

ITC Observation & Assessment Master Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>OA1: Selects and uses legal and ethical birth to three assessment procedures, screening tools, observation methods, and organizational strategies to gain knowledge of young children, and their familial and social contexts.</p> <p>NAEYC: 3a, 3c, 4c IPTS: N/A ITC: 2-4C3, 2-4C4, 2-4C8, 5C3, 5C4, 5C8</p>	<p>Selects and uses legal and ethical birth-3 observation, screening, and assessment procedures to gain knowledge of infant’s or toddler’s interests, preferences, needs, and particular ways of responding to people and things.</p> <p>Selects and uses legal and ethical assessment procedures to gain information about young children’s families and social context.</p> <p>Selects and uses appropriate assessment, screening, and observation organizational strategies.</p> <p>Supports families and colleagues’ knowledge of the importance of observation, assessment, and screening in supporting young children’s healthy development and learning.</p>	<p>Selects and uses legal and ethical birth-3 observation, screening, and assessment procedures to gain knowledge of infant’s or toddler’s interests, preferences, needs, and particular ways of responding to people and things.</p> <p>Selects and uses legal and ethical assessment procedures to gain information about young children’s families and social context.</p> <p>Selects and uses appropriate assessment, screening, and observation organizational strategies.</p>	<p>Selects and uses legal and ethical birth-3 observation, screening, and assessment procedures to gain knowledge of young children’s development and learning.</p> <p>Selects and uses legal and ethical assessment procedures to gain information about young children’s families.</p>	<p>Observation, screening and assessment procedures selected and/or implemented not reflective of legal or ethical standards or implemented in a way that supports knowledge of young children, their families, and/or societal context.</p> <p>Organizational strategies not utilized.</p>	
<p>OA2: Collaborates with families to support knowledge of the purpose and benefits of screening and assessment and the benefits of assessment partnership.</p> <p>NAEYC: 1b, 2c, 3d IPTS: N/A ITC: 2-4C6, 2-4C7, 5C6, 5C7</p>	<p>Identifies appropriate strategies for assisting families in understanding the purpose and benefits of early screening.</p> <p>Articulates the importance of establishing culturally responsive assessment partnerships with families.</p>	<p>Identifies appropriate strategies for assisting families in understanding the purpose and benefits of early screening.</p> <p>Articulates the importance of establishing an assessment partnership with families.</p>	<p>Identifies appropriate strategies to inform families of the benefits of early screening.</p>	<p>Appropriate strategies supporting family knowledge of early screening not identified.</p> <p>Rationale supporting the importance of families as partners in the assessment process not provided.</p>	

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<p>OA3: Analyzes, compiles and shares observation and documentation data with families and appropriate caregivers to support holistic knowledge of infant/toddler development and learning within the environmental context.</p> <p>NAEYC: 2c, 3c, 3d IPTS: N/A ITC: 2-4C5, 2-4C10, 5C5, 5C10</p>	<p>Analyzes and compiles ongoing observation and documentation of infants' and toddlers' development and learning in order to understand and support children's interactions with the social and physical world.</p> <p>Reports ongoing, meaningful information using culturally and linguistically responsive strategies regarding infant/toddler development and learning to caregivers and families across different developmental, learning and personality domains.</p>	<p>Analyzes and compiles ongoing observation and documentation of infants' and toddlers' development and learning in order to understand and support children's interactions with the social and physical world.</p> <p>Reports ongoing, meaningful information regarding infant/toddler development and learning to caregivers and families across different developmental, learning and personality domains.</p>	<p>Analyzes and compiles ongoing observation and documentation of infants' and toddlers' development and learning.</p> <p>Reports ongoing, meaningful information regarding infant/toddler development and learning to caregivers and families.</p>	<p>Provides incomplete/inaccurate analysis and compilation of observational data and documentation of infant/toddler development and learning.</p> <p>Inconsistently or inaccurately reports information regarding infant/toddler development and learning to caregivers and families.</p>	
<p>OA4: Identifies, selects, and implements culturally, linguistically, and individually responsive observation and assessment strategies.</p>	<p>Supports practitioners in their capacity to identify and select assessment strategies that are responsive to family/community culture, language, and variations in development and learning.</p> <p>Models responsive assessment strategies reflective of family/community culture, language, and variations in development and learning.</p>	<p>Identifies observation and assessment strategies that are responsive to families, community/culture, language, and variations in development and learning.</p> <p>Implements observation and assessment strategies that are responsive to families, community/culture, language, and variations in development and learning.</p>	<p>Identifies and selects assessment strategies.</p> <p>Utilizes observation and assessment strategies.</p>	<p>Identifies and selects assessment strategies that lack developmental, cultural, and individual appropriateness.</p> <p>Implements observation and assessment strategies that partially support or undermine culture, language, and responsiveness to individual development and learning.</p>	
<p>OA5: Promotes family and practitioner knowledge of and engagement in infant and toddler assessment.</p>	<p>Implements responsive strategies to foster and scaffold the competence of families and practitioners in infant and toddler assessment.</p>	<p>Utilizes communication and collaboration skills supportive of family/practitioner partnership in the assessment process.</p> <p>Identifies and implements strategies designed to develop family knowledge and engagement in the assessment process that are responsive to current family competencies, strengths, and opportunities for growth.</p>	<p>Promotes family and practitioner knowledge of infant and toddler assessment.</p>	<p>Engages in assessment practices that undermine family and practitioner knowledge of and engagement in infant and toddler assessment.</p>	

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		Identifies and implements strategies designed to develop practitioner knowledge and engagement in assessment processes based on family partnerships that are responsive to current family competencies, strengths, and opportunities for growth.			
<p>OA6: Identifies developmental and environmental risk factors requiring intervention through observation and assessment.</p>	<p>Develops family and practitioner skill in conducting formal and informal observations and assessments of infant/toddler development in alignment with evidence-based practice.</p> <p>Interprets, synthesizes, and shares assessment data with families and practitioners to cultivate shared knowledge and goals.</p>	<p>Conducts formal and informal observations and assessments of infant/toddler development in full partnership with families and in alignment with evidence-based practice.</p> <p>Accurately interprets data gathered from informal and formal observations and assessments to identify infant/toddler and family capacities, strengths, opportunities for growth, and areas of concern.</p> <p>Synthesizes observation and assessment data to provide a holistic description of the unique development and learning characteristics of infants, toddlers, and their families.</p>	<p>Conducts formal and informal observations and assessments of infant/toddler development in alignment with evidence-based practice.</p> <p>Accurately interprets data gathered from informal and formal observations and assessments.</p> <p>Synthesizes and reports assessment data.</p>	<p>Conducts formal and informal observations and assessments of infant/toddler development in partial alignment with evidence-based practice.</p> <p>Provides an incomplete or inaccurate interpretation of data gathered from informal and formal observations and assessments.</p> <p>Provides an incomplete or inaccurate synthesis and reporting of assessment data</p>	

Green=Level 3 Orange=Level 4 Purple=Level 6