



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2021

EDUC 505 DL1: Classroom and Behavior Management in PreK-12 Classrooms

CRN: 22076, 3 Credits

Instructor: Dr. Jodi Duke	Meeting Dates: 1/13/21 – 3/5/21
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Office Hours: By appointment	Meeting Location: N/A
Office Location: Finley 205B*	Other Phone: N/A

***Due to COVID, I will be working from home throughout the Spring 2021 semester. During this time, the best way to get in touch with me will be email.**

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s):

None

Co-requisite(s):

None

Course Description

Focuses on understanding and applying age-appropriate and culturally responsive research-based classroom and behavior management techniques across PreK-12 school-wide and classroom settings. Examines positive behavior supports for individual PreK-12 students, including strategies for self-management, self-discipline, and emotional well-being. Explores various PreK-12 school crisis management and safety plans.

Course Overview

EDUC 505 focuses on understanding and applying age-appropriate and culturally responsive research-based classroom and behavior management techniques across PreK-12 school-wide and classroom settings. Students will examine positive behavior supports for individual PreK-12

students, including strategies for self-management, self-discipline, and emotional well-being. Students will explore various PreK-12 school crisis management and safety plans.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Video and other media supports
4. Research and presentation activities
5. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 11, 2021 at 12:01 am ET.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see: [Tested devices and operating systems \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - [Adobe Acrobat Reader](https://get.adobe.com/reader/) (<https://get.adobe.com/reader/>)
 - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>)
 - [Apple Quick Time Player](http://www.apple.com/quicktime/download/) (www.apple.com/quicktime/download/)

Expectations

1. Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Tuesdays at 12:00 am, and finish on Mondays at 11:59 pm.
2. Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
3. Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
4. Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
5. Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
6. Workload:
Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
7. Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
8. Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must

always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

9. Accommodations:

Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

Upon completion of this course, students will be able to do the following:

1. Identify and analyze components of the School-Wide Positive Behavior Interventions and Supports (SW-PBIS) model as a research-based PreK-12 school and classroom behavior management structure/technique inclusive of school and classroom community building and positive and proactive behavior supports that may lead to individual interventions.
2. Apply research-based techniques to create an age-appropriate, safe, positive, and supportive environment which is culturally responsive, uses diverse approaches, incorporates technology, supports community building, and values diversity, including the diversity of individuals with disabilities.
3. Demonstrate knowledge of modifying the PreK-12 learning environment (e.g., schedule, physical arrangement, routines) to prevent and manage inappropriate behaviors.
4. Describe how a continuum of research-based techniques that are non-intrusive, positive, and proactive (e.g., positive redirection) should be implemented with fidelity and consistency prior to determining the need for more comprehensive classroom management methods.
5. Summarize and judge ethical and practical considerations when selecting PreK-12 behavior management methods, including a rationale for selecting positive reinforcement procedures over other procedures.
6. Describe how to identify and teach social skills needed for PreK-12 educational and other environments.
7. Analyze research-based strategies for promoting self-management, self-discipline, and emotional well-being.
8. Summarize behavior management techniques for making positive changes in individual PreK-12 students' academic, social, and/or affective behavior, including ethical use of a continuum of techniques, starting with proactive, preventative, and least intrusive techniques.
9. Identify and describe the crisis cycle, methods for age-appropriate crisis prevention, and appropriate responses to individuals at different stages within the crisis cycle.
10. Develop PreK-12 school crisis management and safety plans inclusive of plans for all educational environments (e.g., classroom, hallway).

Professional Standards

The Interstate New Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: Standard 2: Learning Differences, Standard 3: Learning Environments, and Standard 9: Professional Learning and Ethical Practice.

Required Texts

Simonsen, B., & Myers, D. (2015). *Classwide positive behavior interventions and supports: A guide to proactive classroom management*. The Guilford Press.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Additional Readings

Provided on Blackboard.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

Assignments and/or Examinations

Assignment Overview

Assignments	Points
Comprehensive PBIS Plan Part 1: Classroom and Behavior Management Philosophy	20
Comprehensive PBIS Plan Part 2: SW-PBIS Analysis	20
Comprehensive PBIS Plan Part 3: Classroom Management Analysis	40
Comprehensive PBIS Plan Part 4: Tier 2 Intervention Infographic	20
Comprehensive PBIS Plan Part 5: Self-Management and Well-Being Plan	20
Comprehensive PBIS Plan Part 6: School Safety Plan Analysis	20
Module Discussion Boards (1 per module; 6 total)	10/module (60 total)
Module Reading Checks (1 per module; 6 total)	10/module (60 total)
TOTAL	260

Each course assignment is described below. Further details and rubrics for each assignment are located on Blackboard. It is strongly recommended that you develop an organized plan for working on the major assignments throughout the semester.

