Work Sampling System and Georgia Early Learning and Development Standards (GELDS)
Reverse Correlations

Work Sampling/Georgia Early Learning and Development Standards (GELDS)
Reverse Correlations

Work Sampling P4 (5th Edition) Domain: Personal and Social Development

Work Sampling Functional Component: Self-Concept	
Work Sampling Performance Indicator: A1 Demonstrates self-confidence.	
GELDS Pre-K Performance Indicators:	
SED1.4b	Identifies personal characteristics, preferences, thoughts, and feelings.
SED1.4c	Shows confidence in a range of abilities and the capacity to take on and accomplish new tasks.
APL1.4c	Sets goals and develops and follows through on plans.
APL3.4b	Practices skills that have been accomplished to improve.
APL5.4b	Demonstrates flexibility in taking on various roles in a group setting.
Work Sampling Performance Indicator: A2 Shows some self-direction.	
GELDS Pre-K Performance Indicators:	
SED1.4d	Shows independence in his/her own choices.
APL1.4a	Takes initiative to learn new concepts and try new experiences. Initiates and completes new tasks by himself/herself.
APL1.4b	Selects and carries out activities without adult prompting.
APL1.4c	Sets goals and develops and follows through on plans.
APL5.4b	Demonstrates flexibility in taking on various roles in a group setting.
Work Sampling Functional Component: Self-Control	
Work Sampling Performance Indicator: B1 Follows simple classroom rules and routines.	
GELDS Pre-K Performance Indicators:	
SED3.4a	Independently follows rules and routines.
SED3.4c	Regulates a range of impulses.
Work Sampling Performance Indicator: B2 Manages transitions.	
GELDS Pre-K Performance Indicators:	
SED3.4c	Regulates a range of impulses.
SED3.4d	Manages transitions and adapts to changes in schedules.
SED4.4a	Transitions well into new, unfamiliar settings.

Work Sampling/Georgia Early Learning and Development Standards (GELDS)
Reverse Correlations

Work Sampling Functional Component: Approaches to Learning	
Work Sampling Performance Indicator: C1 Shows eagerness and curiosity as a learner.	
GELDS Pre-K Performance Indicators:	
APL2.4a	Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks.
APL2.4b	Asks questions and seeks new information. With assistance, looks for new information and wants to know more.
APL2.4c	Increasingly seeks out and explores unfamiliar objects in the environment.
Work Sampling Performance Indicator: C2 Attends to tasks and seeks help when encountering a problem.	
GELDS Pre-K Performance Indicators:	
SED3.4b	Regulates own emotions and behaviors and seeks out adult support when needed.
SED4.4b	Uses a familiar adult's suggestions to decide how to respond to a specific situation.
SED4.4d	Seeks out adults as a resource for help and assistance.
APL3.4a	Engages in independent activities and continues tasks over a period of time.
APL3.4d	Persists in trying to complete a task after previous attempts have failed.
Work Sampling Performance Indicator: C3 Approaches tasks with flexibility and inventiveness.	
GELDS Pre-K Performance Indicators:	
APL5.4c	Demonstrates inventiveness, imagination, and creativity to solve a problem.
APL5.4d	Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or adult.
APL5.4e	Recovers quickly from setbacks and differences in opinion in a group setting.
CD-CP2.4a	Explains how to use objects in new situations.
Work Sampling Functional Component: Interaction with Others	
Work Sampling Performance Indicator: D1 Interacts easily with one or more children.	
GELDS Pre-K Performance Indicators:	
SED2.4c	Uses pretend play to show emotions of self and others.
SED5.4a	Develops and maintains friendships with other children.
SED5.4b	Plays cooperatively with a few peers for a sustained period of time.
APL3.4c	Works cooperatively with others to successfully achieve a goal or accomplish a task.
CD-CR4.4d	Participates in dramatic play to express thoughts, feelings and creativity

Work Sampling/Georgia Early Learning and Development Standards (GELDS)
Reverse Correlations

