



<b>Classroom</b>	
<b>Date</b>	
<b>Lesson Topic</b>	
<b>Start Time</b>	
<b>Stop Time</b>	

Observe the classroom for 20 minutes, tallying the number of times you hear teacher praise, teacher use of reprimands, teacher providing an OTR (i.e., academic question), and number of disruptive student behaviors. Take notes as you observe.

	<b>Interval 1 (1-10 minutes)</b>	<b>Interval 2 (11-20 minutes)</b>
SPECIFIC Praise		
GENERAL Praise		
Reprimand/ Correction		
Opportunity to Respond (OTR)		
Disruptive Behavior		
Notes:		
<b>Assessing Student Engagement</b> Give attention to how engaged the students are during the observation. Make a ballpark estimate by looking up and determining approximately what percentage of students were engaged on average during the first 10 minutes of the observation. Provide the same estimate for the next 10 minutes. Average the two estimates for your estimate of student engagement.		
In general, what percentage of students were engaged during instruction?		

## Check-Up Rubric: Physical Layout

0	1	2	3	4	5
No clear traffic patterns and excessive clutter and crowding.	Traffic patterns do not provide best route to needed materials or equipment. Room is cluttered and crowded.	Traffic patterns do not provide best route to needed materials or equipment. Some clutter but the room is not crowded.	Traffic patterns are defined, but some obstacles are present that prevent access to certain materials or areas of room. Minimal clutter present and no crowding.	Traffic patterns are defined, but some obstacles are present that prevent access to certain materials or areas of room. No clutter or crowding.	Traffic patterns are clearly defined, allowing movement without disrupting others. No clutter or crowding.
Teacher is unable to access all areas of the room.	Teacher cannot actively supervise students due to difficulties with accessing several areas as needed.	Teacher can get to students by navigating the room with some difficulty due to obstacles that prevent smooth movement.	Teacher is able to access most areas of the room but a few obstacles could be removed.		The teacher has access to all areas of room.
The room is set up so that several students are always hidden and cannot be seen in some areas.	The room is set up so that students can place themselves in several areas of the room that cannot be seen by the teacher.	The room is set up so that in one area of the room students can place themselves in a way (e.g., sit behind bookstand) that cannot be seen by the teacher.	From certain angles some students are always hard to view.		Students can be seen at all times from all angles.
No clear organization to materials.	Labeling of materials is utilized, but only minimally.	Some materials are organized with some labeling, but not readily accessible to students.	Some materials are organized and labeled and readily accessible to students.	Most classroom materials are labeled, organized, and easily accessible.	Classroom materials are labeled, organized, and easily accessible to all students.

**Notes:**

## Check-Up Rubric: Classroom Rules

0	1	2	3	4	5
No classroom rules exist.	The classroom has more than five rules.		The classroom has five or fewer rules.		
No classroom rules exist.	Rules only provide expectations of what not to do.	Some rules are not stated positively (i.e., telling students what to do) and are not specific or observable.	Some rules are not stated positively but are specific and observable.	Most of the rules are specific, observable, and positively stated.	All rules are specific, observable, and positively stated.
No rules are posted.	Rules are posted, but not easily noticed by students or visitors to the classroom.			Rules are prominently posted in an area of the classroom for all to see. However, this is a K-2 classroom and visual display (pictures) of what each rule implies is missing.	Rules are prominently posted in an area of the classroom for all to see. Also, if this is a K-2 classroom, visuals are used alongside written rules to support comprehension of younger students.
Students do not appear to be aware of rules or behavioral expectations.	Only some behavioral expectations exist and are unpredictably applied.	Behavioral expectations corresponding to rules exist but are applied inconsistently.		Behavioral expectations corresponding to rules exist, but some are applied inconsistently.	Behavioral expectations corresponding to rules exist and are consistently applied.

