

SAYD OA Assessment (Level 5)
Observation and Assessment Strategies and Analysis

SAYD Competencies	<p>SAYD OA1: Describes evidence-based practices for SAY observation, assessment, and reporting.</p> <p>SAYD OA2: 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 OA3: Identifies and collaboratively interprets a variety of self-assessment tools and strategies that are developmentally, culturally, and linguistically appropriate for SAY.</p> <p>SAYD OA4: Selects and implements observation and assessment strategies to monitor the progress of SAY.</p> <p>SAYD OA5: Chooses, implements, and appropriately communicates goals and plans supportive of positive development for SAY.</p> <p>SAYD OA6: Partners with SAY and families to conduct and present the results of participatory, empowering evaluation that identifies current areas of strength, desired goals, and areas of potential growth.</p> <p>SAYD OA7: Analyzes, evaluates, shares, and adapts valid and reliable observation and assessment data to identify the learning and development SAY goals and outcome development and collaboratively support developmental progression and goal attainment.</p> <p>SAYD OA8: Integrates systematic evaluation and procedural frameworks into SAY programming.</p>
Original Gateways SAYD Benchmarks	2-4C1, 2-4C2, 2-4C3, 2-4C4, 2-4C6, 2-4C9, 2-4C10, 2-4C11, 2-4C14, 2-4C15, 2-4C16, 5C1, 5C10, 2-4C13, 2-4C17, 2-4C18, 2-4C23, 2-4C24, 2-4F8, 5G5, 2-4A20, 2-4C12, 2-4C25, 2-4C26, 2-4C27, 5B14, 2-4C5, 5C4, 5C5, 5C6, 5C7, 5C8, 5C14, 5C16, 5C20, 5C24, 5C25, 2-4H2, 5C12, 5C13, 5C18, 5C19
IPTS	2F, 3D, 3G, 3H, 3L, 4B, 4M, 5A, 5E 5G, 6D, 6F, 6P, 8A, 8B, 8C, 8D, 8E, 8H, 8J, 8M, 8O, 8Q, 9L, 9Q, 9R, 11J, 11K
NAA	2, 4, 14, 16, 18, 24, 29, 36
COA	1.02, 4.01, 4.02, 4.04, 5.01, 5.03, 5.05, 8.02, 10.02, 10.03, 11.04, 13.05, 13.06, 13.07
ACT Now	1.4, 7.1–7.3, 8.4–8.6, 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?

Part 5: Program Implications

Based on knowledge and skills in effective assessment, supporting SAY development, and effective programming, respond to each of the following:

- What research-based program policies and practices are supportive of ongoing, cumulative, and concluding evaluation of outcomes for SAY?
- What strategies would you utilize to ensure assessment practices are culturally, linguistically, ability, and developmentally appropriate?
- What formats would you recommend for compiling and sharing assessment data?
- How can you ensure that data collection and application is a regular part of programming? Include both factors to consider as well as processes.
- Describe policies and practices at the programmatic level supportive of collaboration with colleagues, SAY, and their families in the area of implementing, interpreting and co-developing observation and assessment practices and plans.

