

# **APPENDIX A**

## **Maryland Model for School Readiness Kindergarten Assessment: Work Sampling System<sup>®</sup> (WSS) Indicators of Learning**

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**Introduction:** The Maryland Model for School Readiness (MMSR) uses a customized Work Sampling System<sup>®</sup> (WSS) Kindergarten Checklist to assess entering kindergartners' readiness levels. A selected set of 30 WSS<sup>®</sup> indicators across seven curricular domains describe skills, behaviors, and knowledge of children who are entering kindergarten. The 30 WSS<sup>®</sup> indicators below are briefly described. Teachers systematically observe their students, document their learning, and rate their competencies using specific WSS<sup>®</sup> Kindergarten Assessment Guidelines, Exemplars, which were developed by MSDE. The Exemplars are based on the MMSR standards, indicators, and learning objectives. They describe documented student skills and behaviors at the objective level, linking curricular and learning objectives to MMSR indicators.

### **I Social and Personal**

<b>SELF-CONCEPT</b>	
<b>Shows initiative and self-direction.</b>	Independence in thinking and action enables children to take responsibility for themselves. Most five year olds can make choices among familiar activities, participate in new experiences, and are willing to take some risks.
<b>SELF-CONTROL</b>	
<b>Follows classroom rules and routines.</b>	Children who are successful within a group know and accept the rules established for that particular group.
<b>Uses classroom materials purposefully and respectfully.</b>	One of the major challenges of school for five year olds is learning how to care for classroom materials. With some reminders, a child learns how to use materials thoughtfully (so the materials continue to be available for others) and how to put things away so that others can easily find them.
<b>INTERACTION WITH OTHERS</b>	
<b>Interacts easily with one or more children.</b>	Kindergarten children are beginning to play cooperatively with one or more children, listen to peers and understand their feelings, and solve problems cooperatively.

## II Language and Literacy

LISTENING	
<b>Gains meaning by listening.</b>	Young children are actively involved in learning about their world by watching and listening. At five years, children can listen for meaning in such different situations as one-on-one conversations with children or adults, small and large group activities, story times, and videos.
<b>Demonstrates beginning phonemic awareness.</b>	With frequent demonstrations by the teacher, children recognize and produce rhyming words, identify beginning and ending sounds, and begin to discriminate the smaller parts of words, first distinguishing syllables and, later, sound within syllables.
SPEAKING	
<b>Speaks clearly and conveys ideas effectively.</b>	During kindergarten, children begin to understand how to express their ideas in group discussions as well as in one-to-one conversations.
READING	
<b>Shows some understanding of concepts about print.</b>	Kindergartners realize that print conveys meaning, spoken language can be written down and read, and certain words are always written the same way.
<b>Comprehends and responds to fiction and non-fiction text.</b>	Kindergartners demonstrate their understanding of what they hear by answering questions about the text, predicting what will happen next using pictures and content for guides, and retelling information from a story in sequence, adding more details and story elements over time.
WRITING	
<b>Uses letter-like shapes, symbols, letters, and words to convey meaning.</b>	Children begin using drawings to convey ideas, adding letters or words randomly to their written communication.

### III Mathematical Thinking

MATHEMATICAL PROCESSES	
<b>Begins to use and explain strategies to solve mathematical problems.</b>	Young children solve problems and explain their reasoning by working with concrete objects, drawing pictures, or acting out solutions.
NUMBERS AND OPERATIONS	
<b>Shows understanding of number and quantity.</b>	Kindergarten children can count objects to at least 20; many learn to count verbally (that is, by rote) to 100. They can count using one-to-one correspondence reliably, use objects to represent numbers, and use numerals to represent quantities.
PATTERNS, RELATIONSHIPS, AND FUNCTIONS	
<b>Recognizes duplicates and extends patterns.</b>	Kindergartners can recognize, create, copy, and extend simple patterns using concrete objects, sounds and physical movements.
GEOMETRY AND SPATIAL RELATIONS	
<b>Recognizes and describes some attributes of shapes.</b>	As children play with unit blocks, table blocks, pattern blocks, shape sorters, peg boards, and geoboards, they gain a concrete understanding of shape and form.

### IV Scientific Thinking

INQUIRY	
<b>Seeks information through observation, exploration, and descriptive investigations.</b>	As questions are raised, kindergartners seek answers primarily through exploration, manipulation, and careful observation using their senses.
<b>Uses simple tools and equipment to extend the senses and gather data.</b>	Although kindergartners begin to observe using their five senses, they are very intrigued with tools that extend the power of their senses and that they associate with grown-up activities. Scientific tools include magnifiers, gears and pulleys, calculators and computers, and simple balance scales and rulers.
PHYSICAL SCIENCE	

<b>Identifies, describes, and compares properties of objects.</b>	With prompts from the teacher, five year olds notice what things are made of and describe numerous attributes of objects including size, shape, color, texture, weight, temperature, whether objects are attracted or unaffected by magnets, and whether various objects sink or float.
<b>LIFE SCIENCE</b>	
<b>Observes and describes characteristics, basic needs, and life cycles of living things.</b>	Kindergartners begin to differentiate living and non-living things by studying plants and animals. They begin to learn about relationships between animals and plants and the environment in which they live.

**V Social Studies**

<b>PEOPLE, PAST AND PRESENT</b>	
<b>Identifies similarities and differences in people’s characteristics, habits, and living patterns.</b>	Kindergartners develop self-identity by comparing themselves with others.
<b>HUMAN INTERDEPENDENCE</b>	
<b>Describes some people’s jobs and what is required to perform them.</b>	Young children are ready to examine their communities and explore the many roles people fill in helping each other live.
<b>Begins to be aware of technology and how it affects life.</b>	Kindergartners are very interested in the technology that is so much a part of the world around them (television, telephones, vehicles, video games, VCRs, microwave ovens, computers).
<b>CITIZENSHIP AND GOVERNMENT</b>	
<b>Demonstrates awareness of the reasons for rules.</b>	Children’s understanding of the reasons for rules and laws comes about as they discuss problems in the classroom and school and participate in making reasonable rules that directly involve them.

## VI The Arts

EXPRESSION AND REPRESENTATION	
Participates in group music experience.	Young children enjoy singing, making up silly and rhyming verses, using instruments, learning finger plays, and using music to tell stories and express feelings.
Participates in creative movement, dance, and drama.	Young children are very active and need opportunities to move and stretch their bodies.
Uses a variety of art materials to explore and express ideas and emotions.	Kindergartners need and enjoy opportunities to explore using a variety of art materials.
UNDERSTANDING AND APPRECIATION	
Respond to artistic creations or events	Kindergartners are able to appreciate the artistic creations of others, the skill of a dancer, or someone's ability to play a musical instrument.

## VII Physical Development and Health

GROSS MOTOR DEVELOPMENT	
Moves with balance and control.	Young children are very active, seeming to be in constant motion. Kindergarten children can run smoothly, hop many times on each foot, and climb up and down stairs using alternating feet.
FINE MOTOR DEVELOPMENT	
Uses eye-hand coordination to perform tasks effectively.	Kindergartners are continuing to improve their eye-hand coordination and accomplishing tasks with greater precision.
PERSONAL HEALTH AND SAFETY	
Performs self-care tasks competently.	Kindergartners are quite competent about taking care of their own physical needs and often volunteer to help classmates who are struggling with buttons and laces.
Shows beginning understanding of and follows health and safety rules.	Kindergartners are interested in health and safety issues, especially when these relate to their own experiences.

Based upon the Work Sampling System® by Pearson Assessments. All adaptations to Work Sampling System® by the State of Maryland are the property of Pearson Assessments.