**Assessment Name: Work Sampling - Pearson**

**Reviewers: \_Groups 1 & 2\_\_\_**

**Colorado State Board of Education**

**Approved Menu of School Readiness Assessments**

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|  | Group 1 | Group 2 |
| **Level I:** Minimum requirements | **Fail** | **Fail** |
| **Level II:** Quality indicators | 6/15 | 0/15 |
| **Level III**: How the Assessment Meets the Identified Criteria | 3/6 | 0/6 |
| **TOTAL** (all areas):  The Psychometric properties of the assessment were not strong enough. | **9**/21 | **0**/21 |

**TOTAL POINTS: 9 out of 21 possible**

**GENERAL COMMENTS:** *Please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.*

**Strengths: The tool:**

* Indicates that it is in compliance with Office of Special Education Programs and claims it works well for children with disabilities.
* Allows flexibility for use with all levels of children.
* Includes all of the required domains and *Approaches to Learning*.
* Is an observational tool.
* Allows families to have input.
* Includes descriptive guidelines.

**Weaknesses:**

* Indicators were too vague in many parts.
* There is very little guidance to match student behaviors to descriptors (i.e. not yet, in process, proficient) within the checklist to inform teacher rating.
* There is not an inter-rater reliability option for teachers to gain proficiency on the tool.
* Though this is aligned, it is not user-friendly to match the developmental guidelines to the standards. There is not enough support for a teacher to see the alignment and varying levels of teacher expertise. Continuum does not clearly explicate the standards in the appendix. It is common to see three sentences in the WSS match with a long paragraph for the Colorado Academic Standards.
* There was not enough specificity in the tool.
* The video does not seem to match the “authentic” form of assessment. It looks like they are “testing” the children with their clipboards way from other children.
* Allows for authenticity, but is dependent of the teachers’ understanding of the strategies.
* Does not give universal design principles for children with disabilities or developmental delays.
* There is not sufficient support for teachers in the materials.
* Guidelines are not actionable or measurable.

**Recommendations:**

**Recommended**

**Not Recommended X**

**Date August 12, 2014**

**School Readiness Assessment System**

**Evaluation Rubric**

The review process consists of a three level review. Any assessment that does not meet all of the criteria

specified in the Level 1 review minimum requirements will not be considered for inclusion on the Colorado

School Readiness Assessment Menu. Because this assessment did not pass the level 1 review, the remainder of the review was not conducted.

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| **Level 1 Review – Minimum Requirements** | | |
| **Criteria** | **Yes** | **No** |
| **The assessment tool has strong psychometric properties.** There is strong evidence to show that the assessment is valid and reliable. Study methodology is sound. |  | X  X |
| **The assessment tool provides information about the**  **“whole child.”**  The assessment addresses developmental as well as academic domains (i.e., physical well-being and motor development, social and emotional development, language and comprehension development, and cognition and general knowledge). | X | X |
| **The assessment tool is research based.**  The academic and developmental content assessed is based on child development and education research. | X | X |
| **The assessment tool promotes methods appropriate for young children.**  The assessment:   Is an appropriate combination of observational, authentic, and age-appropriate tasks.   Is completed by familiar adults.   Occurs in children’s everyday routines, activities  and places.   Provides ongoing information to teachers. | X | X |

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| **Level 2 Review – Quality Indicators** | | | | |
| **Criteria** | **0**  **Inadequate** | **1**  **Minimal** | **2**  **Adequate** | **3**  **High** |
| **The assessment is aligned.**  The assessment aligns with widely held expectations for learners. There is evidence of, or a potential for, alignment to the Colorado Academic Standards. The assessment aligns with Colorado’s Early Learning and Development Guidelines. |  |  |  |  |
| **The assessment increases opportunities to learn.**  It is formative and ongoing. Reliable and valid use of the assessment informs instruction and intervention. It provides useful information for families. It yields information that can be used to inform continuous quality program improvement planning. |  |  |  |  |
| **The assessment rating system is clear.** Assessment items and rating criteria are clear and coherent. There is readily available guidance to help teachers make accurate rating  decisions. |  |  |  |  |
| **The assessment allows for authentic based assessment strategies.**  The use of performance based strategies is an integral element of the system, such as the use of portfolios, work sampling and digital documentation of child knowledge and skills. The assessment permits the convergence of information from classroom team members, family members and other adults in the children’s lives in order to inform rating decisions. |  |  |  |  |

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| **The assessment system has features that make broad participation likely.**  The assessment is affordable and easily accessible to any interested school or early childhood program. The assessment system is easy to learn. It is feasible for administrators and teachers to sustain functional and reliable use. |  |  |  |  |

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| **Level 3 Review – Additional Desired Attributes** | | | | |
| **Criteria** | **0**  **Inadequate** | **1**  **Minimal** | **2**  **Adequate** | **3**  **High** |
| **The assessment system includes a method for ensuring quality use.**  There are adequate opportunities for informal and formal access to professional  development resources. Reliable use of the assessment can readily be gauged and quality use issues identified and addressed. The assessment system provides administrators with methods for monitoring completion and other indicators of quality use. |  |  |  |  |
| **The assessment has online functionality.** The assessment system has a secure high quality online system for recording electronic portfolio as well as entering assessment  results. The online system has the capacity to  produce real time readily accessible reports of assessment results that can be used by teachers and administrators. |  |  |  |  |
| **The system has the capability to build on assessment practices in use in Colorado preschool programs.** |  |  |  |  |