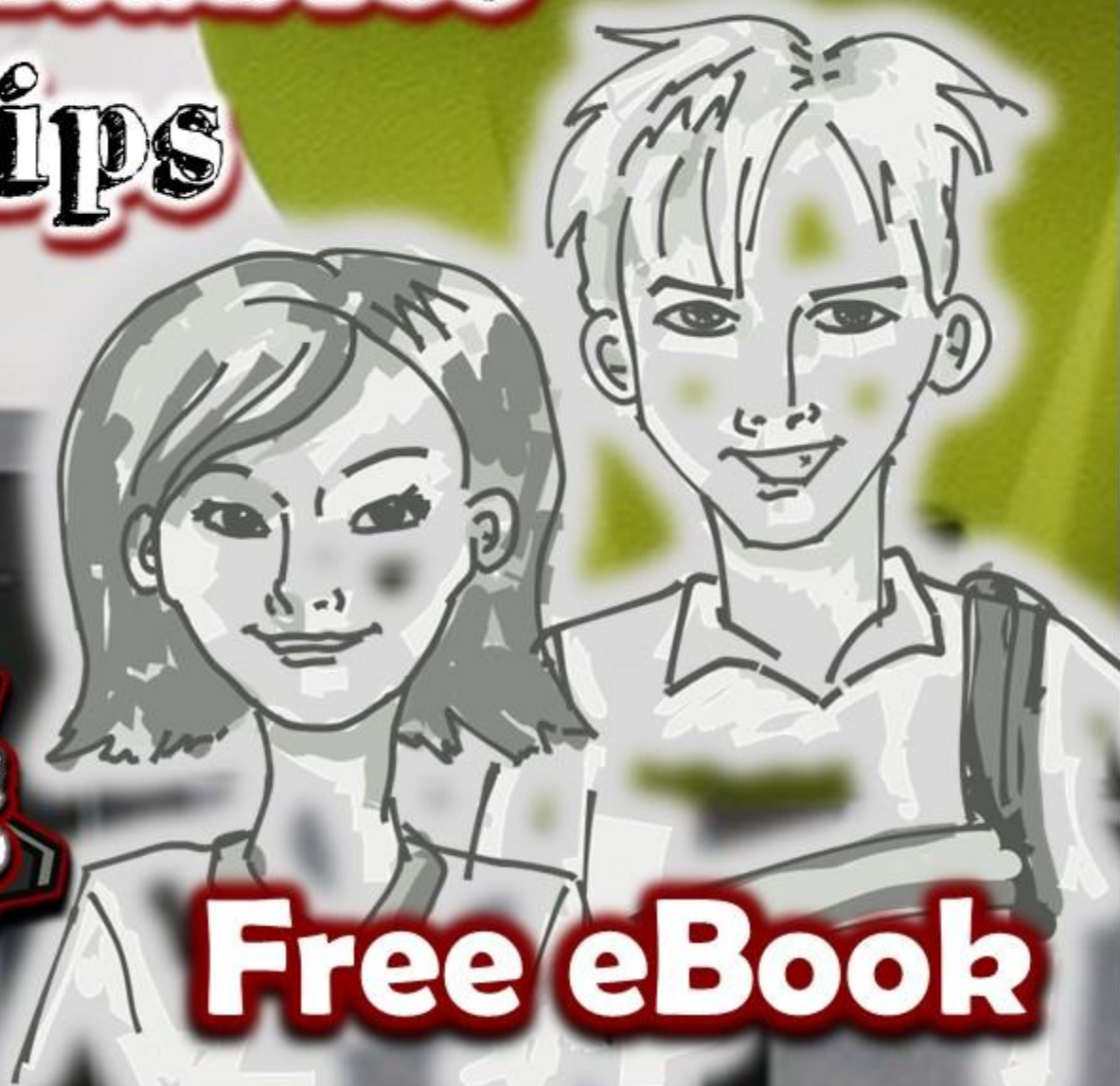


**Grades 6 - 12**

# **Classroom Management Printables & Tips**

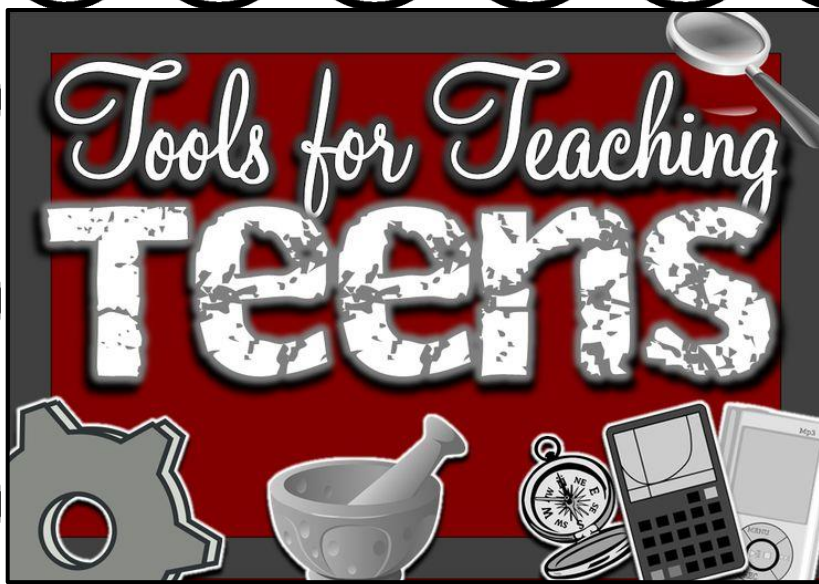


*Tools for Teaching*  
**TEENS**



## **Free eBook**





### Classroom Tip

Never underestimate the power of planning. Organization prevents a lot of class management issues before they can even start.

### Get to Know the Team

- 5 Things that Make Me Happy:
- \*Spending time with my family
  - \*Drinking milkshakes
  - \*Working in my flower beds
  - \*Quilting
  - \*Reading a good book

# presents Classroom Management

The following resource: Class Participation Grading Rubric

Student participation is an essential part of any middle or high school class. When I was a new teacher, I knew I wanted to make participation part of my students' grades, but I struggled to figure out how to grade students on their participation. I finally created a rubric to guide my grading. I hope you find it helpful!

# Class Participation Grading Rubric

Student Name \_\_\_\_\_

Date \_\_\_\_\_

	4	3	2	1	Points
<b>Attendance/ Promptness</b>	Student is <b>always</b> prompt and regularly attends class.	Student is <b>occasionally</b> late to class and regularly attends class.	Student is <b>frequently</b> late to class and regularly attends class.	Student is <b>almost always</b> late and/or has poor class attendance.	
<b>Time on Task</b>	Student is <b>always</b> working on the assigned task.	Student is <b>usually</b> working on the assigned task, but not always.	Student <b>rarely</b> works on the assigned task.	Student <b>almost never</b> does work in class.	
<b>Listening Skills</b>	Student <b>always</b> listens when others talk, both in groups and in class.	Student <b>usually</b> listens when others talk, but not always.	Student <b>does not</b> listen when others talk.	Student <b>does not</b> listen when others talk and often interrupts when others speak.	
<b>Behavior</b>	Student <b>never</b> displays disruptive behavior during class.	Student <b>rarely</b> displays disruptive behavior during class.	Student <b>occasionally</b> displays disruptive behavior during class.	Student <b>almost always</b> displays disruptive behaviors during class.	
