### Motivation and Management Plan Scoring Rubric

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| **Spatial Arrangement** (50) | Classroom set-up... | Classroom set-up fails to attend to more than one of the following:  
- Adolescent Needs  
- Community and Interdependence  
- Special needs  
- Collaboration  
- Movement  
- Flexible grouping | Classroom set-up fails to attend to more than one of the following:  
- Adolescent Needs (develop/Weinstein)  
- Community and Interdependence  
- Special needs  
- Collaboration  
- Movement  
- Flexible grouping |
| **Classroom Routines, Grading Policies, and Logistical Procedures** (90) | Routines and policies demonstrate thorough forethought about the procedural components that enable an active middle school classroom in your content area to work smoothly (beginning of class, absenteeism, materials, moving furniture, labs, etc.).  
- Routines and procedures attend to the entire range of early adolescent and special needs as outlined by in readings and discussed in class.  
- Grading policies are clear, balanced; they reflect a sound research base. The explanations you provide ensure that all stakeholders will know exactly what is expected for students to succeed in your classroom. | Routines and policies thoroughly and thoughtfully address all but one of the following:  
- All nec. procedural components (beginning of class, absenteeism, materials, moving furniture, etc.).  
- Adolescent/spec needs  
- Aligned w/ key readings/discussions  
- Content specific needs (labs, calculators, R/W workshop, etc.)  
- Crystal-clear, sound grading policies | Routines and policies fail to thoroughly and thoughtfully address 2 or more of the following:  
- All nec. procedural components (beginning of class, absenteeism, distributing materials, moving furniture, etc.).  
- Adolescent needs  
- Aligned w/ key readings/discussions  
- Content specific needs (labs, calculators, R/W workshop, etc.)  
- Crystal-clear, sound grading policies |
| **Classroom Rules and Expectations / Redefining "Fair"/ Establishing Community and Growth Mindset/ Fostering Motivation** (80) | Plan clearly outlines expected behavior while anticipating and proactively planning to address misbehavior for adolescents  
- You explicitly discuss how you will develop and communicate classroom rules and the consequences of not meeting these rules for adolescents  
- The plan provides clear strategies for how you will foster teacher-student relationships and student-student relationships, teach the Growth Mindset and redefine Fair for adol.  
- Stakeholders are able to understand how you will use instruction to foster academic engagement/motivation | Plan explicitly addresses how you’ll communicate all but one of the following:  
- Expected behavior  
- Consequences of misbehavior  
- Communication of rules/consequences  
- Teacher-student relat.  
- Student-student relat.  
- Teaching Growth MS  
- Redefining “Fair”  
- Using instruction and structure to foster motivation  
- Addressing Adol needs | Plan fails to explicitly address more than one of the following:  
- Expected behavior  
- Consequences of misbehavior  
- Communication of rules/consequences  
- Teacher-student relat.  
- Student-student relat.  
- Teaching Growth MS  
- Redefining “Fair”  
- Using instruction and structure to foster motivation  
- Addressing Adolescent needs |
| **Clarity Scholarship and Workmanship** (30) | Plan is presented engagingly and compellingly in a clear, logical style  
- No grammatical or spelling errors  
- Product cites the work of experts  
- Professional quality – fit for immediate distribution to all stakeholders | Fit for distribution with minor adjustments to  
- Style  
- Grammar/Spelling  
- Citations (see project sheet and syllabus) | Product requires significant revision prior to distribution  
- Style  
- Grammar/Spelling  
- Citations (see project sheet and syllabus) |