CLASSROOM MANAGEMENT   (RUBRIC – TASK 2)

Description of Context	**6 marks** Description provides depth and clarity in relation to 3 aspects of the school environment.	**4 – 5 marks** Description provides depth and clarity regarding two (2) aspects of the school environment. **OR** Three (3) aspects are described but either more depth or clarity is needed.	**2 – 3 marks** Description has limited depth and clarity in relation to aspects of the school environment. **OR** Depth and clarity are provided regarding one (1) aspect of the school environment.	**0 – 1 mark** Description is general and lacks depth and clarity. **OR** The description lacks focus and relevance.
Description of Behaviours	**7 – 8 marks** Four behaviours are fully described. Clarity and depth are provided regarding how each behaviour is displayed, who displays the behaviour and when the behavior is displayed.	**5 – 6 marks** Four behaviours are described. Clarity and depth are satisfactorily in relation to how each behavior is displayed.	**3 – 4 marks** 2 – 3 behaviours are described fully. **OR** 4 behaviours are described with elements of depth and clarity in relation to how each behaviour is displayed.	**1 – 2 marks** Description of the behaviours lack depth and clarity. **OR** One behaviour is described fully.
Impact on Classroom Management	**7 – 8 marks** Explanation of how each behavior impacts at least one element of classroom management. Explanation has depth and clarity.	**5 – 6 marks** Explanation how each behavior impacts at least one element of classroom management. Explanation has satisfactory depth and clarity.	**3 – 4 marks** Explanation of how each behavior impacts classroom management generally has depth and clarity.	**1 – 2 marks** Explanation of how each behavior impacts elements of classroom management has elements of depth and clarity OR Explanation lacks depth and clarity.
Relationships to Context	**7 – 8 marks** Explanation captures how each behavior relates to the context described and at least 4 relevant examples are used to provide depth and clarity.	**5 – 6 marks** Explanation relates to the context described and at least 3 relevant examples are used.	**3 – 4 marks** Explanation relates to the context described but only 2 – 3 behaviours are addressed using 2 to 3 relevant examples.	**1 – 2 marks** Explanation has limited relation to the context described. **OR** Explanation relates to the context described but only 1 behaviour is addressed.

Effectiveness of Strategy 1	**4 marks** Evaluation examines 2 strengths **and** 2 weaknesses of the strategy in light of the behavior and the school context.	**3 marks** Evaluation examines 3 strengths **or** weaknesses of the strategy in light of the behavior and the school context.	**2 marks** Evaluation examines 2 strengths or weaknesses but no reference is made to the behavior and the school context.	**1 mark** The strategy is described but no strengths or weaknesses are examined. **OR** The strategy is evaluated but the evaluation does not refer to the behavior or school context.
Effectiveness of Strategy 2	**4 marks** Evaluation examines 2 strengths **and** 2 weaknesses of the strategy in light of the behavior and the school context.	**3 marks** Evaluation examines 3 strengths **or** weaknesses of the strategy in light of the behavior and the school context.	**2 marks** Evaluation examines 2 strengths or weaknesses but no reference is made to the behavior and the school context.	**1 mark** The strategy is described but no strengths or weaknesses are examined. **OR** The strategy is evaluated but the evaluation does not refer to the behavior or school context.
Effectiveness of Strategy 3	**4 marks** Evaluation examines 2 strengths **and** 2 weaknesses of the strategy in light of the behavior and school context.	**3 marks** Evaluation examines 3 strengths **or** weaknesses of the strategy in light of the behavior and school context.	**2 marks** Evaluation examines 2 strengths or weaknesses but no reference is made to the behavior and school context.	**1 mark** The strategy is described but no strengths or weaknesses are examined. **OR** The strategy is evaluated but the evaluation does not refer to the behavior or school context.
Effectiveness of Strategy 4	**4 marks** Evaluation examines 2 strengths **and** 2 weaknesses of the strategy in light of the behavior and school context.	**3 marks** Evaluation examines 3 strengths or weaknesses of the strategy in light of the behavior and school context.	**2 marks** Evaluation examines 2 strengths or weaknesses but no reference is made to the behavior and school context.	**1 mark** The strategy is described but no strengths or weaknesses are examined. **OR** The strategy is evaluated but the evaluation does not refer to the behavior or school context.

Application of Theory 1	**6 marks** Explanation of how the theory could be used to improve the effectiveness of the strategy reflects 3 criteria: a) contextual relevance b) feasibility c) understanding of the theory	**4 – 5 marks** Explanation of how the theory could be used to improve the effectiveness of the strategy reflects two of three criteria.	**2 – 3 marks** Explanation of how the theory could be used to improve the effectiveness of the strategy reflects one criterion.	**0 – 1 mark** Explanation of how the theory could be used to improve the effectiveness of the strategy does not reflect any criterion.
Application of Theory 2	**6 marks** Explanation of how the theory could be used to improve the effectiveness of the strategy reflects 3 criteria: a) contextual relevance b) feasibility c) understanding of the theory	**4 – 5 marks** Explanation of how the theory could be used to improve the effectiveness of the strategy reflects two of three criteria.	**2 – 3 marks** Explanation of how the theory could be used to improve the effectiveness of the strategy reflects one criterion.	**0 – 1 mark** Explanation of how the theory could be used to improve the effectiveness of the strategy does not reflect any criterion.
Application of Theory 3	**6 marks** Explanation of how the theory could be used to improve the effectiveness of the strategy reflects 3 criteria: a) contextual relevance b) feasibility c) understanding of the theory	**4 – 5 marks** Explanation of how the theory could be used to improve the effectiveness of the strategy reflects two of three criteria.	**2 – 3 marks** Explanation of how the theory could be used to improve the effectiveness of the strategy reflects one criterion.	**0 – 1 mark** Explanation of how the theory could be used to improve the effectiveness of the strategy does not reflect any criterion.
Application of theory 4	**6 marks** Explanation of how the theory could be used to improve the effectiveness of the strategy reflects 3 criteria: a) contextual relevance	**4 – 5 marks** Explanation of how the theory could be used to improve the effectiveness of the strategy reflects two of three criteria.	**2 – 3 marks** Explanation of how the theory could be used to improve the effectiveness of the strategy reflects one criterion.	**0 – 1 mark** Explanation of how the theory could be used to improve the effectiveness of the strategy does not reflect any criterion.

	b) feasibility c) understanding of the theory		
Language & Organization	**8 marks** Essay has no language errors. Language errors are negligible and do not detract from the overall quality of the work. Work is well organized.	**7-5 marks** Essay has no more than 5 language errors. There is evidence of proper organization.	**4-2 marks** Essay has 6 – 9 language errors. Work is satisfactorily organized.	**1 mark** Essay has at least 10 language errors. Work needs better organization of ideas.
Evidence of Research and References	**2 marks** Extensive evidence of research with accurate in-text citations and reference page(s) adhering to the APA 6th edition.	**2 marks** Satisfactory evidence of research with accurate in-text citations and reference page(s) adhering to the APA 6th edition.	**1 mark** Limited evidence of research. In-text citations and reference page(s) are provided but do not fully conform to the APA 6th edition.	**0 mark** No evidence of research **OR** There is evidence of research but sources are not credited.