Work Sampling Performance Indicator: D2 Interacts easily with familiar adults.	
GELDS Pre-K Performance Indicators:	
SED4.4b	Uses a familiar adult's suggestions to decide how to respond to a specific situation.
SED4.4c	Shows affection to familiar adults by using more complex words and actions.
SED4.4d	Seeks out adults as a resource for help and assistance.
Work Sampling Performance Indicator: D3 Participates in the group life of the class.	
GELDS Pre-K Performance Indicators:	
SED5.4b	Plays cooperatively with a few peers for a sustained period of time.
SED5.4e	Shows respect for peers' personal space and belongings.
APL5.4a	Willingly joins in sustained cooperative play and learning with others to complete a task.
Work Sampling Performance Indicator: D4 Identifies some feelings and responds to those of others.	
GELDS Pre-K Performance Indicators:	
SED2.4b	With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions.
SED2.4d	With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each.
SED3.4c	Regulates a range of impulses.
SED5.4d	Shows emerging empathy and understanding of peers by attempting to comfort and help.
SED5.4e	Shows respect for peers' personal space and belongings.
CLL3.4a	Uses more complex gestures and actions to enhance verbal communication of needs and wants.
CLL3.4b	Communicates feelings using appropriate non-verbal gestures, body language, and actions.
Work Sampling Performance Indicator: D5 Begins to use simple strategies to resolve conflict.	
GELDS Pre-K Performance Indicators:	
SED2.4a	Effectively uses words, sentences, and actions to communicate needs, ideas, opinions, and preferences.
SED5.4c	Attempts to resolve peer conflicts using appropriate strategies.

Work Sampling/Georgia Early Learning and Development Standards (GELDS)
Reverse Correlations

Work Sampling P4 (5th Edition) Domain: Language and Literacy	
Work Sampling Functional Component: Listening	
Work Sampling Performance Indicator: A1 Gains meaning by listening.	
GELDS Pre-K Performance Indicators:	
CLL1.4a	Listens and responds on topic to conversations and group discussions for an extended period.
CLL1.4c	Extends/expands thoughts or ideas expressed.
CLL2.4a	Demonstrates understanding of more complex vocabulary through everyday conversations.
CLL2.4b	Connects new vocabulary from activities, stories, or books with prior experiences and conversations.
CLL5.4a	Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content.
Work Sampling Performance Indicator: A2 Follows two-or three-step directions.	
GELDS Pre-K Performance Indicators:	
CLL1.4b	Listens to and follows multi-step directions.
Work Sampling Functional Component: Speaking	
Work Sampling Performance Indicator: B1 Speaks clearly enough to be understood without contextual clues.	
GELDS Pre-K Performance Indicators:	
CLL2.4a	Demonstrates understanding of more complex vocabulary through everyday conversations.
CLL4.4a	Uses spoken language that can be understood with ease.
SED2.4a	Effectively uses words, sentences, and actions to communicate needs, ideas, opinions, and preferences.
Work Sampling Performance Indicator: B2 Follows rules for conversation.	
GELDS Pre-K Performance Indicators:	
CLL2.4a	Demonstrates understanding of more complex vocabulary through everyday conversations.
CLL4.4d	Uses new and expanded vocabulary in a variety of situations.
Work Sampling Performance Indicator: B3 Uses expanded vocabulary and language for a variety of purposes.	
GELDS Pre-K Performance Indicators:	
CLL4.4b	Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.
CLL4.4c	Describes activities, experiences, and stories with more detail.
CLL4.4d	Uses new and expanded vocabulary in a variety of situations.

Work Sampling/Georgia Early Learning and Development Standards (GELDS)
Reverse Correlations

