

**ITC Observation & Assessment Master Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b>OA1:</b> 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><b>NAEYC:</b> 3a, 3c, 4c <b>IPTS:</b> N/A <b>ITC:</b> 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><b>OA2:</b> Collaborates with families to support knowledge of the purpose and benefits of screening and assessment and the benefits of assessment partnership.</p> <p><b>NAEYC:</b> 1b, 2c, 3d <b>IPTS:</b> N/A <b>ITC:</b> 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>	
<p><b>OA3:</b> 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><b>NAEYC:</b> 2c, 3c, 3d <b>IPTS:</b> N/A <b>ITC:</b> 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>	

Green=Level 3    Orange=Level 4