

## SAYD Observation and Assessment (Level 3) Observation and Assessment Strategies and Analysis

<b>SAYD Competencies</b>	<u>OA1</u> : Describes and organizes observation and assessment information to monitor the progress of SAY, <u>OA2</u> : Identifies and describes systematic assessment practices to support evidence-based practice in SAY programs, <u>OA3</u> : Identifies appropriate SAY assessment strategies, models, and frameworks reflective of ethical, contextual, and appropriate collaborative data collection and interpretation to support individual and program success, <u>OA4</u> : Identifies and collaboratively interprets variety of self-assessment tools and strategies that are developmentally, culturally.
<b>Original Gateways SAYD Benchmarks</b>	2-4C1, 2-4C2, 2-4C3, 2-4C4, 2-4C5, 2-4C6, 2-4C8, 2-4C9, 2-4C10, 2-4C11, 2-4C12, 2-4C13, 2-4C14, 2-4C15, 2-4C16, 2-4C17, 2-4C18, 2-4C20, 2-4C25, 2-4C26, 2-4C27, 2-4C28
<b>IPTS</b>	5G, 6D, 6F, 6P, 8A, 8B, 8D, 8F, 8H, 8J, 8K, 8O, 9L, 9P, 9Q, 9R, 11J, 11K
<b>NAA</b>	4, 16, 18, 23, 24, 28, 29, 36
<b>COA</b>	1.02, 3.02, 3.03, 5.03, 5.05, 5.06, 8.02, 10.03, 11.04, 13.05, 13.06
<b>ACT Now</b>	1.4, 7.1-7.3, 8.1-8.6, 9.1-9.4, 13.3, 13.4, 17.1-17.8, 19.2, 20.2, 21.1, 24.1-24.10, 27.1-27.4, 29.1-29.3

### Assessment Guidelines

In this assessment, you will identify observation methods and strategies that can be used to gain information about the development and learning of children between the ages of five and sixteen. Your goals include describing effective SAY observation and assessment strategies.

#### Assessment Selection

- Observation methods
- SAY Assessment tools

Based on the 2 examples from each category selected (observation methods and assessment tools), provide an overview of the following:

- Describe how the strategies and assessment methods selected are culturally, linguistically, ability-responsive, and developmentally and contextually appropriate.
- Outline formats that can be used to effectively summarize and analyze observation and assessment information in a way that is legal and ethical.
- Describe legal procedures and ethical considerations that are important to keep in mind when assessing SAY.
- Identify essential partners for communication and collaboration within observation and assessment implementation and analysis processes.

### Assessment Rubric (pulled from SAYD Master Rubrics)

<b>SAYD O&amp;A Assessment (Level 3): Observation and Assessment Strategies and Analysis Rubric</b>					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<u>SAYD OA1</u> : Describes and organizes	Identifies observation strategies, authentic	Identifies observation strategies, authentic	Identifies observation strategies, authentic	Identifies inappropriate observation strategies,	