SAYD Observation and Assessment Master Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>SAYD OA1: Describes evidence-based practices for SAY observation, assessment, and reporting.</p>	<p>Defines and gives examples of developmentally appropriate observation strategies and authentic assessment in settings dedicated to school-age and youth.</p> <p>Identifies formats for analyzing and/or summarizing observation and assessment information according to the appropriate use of the tool, method, and purpose.</p> <p>Describes the legal/ethical procedures (including privacy and confidentiality) and responsibilities for using assessment information including the obligations of being a mandated reporter</p> <p>Uses research to justify observation, assessment, and reporting strategies utilized.</p>	<p>Defines, and gives examples of, developmentally, contextually, culturally, and linguistically appropriate observation strategies and authentic assessment in settings dedicated to school-age and youth.</p> <p>Identifies formats for analyzing and summarizing observation and assessment information according to the appropriate use of the tool, method, and purpose to inform interactions and program development.</p> <p>Describes the legal/ethical procedures (including privacy and confidentiality) and responsibilities for using assessment information to report situations for school-age and youth who are struggling or in distress, including the obligations of being a mandated reporter.</p>	<p>Defines and gives examples of developmentally appropriate observation strategies and authentic assessment in settings dedicated to school-age and youth.</p> <p>Identifies formats for analyzing and/or summarizing observation and assessment information according to the appropriate use of the tool, method, and purpose.</p> <p>Describes the legal/ethical procedures (including privacy and confidentiality) and responsibilities for using assessment information including the obligations of being a mandated reporter.</p>	<p>Identifies inappropriate observation strategies, authentic assessment, or screening and assessment indicators, tools, and procedures.</p> <p>Identifies formats for analyzing and/or summarizing observation and assessment information that does not accurately reflect appropriate use of the tool, method, and purpose.</p> <p>Provides an inaccurate description of practices associated with being a mandated reporter.</p>	
<p>SAYD OA2: 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>Identifies strategies for relevant, ethical, contextual, and appropriate data collection and interpretation for programmatic and individual growth.</p> <p>Understands and describes the connections between achievement outcomes with the realization of programmatic, educational, and life goals.</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 for relevant, ethical, contextual, and appropriate data collection and interpretation for programmatic and individual growth.</p> <p>Understands and describes the connections between achievement outcomes with the realization of programmatic, educational, and life goals.</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 for relevant, ethical, contextual, and appropriate data collection.</p> <p>Describes achievement outcomes.</p> <p>Identifies the roles of a variety of team members.</p>	<p>Identifies inaccurate data collection strategies.</p> <p>Provides an inaccurate description of achievement outcomes.</p> <p>Inaccurately identifies team member roles.</p>	

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<p>SAYD OA3: Identifies and collaboratively interprets a variety of self-assessment tools and strategies that are developmentally, culturally, and linguistically appropriate for SAY.</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 strategy identification and interpretation.</p>	<p>Identifies a variety of self-assessment tools and strategies that are developmentally, culturally, and linguistically appropriate for school-age and youth (e.g., learning style inventories, leadership assessments, asset identification, formal and informal rubrics, and peer evaluation).</p> <p>Consults with school-age and youth to interpret self-assessment results.</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>SAYD OA4: Selects and implements observation and assessment strategies to monitor the progress of SAY.</p>	<p>Selects and utilizes a variety of formal and informal developmentally responsive authentic assessment strategies that address the needs of individual school-age and youth.</p> <p>Utilizes the results of formal and informal developmentally responsive authentic assessment strategies to monitor SAY progress.</p> <p>Uses research and the evidence-base to support selection and implementation of authentic observation and assessment within the SAY environment.</p>	<p>Selects and utilizes a variety of formal and informal developmentally responsive authentic assessment strategies that address the needs of individual school-age and youth.</p> <p>Utilizes the results of formal and informal developmentally responsive authentic assessment strategies to monitor SAY progress.</p>	<p>Selects and utilizes formal and informal assessment strategies to identify the needs of individual school-age and youth.</p> <p>Utilizes the results of formal and informal assessment strategies to monitor SAY progress.</p>	<p>Selects and utilizes formal and informal assessment strategies that lack developmental appropriateness in identifying the needs of individual school-age and youth.</p> <p>Results of formal and informal assessment strategies are not used to monitor SAY progress.</p>	

SAYD Observation and Assessment Master Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>SAYD OAS: Chooses, implements, and appropriately communicates goals and plans supportive of positive development for SAY.</p>	<p>Chooses outcomes based on recognized standards for SAY.</p> <p>Implements plans to achieve outcomes and goals.</p> <p>Monitors and documents progress toward, and achievement of, goals.</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 and applies strategies to supports others inappropriate selection, implements, and appropriately communication of goals and plans.</p>	<p>Chooses outcomes based on recognized standards for SAY.</p> <p>Implements plans to achieve outcomes and goals.</p> <p>Monitors and documents progress toward, and achievement of, goals.</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 outcomes based on SAY development and learning.</p> <p>Identifies plans for SAY development and learning.</p> <p>Provides documentation of SAY goal attainment.</p> <p>Identifies communication processes regarding goal progression.</p>	<p>Outcomes identified lack reflection of development and/or standards.</p> <p>Plans created lack connections to development and/or standards.</p> <p>SAY goals lack clear documentation.</p> <p>Goal progression lacks clear documentation.</p>	
<p>SAYD OAG: Partners with SAY and families to conduct and present the results of participatory, empowering evaluation that identifies current areas of strength, desired goals, and areas of potential growth.</p>	<p>Partners with SAY and families to determine and present the results of appropriate self-assessment tools, processes, and/or strategies based on interests, needs, capacities, capabilities, and developmental level of individual school-age and youth.</p> <p>Co-creates goals and outcomes based on relevant self-assessment results that are accessible to school-age and youth and families.</p> <p>Supports SAY and families in developing the knowledge and skills needed for ongoing self-evaluation, goal development, and identification of areas of growth.</p>	<p>Partners with SAY and families to determine and present the results of appropriate self-assessment tools, processes, and/or strategies based on interests, needs, capacities, capabilities, and developmental level of individual school-age and youth.</p> <p>Co-creates goals and outcomes based on relevant self-assessment results that are accessible to school-age and youth and families.</p>	<p>Determines and presents the results of self-assessment tools, processes, and/or strategies based on interests, needs, capacities, capabilities, and developmental level of individual school-age and youth.</p> <p>Creates goals and outcomes based on relevant self-assessment results that are accessible to school-age and youth and families.</p>	<p>Determines or presents the results of self-assessment tools, processes, and/or strategies based on an incomplete assessment of the interests, needs, capacities, capabilities, and developmental level of individual school-age and youth.</p> <p>Creates goals and outcomes based on assessment results.</p>	