1. **Comprehensive PBIS Plan:** Throughout EDUC 505, the major assignments in each module are all parts of one large assignment – the Comprehensive PBIS Plan. Each module assignment will contribute to your comprehensive understanding of PBIS. There is one part of the Comprehensive PBIS Plan for each module. Read below for a brief

description for each part. Detailed directions and rubrics for each part are posted on Blackboard.

- a. **Part 1: Classroom and Behavior Management Philosophy (20 points):** This is the major assignment in Module 1, and you will write a reflective paper on your classroom and behavior management philosophy, including your current philosophy, reflections on Module 1 learning, and course goals.
 - b. **Part 2: SW-PBIS Analysis (20 points):** This is the major assignment in Module 2, and you will write a paper to compare and contrast your school's discipline plan to the SW-PBIS framework. You will summarize the school's discipline approach, identify similarities and differences to SW-PBIS, summarize cultural responsiveness of PBIS, and provide suggestions for growth.
 - c. **Part 3: Classroom Management Analysis (40 points):** This is the major assignment in Module 3, and you will write a paper to present information gathered in your analysis of classroom management. You will observe and reflect on your classroom management by completing a self-assessment. Using the data gathered from the self-assessment and other content, you will summarize the current classroom management, identify strengths and areas of need for the current classroom management, summarize the culturally responsive classroom management elements present in the classroom, and provide suggestions for growth.
 - d. **Part 4: Tier 2 Intervention Infographic (20 points):** This is the major assignment in Module 4, and you will select a Tier 2 intervention program (other than Check In, Check Out) to explore. After gathering information from websites, articles, and other informational sources, you will create an infographic that provides information on your selected program.
 - e. **Part 5: Self-Management and Well-Being Plan (20 points):** This is the major assignment in Module 5. You will select a student who you think would benefit from self-management and well-being and develop a self-management and well-being action plan for that student.
 - f. **Part 6: School Safety Plan Analysis (20 points):** This is the major assignment in Module 6. You will locate and review your school's safety plan. You will then reflect on and analyze the school's safety plan.
2. **Module Discussion Boards (10 points per discussion board; 60 points total):** You will complete one discussion board activity for each module in this course. Each discussion board will require an initial post and responses to peers' posts. Requirements and a rubric for each discussion board are posted on Blackboard.
 3. **Module Reading Checks (10 points per reading check; 60 points total):** You will complete one reading check for each module in this course. These reading checks assess your understanding and recall of the assigned readings. You may use the textbooks, assigned readings, and your notes to help you complete these checks, and there is no time limit. You may take each reading check twice and your higher grade will be counted.

Course Policies and Expectations

Attendance/Participation

All coursework will be online in an asynchronous format. Optional Blackboard Collaborate sessions may be planned during the semester on an as-needed basis. There will be no face-to-face meetings.

Several assignments require participation from individuals and classmates by specific dates or in sufficient time for classmates' responses. To maximize your preparation and participation, it is recommended that you:

- Read all the way through each module one time initially, so that you know what you need to focus on and prioritize (i.e., what's coming up soon? Later?).
- Develop a timeline for the assignments so you have plenty of time to post, react to peers' posts, gather materials as needed for upcoming assignments, prepare assignment drafts, and refine assignments prior to submission for a grade.
- Pace yourself well; individual and independent online courses do not mean you can wait until the last minutes to get the work done. Peers are dependent on you at times, and your success is also dependent on your preparation to complete assignments well in advance of due dates.

Late Work

Work is considered on time if it is submitted by 11:59 p.m. EST on the date that it is due. Ten percent of the available points for the assignment will be deducted each day for late submissions during the first week after the due date. *After one week* from the due date, assignments will not be accepted. Thus, an assignment that is three days late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

Grading Scale

Grade	% of Points Earned
A+	100%
A	94-99%
A-	90-93%
B+	85-89%
B	80-84%
C	70-79%
F	<69%

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>).

