

# **Rubric – HLP 12 Systematically Design Instruction Toward a Specific Learning Goal**

Pillar HLP: [HLP 6 Use Assessment Data, Analyze Instructional Practices and Make Adjustments that Improve Student Outcomes](https://ttaconline.org/Resource/JWHaEa5BS765SdBqniitYQ/Resource-rubric--hlp-6-use-assessment-data-analyze-instructional-practices-and-make-adjustments-that)

| **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 5*. Council for Exceptional Children.

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

For information about TTAC Region 4, go to [https://ttac.gmu.edu/](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fttac.gmu.edu%2F&data=04%7C01%7Cctalber1%40gmu.edu%7C717a601d8f47402ccfc108d9fd416faf%7C9e857255df574c47a0c00546460380cb%7C0%7C0%7C637819279759882488%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=GbznIwsPLTJua0kFL7zcwup4SVohdCUFFXuU1cQkHck%3D&reserved=0).

**Comments:**