

CLASSROOM MANAGEMENT KIT RUBRIC

Category	Excellent 4 pts.	Adequate (Average) 3 pts.	Poor (Below Average) 2 pt.
Strategies	25 or more Win-Win strategies are included; these are creative and original.	20 to 24 Win-Win strategies are included; 25 strategies may be included but not all are Win-Win.	19 or fewer Win-Win strategies were included; 20 - 24 strategies may be included but not all are Win-Win.
	<i>EVALUATED THROUGH REFERENCES PROVIDED</i> All or most of the strategies were researched from educational journals or learned from the directing teacher during field experience.	<i>EVALUATED THROUGH REFERENCES PROVIDED</i> A few of the strategies (2 or 3) were selected from the textbook or discussed in class, while others were researched or found independently.	<i>EVALUATED THROUGH REFERENCES PROVIDED</i> The majority of strategies were selected from the textbook or discussed in class.
Glossary	Each entry includes the title of the strategy that is descriptive of the strategy or its use.	Most (all but 1 or 2) entries includes the title of the strategy that is descriptive of the strategy or its use.	An unacceptable number (3 or more) entries did not include the title of the strategy; the strategy titles were not descriptive of the strategy or its use.
	All strategies are arranged alphabetically according to the strategy's title.	Most (all but 1 or 2) strategies are arranged alphabetically according to the strategy's title.	3 or more strategies are arranged in non-alphabetical sequence according to the strategy's title.
	Every strategy description includes all of the following components: - A general description - An explanation of its purpose and how to use it - The sequential steps to implement the strategy - Evaluation criteria to examine the effectiveness of its use - An example of how to use the strategy Each component was thoroughly and accurately presented.	Most (all but 1 or 2) strategy descriptions includes all or most of the following components: - A general description - An explanation of its purpose and how to use it - The sequential steps to implement the strategy - Evaluation criteria to examine the effectiveness of its use - An example of how to use the strategy Most, but not all, components were provided; all components were not provided in sufficient depth/thoroughness.	Many (3 or more) required components were missing; a number of required components were inaccurate or lacked substance. - A general description - An explanation of its purpose and how to use it - The sequential steps to implement the strategy - Evaluation criteria to examine the effectiveness of its use - An example of how to use the strategy.
Index	The index provides a comprehensive listing of all strategies appearing in the Glossary with correct page numbers.	The index provides an adequate listing of all strategies appearing in the Glossary with correct page numbers; 1 or 2 strategies may not be included.	The index does not provide an all-inclusive listing of strategies appearing in the Glossary; correct page numbers for all entries are not present
	The strategies are cross-referenced according to strategy type and use.	All strategies with 1 or 2 exceptions are cross-referenced according to strategy type and use.	The cross-reference of strategies according to strategy type and use is very incomplete and/or incorrect.

Case Study Report	Report includes all required components and discusses each in a thorough and knowledgeable manner. Student's targeted behaviors Type of reinforcement program in place Use of group and/or social activities Behavior and classroom management techniques Layout of areas or stations Any other unique aspect noted during observation.	Report includes all required components and discusses each in an acceptable manner (descriptions may be a little superficial). Student's targeted behaviors Type of reinforcement program in place Use of group and/or social activities Behavior and classroom management techniques Layout of areas or stations Any other unique aspect noted during observation.	Report fails to include all required components; each component is discussed inadequately or in a non-understandable manner: Student's targeted behaviors Type of reinforcement program in place Use of group and/or social activities Behavior and classroom management techniques Layout of areas or stations Any other unique aspect noted during observation.
	Report is 3 or more pages, double spaced, not counting the cover and References pages.	Report is 2 pages, double spaced, not counting the cover and References pages.	Report is less than 2 pages, double spaced, not counting the cover and References pages.
Sample materials	Includes 10 or more samples of computer-generated and duplicated materials related to classroom management.	Includes a 8 or 9 samples of computer-generated and duplicated materials related to classroom management.	Includes a 7 or fewer samples of computer-generated and duplicated materials related to classroom management.
Writing competency	Submission exemplifies high-quality, professional writing; no more than 1 error is present in spelling, grammar, and/or APA 7 th edition formatting.	Submission exemplifies good quality writing; very few (2 – 3) error are present in spelling, grammar, and/or APA 7 th edition formatting.	Submission does not exemplify professional writing; many (4 or more) grammatical, spelling, and/or APA 7 th edition formatting errors were noted.
Appearance	Final appearance of the Kit is professional.	Final appearance of the Kit is satisfactory.	Final appearance of the Kit is not professional.

Total Points Earned _____

A = 45- 48
 B = 41 - 44
 C = 36 - 40
 F = 35 and below