Self-and Peer-Observational Assessment Tool for: Establishing Classroom Expectations

Observe and monitor for aligned classroom expectations during a 10-20 minute period:

Assessment Type (circle):   Self-Assess or Direct Observation   **Schedule** (circle):   Baseline or Follow-up

School: Date:

Time: Rm: Grade: Subject:

Teacher:

Yes = 2	Somewhat = 1	No = 0
☐ Classroom Expectations are the same as the school-wide expectations.	☐ Classroom expectations are the same, and there are additional/other expectations posted.	☐ Classroom expectations are different than the school-wide expectations.
☐ Classroom expectations are conceptually and visually aligned to school-wide expectations.	☐ Classroom expectations are conceptually aligned but are not visually displayed as being connected to school-wide expectations.	☐ Classroom expectations are not aligned to school- wide expectations.
☐ Classroom expectations are observable, measurable and positively stated.	☐ A few of the expectations are not positively stated or are not measurable or observable.	☐ Several of the expectations are not positively stated or are not measurable or observable.
☐ Classroom expectations are prominently posted. Font size is large enough to read from anywhere in the classroom.	☐ Classroom expectations are posted but difficult to read from all locations in the classroom.	☐ Classroom expectations are not posted, not visible, and/or difficult to easily read.
☐ Examples and non-examples of all classroom expectations are evident.	☐ Examples and non-examples of some of the classroom expectations are evident.	☐ Examples and non-examples are not evident.
☐ Classroom routines and procedures are 1) succinct 2) positively stated and 3) in age appropriate language or visuals.	☐ Two out of three items are in place.	☐ Zero to one items are in place.
☐ Routines and procedures are aligned with school-wide expectations. School-wide expectations are conceptually and visually included on a classroom matrix for procedures and routines.	☐ School-wide expectations are conceptually linked to procedures and routines, but not visually included in a classroom matrix.	☐ School-wide expectations are neither conceptually nor visually linked on the classroom matrix for procedures and routines.
☐ Routines and procedures are prominently posted and in respective locations. Font size is large enough to read from respective locations.	☐ Routines and procedures are posted but not in designated areas and/or not easy to read.	☐ Routines and procedures are not posted.