Work Sampling Functional Component: Reading	
Work Sampling Performance Indicator: C1 Begins to develop knowledge of letters.	
GELDS Pre-K Performance Indicators:	
CLL7.4a	With prompting and support, recognizes and names some upper/lowercase letters of the alphabet.
CLL8.4b	Understands that letters are grouped to form words. Understands that words are separated by spaces in print.
CLL8.4d	Recognizes and reads environmental print.
Work Sampling Performance Indicator: C2 Demonstrates phonological awareness.	
GELDS Pre-K Performance Indicators:	
CLL6.4a	Listens and differentiates between sounds that are the same and different.
CLL6.4b	Identifies and produces rhyming words.
CLL6.4c	Isolates the initial (beginning) sounds in words with adult guidance.
CLL6.4d	Segments sentences into individual words.
CLL6.4e	Segments words into syllables.
CLL6.4f	Manipulates and blends sounds (phonemes) with adult guidance.
CLL8.4b	Understands that letters are grouped to form words. Understands that words are separated by spaces in print.
Work Sampling Performance Indicator: C3 Shows appreciation and understanding of books and reading.	
GELDS Pre-K Performance Indicators:	
CLL8.4a	Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.
CLL8.4c	With prompting and support, tracks words from left to right, top to bottom, and page to page.
CLL8.4d	Recognizes and reads environmental print.
CLL8.4e	Identifies the front, back, top, and bottom of a book. Points to the title of familiar books or stories and where to begin reading a story.
Work Sampling Performance Indicator: C4 Recounts some key ideas and details from text.	
GELDS Pre-K Performance Indicators:	
CLL5.4b	Retells familiar stories.
CLL5.4c	Discusses books or stories read aloud and can identify characters and setting in a story.
CLL5.4d	Makes real-world connections between stories and real-life experiences.
CLL5.4e	Develops an alternate ending for a story.

Work Sampling/Georgia Early Learning and Development Standards (GELDS)
Reverse Correlations

Work Sampling Functional Component: Writing	
Work Sampling Performance Indicator: D1 Represents ideas and stories through pictures, dictation, and play.	
GELDS Pre-K Performance Indicators:	
CLL3.4a	Uses more complex gestures and actions to enhance verbal communication of needs and wants.
CLL3.4b	Communicates feelings using appropriate non-verbal gestures, body language, and actions.
CLL9.4a	Draws pictures and copies letters and/or numbers to communicate.
APL4.4a	Engages in elaborate and sustained imagined play and can distinguish between real life and fantasy.
SED2.4c	Uses pretend play to show emotions of self and others.
Work Sampling Performance Indicator: D2 Uses letter-like shapes, symbols, and letters to convey meaning.	
GELDS Pre-K Performance Indicators:	
CLL8.4b	Understands that letters form words. Understands that words are separated by spaces in print.
CLL9.4a	Draws pictures and copies letters and/or numbers to communicate.
CLL9.4b	Uses writing tools.
CLL9.4d	Writes some letters of the alphabet.
Work Sampling Performance Indicator: D3 Understands purposes for writing.	
GELDS Pre-K Performance Indicators:	
CLL9.4a	Draws pictures and copies letters and/or numbers to communicate.
CLL9.4c	Uses writing for a variety of purposes.

Work Sampling/Georgia Early Learning and Development Standards (GELDS)
Reverse Correlations

Work Sampling P4 (5th Edition) Domain: Mathematical Thinking	
Work Sampling Functional Component: Processes and Practices	
Work Sampling Performance Indicator: A1 Begins to make sense of problems and uses simple strategies to solve them.	
GELDS Pre-K Performance Indicators:	
CD-MA7.4b	Uses simple strategies to solve mathematical problems and communicates how he/she solved it.
CD-MA7.4c	Uses reasoning skills to determine the solution to a mathematical problem and communicates why.
CD-CP3.4a	Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.
CD-CP3.4b	Uses both familiar and new strategies to solve a problem.
CD-CP3.4c	With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem.
Work Sampling Performance Indicator: A2 Reasons quantitatively and begins to use some tools.	
GELDS Pre-K Performance Indicators:	
CD-MA7.4c	Uses reasoning skills to determine the solution to a mathematical problem and communicates why.
CD-MA2.4c	Practices combining, separating, and naming quantities.
CD-MA2.4d	Describes data from classroom graphs using numerical math language.
CD-MA1.4d	Describes sets as having more, less, same as/equal.
CD-CP3.4a	Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.
Work Sampling Performance Indicator: A3 Uses words and representations to describe mathematical ideas.	
GELDS Pre-K Performance Indicators:	
CD-MA2.4d	Describes data from classroom graphs using numerical math language.
CD-MA1.4b	Recognizes numerals and uses counting as part of play and as a means for determining quantity.
CD-MA1.4f	Tells numbers that come before and after a given number up to 10.
CD-MA2.4c	Practices combining, separating, and naming quantities.
CD-MA3.4a	Uses mathematical terms to describe experiences involving measurement.
CD-MA4.4b	Sorts and classifies objects using one or more attributes or relationships.
CD-MA5.4a	Uses appropriate directional language to indicate where things are in their environment: positions, distances, order.
CD-MA7.4a	Estimates using mathematical terms and understands how to check the estimate.