<b>Preparation</b>	Student is <b>always</b> prepared for class with assignments and required class materials.	Student is <b>usually</b> prepared for class with assignments and required class materials.	Student is <b>often</b> unprepared for class with assignments or required class materials.	Student is <b>almost never</b> prepared for class with assignments and required materials.	
				<b>Total:</b>	

Teacher Comments:

Student Signature:

Parent Signature:

When it comes time to enter grades for effort, conduct, and participation, it really helps to have documentation.

Instead of making these grades subjective, keep track with quick footnotes on a spreadsheet for each student. Use my handy “positive and negative” tracking sheet to get an explainable score for each student.

I've taught math to 6<sup>th</sup> through 12<sup>th</sup> graders and have a special love for High School Geometry. I enjoy using inquiry-based learning to help students make discoveries.

I have a wonderful husband and beautiful baby girl. We love to spend time at the zoo, the hardware store, and our favorite hiking trails. Read more on my blog at [mathgiraffe.com](http://mathgiraffe.com).

# Classroom Management

The following resource

Use the printable sheet to track student behaviors throughout the week or quarter. Documenting behavior can sometimes be time consuming, but this particular format works well because it is so quick and easy.

Just enter the letter codes for each behavior as it occurs. Starting in the center at “zero,” record positive behaviors to the right of the line, and negative behaviors to the left. Code letters can be added as needed.

**Print a fresh sheet when it becomes full.**

When it comes time to assign grades for effort, conduct, or participation, cross out letters for each student beginning in the middle. You will end up with the leftover letters determining a final score. Use these positive or negative numbers to assign the effort, conduct, or participation grade.

