Observation & Assessment Master Rubric					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
O&A1: Describes a variety of valid assessment procedures, screening tools, and observation methods and their role in supporting children's development and learning and in informing the instructional process.	Explains and advocates for developmentally appropriate observation, screening, and assessment procedures including types, purposes and appropriate and valid use. Describes each strategy in terms of its role in supporting children's healthy development and learning and in informing the instructional process.	Explains developmentally appropriate observation, screening, and assessment procedures including types, purposes and appropriate and valid use. Describes each strategy in terms of its role in supporting children's healthy development and learning and in informing the instructional process.	Explains observation, screening, and assessment procedures.	Incorrectly describes observation, screening, and assessment procedures.	
O&A2: Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods and appropriate strategies for engaging families in the assessment process.	Describes and advocates for culturally and linguistically responsive assessment procedures, screening tools, and observation methods that respectfully consider individual and family characteristics. Procedures described involve families in the assessment and goal setting process. Describes methods for organizing assessment data for analysis and use.	Describes culturally and linguistically responsive assessment procedures, screening tools, and observation methods that respectfully consider individual and family characteristics. Procedures described involve families in the assessment and goal setting process. Describes methods for organizing assessment data for analysis and use.	Describes assessment procedures, screening tools, and observation methods that consider individual and family characteristics. Describes methods for organizing assessment data for analysis and use.	Describes assessment procedures, screening tools, and observation methods that are disrespectful. Lacks appropriate description of strategies to describe assessment data.	
O&A3: Selects and uses **legal and ethical** assessment procedures, screening tools, and observation methods, and organizational strategies to gain knowledge of children and their familial and social contexts.	Advocates, selects and uses legal and ethically appropriate screening tools and observation methods to gain knowledge of children, their families, and their social contexts. Models appropriate use of organizational strategies to ensure knowledge gained regarding young children and	Selects and uses legal and ethically appropriate assessment procedures, screening tools, and observation methods to gain knowledge of children, their families, and their social contexts. Uses organizational strategies to ensure knowledge gained regarding young children and	Chooses and implements assessment procedures, screening tools, and observation methods to gain knowledge of children, their families, and their social contexts. Procedures, tools, and methods selected lack comprehensiveness for use.	Selects inappropriate assessment procedures, screening tools, and observation methods. Uses inappropriate organizational strategies for data gathered.	

	their families is accurate, current, and meaningfully applied.	their families is accurate, current, and meaningfully applied.	Uses organizational strategies for data collected.		

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(OA4: Identifies the impact and influence of external factors on assessment practices.	Identifies how external factors impact and influence assessment practices in terms data collection and accountability. Recognizes local, state and national guidelines related to assessment data collection. Identifies the impact of bias, development, and context on assessment. Describes legal parameters related to identification and referral. Identifies how assessment guidelines within the fields of early childhood general and special education and early childhood intervention influence practice.	Identifies how external factors impact and influence assessment practices in terms data collection and accountability. Recognizes local, state and national guidelines related to assessment data collection. Identifies the impact of bias, development, and context on assessment. Describes legal parameters related to identification and referral.	Attempts to describe the interrelatedness of development and assessment Somewhat recognizes local, state and national procedures related to assessment data collection, as well as legal parameters related to referral to additional services	Does not acknowledge the interrelatedness of development and assessment or recognize legal mandates related to assessment data collection or legal parameters related to referral to additional services	
O&A5: Evaluates and selects appropriate strategies for collecting, recording, measuring, disseminating, and utilizing observation, screening, and assessment data which are responsive to the strengths and challenges of individual children and reflective of family goals and priorities.	Evaluates and selects appropriate observation, screening, and assessment strategies for specific purposes and data driven decision-making. Works with families and team members to make research-based, informed recommendations, responsive to the strengths and challenges of individual children and reflective of family goals and priorities, for organizing and	Evaluates and selects appropriate observation, screening, and assessment strategies for specific purposes and data driven decision-making. Works with families and team members to make informed recommendations, responsive to the strengths and challenges of individual children and reflective of family goals and priorities, for organizing and sharing assessment data.	Evaluates and selects appropriate observation, screening, and assessment strategies. Makes recommendations for organizing and sharing assessment data.	Selects inappropriate observation, screening, and assessment strategies. Makes inappropriate recommendations for organizing and sharing assessment data.	