Work Sampling/Georgia Early Learning and Development Standards (GELDS)
Reverse Correlations

Work Sampling Performance Indicator: A4 Begins to recognize patterns and makes simple generalizations.	
GELDS Pre-K Performance Indicators:	
CD-MA4.4c	Creates and extends simple, repeating patterns.
CD-MA1.4c	Matches numerals to sets of objects with the same number, 0-10.
CD-MA2.4b	Counts at least 10 objects using one-to-one correspondence.
CD-MA2.4e	With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).
CD-MA4.4a	Independently orders objects using one characteristic and describes the criteria.
CD-MA4.4b	Sorts and classifies objects using one or more attributes or relationships.
CD-MA6.4a	Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes.
Work Sampling Functional Component: Number	
Work Sampling Performance Indicator: B1 Counts with understanding.	
GELDS Pre-K Performance Indicators:	
CD-MA1.4a	Recites numbers up to 20 in sequence.
CD-MA1.4c	Matches numerals to sets of objects with the same number, 0 – 10.
CD-MA1.4f	Tells numbers that come before and after a given number up to 10.
CD-MA2.4b	Counts at least 10 objects using one-to-one correspondence.
CD-MA2.4e	With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).
Work Sampling Performance Indicator: B2 Shows beginning understanding of number and quantity.	
GELDS Pre-K Performance Indicators:	
CD-MA1.4b	Recognizes numerals and uses counting as part of play and as a means for determining quantity.
CD-MA1.4d	Describes sets as having more, less, same as/equal.
CD-MA1.4e	Quickly recognizes and names how many items are in a set of up to four items.
CD-MA2.4a	Matches two equal sets using one-to-one correspondence and understands they are the same.

Work Sampling/Georgia Early Learning and Development Standards (GELDS)
Reverse Correlations

Work Sampling Functional Component: Operations and Algebraic Thinking	
Work Sampling Performance Indicator: C1 Understands and begins to apply addition and subtraction to problems.	
GELDS Pre-K Performance Indicators:	
CD-MA2.4c	Practices combining, separating, and naming quantities.
Work Sampling Functional Component: Measurement	
Work Sampling Performance Indicator: D1 Orders, compares, and describes objects according to a single attribute.	
GELDS Pre-K Performance Indicators:	
CD-MA3.4b	Compares objects using two or more attributes, such as length, weight, and size.
CD-MA4.4a	Independently orders objects using one characteristic and describes the criteria used.
CD-MA4.4b	Sorts and classifies objects using one or more attributes or relationships.
Work Sampling Performance Indicator: D2 Participates in measuring activities.	
GELDS Pre-K Performance Indicators:	
CD-MA3.4a	Uses mathematical terms to describe experiences involving measurement.
CD-MA3.4c	Uses a variety of techniques and standard and nonstandard tools to measure and compare length, volume (capacity), and weight.
CD-MA3.4d	Associates and describes the passage of time with actual events.
CD-SS5.4a	Recognizes and describes sequence of events with accuracy.
Work Sampling Functional Component: Geometry	
Work Sampling Performance Indicator: F1 Shows understanding of and uses several positional words.	
GELDS Pre-K Performance Indicators:	
CD-MA5.4a	Uses appropriate directional language to indicate where things are in their environment: positions, distances, order.
Work Sampling Performance Indicator: F2 Begins to recognize and describe the attributes of shapes.	
GELDS Pre-K Performance Indicators:	
CD-MA6.4a	Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes.
Work Sampling Performance Indicator: F3 Composes and decomposes shapes.	
GELDS Pre-K Performance Indicators:	
CD-MA5.4b	Uses deliberate manipulation and describes process for fitting objects together.
CD-MA6.4b	Combines simple shapes to form new shapes.