### SAYD O&A Assessment (Level 3): Observation and Assessment Strategies and Analysis Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>observation and assessment information to monitor the progress of SAY.</p> <p><b>SAYD:</b> 2-4C1, 2-4C2, 2-4C3, 2-4C4, 2-4C5, 2-4C6, 2-4C8, 2-4C9</p> <p><b>NAA:</b> 16, 18, 29</p> <p><b>IPTS:</b> 5G, 8A, 8B, 8D, 8H, 11J, 11K</p> <p><b>COA:</b> 8.02, 10.03, 13.06</p> <p><b>ACT Now:</b> 1.4, 13.3, 13.4, 19.2, 24.1-24.10</p>	<p>assessment, and screening and assessment indicators, tools, and procedures in settings dedicated to school-age and youth.</p> <p>Describes the importance of using developmentally and contextually appropriate assessment procedures, in a non-judgmental fashion, to benefit school-age and youth.</p> <p>Identifies formats for analyzing and summarizing observation and assessment information according to legal/ethical procedures and responsibilities and the appropriate use of the tool, method, and purpose to inform interactions and program development.</p> <p>Understands the responsibilities associated with being a mandated reporter.</p> <p>Uses research to justify organization and identification.</p>	<p>assessment, and screening and assessment indicators, tools, and procedures in settings dedicated to school-age and youth.</p> <p>Describes the importance of using developmentally and contextually appropriate assessment procedures, in a non-judgmental fashion, to benefit school-age and youth.</p> <p>Identifies formats for analyzing and summarizing observation and assessment information according to legal/ethical procedures and responsibilities and the appropriate use of the tool, method, and purpose to inform interactions and program development.</p> <p>Understands the responsibilities associated with being a mandated reporter.</p>	<p>assessment, or screening and assessment indicators, tools, and procedures in settings dedicated to school-age and youth.</p> <p>Describes developmentally and contextually appropriate assessment procedures.</p> <p>Identifies formats for analyzing or summarizing observation and assessment information according to legal/ethical procedures and responsibilities.</p> <p>Identifies responsibilities associated with being a mandated reporter.</p>	<p>authentic assessment, or screening and assessment indicators, tools, and procedures.</p> <p>Describes assessment procedures that are not reflective of individual and contextual importance.</p> <p>Identifies inappropriate formats for analyzing or summarizing observation and assessment information.</p> <p>Provides inaccurate description of practices associated with being a mandated reporter.</p>	
<p><b>SAYD OA2:</b> Identifies and describes systematic assessment practices to support evidence-based practice in SAY programs.</p>	<p>Identifies the purposes and components of culturally, linguistically, and ability responsive observation and assessment with school-age and youth in a variety of settings (e.g. out-of-school</p>	<p>Identifies the purposes and components of culturally, linguistically, and ability responsive observation and assessment with school-age and youth in a variety of settings (e.g. out-of-school</p>	<p>Identifies the purposes or components of culturally, linguistically, and ability responsive observation and assessment with school-age and youth in a variety of settings (e.g. out-of-school</p>	<p>Inaccurately identifies the purposes or components of culturally, linguistically, and ability responsive observation and assessment with school-age and youth in a variety of settings (e.g. out-</p>	

