Language Arts

A Listening F W S

- 1 Gains meaning by listening. (p. 6)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- 2 Follows directions that involve a series of actions. (p. 6)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- 3 Demonstrates beginning phonemic awareness. (p. 6)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Speaking F W S

- 1 Speaks clearly and conveys ideas effectively. (p. 7)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- 2 Uses expanded vocabulary and language for a variety of purposes and audiences. (p. 7)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C Reading F W S

- 1 Shows interest in books and reading-related activities. (p. 7)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- 2 Shows some understanding of concepts of print. (p. 7)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- 3 Knows letters, sounds, and their relationships. (p. 8)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- 4 Comprehends and responds to fiction and non-fiction text. (p. 8)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D Writing F W S

- 1 Represents stories through pictures, dictation, and play. (p. 8)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- 2 Understands purposes for writing. (p. 8)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- 3 Uses letter-like shapes, symbols, letters, and words to convey meaning. (p. 9)

Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III Mathematics

A Mathematical processes F W S

- | | | | | | |
|---|--|------------|--------------------------|--------------------------|--------------------------|
| 1 | Begins to use and explain strategies to solve mathematical problems. (p. 10) | Not Yet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | In Process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Uses words and representations to describe mathematical ideas. (p. 10) | Not Yet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | In Process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B Numbers and Operations F W S

- | | | | | | |
|---|--|------------|--------------------------|--------------------------|--------------------------|
| 1 | Shows understanding of number and quantity. (p. 11) | Not Yet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | In Process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Begins to understand relationships between quantities. (p. 11) | Not Yet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | In Process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C Patterns, relationships, and functions F W S

- | | | | | | |
|---|--|------------|--------------------------|--------------------------|--------------------------|
| 1 | Sorts objects into subgroups, classifying and comparing according to a rule. (p. 12) | Not Yet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | In Process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Recognizes, duplicates, and extends patterns. (p. 12) | Not Yet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | In Process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

D Geometry and spatial sense F W S

- | | | | | | |
|---|--|------------|--------------------------|--------------------------|--------------------------|
| 1 | Recognizes and describes some attributes of shapes. (p. 12) | Not Yet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | In Process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Shows understanding of and uses direction, location, and positional words. (p. 13) | Not Yet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | In Process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

E Measurement F W S

- | | | | | | |
|---|---|------------|--------------------------|--------------------------|--------------------------|
| 1 | Orders, compares and describes objects according to size, length, capacity, and weight. (p. 13) | Not Yet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | In Process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Estimates and measures using non-standard units. (p. 13) | Not Yet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | In Process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Explores common instruments for measuring during work or play. (p. 14) | Not Yet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | In Process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Shows awareness of time concepts. (p. 14) | Not Yet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | In Process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

F Data analysis and probability F W S

- | | | | | | |
|---|--|------------|--------------------------|--------------------------|--------------------------|
| 1 | Begins to collect data and make records using lists or graphs. (p. 14) | Not Yet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | In Process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | Proficient | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



I Personal and Social Development

A Self concept		F	W	S
1 Shows comfort and confidence with self. (p. 16)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Shows initiative and self-direction in actions. (p. 16)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Self control		F	W	S
1 Follows classroom rules and routines. (p. 16)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Uses classroom materials purposefully and respectfully. (p. 17)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Manages transitions and adapts to changes in routine. (p. 17)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Approach to learning		F	W	S
1 Shows eagerness and curiosity as a learner. (p. 17)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Begins to make independent choices of materials, activities, and work/play partners. (p. 17)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Approaches tasks with flexibility and inventiveness. (p. 18)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Sustains attention to work over a period of time. (p. 18)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Interaction with others		F	W	S
1 Interacts easily with peers when playing or working cooperatively. (p. 18)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Interacts easily with familiar adults. (p. 18)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Participates in the group life of the class. (p. 19)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Plays cooperatively in group games. (p. 19)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Shows empathy and caring for others. (p. 19)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Social problem-solving		F	W	S
1 Uses simple strategies to make social decisions and solve problems. (p. 19)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Not Yet—child cannot demonstrate indicator
In Process—child demonstrates indicator intermittently
Proficient—child can reliably demonstrate indicator

F=FALL
W=WINTER
S=SPRING

The Work Sampling System Delaware Student Testing Program Guidelines contains full descriptions of each performance indicator. (Number in parentheses indicates the page in the Guidelines where the indicator is described.)

II English Language Arts

A Listening		F	W	S
1 Gains meaning by listening. (p. 21)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Follows multi-step directions. (p. 21)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Speaking		F	W	S
1 Speaks clearly and conveys ideas effectively. (p. 21)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Uses oral language for a variety of purposes and audiences. (p. 21)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Reading		F	W	S
1 Shows interest in books and reading. (p. 22)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Shows understanding about concepts of print. (p. 22)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Demonstrates phonemic awareness. (p. 22)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Decodes unfamiliar words. (p. 23)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Uses strategies to construct meaning from print. (p. 23)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Comprehends and interprets fiction and non-fiction text. (p. 23)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Writing		F	W	S
1 Uses writing strategies to generate ideas and convey a message. (p. 23)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Writes for different purposes and audiences. (p. 24)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Recognizes and uses basic conventions of print. (p. 24)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Uses strategies to create invented and conventional spellings. (p. 24)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Reviews, confers, and makes simple changes in writing. (p. 25)	Not Yet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	In Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CHILD _____

DATE OF BIRTH _____

TEACHER _____

SCHOOL _____

FEMALE MALE

Observation Periods _____

FALL _____

WINTER _____

SPRING _____

70012 (9/01) © 2001 Rebus Inc. and the Delaware Department of Education. For use in the State of Delaware and by permission of the Delaware Department of Education and Rebus Inc. All rights reserved. The Work Sampling System is a registered trademark of Rebus Inc.

