

SAYD Observation and Assessment Master Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><u>SAYD OA1:</u> Describes and organizes observation and assessment information to monitor the progress of SAY.</p> <p>SAYD: 2-4C1, 2-4C2, 2-4C3, 2-4C4, 2-4C5, 2-4C6, 2-4C8, 2-4C9</p> <p>NAA: 16, 18, 29</p> <p>IPTS: 5G, 8A, 8B, 8D, 8H, 11J, 11K</p> <p>COA: 8.02, 10.03, 13.06</p> <p>ACT Now: 1.4, 13.3, 13.4, 19.2, 24.1-24.10</p>	<p>Identifies observation strategies, authentic 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>Identifies observation strategies, authentic 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>Identifies observation strategies, authentic 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>Identifies inappropriate observation strategies, 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>	

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<p><u>SAYD OA2:</u> Identifies and describes systematic assessment practices to support evidence-based practice in SAY programs.</p> <p>SAYD: 2-4C10, 2-4C11, 2-4C12, 2-4C13, 2-4C14, 2-4C15, 2-4C16</p> <p>NAA: 36</p> <p>IPTS: 8A, 8B, 8F, 8J, 11K</p> <p>COA: 1.02, 5.03, 13.05, 13.06</p> <p>ACT Now: 7.1-7.3, 8.1-8.6, 9.1-9.4, 17.1-17.8, 19.2, 20.2, 21.1</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 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>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 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 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 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>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-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><u>SAYD 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.</p> <p>SAYD: 2-4C17, 2-4C18, 2-4C20, 2-4C23</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,</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</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</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</p>	

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<p>NAA: 24</p> <p>IPTS: 6D, 6P, 8B, 8O, 9Q, 9R</p> <p>COA: 1.02, 5.05</p> <p>ACT Now: 7.1, 9.1-9.4, 27.1-27.4</p>	<p>including SAY, who contribute to the designation, monitoring of progress, and achievement of outcomes.</p> <p>Uses research to support strategies identified.</p>	<p>SAY, who contribute to the designation, monitoring of progress, and achievement of outcomes.</p>	<p>contribute to the designation, monitoring of progress, and achievement of outcomes.</p>	<p>a variety of adult team members who contribute to the designation, monitoring of progress, and achievement of outcomes.</p>	
<p>SAYD OA4: Identifies and collaboratively interprets variety of self-assessment tools and strategies that are developmentally, culturally, and linguistically appropriate for SAY.</p> <p>SAYD: 2-4C25, 2-4C26, 2-4C27, 2-4C28</p> <p>NAA: 4, 23, 28</p> <p>IPTS: 6F, 8K, 9L, 9P</p> <p>COA: 1.02, 3.02, 3.03, 5.03, 5.05, 5.06, 10.03, 11.04</p> <p>ACT Now: 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>	
<p>SAYD OA5: Selects and implements observation and assessment strategies to monitor the progress of SAY.</p> <p>SAYD: 2-4C7, 5C1, 5C2, 5C3</p> <p>NAA: 2</p> <p>IPTS: 8A, 8D, 8H, 8J, 8O</p> <p>COA: n/a</p>	<p>Administers observation and assessment strategies according to chosen tools, methods, and a personal and professional holistic vision of authentic assessment.</p> <p>Selects and utilizes a variety of contextually, linguistically and developmentally appropriate formal and</p>	<p>Administers observation and assessment strategies according to chosen tools, methods, and a personal and professional holistic vision of authentic assessment.</p> <p>Selects and utilizes a variety of contextually, linguistically and developmentally appropriate formal and informal authentic</p>	<p>Administers observation or assessment strategies according to chosen tools, methods, and a personal and professional holistic vision of authentic assessment.</p> <p>Selects and utilizes contextually, linguistically and developmentally appropriate formal and informal authentic</p>	<p>Administers observation or assessment strategies in an inappropriate way.</p> <p>Selects and utilizes formal and informal authentic assessment strategies that are not to developmentally and culturally appropriate.</p>	

