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

Artifact	Proficient (2 points)*	Developing (1 point)	Not in Place (0 points)	Score		

Implementation Improvement Plan	**Current Plan includes *all* of the elements:**
	☐ Alignment to BSIP
	☐ Informed by both
	  ☐ Implementation Fidelity
	  ☐ Student Outcomes
	☐ Outcome/S.M.A.R.T. Goals
	☐ Strategy/Practice
	☐ Action Steps
	☐ Responsible Party
	☐ Timeline
	☐ Evaluation/Evidence
		Plan must include:
		☐ Alignment to BSIP
		Data Sources Include *either*:
		  ☐ Implementation Fidelity
		  ☐ Student Outcomes
		Plan includes *at least the first 3*, but not all:
		  ☐ Outcome/S.M.A.R.T. Goals
		  ☐ Strategy/Practice
		  ☐ Action Steps
		  ☐ Responsible Party
		  ☐ Timeline
		  ☐ 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:** ☐ Expectations & behaviors/rules ☐ Description of Schoolwide System to Encourage Expected Behaviors ☐ Description of Schoolwide System to Discourage Unexpected Behaviors (Can be in handbook form, website, etc.)	**Documented communication includes some, but not all:** ☐ Expectations & behaviors/rules ☐ Description of Schoolwide System to Encourage Expected Behaviors ☐ 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:** ☐ Expectations & behaviors/rules ☐ Description of Schoolwide System to Encourage Expected Behaviors ☐ Description of Schoolwide System to Discourage Unexpected Behaviors	**Documented communication: includes some, but not all:** ☐ Expectations & behaviors/rules ☐ Description of Schoolwide System to Encourage Expected Behaviors ☐ 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:** ☐ Outcome Goal identified by Big 5 ODR Report ☐ Team Drill Down to Precision Statement ☐ All Solution Components (prevent, teach, reinforce, correct) ☐ Progress Monitoring (Fidelity & Outcomes) ☐ Includes Who, Timeline, PD Needs & Communication Plan	**Documentation of team plan includes:** ☐ Outcome Goal identified by Big 5 ODR Report **and three or fewer of the following:** ☐ Simple Problem Statement ☐ At least 1 Solution Components (prevent, teach, reinforce, correct) ☐ Progress Monitoring (Fidelity or Outcomes) ☐ Includes Who & Timeline	**Minutes/Big 5 ODR Report and or no Plan**	2	1	0

Artifact	Proficient (2 points) *	Developing (1 point)	Not in Place (0 points)	Score		
Schoolwide Expectations Matrix	**All behaviors listed are:** ☐ Observable ☐ Measurable ☐ Positively Stated ☐ Understandable ☐ Always Applicable Includes Columns for: ☐ All Settings ☐ Non-Classroom Settings	**50% or more behaviors listed align with 3-4 of the following criteria:** ☐ Observable ☐ Measurable ☐ Positively Stated ☐ Understandable ☐ 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:** ☐ Clear description of behavior & rationale †* ☐ Location in which skill is to be used†* ☐ Teach† ☐ Tell† ☐ Show† ☐ Practice† ☐ Pre-correct/Remind†* ☐ Supervise†* ☐ Feedback†* ☐ Re-teach† Video lessons meet criteria for "Tell, Show, Location, & Rationale	**At least half (5 elementary, 3 secondary), but not all required items present.** ☐ Clear description of behavior & rationale †* ☐ Location in which skill is to be used†* ☐ Teach† ☐ Tell† ☐ Show† ☐ Practice† ☐ Pre-correct/Remind†* ☐ Supervise†* ☐ Feedback†* ☐ Re-teach†	Fewer than half (≤4 elementary, ≤2 secondary) of required items are present.	**2**	**1**	**0**
Year-long Teaching Schedule	☐ Year-long teaching plan that includes initial teaching of expectations at the beginning of the year, & reteaching based on data for remainder of year.	☐ 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: ☐ Name ☐ Resources ☐ Description & Criteria ☐ When, Where & How presented ☐ Info to Staff ☐ Goals ☐ Celebrations ☐ 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: ☐ Major and Minor lists w/ operational definitions ☐ Office Discipline Referral (ODR) Form ☐ Adult Response (e.g., flowchart or behavior levels chart) ☐ Procedures for documenting majors & minors	*Schoolwide System to Discourage Unexpected Behavior exists but includes 2-3 of the criteria.*	*Schoolwide System to Discourage Unexpected Behavior is not evident or meets 1 or fewer criteria.*	**2**	**1**	**0**

Artifact	Proficient (2 points)	Developing (1 point)	Not in Place (0 points)	Score
Universal Screener (Option 2)	**Includes both of the following:** ☐ Name of Universal Screener ☐ Universal Screener is evidence based	**Includes only the following** ☐ Name of Universal Screener	**Does not name a Universal Screener**	2 1 0
Daily Progress Report (DPR)	**DPR includes all elements:** ☐ School-wide expectations ☐ Focused Behaviors for the student ☐ Circling of ratings rather than narrative ☐ Narrow range of scores (1-3 or 0-2) ☐ Rating Key	**DPR includes 3 or 4 of the elements:** ☐ School-wide expectations ☐ Focused Behaviors for the student ☐ Circling of ratings rather than narrative ☐ Narrow range of scores (1-3 or 0-2) ☐ Rating Key	**DPR includes 2 or fewer of the elements:** ☐ School-wide expectations ☐ Focused Behaviors for the student ☐ Circling of ratings rather than narrative ☐ Narrow range of scores (1-3 or 0-2) ☐ Rating Key	2 1 0
Simple Functional Behavior Assessment (Simple FBA) FACTS sections 1-6 or other acceptable form Student's name redacted This may be the same FACTS	**Process includes all criteria:** ☐ Description of strengths and concerns ☐ Record Review ☐ Context Analysis ☐ Setting Events ☐ Summary Statement	**Process includes 3 or 4 of the criteria:** ☐ Description of strengths and concerns ☐ Record Review ☐ Context Analysis ☐ Setting Events ☐ Summary Statement	**Process includes 2 or fewer of the criteria:** ☐ Description of strengths and concerns ☐ Record Review ☐ Context Analysis ☐ Setting Events ☐ Summary Statement	2 1 0