**Rubric – HLP #20 Provide Intensive Instruction**

|  | **Present Level of Performance** | **Hypothesis** | **Intervention** | **Instruction** | **Progress Monitoring** | **Instructional Changes** |
| --- | --- | --- | --- | --- | --- | --- |
| **Ineffective** | Teachers seldom establish students’ present level of performance toward learning or behavior goals. | Teachers seldom examine diagnostic data to generate a hypothesis about student progress. | To individualize intensive interventions and meet ambitious goals using established norms, teachers seldom use student data. | Teachers seldom implement research and evidence-based interventions with fidelity. | Teachers seldom monitor student progress or use decision rules to evaluate the effectiveness of instruction toward learning goals. | If a student is not making progress, teachers seldom make instructional changes. |
| **Approaching**  **Effective** | Teachers sometimes establish students’ present level of performance toward learning or behavior goals. | Teachers sometimes examine diagnostic data to generate a hypothesis about student progress. | To individualize intensive interventions and meet ambitious goals using established norms, teachers sometimes use student data. | Teachers sometimes implement research and evidence-based interventions with fidelity. | Teachers sometimes monitor student progress or use decision rules to evaluate the effectiveness of instruction toward learning goals. | If a student is not making progress, teachers sometimes make instructional changes. |
| **Effective** | Teachers often establish students’ present level of performance toward learning or behavior goals. | Teachers often examine diagnostic data to generate a hypothesis about student progress. | To individualize intensive interventions and meet ambitious goals using established norms, teachers often use student data. | Teachers often implement research and evidence-based interventions with fidelity. | Teachers often monitor student progress or use decision rules to evaluate the effectiveness of instruction toward learning goals. | If a student is not making progress, teachers often make instructional changes. |
| **Highly Effective** | Teachers always establish students’ present level of performance toward learning or behavior goals. | Teachers always examine diagnostic data to generate a hypothesis about student progress. | To individualize intensive interventions and meet ambitious goals using established norms, teachers always use student data. | Teachers always implement research and evidence-based interventions with fidelity. | Teachers always monitor student progress or use decision rules to evaluate the effectiveness of instruction toward learning goals. | If a student is not making progress, teachers always make instructional changes. |

**References**

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