

## Cooper Decision-Making Rubric

<b>Decision-Making Components</b>	<b>“3” Exceeds Expectations</b>	<b>“2” Meets Expectations</b>	<b>“1” Needs Improvement</b>
Describe the classroom learning problem	Able to describe independently.	Able to describe with prompts.	Unable to describe with prompts or denies there is a problem.
Identify accommodations or strategies	Able to identify 2 or more independently.	Able to identify 1 or more with prompts/assistance.	Unable to identify any accommodations or strategies
Predict consequences of accommodations	Able to state pros and cons independently.	Able to state pros and cons with prompts.	Unable to state pros and cons with prompts.
Choose accommodation or strategy	Chooses one independently.	Able to choose one with assistance	Unable to choose or refuses to choose accommodation or strategy
Utilize the chosen accommodation(s) or strategy	Utilizes the chosen accommodation or strategy independently	Utilizes the chosen accommodation or strategy with prompting.	Unable or refuses to utilize the chosen accommodation or strategy
Evaluate the results of choices made	Evaluates independently	Evaluates with assistance	Unable or uncooperative in evaluating the chosen accommodation or strategy
Complete self-monitoring checklist	Completes independently daily.	Completes daily with reminders or assistance.	Unable or refuses to complete with assistance.

Within 36 weeks, by utilizing the decision-making rubric and completing daily self-monitoring, Cooper will score a “2” in **all** components of decision-making for 9 consecutive weeks.