Work Sampling/Georgia Early Learning and Development Standards (GELDS)
Reverse Correlations

Work Sampling P4 (5th Edition) Domain: Scientific Thinking	
Work Sampling Functional Component: Inquiry Skills and Practices	
Work Sampling Performance Indicator: A1 Asks questions and begins to solve problems that arise during explorations.	
GELDS Pre-K Performance Indicators:	
CD-SC1.4a	Uses senses to observe, classify, and learn about objects and environment.
CD-CP3.4a	Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.
CD-CP3.4b	Uses both familiar and new strategies to solve a problem.
CD-SC4.4b	Investigates and describes different types or speeds of motion.
CD-CP1.4b	Explains why simple events occur using reasoning skills.
CD-CP1.4c	Draws conclusions based on facts and evidence.
CD-CP2.4e	Explains how an activity is built on or uses past knowledge.
CD-CP3.4c	With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem.
Work Sampling Performance Indicator: A2 Uses senses and simple tools to explore solutions to problems.	
GELDS Pre-K Performance Indicators:	
CD-SC1.4a	Uses senses to observe, classify, and learn about objects and environment.
CD-SC1.4b	Uses simple tools correctly to experiment, observe, and increase understanding.
CD-CP3.4b	Uses both familiar and new strategies to solve a problem.
CD-CP3.4a	Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.
PDM4.4a	Discriminates between a variety of sights, smells, sounds, textures, and tastes.
Work Sampling Performance Indicator: A3 Makes meaning from explorations, and generates ideas and solutions based on their own observations of the natural and human-made worlds.	
GELDS Pre-K Performance Indicators:	
CD-SC1.4d	Experiments, compares, and formulates hypotheses related to scientific properties.
CD-CP1.4b	Explains why simple events occur using reasoning skills.
CD-CP1.4c	Draws conclusions based on facts and evidence.
CD-CP2.4b	Uses observation and imitation to transfer knowledge to new experiences.
CD-CP2.4c	Uses information gained about familiar objects and people and can apply to a new situation.

Work Sampling/Georgia Early Learning and Development Standards (GELDS)
Reverse Correlations

Work Sampling Performance Indicator: A4 Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior.	
GELDS Pre-K Performance Indicators:	
CD-SC1.4c	Records observations through dictating to an adult and drawing pictures or using other forms of writing.
CD-CP2.4d	Makes, checks, and verifies predictions.
Work Sampling Functional Component: Physical Science	
Work Sampling Performance Indicator: B1 Explores the properties of objects and materials, and how they change.	
GELDS Pre-K Performance Indicators:	
CD-SC4.4c	Describes materials by their physical properties and states of matter.
Work Sampling Performance Indicator: B2 Explores how objects and materials move in different circumstances.	
GELDS Pre-K Performance Indicators:	
CD-SC4.4a	Explores and describes position and movement of objects and toys.
CD-SC4.4b	Investigates and describes different types or speeds of motion.
CD-SC4.4d	Uses classroom objects to function as simple machines to enhance child directed play.
Work Sampling Performance Indicator: B3 Explores and describes light and sound.	
GELDS Pre-K Performance Indicators:	
CD-SC4.4c	Describes materials by their physical properties and states of matter.
CD-SC1.4a	Uses senses to observe, classify, and learn about objects and environment.
Work Sampling Functional Component: Life Science	
Work Sampling Performance Indicator: C1 Explores the characteristics of living things.	
GELDS Pre-K Performance Indicators:	
CD-SC3.4a	Observes, explores, and describes a variety of animals and plants. Describes their basic needs and life cycles.
CD-SC3.4b	Discriminates between living and non-living things.
CD-SC3.4c	Identifies and describes the function of many body parts.
Work Sampling Performance Indicator: C2 Explores the needs of living things.	
GELDS Pre-K Performance Indicators:	
CD-SC3.4a	Observes, explores, and describes a variety of animals and plants. Describes their basic needs and life cycles.

Work Sampling/Georgia Early Learning and Development Standards (GELDS)
Reverse Correlations

Work Sampling Functional Component: Earth Science	
Work Sampling Performance Indicator: D1 Observes the sky and the natural and human-made objects in it.	
GELDS Pre-K Performance Indicators:	
CD-SC2.4c	Makes simple observations of the characteristics, movement, and seasonal changes of sun, moon, stars, and clouds. Compares the day time/night time cycle.
Work Sampling Performance Indicator: D2 Explores rocks, water, soil, and sand.	
GELDS Pre-K Performance Indicators:	
CD-SC2.4a	Describes properties of water, including changes to the states of water.
CD-SC2.4b	Explores and begins to describe properties of rocks, soil, sand, and mud.
Work Sampling Performance Indicator: D3 Observes weather and seasonal changes.	
GELDS Pre-K Performance Indicators:	
CD-SC2.4d	Uses appropriate vocabulary to discuss climate and changes in weather.

