

EDUC 353 Scoring Rubric
Classroom Management Plan

Name Stephanie Hofer

Assessment Criteria	Unsatisfactory	Basic	Good	Distinguished	
Classroom Management Philosophy 70 Points	Little or nothing stated about a specific management philosophy; theorists not referenced; grammatical, mechanical errors interfere with intended message. (0-35)	Written with some references to 1 or 2 theorists; uneven organization; few supportive reasons, explanations; grammatical, mechanical errors may interfere with intended message. (36-48)	Generally well written with specific references to at least 3 theorists; organized and somewhat interesting with pertinent, supportive reasons; minimal grammatical, mechanical errors that do not interfere with meaning. (49-60)	Skillfully articulated with specific references to <u>more than 3</u> ⁷ theorists; well organized and interesting with <u>pertinent, supportive reasons</u> ; free of <u>grammar, mechanical errors</u> . (61-70) <i>Flawless</i>	<u>70</u> <i>Excellent</i>
Classroom Rules/Procedures/Routines 20 Points	Classroom rules, routines and procedures are missing or not explained; tone may be uneven; expectations are not realistic or enforceable. (0-10)	Classroom rules, routines, and 2 procedures are identified and explained with a generally positive tone and point of view. Some expectations may not be realistic or enforceable. (11-14)	Classroom rules, routines, and 3 procedures are identified and explained with positive tone and point of view. Expectations are generally realistic and enforceable. (15-17)	Classroom rules, routines, and at least 4 procedures are clearly identified and skillfully explained with <u>consistent positive tone and point of view</u> . Expectations realistic and <u>clearly enforceable</u> . (18-20)	<u>20</u>
Parent letter/Involvement 20 Points	Parts of letter are missing or unclear, not in business letter format; noticeable grammatical/mechanical errors. (0-10)	Letter just outlines main points with lapses in business letter format; somewhat encourages teacher contact and parent involvement; may be lacking some contact information and/or receipt section; contains some grammatical/mechanical errors. (11-14)	Explains main points of management plan in business letter format, encourages teacher contact and parent involvement; contact information somewhat clear and complete; section of letter included for parents to acknowledge receipt of class rules. Almost flawless grammatically, mechanically. (15-17)	Skillfully explains the <u>main points of the management plan</u> in <u>business letter format</u> , encourages teacher <u>contact</u> and parent involvement; contact information clear and complete; section of <u>letter included for parents to acknowledge receipt of class rules</u> . Flawless grammatically, mechanically. (18-20)	<u>20</u>
Classroom Arrangement 10 Points	Confusing and/or components missing. (0-4)	Components may be missing and/or arrangement may not match philosophy. (5-6)	Somewhat supports philosophy; components generalized or lacking labels; attentive to most components. (7-8)	Visually supports the <u>philosophy of management plan</u> ; <u>displays classroom components arranged to prevent opportunities for misbehavior</u> ; <u>incorporates elements of routines and procedures</u> . (9-10)	<u>10</u>

Teacher comments:

Total 120 /120

*Absolutely awesome. Integrated theory across documentation.
Sophisticated and well-organized.*