

# **Rubric – HLP 15 Provide Scaffolded Supports**

Pillar HLPs: [HLP 7](https://ttaconline.org/Resource/JWHaEa5BS74ozkSjhgK7Pw/Resource-rubric--checklist--hlp-7-establish-a-consistent-organized-and-respectful-learning-environment) & [HLP 16](https://ttaconline.org/Resource/JWHaEa5BS76Vge_avkrQBw/Resource-rubric--hlp-16-use-explicit-instruction-vdoe-ttac-at-gmu)

| **Rating** | **Sequential Instruction** | **Essential Knowledge** | **Data** | **Scaffolds** | **Guided Notes** | **Fading** |
| --- | --- | --- | --- | --- | --- | --- |
| **Ineffective** | Teachers seldom identify essential knowledge standards and task analyze curriculum to instruct concepts and skills from easiest to most complex. | Teachers seldom develop scaffolds to support student learning of essential standards and related prerequisite skills. | Teachers seldom use student data to individualize scaffolds. | Teachers seldom give scaffolded supports (e.g., graphic organizers, sentence stems, self-monitoring checklists, checklists of academic skills) across a wide range of areas (e.g., academics, behavior, social skills) and adapt support a student based on student need. | Teachers seldom create and use guided notes to support student learning. | Teachers seldom fade supports gradually to encourage student  independence with concepts and tasks. |
| **Approaching**  **Effective** | Teachers sometimes task analyze curriculum to instruct concepts and skills from easiest to most complex. | Teachers sometimes identify and prioritize instruction of essential knowledge standards and skills. | Teachers sometimes use student data to individualize scaffolds. | Teachers sometimes give scaffolded supports (e.g., graphic organizers, sentence stems self-monitoring checklists, checklists of academic skills) across a wide range of areas (e.g., academics, behavior, social skills) and adapt support a student based on student need. | Teachers sometimes create and use guided notes to support student learning. | Teachers sometimes fade supports gradually to encourage student  independence with concepts and tasks. |
| **Effective** | Teachers often task analyze curriculum to instruct concepts and skills from easiest to most complex. | Teachers often identify and prioritize instruction of essential knowledge standards and skills. | Teachers often use student data to individualize scaffolds. | Teachers often give scaffolded supports (e.g., graphic organizers, sentence stems self-monitoring checklists, checklists of academic skills) across a wide range of areas (e.g., academics, behavior, social skills) and adapt support a student based on student need. | Teachers often create and use guided notes to support student learning. | Teachers often fade supports gradually to encourage student  independence with concepts and tasks. |
| **Highly Effective** | Teachers always task analyze curriculum to instruct concepts and skills from easiest to most complex. | Teachers always identify and prioritize instruction of essential knowledge standards and skills. | Teachers always use student data to individualize scaffolds. | Teachers always give scaffolded supports (e.g., graphic organizers, sentence stems self-monitoring checklists, checklists of academic skills) across a wide range of areas (e.g., academics, behavior, social skills) and adapt support a student based on student need. | Teachers always create and use guided notes to support student learning. | Teachers always fade supports gradually to encourage student  independence with concepts and tasks. |

## **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 4*. Council for Exceptional Children.

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

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