

Appendix 4: The Tier 1 Artifacts Rubric

The following scoring guide lists the Artifacts and scoring criteria that must be submitted for Tier 1 Award of Excellence Applicants

MO SW-PBS Tier 1 Artifacts Rubric (updated July 2024)

Artifact	Proficient (2 points)*	Developing (1 point)	Not in Place (0 points)	Score
Implementation Improvement Plan	Current Plan includes <i>all</i> of the elements: <ul style="list-style-type: none"> <input type="checkbox"/> Alignment to BSIP <input type="checkbox"/> Informed by both <ul style="list-style-type: none"> <input type="checkbox"/> Implementation Fidelity <input type="checkbox"/> Student Outcomes <input type="checkbox"/> Outcome/S.M.A.R.T. Goals <input type="checkbox"/> Strategy/Practice <input type="checkbox"/> Action Steps <input type="checkbox"/> Responsible Party <input type="checkbox"/> Timeline <input type="checkbox"/> Evaluation/Evidence 	Plan must include: <ul style="list-style-type: none"> <input type="checkbox"/> Alignment to BSIP Data Sources Include <i>either</i>: <ul style="list-style-type: none"> <input type="checkbox"/> Implementation Fidelity <input type="checkbox"/> Student Outcomes Plan includes <i>at least the first 3</i>, but not all: <ul style="list-style-type: none"> <input type="checkbox"/> Outcome/S.M.A.R.T. Goals <input type="checkbox"/> Strategy/Practice <input type="checkbox"/> Action Steps <input type="checkbox"/> Responsible Party <input type="checkbox"/> Timeline <input type="checkbox"/> Evaluation/Evidence 	A Current Plan is not available or does not include necessary elements to meet Developing criteria.	2 1 0
Staff Communication (e.g. Handbook)	Includes documentation of: <ul style="list-style-type: none"> <input type="checkbox"/> Expectations & behaviors/rules <input type="checkbox"/> Description of Schoolwide System to Encourage Expected Behaviors <input type="checkbox"/> Description of Schoolwide System to Discourage Unexpected Behaviors (Can be in handbook form, website, etc.) 	Documented communication includes some, but not all: <ul style="list-style-type: none"> <input type="checkbox"/> Expectations & behaviors/rules <input type="checkbox"/> Description of Schoolwide System to Encourage Expected Behaviors <input type="checkbox"/> Description of Schoolwide System to Discourage Unexpected Behaviors but not all. 	No documented communication, or SW-PBS not included.	2 1 0
Student/Family Communication (e.g. Handbook, website, student planner, etc.)	Includes documentation of: <ul style="list-style-type: none"> <input type="checkbox"/> Expectations & behaviors/rules <input type="checkbox"/> Description of Schoolwide System to Encourage Expected Behaviors <input type="checkbox"/> Description of Schoolwide System to Discourage Unexpected Behaviors 	Documented communication: includes some, but not all: <ul style="list-style-type: none"> <input type="checkbox"/> Expectations & behaviors/rules <input type="checkbox"/> Description of Schoolwide System to Encourage Expected Behaviors <input type="checkbox"/> Description of Schoolwide System to Discourage Unexpected Behaviors, but not all. 	No documented communication, or SW-PBS not included.	2 1 0
Solution Plan (in Response to Current ODR Data)	Documentation of team plan includes: <ul style="list-style-type: none"> <input type="checkbox"/> Outcome Goal identified by Big 5 ODR Report <input type="checkbox"/> Team Drill Down to Precision Statement <input type="checkbox"/> All Solution Components (prevent, teach, reinforce, correct) <input type="checkbox"/> Progress Monitoring (Fidelity & Outcomes) <input type="checkbox"/> Includes Who, Timeline, PD Needs & Communication Plan 	Documentation of team plan includes: <ul style="list-style-type: none"> <input type="checkbox"/> Outcome Goal identified by Big 5 ODR Report and three or fewer of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Simple Problem Statement <input type="checkbox"/> At least 1 Solution Components (prevent, teach, reinforce, correct) <input type="checkbox"/> Progress Monitoring (Fidelity or Outcomes) <input type="checkbox"/> Includes Who & Timeline 	Minutes/Big 5 ODR Report and or no Plan	2 1 0