Work Sampling P4 (5th Edition) Domain: Social Studies	
Work Sampling Functional Component: People, Past and Present	
Work Sampling Performance Indicator: A1 Identifies similarities and differences in personal and family characteristics.	
GELDS Pre-K Performance Indicators:	
CD-SS1.4a	Describes his/her family structure and family roles.
CD-SS1.4b	Describes similarities and differences between self and others.
CD-SS2.4b	Explains diverse customs and cultural celebrations within the home, classroom, and community.
CD-SS2.4c	Recognized similarities and differences between own culture and that of others.
SED1.4a	Identifies self as a unique member of a specific group or demographic that fits into a larger world picture.
Work Sampling Performance Indicator: A2 Demonstrates beginning awareness of community, city, and state.	
GELDS Pre-K Performance Indicators:	
CD-SS2.4b	Explains diverse customs and cultural celebrations within the home, classroom, and community.
CD-SS3.4b	Identifies and describes aspects of his/her community.

Work Sampling/Georgia Early Learning and Development Standards (GELDS)
Reverse Correlations

Work Sampling Functional Component: Human Interdependence

Work Sampling Performance Indicator: B1 Begins to understand family needs, roles, and relationships.	
GELDS Pre-K Performance Indicators:	
CD-SS1.4a	Describes his/her family structure and family roles.
Work Sampling Performance Indicator: B2 Identifies some people's jobs and what is required to perform them.	
GELDS Pre-K Performance Indicators:	
CD-SS4.4b	Describes the roles and responsibilities of a variety of occupations.
CD-SS4.4c	Describes how people interact economically, and the exchange of goods and services.
PDM1.4f	Can name people who keep them safe and healthy.
Work Sampling Performance Indicator: B3 Begins to be aware of how technology affects their life.	
GELDS Pre-K Performance Indicators:	
CD-SS4.4d	Explores the uses of technology and understands its role in the environment.
Work Sampling Functional Component: Citizenship and Government	
Work Sampling Performance Indicator: C1 Demonstrates awareness of rules.	
GELDS Pre-K Performance Indicators:	
CD-SS2.4a	Identifies and follows rules of the classroom community and displays competence in engaging in appropriate social behavior.
CD-SS4.4a	Completes jobs to contribute to his/her community and communicates why it is important.
Work Sampling Performance Indicator: C2 Shows awareness of what it means to be a leader.	
GELDS Pre-K Performance Indicators:	
CD-SS2.4a	Identifies and follows rules of the classroom community and displays competence in engaging in appropriate social behavior.
CD-SS4.4a	Completes jobs to contribute to his/her community and communicates why it is important.
Work Sampling Functional Component: People and Where They Live	
Work Sampling Performance Indicator: D1 Describes the location of things in the environment.	
GELDS Pre-K Performance Indicators:	
CD-SS3.4a	Creates simple representations of home, school, and community.

Work Sampling/Georgia Early Learning and Development Standards (GELDS)
Reverse Correlations

Work Sampling Performance Indicator: D2 Shows awareness of the environment.	
GELDS Pre-K Performance Indicators:	
APL2.4c	Increasingly seeks out and explores unfamiliar objects in the environment.
CD-SS3.4b	Identifies and describes aspects of his/her community.
CD-SC5.4a	Understands that people have an impact on the environment and participates in efforts to protect the environment.
CD-SC1.4a	Uses senses to observe, classify, and learn about objects and environment.
Work Sampling Performance Indicator: D3 Shows some awareness of the ways people affect their environment.	
GELDS Pre-K Performance Indicators:	
CD-SC5.4a	Understands that people have an impact on the environment and participates in efforts to protect the environment.

Work Sampling P4 (5th Edition) Domain: The Arts
Work Sampling Functional Component: Expression and Representation
Work Sampling Performance Indicator: A1 Participates in group music experiences.
GELDS Pre-K Performance Indicators:

CD-CR3.4a	Uses familiar rhymes, songs or chants and musical instruments to express creativity.