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Module	Readings	Assignments Due
<p>Module 1: Foundations of Classroom and Behavior Management</p> <p><i>Week 1: January -January 18</i> Module Due: Monday January 18 at 11:59 pm EST</p>	<ul style="list-style-type: none"> • Simonsen & Myers Ch. 1 & 2 • McIntosh, Gion, & Bastable, 2018 • McIntosh, Girvan, Horner, Smolkowski, & Sugai, 2018 	<ul style="list-style-type: none"> • Reading Check 1 • Module 1 Discussion Board • Comprehensive PBIS Plan Part 1: Classroom and Behavior Management Philosophy
<p>Module 2: SW-PBIS</p> <p><i>Week 2: January 19-January 25</i> Module Due: Monday January 25 at 11:59 pm EST</p>	<ul style="list-style-type: none"> • Simonsen & Myers Ch. 3 • PBIS Cultural Responsiveness Field Guide (2019) • Flannery & Kato (2016) 	<ul style="list-style-type: none"> • Reading Check 2 • Module 2 Discussion Board • Comprehensive PBIS Plan Part 2: SW-PBIS Analysis

Module	Readings	Assignments Due
Module 3: Classroom Management <i>Weeks 3 & 4: January 26-February 8</i> Module Due: Monday February 8 at 11:59 pm EST	<ul style="list-style-type: none"> • Simonsen & Myers Ch. 5-8 • Guardino & Fullerton (2010) 	<ul style="list-style-type: none"> • Reading Check 3 • Module 3 Discussion Board • Comprehensive PBIS Plan Part 3: Classroom Management Analysis
Module 4: Introduction to Tier 2 and Tier 3 Supports <i>Week 5: February 9-February 15</i> Module Due: Monday February 15 at 11:59 pm EST	<ul style="list-style-type: none"> • Simonsen & Myers Ch. 4 (pgs.70-86; stop before “Systems: Supporting teachers’ implementation of CWPBIS) & Ch. 9-10 	<ul style="list-style-type: none"> • Reading Check 4 • Module 4 Discussion Board • Comprehensive PBIS Plan Part 4: Tier 2 Intervention Infographic
Module 5: Self-Management and Emotional Well-Being <i>Week 6: February 16 - February 22</i> Module Due: Monday February 22 at 11:59 pm EST	<ul style="list-style-type: none"> • Alberto & Troutman Ch. 12 (PDF Chapter on Blackboard) • Zolkowski & Lewis-Chiu (2019) • Select 1 of the Module 5 Self-Management Readings on Blackboard 	<ul style="list-style-type: none"> • Reading Check 5 • Module 5 Discussion Board • Comprehensive PBIS Plan Part 5: Self-Management and Well-Being Plan
Module 6: Crisis Management <i>Week 7: February 23- March 1</i> Module Due: Monday March 1 at 11:59 pm EST	<ul style="list-style-type: none"> • Clarke et al. (2014) • Steeves et al. (2017) • Liou (2015) 	<ul style="list-style-type: none"> • Reading Check 6 • Module 6 Discussion Board • Comprehensive PBIS Plan Part 6: School Safety Plan Analysis

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All

communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See [Disability Services \(https://ds.gmu.edu/\)](https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).
- **For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus).**
- For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)

Below is the rubric for the Comprehensive PBIS Plan Part 3: Classroom Management Analysis assignment, which is part of Module 3. All other assignment rubrics are posted on Blackboard.

Module 3 Assignment Rubric

Criterion	No Points	Partial Points	Maximum Points
Section 1: Current Classroom Management – Physical Arrangement	<i>0 points</i> Student did not write a summary of the classroom's physical arrangement AND wrote a summary that was unclear and/or incomplete throughout.	<i>1-3.9 points</i> Student wrote summary of the classroom's physical arrangement, but it was unclear and/or incomplete in parts.	<i>4 points</i> Student wrote clear, descriptive summary of the current physical arrangement in the classroom, including (a) a detailed drawing that indicates where desks, centers, materials, etc. are located, (b) the corresponding type of instruction that occurs in the classroom (e.g., small group, large group), (c) the teacher's capacity to circulate and see all students, (d) the likelihood of smooth transitions for students to/from areas, and (e) any other aspects significant to this specific classroom's arrangement.
Section 1: Current Classroom Management – Schedule	<i>0 points</i> Student did not write a summary of the classroom's schedule AND wrote a summary that was unclear and/or incomplete throughout.	<i>1-1.9 points</i> Student wrote summary of the classroom's schedule, but it was unclear and/or incomplete in parts.	<i>2 points</i> Student wrote clear, descriptive summary of what happens across the day or across the session, including approximately how long specific activities last so it's clear how much time has been set aside for each activity.
Section 1: Current Classroom Management – Behavior Management	<i>0 points</i> Student did not write a summary of the classroom's behavior management AND wrote a summary that was unclear and/or	<i>1-4.9 points</i> Student wrote summary of the classroom's behavior management, but it was unclear and/or incomplete in parts.	<i>5 points</i> Student wrote clear, descriptive summary of what the teacher uses for behavior management, including (a) classroom rules (what they are, if/how they connect to the schoolwide rules, how the rules are taught to students); (b) classroom rules matrix; (c)

