PSY 560: Functional Behavioral Assessment scoring rubric

Report Area	Thorough	Adequate	Minimal/Needs Improvement
Defining behavior problem	All behaviors of concern identified and thoroughly described.	One or two problem behaviors described.	Problem behaviors identified but not clearly defined.
Hypothesized function	Functions listed with supporting evidence for the identified functions.	Functions listed seem appropriate. Supporting evidence not clearly summarized.	Only the function mentioned without supporting evidence or rationale.
Sources of data and specific information	Sources of data identified and specific information obtained.	Sources of data identified but information obtained lacks specificity.	Sources of data not identified and/or vague information provided.
Test of function or plan to test the function	Consequence analysis: four main functions listed and described. Antecedent analysis: appropriate antecedent manipulations.	Consequence analysis: three of the four main functions listed and described. Antecedent analysis: minor antecedent manipulations attempted or planned.	Consequence analysis: less than three of the main functions listed and described. Antecedent analysis: inappropriate or no antecedent manipulations.
Graphs/tables	All the conditions for all the functions listed, data reflects hypothesized function, number of data points provide clear information, axes of graph correct.	All the conditions for all the functions listed and data reflects hypothesized function, but graph has few data points. Axes of graph correct.	Not all the conditions for all the functions are listed and/or data does not necessarily reflect hypothesized function and/or graph has few data points and/or axes of graph incorrect.

Rubric from: Pindiprolu et al. (2005). Scoring rubric for assessing students' performance on functional behavioral assessment cases. *Teacher Education and Special Education, 28*, 79-91.