**You will have an easy method for keeping these grades objective and will have clear documentation to present to students, parents, and administration.**

Class: 1st Period Algebra Date: Jan. 27, 1988 (initial, student, participation, or other)

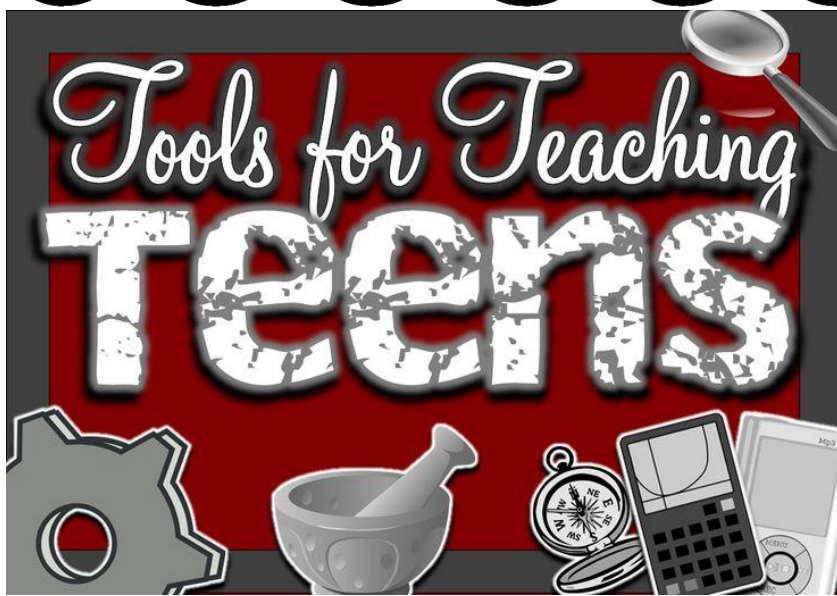
Starting in the center, record positive and negative behavior for each student. When it is time to give the score for either conduct, or participation, cross out one letter from each side until you have a total positive or negative number. Convert into a score for the report card, and save the sheet(s) for documentation. You can add codes for other behaviors (and sheets) daily or weekly as needed.

+ = good task  
 E = extra effort  
 T = talked out  
 P = participation  
 M = missing assignment  
 D = disruptive / disruption

	negative				0	positive			
Student Name & Total	D	O	T	P		P	T	O	D
Janet (2)			M	P		P	E		
Van S. (2)			T	P		E	E		
Earl K. (2)			T	M		E	E		P
Dorinda R. (1)				M					
Tom D. (1)				M		P	P		
Chel N. (4)						E			E
Sha B. (1)			T	O		P	P		E
Ann J. (1)				T		P	P		
M. T. (2)						E	P		
Ma C. (3)						P	P		E
T. W. (3)		O	M	M					
R. S. (1)						E			
K. M. (1)	T	T	T	T		P	P	P	P
Z. (5)						P	P		
B. (1)				O		P	E		
A. R. (2)				T		E	P		







### Classroom Tip

If ever you see/hear something inappropriate, stop the class and deal with it right away. Ignoring it shows acceptance and tolerance and will only make the problem worse in the future.

### Get to Know the Team

I taught sixth grade for eleven years at an elementary school before moving to a junior high where I taught 6<sup>th</sup> grade for 6 more years.

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# Classroom Management

The following resource helped me to keep my sanity with all the late work that seems to run rampant in the secondary world.

Not only does the Late Assignment Pass require for the student to notify their parent of their late work by obtaining a parent signature, it requires them to explain the reason the assignment is late, thus helping me with my record keeping. An easy glance at the late passes and I can tell who will have points deducted and who will not due to absence, and the students have done the bulk of the work for me. I hope you find it as useful as I did.

# LATE ASSIGNMENT

Name: \_\_\_\_\_

Assignment: \_\_\_\_\_

REASON FOR LATE ASSIGNMENT: \_\_\_\_\_

PARENT SIGNATURE

- ☐ No Name Redo
- ☐ Lost, forgotten, incomplete, etcetera
- ☐ Absent when assignment was given. Date(s): \_\_\_\_\_
- ☐ Absent on due date. Date(s): \_\_\_\_\_
- ☐ Pre-approval from teacher to have a late assignment.

Explain: \_\_\_\_\_

# LATE ASSIGNMENT

Name: \_\_\_\_\_

Assignment: \_\_\_\_\_

REASON FOR LATE ASSIGNMENT: \_\_\_\_\_

PARENT SIGNATURE

- ☐ No Name Redo
- ☐ Lost, forgotten, incomplete, etcetera
- ☐ Absent when assignment was given. Date(s): \_\_\_\_\_
- ☐ Absent on due date. Date(s): \_\_\_\_\_
- ☐ Pre-approval from teacher to have a late assignment.