<p>SAYD OAZ: Analyzes, evaluates, shares, and adapts valid and reliable observation and assessment data to identify the learning and development SAY goals and outcome development and collaboratively support developmental progression and goal attainment.</p>	<p>Adapts and 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, and technology-based formats to share assessment information.</p> <p>Establishes protocols for privacy and confidentiality that are compatible with local, state, and federal mandated reporting laws.</p> <p>Designs individual outcomes based on evidence from quantitative/qualitative evaluation and formal/informal assessment to sustain each school-age and youth's progress toward established goals.</p> <p>Interprets data and co-develops plans with colleagues, families and young people to support school-age and youth development.</p> <p>Uses research to support data analysis, evaluation, sharing, and instrument adaptation.</p>	<p>Adapts and 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, and technology-based formats to share assessment information.</p> <p>Establishes protocols for privacy and confidentiality that are compatible with local, state, and federal mandated reporting laws.</p> <p>Designs individual outcomes based on evidence from quantitative/qualitative evaluation and formal/informal assessment to sustain each school-age and youth's progress toward established goals.</p> <p>Interprets data and co-develops plans with colleagues, families and young people to support school-age and youth development.</p>	<p>Obtains valid, reliable information about the learning and development of school-age and youth with special needs.</p> <p>Implements limited formats (written, oral, or technology-based) to share assessment information.</p> <p>Establishes protocols for privacy and confidentiality.</p> <p>Designs individual outcomes to sustain each school-age and youth's progress toward established goals.</p> <p>Interprets data and develops plans to support school-age and youth development.</p>	<p>Obtains information about the learning and development of school-age and youth with special needs.</p> <p>Shares assessment information in inaccessible formats.</p> <p>Violates protocols for privacy and confidentiality.</p> <p>Develops outcomes that do not reflect individual patterns of development and learning.</p> <p>Engagement in inaccurate data interpretation.</p>	
<p>SAYD OAS: Integrates systematic evaluation and procedural frameworks into SAY programming.</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,</p>	<p>Selects, designs or adapts frameworks and ethical instruments for ongoing, cumulative, and concluding evaluation of outcomes that meet the cultural, linguistic, ability, developmental, learning, and programmatic needs of school-age and youth.</p> <p>Integrates assessment and evaluation by defining outcomes, assessing progress, and evaluating</p>	<p>Selects, designs or adapts frameworks and ethical instruments for ongoing, cumulative, and concluding evaluation of outcomes.</p> <p>Integrates assessment and evaluation by defining outcomes, assessing progress, and evaluating attainment of those outcomes.</p> <p>Utilizes established formats for summarizing information and sets</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>	

<p>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 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>attainment of those outcomes.</p> <p>Utilizes established formats for summarizing information and sets up protocols for sharing information with stakeholders for whom assessment and evaluation information is relevant according to legal, ethical protocols, and the sensitive nature of the information.</p> <p>Composes policies and procedures to facilitate family, school-age, and youth participation in the assessment/evaluation process.</p>	<p>up protocols for sharing information with stakeholders for whom assessment and evaluation information is relevant according to legal, ethical protocols, and the sensitive nature of the information.</p> <p>Composes policies and procedures to facilitate family, school-age, and youth participation in the assessment/evaluation process.</p>			
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Level 2—Yellow

Level 3—Green

Level 4—Orange

Level 5—Blue