

## School-wide Benchmarks of Quality (BoQ): SCORING FORM (Revised)

School Name: \_\_\_\_\_ District: \_\_\_\_\_

Coach's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** The school leadership team completes the Benchmarks of Quality (BoQ) together by using the *BoQ Scoring Guide* to discuss each item and come to consensus on the final score for each item. Scores are recorded on this *Scoring Form* below and then entered into the PBIS Assessment website. Alternatively, scores can be entered directly into the PBIS Assessment website. After entering scores online, teams review the BoQ Total Score and Subscale Reports and summarize the results in the corresponding table in the front of the pink Assessment Binder. [www.pbisassessment.org](http://www.pbisassessment.org)

Critical Elements	Item	Score			
		3	2	1	0
PBS Team	1. Team has administrative support	3	2	1	0
	2. Team has regular meetings (at least monthly)		2	1	0
	3. Team has established a clear mission/purpose			1	0
Faculty Commitment	4. Faculty are aware of behavior problems across campus through regular data sharing		2	1	0
	5. Faculty are involved in establishing and reviewing goals		2	1	0
	6. Faculty feedback is obtained throughout the year		2	1	0
Effective Procedures for Dealing with Discipline	7. Discipline process described in narrative format or depicted in graphic format		2	1	0
	8. Discipline process includes documentation procedures			1	0
	9. Discipline referral form includes information useful in decision making		2	1	0
	10. Problem behaviors are defined	3	2	1	0
	11. Major/minor behaviors are clearly differentiated		2	1	0
	12. Suggested array of appropriate responses to major (office-managed) problem behaviors			1	0
Data Entry & Analysis Plan Established	13. Data system is used to collect and analyze ODR data	3	2	1	0
	14. Additional data are collected (attendance, grades, faculty attendance, surveys) and used by SWPBS team			1	0
	15. Data analyzed by team at least monthly		2	1	0
	16. Data shared with team and faculty monthly (minimum)		2	1	0
Expectations & Rules Developed	17. 3-5 positively stated school-wide expectations are posted around school	3	2	1	0
	18. Expectations apply to both students and staff	3	2	1	0
	19. Rules are developed and posted for specific settings (settings where data suggest rules are needed)		2	1	0
	20. Rules are linked to expectations			1	0
	21. Staff are involved in development of expectations and rules		2	1	0
Reward/Recognition Program Established	22. A system of rewards has elements that are implemented consistently across campus	3	2	1	0
	23. A variety of methods are used to reward students		2	1	0
	24. Rewards are linked to expectations and rules	3	2	1	0
	25. Rewards are varied to maintain student interest		2	1	0
	26. Ratios of acknowledgement to corrections are high	3	2	1	0
	27. Students are involved in identifying/developing incentives			1	0
	28. The system includes incentives for staff/faculty		2	1	0

Critical Elements	Item	Score			
Lesson Plans for Teaching Expectations/ Rules	29. A behavioral curriculum includes teaching expectations and rules		2	1	0
	30. Lessons include examples and non-examples			1	0
	31. Lessons use a variety of teaching strategies		2	1	0
	32. Lessons are embedded into subject area curriculum		2	1	0
	33. Faculty/staff and students are involved in development & delivery of behavioral curriculum			1	0
	34. Strategies to share key features of SWPBS program with families/community are developed and implemented			1	0
Implementation Plan	35. A curriculum to teach the components of the discipline system to all staff is developed and used		2	1	0
	36. Plans for training staff how to teach expectations/rules/rewards are developed, scheduled and delivered		2	1	0
	37. A plan for teaching students expectations/rules/rewards is developed scheduled and delivered	3	2	1	0
	38. Booster sessions for students and staff are planned, scheduled, and delivered		2	1	0
	39. Schedule for rewards/incentives for the year is planned			1	0
	40. Plans for orienting incoming staff and students are developed and implemented		2	1	0
	41. Plans for involving families/community are developed & implemented			1	0
Classroom Systems	42. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms.		2	1	0
	43. Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)		2	1	0
	44. Expected behavior routines in classroom are taught		2	1	0
	45. Classroom teachers use immediate and specific praise		2	1	0
	46. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors		2	1	0
	47. Procedures exist for tracking classroom behavior problems		2	1	0
	48. Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered		2	1	0
	Evaluation	49. Students and staff are surveyed about PBS		2	1
50. Students and staff can identify expectations and rules			2	1	0
51. Staff use referral process (including which behaviors are office managed vs. teacher managed) and forms appropriately		3	2	1	0
52. Staff use reward system appropriately		3	2	1	0
53. Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBS plan		3	2	1	0