### Notes:

## Check-Up Rubric: Classroom Routines

0	1	2	3	4	5
No behavioral expectations exist for classroom routines (i.e., how and when to sharpen pencil).	Behavior expectations for routines are not posted.	Behavior expectations for routines are posted, but in a place where students can't see them.	Behavior expectations for routines are clearly posted but are not developmentally appropriate (e.g., may need to use visuals alongside words).	Behavior expectations for routines are clearly posted, but some are not developmentally appropriate.	Behavior expectations for routines are clearly posted and developmentally appropriate.
No behavioral expectations exist for classroom routines.	All of the behavioral expectations for routines are vague or not positively stated (i.e., telling students what to do rather than what not to do).	Most of the behavioral expectations for routines are vague or not positively stated.	Some of the behavioral expectations for routines lack clarity or are not positively stated.	Most of the expectations for routines are specific, positively stated, and observable.	All expectations for routines are specific, positively stated, and observable.
No behavioral expectations exist for classroom routines.	Only a few students demonstrate or are clearly aware of routines throughout the day (e.g., morning routine, end of the day, returning from lunch).		Some students demonstrate and are clearly aware of routines throughout the day.	Most students demonstrate and are clearly aware of routines throughout the day.	All students demonstrate and are clearly aware of routines throughout the day.

**Notes:**

## Check-Up Rubric: Smooth Transitions

0	1	2	3	4	5
Transitions consistently occur without a clear prompt.	Some, but not all transitions are prompted by the teacher.		Most transitions are prompted by the teacher.		All transitions are prompted by the teacher.
No precorrective statement provided prior to the start of transition, and students often appear confused.	No precorrective statement provided prior to the start of transition, but due to confusion teacher explains what to do during transition.	For some transitions, a precorrective statement specifying the behavioral expectations prior to the start of the transition is provided.		For most transitions, a precorrective statement specifying the behavioral expectations prior to the start of the transition is provided.	A precorrective statement specifying the behavioral expectations prior to the start of the transition is always provided.
No attention signal is provided. Instead, the teacher may talk loudly or yell over students when redirecting or trying to tell students what they need to do.	An attention signal is used, but less than 50% of students respond.	An attention signal is used, and about 75% of students respond.		An attention signal is used, and more than 85% of students respond.	
During transitions, extensive amounts of time are spent redirecting disruptive behavior.	During transitions, some time is spent redirecting disruptive behavior.			Few to no disruptive behaviors occur, and students clearly understand the behavioral expectations for the transition.	
No clear routine for the observed transition. Very inefficient.	The routines used during the transitions are not time efficient.			Routines take a bit longer than optimal.	The routines used during the transitions are time efficient.
Students are unclear about expectations for transitioning.	The majority of students are unclear about expectations for transitioning.	About half of the students are unclear about expectations for transitioning.		Most students are clear about expectations for transitioning.	All students are clear about expectations for transitioning.
No praise or positive attention is provided to students when transitioning.	Little praise or positive attention is provided to students when transitioning in a timely manner (i.e., when behavior is occurring).		Praise or positive attention are provided to some students for transitioning in a timely fashion, but some opportunities are missed.		Praise and positive attention are consistently provided to students for transitioning smoothly.
Transitions interfere with instruction with no students getting to work.	Transitions take much longer than necessary with few students getting to work.	Transitions are not smooth, but eventually, most students get to work.		Overall, transitions could be slightly smoother and more efficient.	Overall, transitions are smooth and efficient.

### Notes:

## Check-Up Rubric: Schedule Posted and Followed

0	1	2	3	4	5
Daily schedule is not posted.	Daily schedule is posted, but difficult to find.	Daily schedule is posted in an area of the classroom not readily viewed.		Daily schedule is posted in an area where students and visitors can easily view.	
Students do not appear to be aware of the schedule.	<u>Most</u> sections of the posted schedule are not clear or developmentally appropriate.	<u>Some</u> sections of the posted schedule are not clear or developmentally appropriate.	<u>One or two</u> sections of the posted schedule are not clear or developmentally appropriate.		The posted schedule is clear and developmentally appropriate (e.g., visual images as well as words for younger children).
Students may often ask the teacher what will happen next.	The schedule is inconsistently followed.		The teacher mostly follows the daily schedule with some variation.	The teacher follows the daily schedule.	
Students are not informed of changes to schedule.	When changes to schedule occur, teacher informs the students right before it is about to happen.			When changes to schedule occur, the teacher informs the students somewhat in advance of the change (e.g., the period before).	When changes to schedule occur, the teacher informs the students at the start of the day or well in advance.
Unclear how much of the day is scheduled for instructional activities.	The schedule allots less than 50% of the day to instructional activities.	Schedule allots about 50% of the day to instructional activities.	Schedule allots between 50-69% of the day to instructional activities.	The schedule allots about 70% of the day to instructional activities.	The schedule allots about 80% of the day to instructional activities.

