

SPED 125 Classroom Management Plan Rubric

Area to be Evaluated	Evaluation Criteria	Grading Criteria*	Your Score
Step 1: Statement of Purpose	The statement of purpose is focused, direct, clearly understood, and free of teacher jargon; it is not more than three to five sentences. What the teacher wants to accomplish is evident.	2 = Achieved 1 = Developing 0 = Limited/Not Met	
Step 2: Classroom Rules	There are not more than 5 rules. The rules are observable, measurable, positively stated, with no question about meaning. An example for teaching the rules is clearly described and appropriate for the setting.	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	
Step 3: Procedures and Acquisition Lesson Plan	Steps have been written for each of the listed procedures. The steps are clearly described and easy to follow. One lesson plan is attached for teaching any 1 procedure (your choice).	9-10 = Achieved 7-8 = Developing 4-6 = Beginning 1-3 = Limited 0 = Not Met	
Step 4: Rule Reminders	Identify 3 visual and 3 auditory reminders. Reminders are clearly stated.	3 = Achieved 2 = Developing 1 = Limited 0 = Not Met	
Step 5: Active Student Engagement	Three evidence-based practices are identified to increase student engagement in the classroom. References for each strategy are listed in APA format.	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	
Step 6: Continuum of Strategies to Acknowledge Appropriate Behavior	Strategies should be positive, inexpensive, appropriate to the classroom environment, and easily and quickly administered.	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	
Step 7: Continuum of Strategies to Respond to Inappropriate Behavior	Consequences range from least intrusive to most intrusive; are educative and not vindictive.	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	
Step 8: Establish Positive Relationships With Students, Colleagues, And Families	Strategies for building relationships with 1) students, 2) colleagues, and 3) families promote a productive learning environment and have the potential to reduce inappropriate behavior.	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	
Step 9: Crisis Plans to Respond to Behavioral and Medical Crises	The plan to respond to a behavioral AND a medical crisis or emergency includes a step-by-step response. Who will seek assistance, who will be notified, what will the non participating students do, and what will be done after the crisis is over?	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	
Step 10: Action Plan	The action plan includes at least 3 objectives, how these will be accomplished, and by when for each of the following four areas: Develop a toolkit, teach the plan, share the plan, review the plan	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	
Structure (Deductions only) -2 = Rubric is not attached Spelling & grammatical errors -3 = Few (3-4) errors, none interfering with comprehensibility -4 = Some (5-6) errors, none interfering with comprehensibility	<u>*Grading Criteria</u> Achieved = Grade A= Excellent response, exceeding criteria. Much detail/explanation provided. Developing = Grade B= Expectation met. Some details/explanation needed. Beginning = Grade C= Partially met. Basic details/explanation provided but more needed. Limited = Grade D = Minimal Response. Few details/explanations provided; much more needed		

-5 = Abundant (7 or more) errors, or any errors that interfere with comprehensibility	Not Met = Grade F or Zero= Very minimal or no response/understanding demonstrated. Significant detail/explanation needed.		
		Total Possible = 50 If late, maximum possible = 40	

Figure 6, SPED 125 Classroom Management Plan, Example Completed Rubric

Fall 2020 Classroom Management Plan Rubric CD	
Criteria	Ratings
Statement of Purpose view longer description	Comments Statement of purpose is direct and free of jargon. Great use of visuals. 2 pts
Classroom Rules view longer description	Comments Great start to your rules. How could you restate Rule # 1, 2, and 5 to make it observable and measurable? What examples would you give students to know what that looks like and sounds like? Great ideas incorporating visuals with your rules. 4 pts
Procedures and Acquisition Lesson Plan view longer description	Comments Procedures and transitions are described in depth. They are sequenced and stated positively. Lesson plan is very detailed. 10 pts
Rule Reminders view longer description	Comments Both visual and auditory reminders are explicit and clear. 3 pts
Active Student Engagement view longer description	Comments Each evidence-based practice is appropriate for the grade level of your students. They are described and cited properly. 5 pts
Continuum of Strategies to Acknowledge Appropriate Behavior view longer description	Comments Class Dojo is a great program to utilize with the age group of students you are working with. Reinforcer plan is easy to understand and follow. 5 pts
Continuum of Strategies to Respond to Inappropriate Behavior view longer description	Comments Students have multiple opportunities to correct their behavior. Great idea incorporating modifications. It's another additional reminder for students to make a change to their behavior.
Establish Positive Relationships With Students, Colleagues, And Families view longer description	Comments All strategies build towards building relationships with all stakeholders. Getting to know your families and students

	through surveys will also help you be aware of triggers too. 5 pts
Crisis Plans to Respond to Behavioral and Medical Crises view longer description	Comments Crisis plan is complete and well thought out. 5 pts
Action Plan view longer description	Comments Action plan is completed and addresses all areas. 5 pts
Structure (Deductions Only) view longer description	