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<p>ACT Now: 19.2, 24.1- 24.10</p>	<p>informal authentic assessment strategies to inform practice and address the needs of individual school-age and youth.</p> <p>Uses research and evidence-base to support observation and assessment strategies selected.</p>	<p>assessment strategies to inform practice and address the needs of individual school-age and youth.</p>	<p>assessment strategies to inform practice and address the needs of individual school-age and youth.</p>		
<p>SAYD OA6: Chooses, implements, and appropriately communicates goals and plans supportive of positive development for SAY.</p> <p>SAYD: 2-4C19, 2-4C21, 2-4C22, 2-4C24</p> <p>NAA: 24</p> <p>IPTS: 4B, 6D, 6P, 9Q, 9R</p> <p>COA: 1.02, 5.05</p> <p>ACT Now: 7.1, 9.1- 9.4, 29.1-29.3</p>	<p>Develops, implements, and monitors and documents goals and plans based on recognized standards for children.</p> <p>Implements a specified process for communicating with different team members about progress toward outcomes/goals, noting when/how/who to make referrals for further resources and support.</p> <p>Identifies strategies that supports others in inappropriate selection, implementation, and identification of goals and plans.</p>	<p>Develops, implements, and monitors and documents goals and plans based on recognized standards for children.</p> <p>Implements a specified process for communicating with different team members about progress toward outcomes/goals, noting when/how/who to make referrals for further resources and support.</p>	<p>Develops, implements, or monitors and documents goals and plans based on recognized standards for children.</p> <p>Implements processes for communicating with different team members about progress toward outcomes/goals.</p>	<p>Develops, implements, or monitors and documents goals and plans that do not reflect recognized standards for children.</p> <p>Implements processes for communicating with different team members that undermines group cohesion and collaboration.</p>	
<p>SAYD OA7: Partners with SAY, and families to conduct evaluation that empowers stakeholders, is participatory, addresses what stakeholders wish to accomplish, and determines how well the school-age or youth is doing, and information for improvement.</p>	<p>Determines appropriate self-assessment tools, processes, and/or strategies supportive of goals and outcomes based on interests, needs, capacities, capabilities, and developmental level of individual school-age and youth.</p>	<p>Determines appropriate self-assessment tools, processes, and/or strategies supportive of goals and outcomes based on interests, needs, capacities, capabilities, and developmental level of individual school-age and youth.</p>	<p>Determines self-assessment tools, processes, and/or strategies supportive to determine goals and outcomes.</p> <p>Collaborates with school-age and youth based on mutually agreed upon goals from a variety of assessment information.</p>	<p>Identifies inaccurate self-assessment tools, processes, and/or strategies supportive to determine goals and outcomes.</p> <p>Utilizes practices that undermine collaboration with school-age and youth.</p>	