**SAYD O&A Assessment (Level 3): Observation and Assessment Strategies and Analysis Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b>SAYD:</b> 2-4C10, 2-4C11, 2-4C12, 2-4C13, 2-4C14, 2-4C15, 2-4C16</p> <p><b>NAA:</b> 36</p> <p><b>IPTS:</b> 8A, 8B, 8F, 8J, 11K</p> <p><b>COA:</b> 1.02, 5.03, 13.05, 13.06</p> <p><b>ACT Now:</b> 7.1-7.3, 8.1-8.6, 9.1-9.4, 17.1-17.8, 19.2, 20.2, 21.1</p>	<p>programs, schools, day care, recreational programs).</p> <p>Explains legal procedures, ethical considerations, and effect of assessment/evaluation on school-age and youth and families.</p> <p>Describes ways to conduct assessment and evaluation that respects privacy and confidentiality for school-age and youth and families.</p> <p>Identifies strategies to support others in their adoption and use of systematic assessment practices to support evidence-based practice in SAY programs.</p>	<p>programs, schools, day care, recreational programs).</p> <p>Explains legal procedures, ethical considerations, and effect of assessment/evaluation on school-age and youth and families.</p> <p>Describes ways to conduct assessment and evaluation that respects privacy and confidentiality for school-age and youth and families.</p>	<p>programs, schools, day care, recreational programs).</p> <p>Partially explains legal procedures, ethical considerations, and effect of assessment/evaluation on school-age and youth and families.</p> <p>Describes ways to conduct assessment and evaluation.</p>	<p>of-school programs, schools, day care, recreational programs).</p> <p>Provides an inaccurate description of legal procedures, ethical considerations, and effect of assessment/evaluation on school-age and youth and families.</p> <p>Describes inaccurate ways to conduct assessment and evaluation.</p>	
<p><b><u>SAYD OA3:</u></b> Identifies appropriate SAY assessment strategies, models, and frameworks reflective of ethical, contextual, and appropriate collaborative data collection and interpretation to support individual and program success.</p> <p><b>SAYD:</b> 2-4C17, 2-4C18, 2-4C20, 2-4C23</p> <p><b>NAA:</b> 24</p> <p><b>IPTS:</b> 6D, 6P, 8B, 8O, 9Q, 9R</p> <p><b>COA:</b> 1.02, 5.05</p>	<p>Identifies strategies, models, and frameworks reflective of ethical, contextual, and appropriate data collection and interpretation which supports individual development and learning and program evaluation.</p> <p>Identifies the roles of a variety of team members, including SAY, who contribute to the designation, monitoring of progress, and achievement of outcomes.</p> <p>Uses research to support</p>	<p>Identifies strategies, models, and frameworks reflective of ethical, contextual, and appropriate data collection and interpretation which supports individual development and learning and program evaluation.</p> <p>Identifies the roles of a variety of team members, including SAY, who contribute to the designation, monitoring of progress, and achievement of outcomes.</p>	<p>Identifies strategies, models, or frameworks reflective of ethical, contextual, and appropriate data collection and interpretation which supports individual development and learning and program evaluation.</p> <p>Identifies the roles of a variety of adult team members who contribute to the designation, monitoring of progress, and achievement of outcomes.</p>	<p>Identifies inappropriate strategies, models, or frameworks reflective of ethical, contextual, and appropriate data collection and interpretation which supports individual development and learning and program evaluation.</p> <p>Identifies inaccurate roles of a variety of adult team members who contribute to the designation, monitoring of progress, and achievement of outcomes.</p>	

**SAYD O&A Assessment (Level 3): Observation and Assessment Strategies and Analysis Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b>ACT Now:</b> 7.1, 9.1-9.4, 27.1-27.4</p>	<p>strategies identified.</p>				
<p><b>SAYD OA4:</b> Identifies and collaboratively interprets variety of self-assessment tools and strategies that are developmentally, culturally, and linguistically appropriate for SAY.</p> <p><b>SAYD:</b> 2-4C25, 2-4C26, 2-4C27, 2-4C28</p> <p><b>NAA:</b> 4, 23, 28</p> <p><b>IPTS:</b> 6F, 8K, 9L, 9P</p> <p><b>COA:</b> 1.02, 3.02, 3.03, 5.03, 5.05, 5.06, 10.03, 11.04</p> <p><b>ACT Now:</b> 8.4-8.6, 9.1-9.4, 17.1-17.8, 24.1-24.10, 29.1-29.3</p>	<p>Identifies a variety of self-assessment tools and strategies that are developmentally, culturally, and linguistically appropriate for school-age and youth</p> <p>Consults with school-age and youth, families, and relevant organizations to develop, conduct, and interpret self-assessment results and develop plans to achieve goals and outcomes based on relevant self-assessment information.</p> <p>Identify strategies to support stakeholder knowledge of interpreting self-assessment tools and strategies.</p>	<p>Identifies a variety of self-assessment tools and strategies that are developmentally, culturally, and linguistically appropriate for school-age and youth</p> <p>Consults with school-age and youth, families, and relevant organizations to develop, conduct, and interpret self-assessment results and develop plans to achieve goals and outcomes based on relevant self-assessment information.</p>	<p>Identifies self-assessment tools and strategies that are developmentally, culturally, and linguistically appropriate for school-age and youth</p> <p>Consults families, and relevant organizations to develop, conduct, and interpret self-assessment results.</p>	<p>Identifies inappropriate self-assessment tools and strategies that are developmentally, culturally, and linguistically appropriate for school-age and youth</p> <p>Does not incorporate additional perspectives when interpreting self-assessment results.</p>	

Level 3—Green