Explain: \_\_\_\_\_

# LATE ASSIGNMENT

Name: \_\_\_\_\_

Assignment: \_\_\_\_\_

REASON FOR LATE ASSIGNMENT: \_\_\_\_\_

PARENT SIGNATURE

- ☐ No Name Redo
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- ☐ Absent when assignment was given. Date(s): \_\_\_\_\_
- ☐ Absent on due date. Date(s): \_\_\_\_\_
- ☐ Pre-approval from teacher to have a late assignment.

Explain: \_\_\_\_\_

# LATE ASSIGNMENT

Name: \_\_\_\_\_

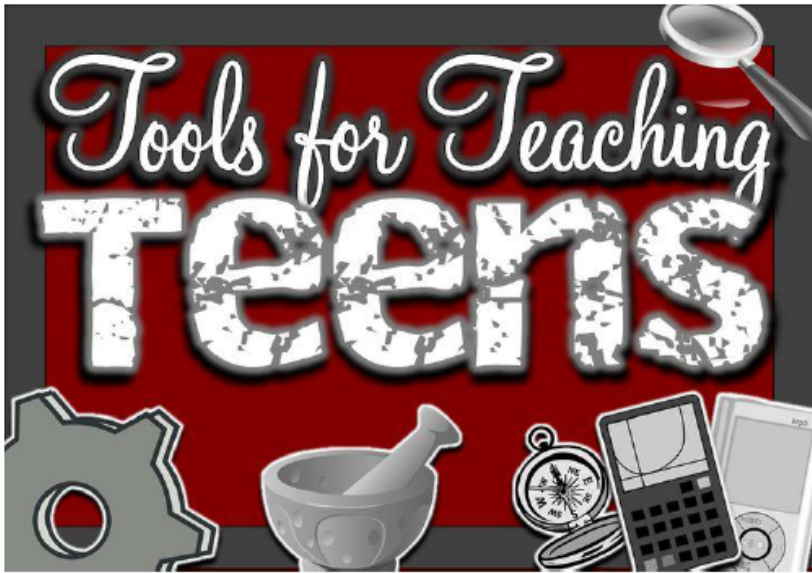
Assignment: \_\_\_\_\_

REASON FOR LATE ASSIGNMENT: \_\_\_\_\_

PARENT SIGNATURE

- ☐ No Name Redo
- ☐ Lost, forgotten, incomplete, etcetera
- ☐ Absent when assignment was given. Date(s): \_\_\_\_\_
- ☐ Absent on due date. Date(s): \_\_\_\_\_
- ☐ Pre-approval from teacher to have a late assignment.

Explain: \_\_\_\_\_



### Classroom Tip

Middle schoolers need routines! The most effective, "routine" way to get my students' attention is to use "Give Me Five," as found in Harry and Rosemary Wong's book, How to be an Effective Teacher The First Days of School (one of my favorite books ever!)

### Get to Know the Team

I am a sixth grade math teacher, and have been teaching for 23 years. I love reading, running and Boston Terriers! You can find my blog at [www.middleschoolmathmoments.com](http://www.middleschoolmathmoments.com)

presents

# Classroom Management

The following resource

... is a Give Me Five poster, to use in your classroom, so that students remember what Give Me Five means.

This is a great, quick way to grab students' attention, and when used consistently, is extremely effective. I started using Give Me Five when I taught elementary school, but have found it to be equally effective with my middle schoolers.