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<p>SAYD: 5C29, 5C30, 5C31, 5C32, 5C33</p> <p>NAA: 2, 4, 23, 24</p> <p>IPTS: 4I, 8A, 8B, 8E, 8K</p> <p>COA: 5.03, 5.05, 5.07, 10.02, 10.03</p> <p>ACT Now: 8.4-8.6, 9.1-9.4, 17.1-17.8, 24.1-24.10, 29.1-29.3</p>	<p>Collaborates with school-age and youth to make their efforts, abilities, and strengths visible based on mutually agreed upon goals from a variety of assessment information.</p> <p>Partners with school-age, youth, and families to conduct evaluation that empowers stakeholders, is participatory, addresses what stakeholders wish to accomplish, determines how well the school-age or youth is doing, and provides information for improvement.</p> <p>Identifies and implements strategies to support individual collaboration within effective partnerships.</p>	<p>Collaborates with school-age and youth to make their efforts, abilities, and strengths visible based on mutually agreed upon goals from a variety of assessment information.</p> <p>Partners with school-age, youth, and families to conduct evaluation that empowers stakeholders, is participatory, addresses what stakeholders wish to accomplish, determines how well the school-age or youth is doing, and provides information for improvement.</p>	<p>Partners with school-age, youth, and families to conduct evaluation.</p>	<p>Engages in partnership strategies with school-age, youth, and families that undermines the evaluation process.</p>	
<p>SAYD OA8: Analyzes and adapts observation and assessment information to monitor the progress of SAY.</p> <p>SAYD: 5C4, 5C5, 5C6, 5C7, 5C8</p> <p>NAA: 2, 29, 36</p> <p>IPTS: 8B, 8C, 8H, 8J, 8M, 8O, 11J, 11K</p> <p>COA: 5.03, 13.05, 13.06</p> <p>ACT Now: 1.4, 13.3, 13.4, 19.2, 24.1-24.10</p>	<p>Analyzes and adapts observation and assessment approaches and instruments based on benefits, limitations, and ethical considerations to obtain valid, reliable information about learning development of school-age and youth with special needs.</p> <p>Implements written, oral, and technology based formats used to share assessment information.</p> <p>Constructs a system for ongoing screening and</p>	<p>Analyzes and adapts observation and assessment approaches and instruments based on benefits, limitations, and ethical considerations to obtain valid, reliable information about learning development of school-age and youth with special needs.</p> <p>Implements written, oral, and technology based formats used to share assessment information.</p> <p>Constructs a system for ongoing screening and</p>	<p>Implements observation and assessment approaches and instruments to obtain valid, reliable information about the learning and development of school-age and youth with special needs.</p> <p>Implements written, oral, or technology based formats used to share assessment information.</p> <p>Constructs a system for ongoing screening and assessment.</p>	<p>Implements inappropriate observation and assessment approaches and instruments that undermine the attainment of valid, reliable information about the learning and development of school-age and youth with special needs.</p> <p>Implements written, oral, or technology based formats that are ineffective in sharing assessment information.</p> <p>Constructs an illogical system for ongoing screening</p>	

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	<p>assessment that includes protocols for privacy, ethics, confidentiality and attention to local, state, and federal mandated reporting laws. to identify when school-age and youth may be struggling or in distress.</p> <p>Identifies strategies that supports others in the analysis and adaptation of observation and assessment information.</p>	<p>assessment that includes protocols for privacy, ethics, confidentiality and attention to local, state, and federal mandated reporting laws. to identify when school-age and youth may be struggling or in distress.</p>		<p>and assessment.</p>	
<p>SAYD OA9: Uses systematic evaluation and procedural frameworks to support evidence-based practice for SAY.</p> <p>SAYD: 5C9, 5C10, 5C11, 5C12, 5C13, 5C14, 5C15, 5C16, 5C17, 5C18, 5C19, 5C28</p> <p>NAA: 2, 4, 14</p> <p>IPTS: 4B, 6F, 8A, 8B, 8E, 8H, 8Q</p> <p>COA: 5.03, 5.05, 10.02, 10.03, 11.04</p> <p>ACT Now: 7.1-7.3, 8.1-8.6, 9.1-9.4, 17.1-17.8, 19.2, 20.2, 21.1</p>	<p>Administers, interprets, and integrates assessment and evaluation strategies and instruments supportive of defining outcomes, assessing progress, and evaluating attainment of those outcomes by using appropriate data collection and summary procedures.</p> <p>Composes policies and practices supportive of appropriate frameworks for ongoing, cumulative, and concluding evaluation of outcomes that engages SAY and their families and meets the cultural, linguistic, ability, developmental, learning, and programmatic needs of school-age and youth.</p> <p>Determines stakeholders for whom assessment and evaluation information is relevant, and how best to</p>	<p>Administers, interprets, and integrates assessment and evaluation strategies and instruments supportive of defining outcomes, assessing progress, and evaluating attainment of those outcomes by using appropriate data collection and summary procedures.</p> <p>Composes policies and practices supportive of appropriate frameworks for ongoing, cumulative, and concluding evaluation of outcomes that engages SAY and their families and meets the cultural, linguistic, ability, developmental, learning, and programmatic needs of school-age and youth.</p> <p>Determines stakeholders for whom assessment and evaluation information is relevant, and how best to</p>	<p>Administers assessment and evaluation strategies and instruments supportive of defining outcomes, assessing progress, and evaluating attainment of those outcomes by using appropriate data collection and summary procedures.</p> <p>Composes policies and practices supportive of appropriate frameworks for ongoing, cumulative, and concluding evaluation of SAY outcomes.</p> <p>Determines stakeholders for whom assessment and evaluation information is relevant.</p>	<p>Administers ineffective assessment and evaluation strategies and instruments.</p> <p>Composes policies and practices that undermine appropriate frameworks for ongoing, cumulative, and concluding evaluation of SAY outcomes.</p> <p>Determines irrelevant assessment and evaluation stakeholders.</p>	

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	<p>communicate the information with respect to legal, ethical protocols, and the sensitive nature of the information.</p> <p>Implement strategies that support others in their incorporation of evidence-based assessment strategies.</p>	<p>communicate the information with respect to legal, ethical protocols, and the sensitive nature of the information.</p>			
<p>SAYD OA10: Interprets outcome indicators of positive development for SAY, to adapt/modify strategies toward outcome/goal attainment.</p> <p>SAYD: 5B14, 5C20, 5C21, 5C22, 5C23, 5C24, 5C25, 5C26, 5C27</p> <p>NAA: 2, 8, 23, 24, 34</p> <p>IPTS: 5N, 5R, 8D, 8E, 8G, 8I, 8J, 9L, 9P, 11M</p> <p>COA: 1.02, 4.02, 5.03, 5.05, 10.02, 10.03</p> <p>ACT Now: 7.1, 9.1- 9.4, 24.1-24.10, 27.1-27.4, 29.1-29.3</p>	<p>Utilizes research-based standard outcome indicators and program evaluation as a baseline for collaboratively designing programs aligned with mission and vision, engaging in continuous improvement, and supporting school-age and youth in attaining developmental and personal goals.</p> <p>Collaborates with colleagues, school-age, youth, and families to incorporate various observation, assessment, and documentation procedures to inform planning, programs, and practice, including the support for SAY strengths, capabilities, and needs and development and monitoring of SAY goals.</p> <p>Interprets data and co-develops plans with colleagues, families and young people to support school-age and youth development.</p>	<p>Utilizes research-based standard outcome indicators and program evaluation as a baseline for collaboratively designing programs aligned with mission and vision, engaging in continuous improvement, and supporting school-age and youth in attaining developmental and personal goals.</p> <p>Collaborates with colleagues, school-age, youth, and families to incorporate various observation, assessment, and documentation procedures to inform planning, programs, and practice, including the support for SAY strengths, capabilities, and needs and development and monitoring of SAY goals.</p> <p>Interprets data and co-develops plans with colleagues, families and young people to support school-age and youth development.</p>	<p>Utilizes standard outcome indicators and program evaluation as a baseline for designing programs aligned with mission and vision, engaging in continuous improvement, and supporting school-age and youth in attaining developmental and personal goals.</p> <p>Incorporate observation, assessment, and documentation procedures to inform planning, programs, and practice, including the support for SAY strengths, capabilities, and needs and development and monitoring of SAY goals.</p> <p>Interprets data and co-develops plans.</p>	<p>Utilizes inappropriate or irrelevant standard outcome indicators and program evaluation strategies.</p> <p>Does not incorporate observation, assessment, and documentation procedures to inform planning, programs, and practice.</p> <p>Interprets data and co-develops plans inaccurately.</p>	

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	Identifies strategies that support others in their interpretation of outcome indicators.				

Level 2—Yellow

Level 3—Green

Level 4—Orange

Level 5—Blue