Work Sampling Performance Indicator: A2 Participates in creative movement, dance, and drama.	
GELDS Pre-K Performance Indicators:	
CD-CR1.4a	Uses dance to express thoughts, feelings, and energy. Uses dance as an outlet for creativity.
CD-CR4.4a	Participates in dramatic play presentations.
CD-CR4.4b	Uses dialogue, actions, objects, and imagination to tell a creative story.
CD-CR4.4c	Represents a character by using voice inflections and facial expressions.
CD-CR4.4d	Participates in dramatic play to express thoughts, feelings, and creativity.
Work Sampling Performance Indicator: A3 Uses a variety of art materials for tactile experience and exploration.	
GELDS Pre-K Performance Indicators:	
CD-CR2.4a	Uses materials to create original work for self-expression and to express individual creativity.

Work Sampling/Georgia Early Learning and Development Standards (GELDS)
Reverse Correlations

Work Sampling Functional Component: Understanding and Appreciation	
Work Sampling Performance Indicator: B1 Responds to artistic creations or events.	
GELDS Pre-K Performance Indicators:	
CD-CR2.4b	Observes and discusses visual art forms and compares their similarities and differences.
CD-CR2.4c	Shows appreciation for different types of art and the creative work of others.

Work Sampling P4 (5ᵗʰ Edition) Domain: Physical Development, Health, and Safety	
Work Sampling Functional Component: Gross Motor Development	
Work Sampling Performance Indicator: A1 Moves with increased balance and control.	
GELDS Pre-K Performance Indicators:	
PDM1.4b	Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time that increase strength, endurance, and flexibility.
PDM3.4a	Acts and moves with purpose and independently recognizes differences in direction, distance, and location.
PDM3.4b	Demonstrates spatial awareness through play activities.
PDM5.4b	Demonstrates coordination and balance in a variety of activities.
Work Sampling Performance Indicator: A2 Coordinates combined movement patterns to perform simple tasks.	
GELDS Pre-K Performance Indicators:	
PDM1.4b	Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time that increase strength, endurance, and flexibility.
PDM3.4a	Acts and moves with purpose and independently recognizes differences in direction, distance, and location.
PDM3.4b	Demonstrates spatial awareness through play activities.
PDM5.4a	Coordinates movements to perform more complex tasks.
Work Sampling Functional Component: Fine Motor Development	
Work Sampling Performance Indicator: B1 Uses emerging strength and control to perform simple tasks.	
GELDS Pre-K Performance Indicators:	
PDM4.4b	Takes things apart and invents new structures using the parts.
PDM6.4a	Performs fine-motor tasks that require small-muscle strength and control.

Work Sampling/Georgia Early Learning and Development Standards (GELDS)
Reverse Correlations

Work Sampling Performance Indicator: B2 Uses eye-hand coordination to perform tasks.	
GELDS Pre-K Performance Indicators:	
PDM4.4b	Takes things apart and invents new structures using the parts.
PDM6.4b	Uses hand-eye coordination to manipulate small objects with ease.
PDM6.4c	Able to perform more complex fine motor tasks with accuracy 50% of the time.
Work Sampling Performance Indicator: B3 Shows beginning control of writing, drawing, and art tools.	
GELDS Pre-K Performance Indicators:	
PDM6.4a	Performs fine-motor tasks that require small-muscle strength and control.
PDM6.4c	Able to perform more complex fine motor tasks with accuracy 50% of the time.
CLL9.4b	Uses writing tools.
CLL9.4a	Draws pictures and copies letters and/or numbers to communicate.
Work Sampling Functional Component: Self-Care, Health, and Safety	
Work Sampling Performance Indicator: C1 Performs some self-care tasks independently.	
GELDS Pre-K Performance Indicators:	
PDM1.4e	Identifies the importance of and participates in activities related to health and self-care needs.
PDM2.4a	Helps prepare nutritious snacks and meals.
PDM2.4b	Sorts foods into food groups and communicates the benefits of healthy foods.
Work Sampling Performance Indicator: C2 Follows basic safety rules with reminders.	
GELDS Pre-K Performance Indicators:	
PDM1.4c	Consistently follows basic safety rules and anticipates consequences of not following safety rules.
PDM1.4d	Communicates the importance of safety rules.