

Rubric for Classroom Management Assignment: Total 100 pts. You will be awarded 70 points for turning in the completed assignment on time. Papers turned in up to one week late will be awarded 60 points. Papers submitted more than a week late will not be accepted. Additional points will then be awarded according to the rubric below.

	Excellent = 5 pts. each	Pass = 3 pts. each	Fail = 1 pt. each
Personal theory	This section is stated with clear, concise personal beliefs and theories about classroom management	Personal theory of Classroom Management is somewhat evident by brief descriptions included in this assignment	Is clear that the teacher does not have a Personal Theory of Classroom Management
Classroom Environment	This section includes two to three examples of evidence that the teacher understands importance of providing a safe environment for learning	Teacher includes one example of evidence that there is understanding of the importance of providing a safe learning environment	It is evident that the teacher does not understand the importance of a safe environment for learning.
Behavior Management	This section includes ample evidence of incentives, consequences, and documentation for both students and parents	Teacher has provided limited samples of evidence that she/he understands behavior management styles/disciplines.	There is no evidence of behavior management styles/strategies.
Rules, Routines, Procedures	Teacher provides effective evidence that is well planned and consistence with the instructional day.	Managing time during the instructional duty day is somewhat well-planned and consistent.	Planning or consistent rules and routines as well as time management is not evident
Instructional Strategies	There is evidence of clear understanding of instructional strategies that contribute to classroom management.	Understanding of instructional strategies is somewhat disconnected and unclear.	Understanding of instructional strategies that contribute to classroom management are unclear and non-existent.
Evaluation and Reflection	It is clear that the teacher is capable of reflective thinking to evaluate classroom management.	Teacher reflection is not complete enough to evaluate classroom management.	Reflective thinking is not effective for evaluation of classroom management.
Spelling / Punctuation	One point will be deducted for each spelling or punctuation error up to a maximum of 5 points.		