### Notes:

## Check-Up Rubric: Academic Objectives

0	1	2	3	4	5
The attention of less than 50% of students is gained at the beginning of a lesson.	The attention of 50% of students is gained at the beginning of a lesson.	The attention of 65% of students is gained at the beginning of a lesson.	The attention of 75% of students is gained at the beginning of a lesson.	The attention of 85% of students is gained at the beginning of a lesson.	The attention of 100% of students is gained at the beginning of a lesson.
No explanation of the task is provided.	A limited or vague explanation of the task is provided.	The explanation of the task is somewhat unclear, requiring clarification.	Prior to an academic task, an explanation of the task is provided, but some of the information is not clear.		Prior to an academic task, a very clear expectation is provided, needing no clarification.
The majority of students are unclear about the assignments. Students seem confused and ask many clarifying questions.	Most students are unclear about the assignments. Many students ask questions of the teacher or ask peers what to do.	Many students were unclear about the assignments. The teacher spends time with small groups of students answering questions before those students are able to proceed.	Some students were unclear about the assignments, asking some clarifying questions.	Most students were clear about the assignments, asking some clarifying questions.	Students were clear about the assignments, asking few clarifying questions.
Most students are disengaged in the tasks due to a lack of interest.	Some students become disengaged in the tasks due to lack of interest.	Some students appear to be less engaged in the task because they don't understand what to do.	A few students appear to be less engaged in the task because they don't understand what to do.	Most students are engaged in the task.	All students are readily engaged in the task.

**Notes:**

## Check-Up Rubric: Pacing of Instruction

0	1	2	3	4	5
No opportunities to respond are provided. Instruction was all lecture with no questions posed to evaluate whether students understood.	Less than 1 opportunity to respond was provided to students per minute.	About 1 opportunity to respond was provided to students per minute.	About 2 opportunities to respond were provided to students per minute.	About 3 opportunities to respond were provided to students per minute.	Three or more opportunities to respond were provided to students per minute.
No opportunities to respond are provided. Instruction was all lecture with no questions posed to evaluate whether students understood.	Opportunities to respond were only provided to students who raised their hands or who had been called on previously.	Only students who were eager to respond were offered opportunities to respond.	Questions of groups of students as well as individual students were provided.		Questions of groups of students as well as individual students were provided. Also, students were randomly selected to respond.
The lesson content was continuously interrupted by disruptive behavior or need to review materials.	The lesson was often interrupted by disruptive behavior or need to review materials.	The lesson was sometimes interrupted by disruptive behavior or need to review materials.	The need to review material before continuing with instruction occurred, but overall instruction was fairly fluent.		The lesson was well prepared and instruction was fluent.

**Notes:**



## Check-Up Rubric: Student Accuracy

0	1	2	3	4	5
Students were not provided any opportunities to respond to allow for assessing student knowledge during instruction, OR when provided an opportunity to respond, the students were able to answer correctly 50% of the time for new material and 65% of the time for review material.	When provided an opportunity to respond, the students were able to answer correctly 60% of the time for new material and 70% of the time for review material.	When provided an opportunity to respond, the students were able to answer correctly 65% of the time for new material and 75% of the time for review material.	When provided an opportunity to respond, the students were able to answer correctly 70% of the time for new material and 80% of the time for review material.	When provided an opportunity to respond, the students were able to answer correctly 75% of the time for new material and 85% of the time for review material.	When provided an opportunity to respond, the students were able to answer correctly 80% of the time for new material and 90% of the time for review material.
The majority of students seemed to be disengaged or off-task because the lesson was too difficult or too easy.	Most students seemed to be disengaged or off-task because the lesson was too difficult or too easy.	Some material appeared either too easy or too difficult for the students. Some students were challenged and remained engaged. Other students became disengaged.		Most materials did not appear to be too easy or too difficult for the students. Most students were challenged and remained engaged.	The material did not appear to be too easy or too difficult for the students. The students were challenged but remained engaged.
No corrective feedback was provided, despite the wrong academic responses being provided.	Corrective feedback such as "no" or "wrong" was provided without telling, showing, or demonstrating the correct answer.	On occasion, corrective feedback included telling, showing, or demonstrating the correct answer.		Corrective feedback always included telling, showing, or demonstrating the correct answer.	