	incomplete throughout.		routines/procedures evident in the classroom; (d) how the teacher responds to appropriate behavior, and if there is a continuum of responses; and (e) how the teacher responds to inappropriate behavior, and if there is a continuum of responses.
Section 2: Effectiveness of Current Classroom Management – Strengths	<i>0 points</i> Student did not identify and describe any strengths of this classroom AND identified strengths that were inaccurate, unclear, or incomplete throughout.	<i>1-5.9 points</i> Student wrote summaries of current classroom management strengths, but the descriptions were unclear or inaccurate in parts, unconnected to data, and/or student described fewer than 3 strengths.	<i>6 points</i> Student wrote clear, descriptive, and accurate summaries of at least 3 data-based current classroom management strengths for this classroom. Each strength was clearly described, supported by data, and a rationale was provided for why it is an area of strength.
Section 2: Effectiveness of Current Classroom Management – Areas of Need	<i>0 points</i> Student did not identify and describe any areas of need of this classroom AND identified areas of need that were inaccurate, unclear, or incomplete throughout.	<i>1-5.9 points</i> Student wrote summaries of current classroom management areas of need, but the descriptions were unclear or inaccurate in parts, unconnected to data, and/or student described fewer than 3 areas of need.	<i>6 points</i> Student wrote clear, descriptive, and accurate summaries of at least 3 data-based current classroom management areas of need for this classroom. Each area of need was clearly described, supported by data, and a rationale was provided for why it is an area of need.
Section 2: Effectiveness of Current Classroom Management – Completed Self-Assessment	<i>0 points</i> Student did not submit the completed Lewis (2007) self-assessment adapted for EDUC 505.	<i>1 point</i> Student completed and submitted the Lewis (2007) self-assessment adapted for EDUC 505, but parts were inaccurate and/or incomplete.	<i>2 points</i> Student accurately completed and submitted the Lewis (2007) self-assessment adapted for EDUC 505.
Section 3: Cultural Responsiveness of Current Classroom Management	<i>0 points</i> Student did not summarize the culturally responsive classroom management	<i>1-3.9 points</i> Student wrote summary of the culturally responsive classroom management elements in the classroom and identified one strength and one area of need, but it was	<i>4 points</i> Student wrote clear, descriptive summary of the culturally responsive classroom management elements present in the classroom, and identified one

	elements in the classroom with one strength and one area of need identified AND wrote a summary that was unclear and/or incomplete throughout.	unclear, inaccurate, and/or incomplete in parts. OR student wrote a clear summary but did not identify one strength and/or one area of need.	strength and one area of need for this classroom in terms of culturally responsive classroom management.
Section 4: Suggestions for Growth – Recommended Improvements	<i>0 points</i> Student did not identify suggestions for growth AND identified suggestions for growth that were inaccurate or inappropriate.	<i>1-5.9 points</i> Student identified limited suggestions for how this classroom could improve in classroom management and/or had suggestions that were unclear or inaccurate in parts.	<i>6 points</i> Student clearly described at least 3 substantive improvements (with at least one related to cultural responsiveness) that could be made to this classroom based on areas that have been identified as areas of need.
Section 4: Suggestions for Growth – Rules Matrix	<i>0 points</i> Student did not create a classroom rules matrix AND created a matrix that was inaccurate or inappropriate.	<i>1-2.9 points</i> Student created a classroom rules matrix for the class, but it was inaccurate and/or inappropriate in parts, or did not include at least 3 rules and 3 activities/routines.	<i>3 points</i> Student created an accurate and appropriate classroom rules matrix for the class, which included at least 3 rules and 3 activities/routines.
Accurate Spelling, grammar, etc.	<i>0 points</i> Many issues with grammar, spelling usage, citations, or punctuation. Five or more distracting or significant errors.	<i>1-1.9 points</i> Student shows some issues with grammar, spelling usage, citations, or punctuation. Less than 5 significant or distracting errors.	<i>2 points</i> Student demonstrates written skills appropriate for a degreed professional. Any mistakes in grammar, spelling usage, citations, or punctuation, if present, are minor and not distracting.