Appendix 4: MO SW-PBS Tier 1 Artifacts Rubric

Artifact	Proficient (2 points) *	Developing (1 point)	Not in Place (0 points)	Score
Schoolwide Expectations Matrix	All behaviors listed are: <input type="checkbox"/> Observable <input type="checkbox"/> Measurable <input type="checkbox"/> Positively Stated <input type="checkbox"/> Understandable <input type="checkbox"/> Always Applicable Includes Columns for: <input type="checkbox"/> All Settings <input type="checkbox"/> Non-Classroom Settings	50% or more behaviors listed align with 3-4 of the following criteria: <input type="checkbox"/> Observable <input type="checkbox"/> Measurable <input type="checkbox"/> Positively Stated <input type="checkbox"/> Understandable <input type="checkbox"/> Always Applicable All Settings and Non-classroom Settings and classroom.	Fewer than 50% of behaviors listed align with 3 or more OMPUA guidelines and/or all settings and/or non-classroom settings are not defined.	2 1 0
Social Skills Lesson † Required at elementary. * Required at secondary.	Includes documentation of all: <input type="checkbox"/> Clear description of behavior & rationale †* <input type="checkbox"/> Location in which skill is to be used †* <input type="checkbox"/> Teach † <input type="checkbox"/> Tell † <input type="checkbox"/> Show † <input type="checkbox"/> Practice † <input type="checkbox"/> Pre-correct/Remind †* <input type="checkbox"/> Supervise †* <input type="checkbox"/> Feedback †* <input type="checkbox"/> Re-teach † Video lessons meet criteria for “Tell, Show, Location, & Rationale	At least half (5 elementary, 3 secondary), but not all required items present. <input type="checkbox"/> Clear description of behavior & rationale †* <input type="checkbox"/> Location in which skill is to be used †* <input type="checkbox"/> Teach † <input type="checkbox"/> Tell † <input type="checkbox"/> Show † <input type="checkbox"/> Practice † <input type="checkbox"/> Pre-correct/Remind †* <input type="checkbox"/> Supervise †* <input type="checkbox"/> Feedback †* <input type="checkbox"/> Re-teach †	Fewer than half (≤4 elementary, ≤2 secondary) of required items are present.	2 1 0
Year-long Teaching Schedule	<input type="checkbox"/> Year-long teaching plan that includes initial teaching of expectations at the beginning of the year, & reteaching based on data for remainder of year.	<input type="checkbox"/> Teaching plan includes initial teaching of expectations at the beginning of the year, but NO reteaching based on data for remainder of year.	No teaching schedule exists.	2 1 0
Schoolwide System to Encourage Expected Behaviors	Includes documentation of all: <input type="checkbox"/> Name <input type="checkbox"/> Resources <input type="checkbox"/> Description & Criteria <input type="checkbox"/> When, Where & How presented <input type="checkbox"/> Info to Staff <input type="checkbox"/> Goals <input type="checkbox"/> Celebrations <input type="checkbox"/> Coordinator	Schoolwide System to Encourage Expected Behavior in place with 4-7 of the components met.	No Schoolwide System to Encourage Expected Behavior is evident or includes fewer than 4 features.	2 1 0
Schoolwide System to Discourage Unexpected Behavior	Includes documentation of all: <input type="checkbox"/> Major and Minor lists w/ operational definitions <input type="checkbox"/> Office Discipline Referral (ODR) Form <input type="checkbox"/> Adult Response (e.g., flowchart or behavior levels chart) <input type="checkbox"/> Procedures for documenting majors & minors	Schoolwide System to Discourage Unexpected Behavior exists but includes 2-3 of the criteria.	<i>Schoolwide System to Discourage Unexpected Behavior is not evident or meets 1 or fewer criteria.</i>	2 1 0