

## Harry Wong's Classroom Management On-Line Course Scoring Rubric

Item	Course Requirement	Value	Earned
1	Cover Sheet (Include Full Name, Approved Certification Area, Cycle #, Course Beginning and Ending Date, Contact Phone, and Contact E-Mail)	Required	
2	Final Progress Report (Print Course Progress Report indicating 100% completion)	Required	
3	Assessment Rubric (Include a copy of this "Scoring Rubric" page)	Required	
4	Getting Ready Binder Pages	5	
5	Classroom Management Plan Binder Pages	5	
6	Teacher Materials Binder Pages	5	
7	Student Materials Binder Pages	5	
8	Seating Binder Pages	5	
9	Student Movement Binder Pages	5	
10	Chapter 1 Reflections	5	
11	Chapter 1 Reading Summaries	5	
12	Chapter 2 Reflections	5	
13	Chapter 2 Reading Summaries	5	
14	Chapter 3 Reflections	5	
15	Chapter 3 Reading Summaries	5	
16	Chapter 4 Reflections	5	
17	Chapter 4 Reading Summaries	5	
18	Chapter 5 Reflections	5	
19	Chapter 5 Reading Summaries	5	
20	Chapter 6 Reflections	5	
21	Chapter 6 Reading Summaries	5	
	Portfolio Organization (Order: Items 1-3; 6 Classroom Management Plan dividers, each followed by completed corresponding binder pages; 6 Chapter # dividers, each followed by completed Reflections and a summary of required readings)	10	
	Final Grade (A final grade of 85% is required for satisfactory completion of this course.)	100%	

### Notes:

- Completed Binder should be submitted to Carla Boone within one week of course completion date.
- Reading Summaries shall be at least a 500 word summation of the concepts within the assigned readings that are most applicable/meaningful to you. Summary should demonstrate understanding of the concepts and your plan for implementing these concepts.
- See next page for "Value" definitions.
- If you chose to print out the resource articles feel free to put them in the Chapter # divider section as well as any other materials you printed relating to that chapter.

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### Scoring Rubric “Value” Definitions

Excellent	5	<ul style="list-style-type: none"><li>• Shows a thorough understanding of the lesson objectives/concepts</li><li>• Addresses all aspects of the task</li><li>• Provides a well-developed response to the activity</li><li>• Consistently demonstrates a logical and clearly organized response to the activity</li></ul>
Proficient	4	<ul style="list-style-type: none"><li>• Shows a good understanding of the lesson objectives/concepts</li><li>• Addresses all aspects of the task</li><li>• Provides a well-developed response to the activity, but may not support all aspects of the task evenly</li><li>• Demonstrates a logical and clearly organized response to the activity</li></ul>
Acceptable	3	<ul style="list-style-type: none"><li>• Presents a satisfactory understanding of the lesson objectives/concepts</li><li>• Addresses most aspects of the task or addresses all aspects in a limited way</li><li>• Provides a satisfactory response to the activity</li><li>• Demonstrates a generally organized response to the activity</li></ul>
Needs Improvement	2	<ul style="list-style-type: none"><li>• Shows a limited understanding of the lesson objectives/concepts</li><li>• Attempts to address the task</li><li>• Provides a poorly organized response to the activity</li><li>• Lacking focus</li></ul>
Unacceptable	1	<ul style="list-style-type: none"><li>• Shows a very limited understanding of the lesson objectives/concepts</li><li>• Attempts to complete the task, but demonstrates a major weakness in organization</li><li>• Provides little or no accurate response to the activity</li></ul>
	0	<ul style="list-style-type: none"><li>• Fails to address the lesson objectives/concepts</li><li>• Response is illegible or is a blank paper</li></ul>