

OBSERVATION SHEET RUBRIC	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	3 or below	4	5
<i>Instruction 1</i> Knowing about and using observation, documentation and other appropriate assessment tools including the use of technology (3b) (SS3)	Student does not use the department tool to observe a child between the ages of(B-8) to demonstrate knowledge and use of observation, documentation and assessment, ____pts	Student's work demonstrates knowledge of observation and documentation of a child between the ages of (B-8) for a period of 10-15 minutes using the department form found on the web site and computer generated ____pts	...and documents and assess what is observed in an in-depth way ____pts
<i>Comments:</i>			
	4 or below	5	6
<i>Instruction 3</i> Knowing and understanding the multiple influences on early development and learning (1b) (SS4)	Student is unable to include or describe the multiple influences on development and learning ____pts	Student is able to describe the multiple influences on development and learning by indicating child's first name, sex, date, age, start and finish time, activity child is participating in, and types of interactions. ____ptsand documents without missing any key information ____pts
<i>Comments:</i>			
	11 or below	12-13	14
<i>Instruction 4</i> Understanding and practicing responsible assessment through objectivity (3c) (SS4)	Student is unable to describe the child's physical characteristics in a detailed or objective way ____pts	Student is able to demonstrate practicing responsible assessment through objectivity by describing physical characteristics that include: height and weight(above, average, below), eye color, hair color plus length or style and all clothing. ____pts	...and demonstrates a keen ability to be detailed and objective in assessment ____pts
<i>Comments:</i>			
	8 or below	9-14	15
<i>Instructions 5</i> Knowing and understanding children's characteristics and needs (B-8). (1a) (SS3)	Student's documentation is weak and does not assist in assessing child's characteristics and needs ---pts	Student's work includes a running record of activities demonstrated by the child as they are happening (present tense), including specific physical movements, direct quotations, and social interactions, ---pts	...and shows high level of specificity and objectivity in documentation ---pts
<i>Comments:</i>			
	8 or below	9-14	15

<i>Instruction 5</i> Knowing and understanding the multiple influences on development and <i>learning</i> . (1b) (SS4)	Student documentation does not reflect the multiple influences on development and learning ---pts	The students running record of activities reflects an understanding of the multiple influences on development and learning by focusing on only one child at a time, being factual and specific without any gaps in activity and to avoid interacting while observing ---ptsand demonstrates a high level of skill in documenting the multiple influences on development and learning ---pts
<i>Comments:</i>			
	26 or below	27-33	34-35
<i>Instruction 6</i> Understanding the goals, benefits, and uses of assessment-including its use in development of appropriate goals, curriculum, and teaching strategies for young children. (3a) (SS4)	Student is unable to make inferences about what is observed and therefore unable to develop appropriate goals, curriculum, and teaching strategies. ---pts	Student demonstrates the goals, benefits and uses of assessment by including at least 7 inferences related directly to what is observed. These inferences address specific areas of development (physical, cognitive, language, literacy, social, emotional) Inferences are an interpretation of what is observed and stated in positive terminology . ---ptsand in an in-depth way is able to link what is observed to assessment and specific goals for young children ---pts
<i>Comments:</i>			
	7 or below	8-9	10
<i>Instruction 7</i> Developmental knowledge is used to create healthy, respectful, supportive, and challenging learning environments. (1c) (SS4)	Student is unable to use developmental knowledge to support the learning environment	Student is able to use developmental knowledge observed to determine a specific accommodation or strategy to support the child's goaland demonstrates a high level of skill in using developmental knowledge to support healthy, respectful, supportive, and challenging learning environments.
<i>Comments</i>			
-5	-5	-3	0
<i>Instruction 8</i> Spelling and grammar (SS3)	More than 7	1-6 errors	No errors

91-100 Exceeds Expectations 80-90 Meets Expectations 79 or less Does Not Meet Expectations

For Institutional Research

Standard:	Instruction(s)	Total
1a.	5	
1b.	3+5	
1c.	7	
3a	6	
3b.	1	
3c.	4	