# Give Me Five!

1) Eyes on speaker



2) Be quiet Shhh

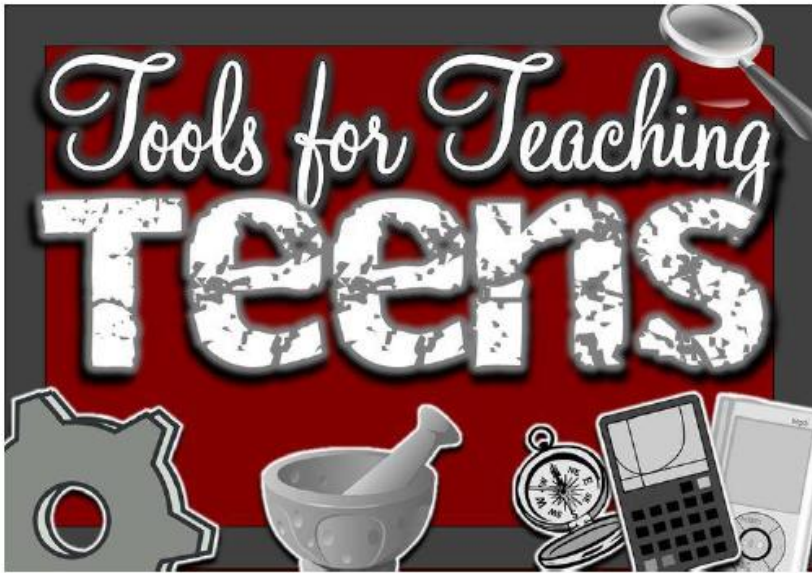


3) Be still

4) Hands free



5) Listen



### Classroom Tip

Respect the students, but don't tolerate inappropriate behavior. Create a quiet place in your classroom where students can go to reflect when they are having a bad day. I first got this idea from my favorite classroom management book, *Teaching with Love and Logic*.

### Get to Know the Team

I have taught middle and high school English and social studies for thirteen years. I keep at it because the students never cease to amuse/ amaze me.

My husband and son are my world and reading and writing are my hobbies.

Check out my weekly blog here:  
<http://whatsnewwithleah.blogspot.com/>

presents

# Classroom Management

## The following resource

This is a sign to hang above the desk in your "quiet area" and a reflective worksheet for students to fill out. The purpose of the worksheet is twofold:

1. The students will think about solutions to their inappropriate behavior.
2. You will have documentation of the incident.

The students decide when they are ready to return to large group. This shows them that you trust their discernment.

In high school and middle school, this tactic works best with two caveats:

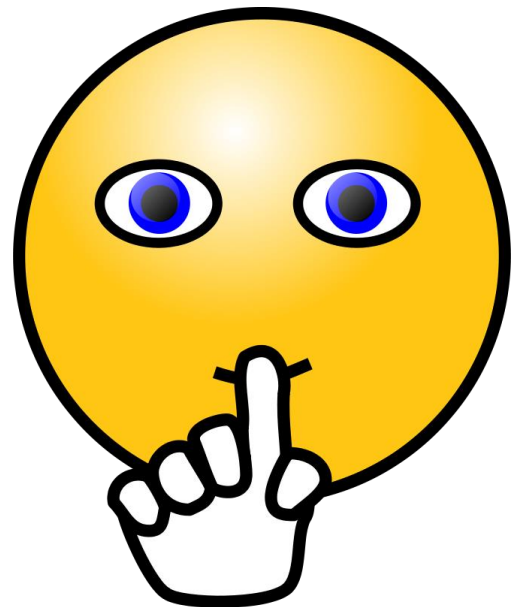
1. If they don't cooperate and take the opportunity seriously, that is a separate incident that will require a separate consequence.
2. If the behavior that sent them to the quiet area becomes chronic, that will also require further consequences.



# QUIET AREA

## Directions:

1. Fill out one of the worksheets that is in the tray (really think about it, do a good job, and understand that I keep these in your file).
2. When you've filled out the worksheet and you feel ready, place it on my desk, and come join the class again.





## Quiet Area Worksheet

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions: Do your best to answer each question here in a thoughtful manner. \*Remember, refusal to do so is defiance, a serious offense.**

- 1. What happened that caused the teacher to send you back here?**
  
  - 2. Have you had to come back here before? Yes or No (circle one)**  
**-If yes, why were you sent here last time?**
  
  - 3. What will you do differently to avoid coming here in the future?**
- 

## Quiet Area Worksheet

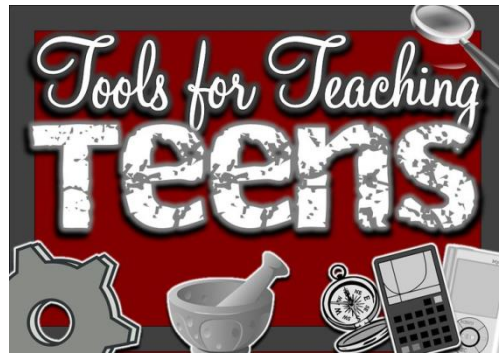
Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions: Do your best to answer each question here in a thoughtful manner. \*Remember, refusal to do so is defiance, a serious offense.**

- 1. What happened that caused the teacher to send you back here?**
  
- 2. Have you had to come back here before? Yes or No (circle one)**  
**-If yes, why were you sent here last time?**
  
- 3. What will you do differently to avoid coming here in the future?**

# THANK YOU!

We hope you have found this resource useful. Please visit our Pinterest board for more tips and resources for the secondary classroom.



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And [Browse](#) our Teachers' Pay Teachers Stores!



## TOOLS for Teaching TEENS

Thanks for the Graphics and Fonts!

