



ARTICLES

Gronlund, G. (1998). Portfolios as an assessment tool: Is collection of work enough? *Young Children*, 53(3), 4–10.

This article provides suggestions for making work samples more informative.

Harris, M. E. (2009). Implementing portfolio assessment. *Young Children*, 64(3), 82–85.

This article presents ways in which work samples can be used as part of an assessment portfolio, in order to measure a child's capabilities and knowledge.

Lynch, E. M. (2001). Children in context: Portfolio assessment in the inclusive early childhood classroom. *Young Exceptional Children*, 5(1), 2–10.

This article provides examples of utilizing work samples within portfolios, in order to assess children's progress.

Meisels, S. J. (1993). Remaking classroom assessment with the work sampling system. *Young Children*, 48(5), 34–40.

This article presents an approach to guiding work sampling in a way that enhances the process of observation.

Seitz, H. (2008). The power of documentation in the early childhood classroom. *Young Children*, 63(2), 88–93.

This article provides information about the importance of documentation in the classroom. It includes possible topics to document, different ways to document, and comments from a documenter's perspective.

Whitin, D. J. (1997). Collecting data with young children. *Young Children*, 52(2), 28–32.

This article provides different ways to apply quantitative data to children's visual representations in order to make informed decisions.

BOOKS AND CHAPTERS

Forman, G., & Fyfe, B. (1998). Negotiated learning through design, documentation, and discourse. In C. Edwards, L. Gandini, & G. Forman (Eds.), *The hundred languages of children: The Reggio Emilia approach—Advanced reflections* (pp. 239–260). Westport, CT: Ablex Publishing.

This chapter focuses on using documentation of children's work as part of instruction. The chapter explains how, by using photographs, text, records of children's thoughts, artifacts, and drawings, the process of documentation creates a better understanding of behavior. An example is included: Children's investigations of a puddle are documented with photographs and text.

Helm, J. H., Beneke, S., & Steinheimer, K. (2007). *Windows on learning: Documenting young children's work* (2nd ed.). New York, NY: Teachers College Press.

This comprehensive resource on documentation provides guidelines and examples of various methods for collecting, analyzing, and displaying young children's work at school.

Jablon, J. R., Dombro, A. L., & Dichtelmiller, M. L. (2007). *The power of observation: Birth to age 8* (2nd ed.). Washington, DC: Teaching Strategies, Inc.

This book outlines the use of observation to build relationships in the classroom, discusses how to become a skilled observer, and provides guidelines for effective observation. Classroom case examples promote reflection on the importance of observation in shaping learning experiences.

Stacey, S. (2009). *Emergent curriculum in early childhood settings: From theory to practice*. St. Paul, MN: Redleaf Press.

This book contains two chapters on collecting data for documentation. The chapters outline a variety of methods, including work samples, anecdotal notes, photographs, and audio/video recordings.

WEB RESOURCES

Using Work Sampling in Authentic Assessments

<http://www.ascd.org/publications/educational-leadership/dec96/vol54/num04/Using-Work-Sampling-in-Authentic-Assessments.aspx>

Meisels, S. J. (1996–1997). Using work sampling in authentic assessments. *Teaching for Authentic Student Performance*, 54(4), 60–65.

This journal article offers a performance assessment system designed to document children's learning experiences, meet standards, and connect assessment to instruction.

Principles and Recommendations for Early Childhood Assessments

<http://govinfo.library.unt.edu/negp/reports/prinrec.pdf>

Shepard, L., Kagan, S. L., & Wurtz, E. (Eds.). (1998). *Principles and Recommendations for Early Childhood Assessments*. Washington DC: The National Education Goals Panel.

This document outlines objectives for early childhood assessment, and provides examples of how to measure progress using children's work samples.

Ongoing Assessment: Capturing the Progress of Children's Learning

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Ongoing%20Assessment/docs/presentations/progress-monitoring.pdf>

This presentation from the Learning from Assessment (LFA) Toolkit includes sections on collecting, organizing, interpreting, using, and sharing work samples.



For more information, contact us at: NCQTL@UW.EDU or 877-731-0764

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