

## SAYD Observation and Assessment (Levels 3-5) 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, <u>OA5</u> : Selects and implements observation and assessment strategies to monitor the progress of SAY, <u>OA6</u> : Chooses, implements, and appropriately communicates goals and plans supportive of positive development for SAY, <u>OA7</u> : Partners with SAY, and families to conduct evaluation that empowers stakeholders, is participatory, and addresses what stakeholders wish to accomplish, determines how well the school-age or youth is doing, and information for improvement.
<b>Original Gateways SAYD Benchmarks</b>	2-4C1, 2-4C2, 2-4C3, 2-4C4, 2-4C5, 2-4C6, 2-4C7, 2-4C8, 2-4C9, 2-4C10, 2-4C11, 2-4C12, 2-4C13, 2-4C14, 2-4C15, 2-4C16, 2-4C17, 2-4C18, 2-4C19, 2-4C20, 2-4C21, 2-4C22, 2-4C23, 2-4C24, 2-4C25, 2-4C26, 2-4C27, 2-4C28, 5C1, 5C2, 5C3, 5C29, 5C30, 5C31, 5C32, 5C33
<b>IPTS</b>	4B, 4I, 5G, 6D, 6F, 6P, 8A, 8B, 8D, 8E, 8F, 8H, 8J, 8K, 8O, 9L, 9P, 9Q, 9R, 11J, 11K
<b>NAA</b>	2, 4, 16, 18, 23, 24, 28, 29, 36
<b>COA</b>	1.02, 3.02, 3.03, 5.03, 5.05-5.07, 8.02, 10.02, 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 use observation methods and strategies to gain information about the development and learning of children between the ages of five and sixteen. Your goals include describing, organizing, implementing, and interpreting effective SAY observation and assessment strategies, models, and frameworks; evidencing the knowledge of how assessment supports practice within high-quality programming; appropriate, collaborative interpretation of data; developing effective goals and plans based on data; partnering with stakeholders to support SAY development and learning; appropriately evaluating and adapting observation assessment information as needed, in support of positive SAY outcomes and goal attainment.

For this assessment, you will select a child between the ages of 5 and 16. You will observe the selected child once with each of the assessment instruments selected in Part 1 of your assessment.

#### Part 1: 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.

**Part 2: Instrument Analysis and Data Compilation**

- Provide an overview of the strengths and challenges of each of the observation and assessment approaches and instruments identified, including a description of ethical considerations and implementation strategies needed to obtain valid, reliable information about SAY development.
- Outline an appropriate system for ongoing screening and assessment that is respectful of privacy, ethics, confidentiality, and local, state, and federally mandated reporting laws.

**Part 3: Observation and Assessment Implementation**

- Implement each of the observation and assessment strategies/processes identified in Part 1 of your assessment.
- Describe how data collection and summary procedures supports knowledge of child outcomes

**Part 4: Data Analysis**

Based on data collected, respond to the following:

- Identify appropriate goals based on recognized standards for the child you observed
- Outline strategies for determining goal progress
- Develop a plan for engaging SAY in goal development and progress monitoring
- Identify how you would communicate observation and assessment information and ongoing progress with appropriate stakeholders in a way that is legal, ethical and responsive
- In what ways, could the observation and assessment instruments be adapted to support ongoing knowledge of SAY?

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

<b>SAYD O&amp;A Assessment (Levels 3-4): Observation and Assessment Strategies and Analysis Rubric</b>					
<b>Competency</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<p><b><u>SAYD OA1:</u></b> Describes and organizes 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>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</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</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</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>	

**SAYD O&A Assessment (Levels 3-4): Observation and Assessment Strategies and Analysis Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	<p>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>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>procedures and responsibilities.</p> <p>Identifies responsibilities associated with being a mandated reporter.</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><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>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</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</p>	

## SAYD O&A Assessment (Levels 3-4): Observation and Assessment Strategies and Analysis Rubric

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	<p>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>			evaluation.	
<p><b>SAYD OA3:</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><b>ACT Now:</b> 7.1, 9.1-9.4, 27.1-27.4</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 strategies identified.</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>	
<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>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</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</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>	

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Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<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>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>plans to achieve goals and outcomes based on relevant self-assessment information.</p>			
<p><b>SAYD OA5:</b> Selects and implements observation and assessment strategies to monitor the progress of SAY.</p> <p><b>SAYD:</b> 2-4C7, 5C1, 5C2, 5C3</p> <p><b>NAA:</b> 2</p> <p><b>IPTS:</b> 8A, 8D, 8J, 8H, 8O</p> <p><b>COA:</b> n/a</p> <p><b>ACT Now:</b> 19.2, 24.1- 24.10</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 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>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 assessment strategies to inform practice and address the needs of individual school-age and youth.</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 assessment strategies to inform practice and address the needs of individual school-age and youth.</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>	
<p><b>SAYD OA6:</b> Chooses, implements, and appropriately communicates goals and plans supportive of positive development for SAY.</p> <p><b>SAYD:</b> 2-4C19, 2-4C21, 2-4C22, 2-4C24</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</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</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</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</p>	

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Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b>NAA:</b> 24</p> <p><b>IPTS:</b> 4B, 6D, 6P, 9Q, 9R</p> <p><b>COA:</b> 1.02, 5.05</p> <p><b>ACT Now:</b> 7.1, 9.1- 9.4, 29.1-29.3</p>	<p>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>progress toward outcomes/goals, noting when/how/who to make referrals for further resources and support.</p>	<p>toward outcomes/goals.</p>	<p>different team members that undermines group cohesion and collaboration.</p>	
<p><b>SAYD OA7:</b> 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><b>SAYD:</b> 5C29, 5C30, 5C31, 5C32, 5C33</p> <p><b>NAA:</b> 2, 4, 23, 24</p> <p><b>IPTS:</b> 4I, 8A, 8B, 8E, 8K</p> <p><b>COA:</b> 5.03, 5.05, 5.07, 10.02, 10.03</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>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>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>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>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>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>Partners with school-age, youth, and families to conduct evaluation.</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> <p>Engages in partnership strategies with school-age, youth, and families that undermines the evaluation process.</p>	

**SAYD O&A Assessment (Levels 3-4): Observation and Assessment Strategies and Analysis Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	Identifies and implements strategies to support individual collaboration within effective partnerships.				

Level 3—Green

Level 4—Orange