



## HLP 6: Highlight Tool

### **HLP 6: Use Student Assessment Data, Analyze Instructional Practices, and Make Necessary Adjustments that Improve Student Outcomes**

#### Here's What It Is:

- On-going data collection and analysis from multiple sources
- Observations of student academic and behavioral progress
- Self-assessment of classroom instruction
- Retention of effective instructional practices
- Data-Based Individualization (DBI)

#### When Do I Use It?

- When monitoring student progress
- When setting short- and long-term goals
- When determining the effectiveness of instruction
- When establishing present level of progress

#### Here Are the My Work Plans:

##### Curriculum Based Measurements (CBM)

- Create a structure for progress monitoring  
*View CBM video 2:00 – 3:12*
- Determine a target (aim line) for goal achievement  
*View CBM video 3:50 -4:20*
- Determine the rate of progress/improvement  
*View CBM video 5:23 – 7:13*
- Identify the rate of consistency to determine if intervention is needed  
*View CBM video 8:27 – 11:55*

Video: Curriculum Based Measurements: [Basic Overview](#)

#### Here's What It Looks Like:

- [Example of CBM screening](#) (2:00)
- [Curriculum Based Measurements: General Overview](#) (13.27)

#### Resources to Extend Learning:

[What Works Clearinghouse](#)

University of Missouri: [Evidence Based Intervention \(EBI\) Network](#)

[National Center for Intensive Intervention](#)

[High Leverage Practices](#)

[The Iris Center](#)

#### Suggested Activities:

- Use universal screening tools to gain understanding of student progress (check division requirements)
- [Select appropriate resources for intervention](#)
- [Use on-going progress monitoring tools to guide decision making and data collection.](#)
- Use various sources of data to make informed decisions about areas of student need. Examples could include:
  - Anecdotal records
  - Formative assessments
  - Summative assessments
  - Observations
  - Attendance records



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### HLP 6 in Action!

## Teacher Checklist for Effective Instructional Decision Making

**Directions:** Review the components of the checklist below to use as a guideline to implement your instructional practices for student goals as part of data-based decision-making process.

Student Name: \_\_\_\_\_

IEP Goals: \_\_\_\_\_

Guiding Questions	Considerations
1. What is my student's present level of performance?	<ul style="list-style-type: none"><li>• Curriculum Based Assessments (CBM) to determine academic proficiency in a skill set (see reference below)</li></ul>
2. What are my student's long-term goals?	<ul style="list-style-type: none"><li>• Median scored recorded as a result of multiple (at least 3) grade-level CBMs (reading and math)</li><li>• Goal to help close the gap between student's score and score of same-age peers</li><li>• Use a graphic program to plot baseline and goal (e.g. Microsoft Excel)</li></ul>
3. What interventions are needed to accomplish these goals?	<ul style="list-style-type: none"><li>• Diagnostic measure to identify strengths and needs</li><li>• Evidence-based Interventions based on data to target skill</li><li>• Implementation of intervention with fidelity</li></ul>
4. How am I monitoring progress towards these goals?	<ul style="list-style-type: none"><li>• On-going monitoring to ensure growth towards goal</li><li>• Observational notes to inform decision-making</li></ul>
5. What methods am I using to determine the effectiveness of my instruction?	<ul style="list-style-type: none"><li>• Evaluation of weekly data collection (usually 6 -10 data recordings)</li><li>• Are data points above or below goal line?</li><li>• Does the trend indicate progress towards goal?</li></ul>
6. Do I need to change my instruction? What additional information is needed?	<ul style="list-style-type: none"><li>• Did I provide effective intended intervention?</li><li>• Did I implement the intervention with fidelity?</li><li>• Was the student engaged during instruction?</li></ul>

*Adapted from Leadership Guide for HLP #6*

### References

- Hashey, A.I., Kaczorowski, T.L., DiCesare, D.M. (2020). High-Leverage Practices in Special Education, Guide #3. Council for Exceptional Children.
- Hosp, M.K., Hosp, J.L., & Howell, K.W. (2007). The ABC's of CBM: A practical guide to curriculum-based measurement, New York, NY: Guilford Press.
- McLeskey, J. (Ed.) (2019). High leverage practices for inclusive classrooms. New York: Routledge.

Find additional HLP Highlight Tools on [TTAC Online](#).

Ratzlaff, J., Sekinger, M & Martin, C. (2021).