### Notes:

## Check-Up Rubric: Student Engagement

0	1	2	3	4	5
Fewer than 60% of students were engaged during instruction.	About 60% of students were engaged during instruction.	About 70% of students were engaged during instruction.	About 85% of students were engaged during instruction.	About 90% of students were engaged during instruction.	95% or more of students were engaged during instruction.
The majority of students are bored or disinterested.	Many students are bored or disinterested.	Although students are doing what they are asked, many seem bored or disinterested.	Most students are engaged, but some seem disinterested in the lessons.	Most students seem truly interested in the material.	The majority of students seem truly interested in the material.
The majority of students are off-task.	Many off-task or disruptive behaviors occur.	A large number of students are off-task, but not necessarily disruptive.	Some students are off-task.	Few students are off-task.	No students are off-task.

### Notes:

## Check-Up Rubric: Behavioral Expectations

0	1	2	3	4	5
There appear to be no clear expectations.	Most visitors would be unclear about what students are expected to do in the classroom.	Visitors may have difficulty figuring out what students are expected to do in the classroom.		Most visitors would readily understand the classroom expectations.	Visitors would readily understand the classroom expectations.
Fewer than 50% of students clearly understand the expected classroom behaviors.	About 50% of students clearly understand the expected classroom behaviors.	About 65% of students clearly understand the expected classroom behaviors.	About 75% of students clearly understand the expected classroom behaviors.	About 80% of students clearly understand the expected classroom behaviors.	90% or more students clearly understand the expected classroom behaviors.
No attention or praise are provided to students who display appropriate classroom behaviors.	Minimal attention or praise are provided to students who display appropriate classroom behaviors.	Positive attention is provided to students, but it is not strategic toward helping students understand behavioral expectations.		Some attention or praise is periodically provided to students who display appropriate classroom behaviors.	Students who display appropriate classroom behaviors are consistently reinforced.
Expectations are not reviewed despite the need to spend a significant amount of instructional time correcting students' behaviors.	When many students are struggling in a small group or individual settings, behavioral expectations are not reviewed, but instead reprimands are provided to correct behaviors.	When more than half of students are struggling, the behavioral expectations are reviewed.		Behavioral expectations are reviewed as needed and students who followed the expectations are acknowledged.	Behavioral expectations are reviewed regularly and as needed and students who followed the expectations are acknowledged. In addition, the teacher actively models behavior expectations in everyday interactions with students.

**Notes:**

## Check-Up Rubric: Active Supervision

0	1	2	3	4	5
Neither scanning nor moving around the classroom to observe students occurs, and/or students are left unattended for extended periods of time (e.g., checking e-mail, talking on the phone or with another adult, leaving classroom).	Scanning or moving around the classroom to observe students rarely occurs, and when it does occur, it is from a location fairly removed from the students (e.g., desk), despite several students clearly needing redirection or support.	Scanning of the room to determine if students need support occurs periodically, but without moving about the students.		Active supervision occurs by actively moving throughout the classroom, scanning with eyes and ears, but interactions with students do not occur.	Active supervision occurs by actively moving throughout the classroom, scanning with eyes and ears, and interacting with students.
All disruptive or disengaged behaviors are ignored.	Most disruptive or disengaged behaviors are ignored.	Disruptive behavior is corrected from a distance, reprimanding students from across the room.		Most students are on task and when disruptive behavior occurs, the teacher moves closer to those students.	Proximity is used to prevent problem behavior (notices and moves close to the student before the problem occurs).
Students who need support are often neglected for long periods of time.	Students who need support may be asked to come to the teacher after waiting for a period of time.	Only students who come to the teacher receive support.	Some supports are provided to students who need it but others are ignored.	Students in need of support readily receive attention without the need to come to the teacher.	

