

# **Rubric – HLP 22 Provide Positive and Constructive Feedback to Guide Students’ Learning**

Pillar HLP: [HLP 7 Establish a Consistent, Organized & Responsive Learning Environment](https://ttaconline.org/Resource/JWHaEa5BS74ozkSjhgK7Pw/Resource-rubric--checklist--hlp-7-establish-a-consistent-organized-and-respectful-learning-environment)

| **Rating** | **Constructive** | **Timely** | **Positive** | **Differentiated** | **Responsive** |
| --- | --- | --- | --- | --- | --- |
| **Ineffective** | Feedback is seldom positive, corrective, or specific. | Feedback is seldom immediate. | Feedback is seldom sincere, respectful, and positive. | Feedback seldom considers the student’s age, learning history, cultural background, and preferences, as well as classroom dynamics, that could influence the student’s response to feedback. | Teachers seldom adjust the type and frequency of feedback based on students’ learning progress. |
| **Approaching**  **Effective** | Feedback is sometimes positive, corrective, or specific. | Feedback is sometimes immediate. | Feedback is sometimes sincere, respectful, and positive. | Feedback sometimes considers the student’s age, learning history, cultural background, and preferences, as well as classroom dynamics, that could influence the student’s response to feedback. | Teachers sometimes adjust the type and frequency of feedback based on students’ learning progress. |
| **Effective** | Feedback is often positive, corrective, or specific. | Feedback is often immediate. | Feedback is often sincere, respectful, and positive. | Feedback often considers the student’s age, learning history, cultural background, and preferences, as well as classroom dynamics, that could influence the student’s response to feedback. | Teachers often adjust the type and frequency of feedback based on students’ learning progress. |
| **Highly Effective** | Feedback is always positive, corrective, or specific. | Feedback is always immediate. | Feedback on behavior is always sincere, respectful, and positive. | Feedback always considers the student’s age, learning history, cultural background, and preferences, as well as classroom dynamics, that could influence the student’s response to feedback. | Teachers always adjust the type and frequency of feedback based on students’ learning progress. |

## **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 3*. Council for Exceptional Children.

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

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