



HELP TEACHERS ASSESS THE QUALITY OF THEIR WORK SAMPLES

- Do teachers understand the usefulness of collecting work samples?
- Does the staff need additional support to include the “who, what, when, and where” in the note that labels and identifies each work sample?
- Do teachers note the level of help a child needs during an activity?
- Do work samples show changes in children’s learning of a same skill over time?

	Current practice	Additional supports needed
When: Did the teacher include the date and time?		
Where: Did the teacher include the activity, if relevant?		
Who: Did the teacher include the children’s names?		
What: Did the teacher focus on curriculum area(s) where lasting evidence of children’s progress may be documented?		
How: Did the teacher note whether the child received assistance and, if so, which type?		