**Notes:**

## Check-Up Rubric: Use of Praise

0	1	2	3	4	5
No praise or positive attention is used to encourage student behavior.	Only general praise is used to encourage student behavior.		More general than behavior-specific praise is used to encourage student behavior.	Similar rates of general and behavior-specific praise are used (1:1) to encourage student behavior.	More behavior-specific praise than general praise (2:1 or better) is used to encourage student behavior.
No praise or positive attention is used to encourage student behavior.	When praise is used it seems unrelated to student behavior (e.g., simply saying "good" out of habit with no target).	Some praise is contingent on expected behaviors.		Praise is mostly contingent on expected behaviors.	Praise is always contingent on expected behaviors.
No praise or positive attention is used to encourage student behavior.	The majority of praise was unrelated to behaviors (e.g., being smart, clothing) or was related to trivial behavior.	Praise was related to behavior, but the majority of these behaviors were trivial.	On occasion, praise was provided for trivial behaviors.	Most praise was provided for important, socially relevant behaviors.	The large majority of praise was provided for important, socially relevant behaviors.
No praise or positive attention is used to encourage student behavior.	When praise is observed, it is followed by a negative qualification or delivered in an insincere manner.		On occasion, praise does not seem genuine.		The majority of praise is genuine.

### Notes:

## Check-Up Rubric: Use of Reprimands

0	1	2	3	4	5
Reprimands are not related to student behavior.	Reprimands are often unclear and do not inform the student of what to do instead.		Reprimands are clear but do not always inform the student of what to do instead.		Reprimands are clear and always inform the student of what to do instead.
Reprimands are not related to student behavior.	Some reprimands go on for more than 30 seconds.	Some reprimands go on for more than 20 seconds and are not calmly delivered.	Most reprimands could be shorter and may include an emotional tone, but are not overly harsh.	Some reprimands are brief, consistent, and calm. However, some reprimands are longer than necessary.	The majority of reprimands are brief, consistent, and calm.
The majority of reprimands are not always developmentally appropriate.	Some reprimands are not always developmentally appropriate.		Most reprimands are developmentally appropriate.	The majority of reprimands are developmentally appropriate.	
One or more reprimands were delivered in a harsh, disrespectful, or demeaning manner; OR most reprimands included sarcasm.	Some reprimands include sarcasm.		Reprimands are never harsh, sarcastic, disrespectful, or demeaning to students.		

### Notes:

## Check-Up Rubric: Positive to Negative Ratio

0	1	2	3	4	5
Teacher provides no praise statements OR 4 or more reprimands for each praise statement (1:4+).	Three reprimands were provided for each praise statement (1:3).	Two reprimands were provided for each praise statement (1:2).	One reprimand was provided for each praise statement (1:1).	Two praise statements were provided for each reprimand (2:1).	Three praise statements were provided for each reprimand (3:1).

### Notes:

## Check-Up Rubric: Use of Reinforcement

0	1	2	3	4	5
No use of any type of positive reinforcement, including verbal praise.	Only uses one way to acknowledge and reward students' desired academic and social behavior.		Uses two ways to acknowledge and reward students' desired academic and social behavior (e.g., small tangible items, preferred activities, verbal praise, points toward larger reward, etc.).		Uses 3 or more ways to acknowledge and reward students' desired academic and social behavior.
No use of any type of positive reinforcement, including verbal praise.	Reinforcement is rarely contingent on behavior.	Reinforcement is mostly contingent on behavior but used inconsistently.	Reinforcement is mostly contingent on behavior and consistent.		Reinforcement is always contingent on behavior and used consistently.
Rewards or reinforcers are discussed with students but never provided, or it is unclear how to earn the award.	Rewards or reinforcers are promised, but not delivered, or removed as punishment.	Rewards or reinforcers are sometimes promised, but not delivered, or not delivered in a timely fashion (i.e., shortly after expected behavior).	Group or individual reinforcement/rewards are utilized and delivered in a timely fashion.		Both group and individual reinforcement/rewards are utilized and delivered in a timely fashion.
No system in place to reward appropriate behavior for individual students or the entire class.	A system is in place to reward appropriate behavior, but it is used inconsistently or students seem unaware of the system.		System is in place that uses a variety of reinforcement to reward appropriate behavior for individual students or the entire class and students are aware of the system.		