III Mathematics

A Mathematical processes F W S

- | | | |
|---|---|--|
| 1 | Applies concepts and strategies to solve mathematical problems. (p. 26) | Not Yet <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
In Process <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Proficient <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Communicates and represents mathematical thinking. (p. 26) | Not Yet <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
In Process <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Proficient <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

B Numbers and Operations F W S

- | | | |
|---|---|--|
| 1 | Shows understanding of number and quantity. (p. 26) | Not Yet <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
In Process <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Proficient <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Shows understanding of relationships among quantities. (p. 27) | Not Yet <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
In Process <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Proficient <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Uses addition and subtraction to solve problems with one-and two-digit numbers. (p. 27) | Not Yet <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
In Process <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Proficient <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4 | Makes reasonable estimates of quantities and checks for accuracy. (p. 28) | Not Yet <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
In Process <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Proficient <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

C Patterns, relationships, and functions F W S

- | | | |
|---|---|--|
| 1 | Sorts, classifies and orders objects by one or more attributes. (p. 28) | Not Yet <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
In Process <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Proficient <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Makes, copies, and extends patterns. (p. 28) | Not Yet <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
In Process <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Proficient <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

D Geometry and spatial sense F W S

- | | | |
|---|--|--|
| 1 | Recognizes attributes of shapes and relationships among shapes. (p. 29) | Not Yet <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
In Process <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Proficient <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Explores and solves spatial problems using manipulatives and drawings. (p. 29) | Not Yet <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
In Process <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Proficient <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

E Measurement F W S

- | | | |
|---|---|--|
| 1 | Compares and describes objects according to length, capacity, and weight. (p. 29) | Not Yet <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
In Process <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Proficient <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Uses simple tools and techniques to measure with non-standard units. (p. 30) | Not Yet <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
In Process <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Proficient <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | Shows some understanding of time concepts. (p. 30) | Not Yet <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
In Process <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Proficient <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

F Data analysis and probability F W S

- | | | |
|---|---|--|
| 1 | Collects, records, and interprets data using simple tallies, lists, charts, and graphs. (p. 30) | Not Yet <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
In Process <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Proficient <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | Begins to make predictions based on collected data. (p. 30) | Not Yet <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
In Process <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Proficient <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |



TABLE 1
IMPACT DATA FOR KINDERGARTEN READING INDIVIDUAL IMPROVEMENT PLANS
(By percentages)

	Total	Female	Male	American Indian	African American	Asian	Hispanic	Caucasian
An Individual Improvement Plan is required.	19.94	19.97	19.90	29.41	19.73	23.28	19.52	19.86
An Individual Improvement Plan is recommended.	8.38	8.45	8.32	5.88	8.04	8.68	9.97	8.31
No Individual Improvement Plan needed.	71.68	71.58	71.78	64.70	72.24	68.04	70.51	71.82

Total Number of Students = 7338

TABLE 2
IMPACT DATA FOR FIRST GRADE READING INDIVIDUAL IMPROVEMENT PLANS
(By percentages)

	Total	Female	Male	American Indian	African American	Asian	Hispanic	Caucasian
An Individual Improvement Plan is required.	21.22	20.67	21.72	41.93	20.74	15.51	22.33	21.48
An Individual Improvement Plan is recommended.	7.55	7.88	7.25	9.68	7.73	7.33	8.20	7.35
No Individual Improvement Plan needed.	71.23	71.45	71.03	48.39	71.54	77.16	69.49	71.15

Total Number of Students = 8665

TABLE 3
IMPACT DATA FOR KINDERGARTEN MATHEMATICS INDIVIDUAL IMPROVEMENT PLANS
(By percentages)

	Total	Female	Male	American Indian	African American	Asian	Hispanic	Caucasian
An Individual Improvement Plan is recommended.	26.3	23.1	29.5	15.8	36.1	17.2	44.4	18.1
No Individual Improvement Plan needed.	73.7	76.9	70.5	84.2	73.9	82.8	55.6	81.9

Total Number of Students = 7178

TABLE 4
IMPACT DATA FOR FIRST GRADE MATHEMATICS INDIVIDUAL IMPROVEMENT PLANS
(BY percentages)

	Total	Female	Male	American Indian	African American	Asian	Hispanic	Caucasian
An Individual Improvement Plan is recommended.	31.0	29.2	33.0	40.0	43.2	13.5	38.0	23.7
No Individual Improvement Plan needed.	69.0	70.8	67.0	60.0	56.8	86.5	62.0	66.3

Total Number of Students = 8287