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	sharing assessment data.				
O&A6: Implements and adapts effective observation, screening, assessment strategies that engage families and inform group and individual planning and instruction.	Implements, adapts, and advocates for a range of effective observation, screening, assessment strategies to inform group and individual instruction. Strategies utilized support collaborative planning with families and colleagues supporting the goal of aligning data gathered with with applicable development/learning standards. Data gathered informs the development of IEPs and IFSPs. Strategies are designed to meaningfully engage families in the observation, screening and assessment process.	Implements and adapts a range of effective observation, screening, assessment strategies to inform group and individual instruction. Strategies utilized support collaborative planning with families and colleagues supporting the goal of aligning data gathered with applicable development/learning standards. Data gathered informs the development of IEPs and IFSPs. Strategies are designed to meaningfully engage families in the observation, screening and assessment process.	Implements and adapts effective observation, screening, assessment strategies to inform group and individual instruction. Strategies utilized support planning with families and colleagues. Strategies are designed to engage families in the observation, screening and assessment process.	Implements ineffective and inappropriate observation, screening, assessment strategies. Strategies utilized do not support collaboration. Strategies do not engage families in the observation, screening and assessment process.	
O&A7: Articulates and advocates for legal and ethical data collection, analysis and interpretation procedures supportive of child development and learning, program evaluation, and program improvement initiatives.	Explains and advocates for data collection, analysis and interpretation procedures supportive of child development and learning, program evaluation, and program improvement initiatives. Data collection, analysis and interpretation procedures reflect legal and ethical considerations and incorporate family input.	Explains data collection, analysis and interpretation procedures supportive of child development and learning, program evaluation, and program improvement initiatives. Data collection, analysis and interpretation procedures reflect legal and ethical considerations and incorporate family input. Articulates processes for	Explains data collection, analysis and interpretation procedures. Data collection, analysis and interpretation procedures reflect legal and ethical considerations.	Explains ineffective data collection, analysis and interpretation procedures. Data collection, analysis and interpretation procedures do not reflect legal and ethical considerations.	

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	Advocates for processes that ensure data collection procedures are culturally, linguistically, and individually appropriate. Describes processes for ensuring data collection, analysis, and interpretation procedures are shared with families, administrators, colleagues, and community partners.	ensuring data collection procedures are culturally, linguistically, and individually appropriate.			
O&A8 Utilizes assessment data to support child development and learning and program development.	Uses the current research base to utilize authentic versus standardized approaches and instruments to obtain assessment data to support child and program development. Effectively evaluates data collection procedures for current use and appropriate use on a regular basis. Ensures assessment data reflects legal and ethical considerations. Advocates for use of data in ways that are culturally, linguistically, and individually appropriate. Shares assessment data with families, administrators, colleagues, and community partners.	Utilizes assessment data within the early childhood context in ways that are supportive of child development and learning and program development. Use of assessment data reflects legal and ethical considerations. Ensures data usage is culturally, linguistically, and individually appropriate.	Utilizes assessment data within the early childhood context in ways that are supportive of child development and learning and program development. Application of data to child development and learning and program development lacks comprehensiveness. Use of assessment data partially reflects legal and ethical considerations. Ensures data usage is appropriate.	Assessment data not applied to child development and learning and program development. Assessment data does not reflect legal and ethical considerations. Data usage lacks appropriateness.	

Yellow= Level II   Green=Level III   Orange=Level IV   Blue=Level V