### Notes:



## Check-Up Rubric: Use of Noncontingent Attention

0	1	2	3	4	5
No use of noncontingent attention with students.	About 25% of students are greeted at the door, but not systematically, or a few individual conversations between the teacher and students occur.		About 50% of students are greeted at the door, but not systematically, or some individual conversations between the teacher and students occur.	Most students are greeted at the door and have individual conversations with their teacher.	All students are greeted at the door and have individual conversations with their teacher.
No use of any type of positive reinforcement, including verbal praise.	Reinforcement is rarely contingent on behavior.	Reinforcement is mostly contingent on behavior but used inconsistently.	Reinforcement is mostly contingent on behavior and consistent.		Reinforcement is always contingent on behavior and used consistently.
The teacher has no genuine knowledge of the likes and dislikes of the students.	The teacher has genuine knowledge of the likes and dislikes of one or two students.	The teacher has genuine knowledge of the likes and dislikes of a subgroup of students.	The teacher has genuine knowledge of the likes and dislikes of most students.		The teacher has genuine knowledge of the likes and dislikes of the majority of students. Student likes and dislikes are worked into daily instruction.
There are no classroom displays or visible acknowledgment of student work.	Classroom displays of student work are all achievement oriented.		Classroom displays student work without emphasis on quality of work (i.e., not only students who received high grades).		

### Notes:

## Check-Up Rubric: Interactions with Students

0	1	2	3	4	5
Two or more harsh and critical interactions are observed.	One harsh or critical interaction with students was observed.	No harsh or critical interactions with students were observed.			
Has a negative tone or uses sarcasm in interactions with students frequently.	Tone is mostly negative and may have hints of sarcasm when interacting with students.	Tone is mostly negative but no use of sarcasm when interacting with students.	Tone is mostly positive and there is no use of sarcasm when interacting with students.	Tone is always positive and there is no use of sarcasm when interacting with students.	
Student names are never used in interactions.	Names are only consistently used for one or two students.	Names are used for a few students but not consistently.	Some names are used when interacting with students.		The teacher knows and uses the names of all students when interacting with them.
Students clearly do not respect the teacher or are uncomfortable with the teacher.	Students are disconnected from the teacher (e.g., they do not laugh at jokes).	Several students may not interact or seem disconnected from the teacher.	Some, but not all students laugh at teacher jokes or are connected to the teacher in a positive way.		The majority of students laugh at teacher jokes or seem connected to the teacher in a positive way.
Students do not participate freely in classroom activities or discussions.	Few students participate freely in classroom activities or discussions.	Most students participate freely in classroom activities or discussions.		The majority of students participate freely in classroom activities or discussions.	

### Notes:

## Check-Up Rubric: Level of Disruptive Behavior

0	1	2	3	4	5
The level of disruptions in the classroom was about more than 7 during a 10-minute observation OR 2 or more severe behaviors occurred (e.g., aggressive behavior, fighting).	The level of disruptions in the classroom was about more than 6 during a 10-minute observation OR one severe behavior occurred.	The level of disruptions in the classroom was about 6 during a 10-minute observation with no severe behaviors occurring.	The level of disruptions in the classroom was minimal with about 5 during a 10-minute observation with no severe behaviors occurring.		The level of disruptions in the classroom was minimal with fewer than 5 during a 10-minute observation with no severe behaviors occurring.
More than 50% of students were responsible for disruptive behaviors. The classroom felt chaotic.	About 50% of students were responsible for disruptive behaviors.	About 3 students were responsible for disruptive behaviors.	One or two students were the primary individuals responsible for those disruptive behaviors that occurred.		No student stood out as particularly disruptive.
Students were not cooperative with one another (e.g., fighting over materials, not sharing).	Some students were cooperative with one another.	Most students were cooperative with one another but refused to cooperate with a subgroup or individual students.	Most students were cooperative with one another.		All students were cooperative with one another.
Many behaviors were highly disruptive, interrupting instruction for more than 30 seconds.	Several behaviors were highly disruptive, interrupting instruction for more than 30 seconds.	A few behaviors were highly disruptive, interrupting instruction for more than 30 seconds.		Disruptive behavior was brief, not interrupting instruction for more than a few seconds.	

### Notes: