

Family Specialist Observation and Assessment Master Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable To Assess
<p>OA1: Identifies data collection tools based on standards of practice.</p> <p>FS: C7, C12</p>	<p>Identifies different types of valid and reliable data collection tools by purpose and characteristics.</p> <p>Identifies specific standards of practice such as ethical data collection, confidentiality, and right of privacy.</p> <p>Uses research and evidence-base to support description of purpose and characteristics.</p>	<p>Identifies different types of valid and reliable data collection tools by purpose and characteristics.</p> <p>Identifies specific standards of practice such as ethical data collection, confidentiality, and right of privacy.</p>	<p>Identifies different types of data collection tools by purpose or characteristics.</p> <p>Identifies standards of practice, with partial descriptions of ethical data collection, confidentiality, and right of privacy.</p>	<p>Incorrectly identifies purpose or characteristics of different types of data collection tools.</p> <p>Incorrectly identifies standards of practice.</p>	
<p>OA2: Selects, utilizes, and evaluates formal and informal approaches and tools to gather information relevant to family service and curricular planning and implementation, intervention, monitoring, and evaluation.</p> <p>FS: C8, C9, C10, C11, C13</p>	<p>Identifies advantages and disadvantages of data collection tools and assessments, in relation to purpose and focus of assessment, measurement principles, evidence base, and standards of practice in assessment and measurement.</p> <p>Distinguishes among uses of different types of tools for addressing specific questions and information needs.</p> <p>Selects and uses appropriate tools using principles of child and family-centered practice and environmental relevance.</p> <p>Uses research and evidence-based to justify evaluation and selection.</p>	<p>Identifies advantages and disadvantages of data collection tools and assessments, in relation to purpose and focus of assessment, measurement principles, evidence base, and standards of practice in assessment and measurement.</p> <p>Distinguishes among uses of different types of tools for addressing specific questions and information needs.</p> <p>Selects and uses appropriate tools using principles of child and family-centered practice and environmental relevance.</p>	<p>Identifies data collection tools and assessments, in relation to purpose and focus of assessment, measurement principles, evidence base, and standards of practice in assessment and measurement.</p> <p>Distinguishes among uses of different types of tools.</p> <p>Selects and uses appropriate tools based on child, family, and environmental relevance.</p>	<p>Identifies inappropriate data collection tools and assessments that do not relate to purpose and focus of assessment, measurement principles, evidence base, and standards of practice in assessment and measurement.</p> <p>Does not distinguish among uses of different types of tools.</p> <p>Selects inappropriate tools based on child, family, and environmental relevance. Tools not implemented appropriately.</p>	
<p>OA3: Incorporates, summarizes, and evaluates multiple measures, multiple sources of data, and frequent data collection methods that</p>	<p>Identifies importance of multiple perspectives for understanding families and for service planning.</p> <p>Incorporates and summarizes</p>	<p>Identifies importance of multiple perspectives for understanding families and for service planning.</p> <p>Incorporates and summarizes</p>	<p>Incorporates and summarizes data.</p> <p>Identifies importance of data for understanding families and for service planning.</p>	<p>Summary and incorporation of data inaccurate or incomplete.</p> <p>Identification of importance of data for understanding families and for service planning inaccurate or</p>	

