The School WORK relies upon multimodal assessment across a random subset of students during a 4-5 hour observation across the multiple elements noted in the literature to be essential to effective classroom practices with ASD classroom environment, assessment, curriculum and planning, behavioral intervention and teaching (Handlere & Harris, 2001; New York State Education Department [NYSED], 2001, NRC, 2001). Within the context of this tool, review of records and interviews with school personnel across the 5 primary domains of programming to integrate effective programming for students with ASD are also conducted. Data collected between two raters for at least 10% of data sessions provides a measure of interrater reliability. Effective utilization of the measure relies upon adequate sampling and sources for this measure through (1) multiple opportunities for naturalistic observation, (2) multiple settings for observation (e.g., structured and unstructured settings, individual, and group work); and (3) utilization of greater than one general source of information for scoring each item (i.e., observation, permanent product, staff interview). Each item is task analyzed to explicitly define the factor being assessed and, explicit detail is provided within the tool to improve upon the consistent and accurate analysis and scoring of components necessary for scoring. Items within each category are scored as (1) “Criteria (full or partial) NOT MET for any part of the sample”, (2) “Partial criteria met for SOMS or OR full criteria met for SOMS of the sample”, or (2) “Full criteria met for the ENTIRE sample”. Additional scores of NA (“Criteria NOT met for ANY part of the random sample but not necessary to bar”) and NO (“No opportunity to observe or gather information needed to score”) may be utilized as necessary. This scoring format was derived through the initial development stages of the original School WORK to increase the reliability between raters while being sensitive to the individual differences that may exist between teachers and settings. The scoring format is unique in accommodating for differences across settings and student profiles while also maintaining adherence to the necessary and integral elements of implementation of best practices. The School WORK relies upon multimodal assessment across a random subset of students during a 4-5 hour observation across the multiple elements noted in the literature to be essential to effective classroom practices with ASD classroom environment, assessment, curriculum and planning, behavioral intervention and teaching (Handlere & Harris, 2001; New York State Education Department [NYSED], 2001, NRC, 2001). Within the context of this tool, review of records and interviews with school personnel across the 5 primary domains of programming to integrate effective programming for students with ASD are also conducted. Data collected between two raters for at least 10% of data sessions provides a measure of interrater reliability. Effective utilization of the measure relies upon adequate sampling and sources for this measure through (1) multiple opportunities for naturalistic observation, (2) multiple settings for observation (e.g., structured and unstructured settings, individual, and group work); and (3) utilization of greater than one general source of information for scoring each item (i.e., observation, permanent product, staff interview). Each item is task analyzed to explicitly define the factor being assessed and, explicit detail is provided within the tool to improve upon the consistent and accurate analysis and scoring of components necessary for scoring. Items within each category are scored as (1) “Criteria (full or partial) NOT MET for any part of the sample”, (2) “Partial criteria met for SOMS or OR full criteria met for SOMS of the sample”, or (2) “Full criteria met for the ENTIRE sample”. Additional scores of NA (“Criteria NOT met for ANY part of the random sample but not necessary to bar”) and NO (“No opportunity to observe or gather information needed to score”) may be utilized as necessary. This scoring format was derived through the initial development stages of the original School WORK to increase the reliability between raters while being sensitive to the individual differences that may exist between teachers and settings. The scoring format is unique in accommodating for differences across settings and student profiles while also maintaining adherence to the necessary and integral elements of implementation of best practices.