

Expectations Versus Daily Reality Rating Scale

Teacher: _____ Date: _____ Time: _____

Observer: _____ Class: _____ Activity: _____

Directions: Using the rating scale below, rate the degree to which the students met your expectations for classroom activities or transitions. Write notes on the activity in the box by that name. This self-assessment tool should be completed at least three times for the same class during the week.

- Ratings:**
- 5** = All students were following expectations.
 - 4** = All but one or two students were following expectations.
 - 3** = Most students were following expectations.
 - 2** = About half of the students were following expectations.
 - 1** = Most students were not following expectations.

C ONVERSATION	1	2	3	4	5
H ELP	1	2	3	4	5
A CTIVITY:					
M OVEMENT	1	2	3	4	5
P ARTICIPATION	1	2	3	4	5

C ONVERSATION	1	2	3	4	5
H ELP	1	2	3	4	5
A CTIVITY:					
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A CTIVITY:					
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P ARTICIPATION	1	2	3	4	5

Data review:

- ▶ If the ratings for each of the categories were 4 or 5, keep doing what you're doing!
- ▶ If there were some 3s mixed in with the 4s and 5s, consider re-teaching those expectations for a few days.
- ▶ If the ratings were mostly 3s, re-teach your expectations regularly until all students can follow them. Consider implementing a classwide motivation system for medium structure (see Chapter 8). If only one or two students are a concern, consider creating individual behavior plans for those students (see *The Teacher's Encyclopedia*, 1995).
- ▶ If the ratings were mostly 2s and 3s, re-teach your expectations regularly until all students can follow them. Consider implementing a classwide motivation system for high structure (see Chapter 8).
- ▶ If the ratings were mostly 1s and 2s, re-teach your expectations. Implement a classwide motivation system for high structure. In addition, implement at least one classwide motivation system for medium structure (see Chapter 8).