**CECS CD005 Observing, Documenting, and Assessing Children**

Assessment Rubric

|  | **0****Not Present** | **1****Needs Improvement** | **2****Meets Expectations** | **3****Exceeds Expectations** |
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| **Part 1: Case Study #1Sub-Competency 1: Analyze information from observation to assess the development of individual children and recommend developmentally appropriate practice.** |

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| **Learning Objective 1.1:**Apply knowledge of the domains of child development to the observation of children. | Response is missing. | Response includes vague or partial observational evidence related to each domain of development.  | Response includes specific observational evidence related to each domain of development. Response is supported by logical connections to the professional knowledge base. | Demonstrates the same level of achievement as “2,” plus the following:Response makes a clear connection to personal experience and/or professional practice.  |
| **Learning Objective 1.2:**Describe skills and tools of observation to assess the development of a child. | Description of specific tools is missing.  | Response includes vague or incomplete description of specific tools of observation.  | Response includes clear description of observation tools and a logical rationale for their use. Rationale is supported by logical connections to the professional knowledge base. | Demonstrates the same level of achievement as “2,” plus the following:Response includes a specific example of how the observation tool can be used in an authentic early childhood setting. |
| **Part 2: Case Study #2****Sub-Competency 2: Analyze information gathered from children to support development and learning.** |
| **Learning Objective 2.1:**Apply knowledge of the domains of child development to assess a child’s development. | Elements of the cognitive, physical, and socio-emotional development are missing.  | Response vaguely or incompletely describes elements of the cognitive, physical, and socio-emotional development of the child portrayed in the scenario.  | Response clearly describes the elements of the cognitive, physical, and socio-emotional development of the child portrayed in the scenario.Response includes a logical rationale. | Demonstrates the same level of achievement as “2,” plus the following:Response explains why work samples from children are a valuable source of information about a child’s development in specific domains. |
| **Learning Objective 2.2:**Analyze information gathered from a child’s work sample to assess development in one or more domains. | Analysis is missing. | Response vaguely or incompletely describes elements of the child’s development.Description is vaguely or partially relevant to the work sample.  | Response clearly describes elements of the child’s development relevant to the work sample. Response connects the elements of development to one aspect of the work sample in the scenario. Response is supported by logical connections to the professional knowledge base. | Demonstrates the same level of achievement as “2,” plus the following:Response connects the elements of development to more than one aspect of the work sample in the scenario. Response makes a clear connection to professional practice. |
| **Part III: Analysis and Recommendations****Sub-Competency 3: Synthesize information from multiple sources to assess child development.**  |
| **Learning Objective 3.1:**Analyze children’s development based on multiple sources of information and knowledge of early childhood frameworks. | Description is missing. | Response reflects a vague or incomplete analysis of each child’s physical, cognitive, and socio-emotional development.  | Response reflects a logical analysis of each child’s physical, cognitive, and socio-emotional development, using specific examples from the case studies. | Demonstrates the same level of achievement as “2,” plus the following:Response is supported by references to the professional knowledge base. |
| **Sub-Competency 4: Recommend strategies for obtaining information from families about children’s development and needs.** |
| **Learning Objective 4.1:**Describe strategies for obtaining information from families to support the assessment of a child’s development. | Description of strategies is missing. | Response includes vague or incomplete strategies for obtaining information from families to support the assessment of a child’s development. | Response includes two specific strategies for obtaining information from families to support the assessment of a child’s development.Response is supported by logical connections to the professional knowledge base. | Demonstrates the same level of achievement as “2,” plus the following:Response includes more than two specific strategies for obtaining information from families to support the assessment of a child’s development. |
| **Learning Objective 4.2:** Describe the importance of families in assessing children's development and learning. | Description is missing. | Response vaguely or incompletely describes how information from families supports assessment of children’s development and learning.  | Response clearly describes how information from families supports assessment of children’s development and learning. Response is supported by logical connections to the professional knowledge base. | Demonstrates the same level of achievement as “2,” plus the following:Response makes a clear connection to personal experience and/or professional practice. |
| **Sub-Competency 5:** Recommend developmentally appropriate practices. |
| **Learning Objective 5.1:** Apply principles of developmentally appropriate practice to recommend learning experiences for young children. | Description is missing.  | Response includes vague or incomplete descriptions of specific learning experiences that are partially relevant to the scenarios and vaguely aligned with the principles of developmentally appropriate practice.  | Response includes clear descriptions of specific learning experiences that are relevant to the scenarios and logically aligned with the principles of developmentally appropriate practice.Response is supported by logical connections to the professional knowledge base. | Demonstrates the same level of achievement as “2,” plus the following:Response makes a clear connection to personal experience and/or professional practice. |
| **Professional Skill 001: Written Communication: Demonstrates graduate level writing skills.** |
| **Learning Objective** **PS 1.1:**Use proper grammar, spelling, and mechanics. | Multiple major and minor errors in grammar, spelling, and/or mechanics are highly distracting and seriously impact readability. | Multiple minor errors in grammar, spelling, and/or mechanics are distracting and negatively impact readability. | Writing reflects competent use of standard edited American English.Errors in grammar, spelling, and/or mechanics do not negatively impact readability. | Grammar, spelling, and mechanics reflect a high level of accuracy in standard American English and enhance readability. |
| **Learning Objective** **PS 1.2:**Organize writing to enhance clarity. | Writing is poorly organized and incoherent. Introductions, transitions, and conclusions are missing or inappropriate. | Writing is loosely organized. Limited use of introductions, transitions, and conclusions provides partial continuity. | Writing is generally well-organized. Introductions, transitions, and conclusions provide continuity and a logical progression of ideas. | Writing is consistently well-organized. Introductions, transitions, and conclusions are used effectively to enhance clarity, cohesion, and flow. |
| **Learning Objective** **PS 1.4:**Apply APA style to written work. | APA conventions are not applied. | APA conventions for attribution of sources, structure, formatting, etc., are applied inconsistently. | APA conventions for attribution of sources, structure, formatting, etc., are generally applied correctly in most instances. Sources are generally cited appropriately and accurately.  | APA conventions for attribution of sources, structure, formatting, etc., are applied correctly and consistently throughout the paper. Sources are consistently cited appropriately and accurately.  |