# VDOE Region 4 -Training and Technical Assistance Center, George Mason University

# **Rubric – HLP 6 Use Assessment Data, Analyze Instructional Practices and Made Adjustments that Improve Student Outcomes**

Embedded HLPs: [HLP 4](https://ttaconline.org/Resource/JWHaEa5BS77tJiU-01nzug/Resource-rubric--hlp-4-use-multiple-sources-of-information-to-develop-a-comprehensive-understanding-of-a), [HLP 5](https://ttaconline.org/Resource/JWHaEa5BS77eGo7j7FylUg/Resource-rubric---hlp-5-interpret-and-communicate-assessment-information-to-collaboratively-design-and), [HLP 11](https://ttaconline.org/Resource/JWHaEa5BS76f8v58BeBJYg/Resource-rubric--hlp-11-identify-and-prioritize-long--and-short-term-learning-goals-vdoe-ttac-at-gmu), [HLP 12](https://ttaconline.org/Resource/JWHaEa5BS77jPgj34jpI7w/Resource-rubric--hlp-12-systematically-design-instruction-toward-a-specific-learning-goal-vdoe-ttac-at-gmu)

| **Rating** | **Student Data** | **Goals** | **Interventions** | **Monitor Progress** | **Adapt Interventions** | **Communicate** | **Systemic** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Ineffective** | Teachers seldom use a variety of assessment data to determine a student’s present level of performance and baseline.  | Teachers seldom create ambitious and SMART (specific, measurable, attainable, time-based) goals.  | Teachers seldom select research and evidence-based interventions designed to meet goals.  | Teachers seldom monitor progress and collect data.  | Teachers seldom use student progress monitoring data to evaluate intervention effects, and adapt interventions when changes are necessary. | Teachers seldom communicate progress with data, using visuals such as graphs and tables.  | Teachers are seldom systemic in the way they use data to establish baseline, measure progress, and adapt interventions if necessary.  |
| **Approaching****Effective** | Teachers sometimes use a variety of assessment data to determine a student’s present level of performance and baseline.  | Teachers sometimes create ambitious and SMART (specific, measurable, attainable, time-based) goals.  | Teachers sometimes select research and evidence-based interventions designed to meet goals.  | Teachers sometimes monitor progress and collect data.  | Teachers sometimes use student progress monitoring data to evaluate intervention effects, and adapt interventions when changes are necessary. | Teachers sometimes communicate progress with data, using visuals such as graphs and tables.  | Teachers are seldom systemic in the way they use data to establish baseline, measure progress, and adapt interventions if necessary.  |
| **Effective** | Teachers often use a variety of assessment data to determine a student’s present level of performance and baseline.  | Teachers often create ambitious and SMART (specific, measurable, attainable, time-based) goals.  | Teachers often select research and evidence-based interventions designed to meet goals.  | Teachers often monitor student progress and collect data.  | Teachers often use student progress monitoring data to evaluate intervention effects, and adapt interventions when changes are necessary. | Teachers often communicate progress with data, using visuals such as graphs and tables. . | Teachers are often systemic in the way they use data to establish baseline, measure progress, and adapt interventions if necessary.  |
| **Highly Effective** | Teachers always use a variety of assessment data to determine a student’s present level of performance and baseline.  | Teachers always create ambitious and SMART (specific, measurable, attainable, time-based) goals.  | Teachers always select research and evidence-based interventions designed to meet goals.  | Teachers always monitor student progress.  | Teachers always use student progress monitoring data to evaluate intervention effects, and adapt interventions when changes are necessary.  | Teachers always communicate progress with data, using visuals such as graphs and tables.  | Teachers are always systemic in the way they use data to establish baseline, measure progress, and adapt interventions if necessary.  |

## **References**

Aceves, T. C. & Kennedy, M. J. (Eds.) (2024, February). *High-leverage practices for students with disabilities. 2nd edition*. Arlington, VA: Council for Exceptional Children and CEEDAR Center.

CEEDAR Center (2024). *High-leverage practices self-assessment tool*. Retrieved from <https://ceedar.education.ufl.edu/high-leverage-practices/>

Hashey, A. I., Kaczorowski, T. L., & DiCesare, D. M. (2020). *High-Leverage Practices in Special Education, Guide 2*. Council for Exceptional Children.

McLeskey, J. (Ed.). (2019)*. High leverage practices for inclusive classrooms.* New York: Routledge.

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