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<p>are valid, reliable, legal and ethical and responsive to family characteristics and functioning, including child characteristics and functioning within context of the family system.</p> <p>FS: C1, C2</p>	<p>data from multiple sources.</p> <p>Evaluates data collection methods for responsiveness to family characteristics and functioning, including child characteristics and functioning within context of the family system.</p> <p>Research used to support rationale for incorporation and evaluation.</p>	<p>data from multiple sources.</p> <p>Evaluates data collection methods for responsiveness to family characteristics and functioning, including child characteristics and functioning within context of the family system.</p>	<p>Evaluates data collection methods.</p>	<p>incomplete.</p> <p>Evaluation of data collection methods inaccurate or incomplete.</p>	
<p>OA4: Develops engaging and collaborative assessment partnerships with families designed to understand family strengths, assets, concerns, priorities and goals, including those related to parenting their children.</p> <p>FS: C3, C4, C5, C6</p>	<p>Collaboratively develops culturally and linguistically responsive program and interactive strategies with families to engage families in identifying strengths, assets, concerns, priorities and goals, including those related to their parenting roles.</p> <p>Collaboratively designs age-appropriate developmental screening with families as a tool for assessing children’s development and family perceptions of their child's development and knowledge of normative child development</p> <p>Collaboratively develops culturally and linguistically responsive strategies with families to engage families and support problem-solving abilities in the assessment process.</p> <p>Uses research and the evidence-based as a rationale for strategies and tools developed.</p>	<p>Collaboratively develops culturally and linguistically responsive program and interactive strategies with families to engage families in identifying strengths, assets, concerns, priorities and goals, including those related to their parenting roles.</p> <p>Collaboratively designs age-appropriate developmental screening with families as a tool for assessing children’s development and family perceptions of their child's development and knowledge of normative child development</p> <p>Collaboratively develops culturally and linguistically responsive strategies with families to engage families and support problem-solving abilities in the assessment process.</p>	<p>Develops program and interactive strategies to engage families in identifying strengths, assets, concerns, priorities and goals, including those related to their parenting roles.</p> <p>Designs age-appropriate developmental screening as a tool for assessing children’s development and family perceptions of their child's development and knowledge of normative child development.</p> <p>Develops culturally and linguistically responsive strategies to engage families and support problem-solving abilities in the assessment process.</p>	<p>Develops program and interactive strategies that do not fully identify family strengths, assets, concerns, priorities and goals.</p> <p>Designs incomplete or inaccurate developmental screening as a tool to assess children’s development and family perceptions of their child's development.</p> <p>Develops strategies that do not support families in developing their problem-solving abilities in the assessment process.</p>	

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<p>OA5: Analyzes information from informal and formal assessment tools to inform decisions about family service and curricular planning and implementation, intervention, monitoring, and evaluation.</p> <p>FS: C14, C15, C16</p>	<p>Develops a comprehensive summary of family characteristics, functioning, and ecology from perspective of implications for developing and reviewing comprehensive family service plans.</p> <p>Analyzes advantages and disadvantages of human service tools utilization for developing family service plans.</p> <p>Recommends future approaches to service delivery within a specific human service agency.</p> <p>Uses research and the evidence base to support analysis and rationale for curricular planning and implementation, intervention, monitoring, and evaluation.</p>	<p>Develops a summary of family characteristics, functioning, and ecology from perspective of implications for developing and reviewing comprehensive family service plans.</p> <p>Analyzes advantages and disadvantages of human service tools utilization for developing family service plans.</p> <p>Recommends future approaches to service delivery within a specific human service agency.</p>	<p>Develops a summary of family characteristics, functioning, and ecology.</p> <p>Lists human service tools that can be used in developing family service plans.</p> <p>Identifies approaches to service delivery within a specific human service agency.</p>	<p>Develops a in accurate or incomplete summary of family characteristics, functioning, and ecology.</p> <p>Lists human service tools that would not be useful in developing family service plans.</p> <p>Identifies inaccurate or incomplete approaches to service delivery within a specific human service agency.</p>	
<p>OA6: Analyzes respectful, culturally and linguistically responsive formats for sharing observation and assessment information with families and other providers.</p> <p>FS: C17, C18</p>	<p>Organizes results from initial and ongoing data collected across services and families.</p> <p>Analyzes different written formats for sharing respectful, understandable, family-centered assessment and observation information with families and other providers, from the perspective of demonstrating respect for family understandings, abilities, values, and strengths.</p> <p>Analysis focused on ensuring respectful partnerships and cultural competence.</p>	<p>Organizes results from initial and ongoing data collected across services and families.</p> <p>Analyzes different written formats for sharing respectful, understandable, family-centered assessment and observation information with families and other providers, from the perspective of demonstrating respect for family understandings, abilities, values, and strengths.</p>	<p>Organizes results from initial and ongoing data collected.</p> <p>Analyzes different written formats for sharing respectful, understandable, family-centered assessment and observation information with families and other providers.</p>	<p>Initial and ongoing data collected not organized.</p> <p>Analysis of written formats does not include attention to sharing respectful, understandable, family-centered assessment and observation information with families and other providers..</p>	

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OA7: Maintains legal, ethical, organized records of service delivery. FS: C20, C21	Maintains organized, legal and ethical documentation of service delivery. Service delivery documentation and organization supportive of ongoing reflection.	Maintains organized, legal and ethical documentation of service delivery.	Maintains documentation of service delivery.	Documentation of service delivery is not maintained.	

Yellow= Level 2

Green=Level 3

Orange=Level 4

Blue=Level 5