

# Rubric – HLP 17 Use Flexible Grouping

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** | **Data** | **Homogeneous Groups** | **Heterogeneous Groups** | **Student Accountability** | **Teacher Monitoring** |
| --- | --- | --- | --- | --- | --- |
| **Ineffective** | Teachers seldom use student data to appropriately group students based on the learning goals and targets. | Teachers seldom use homogeneous groups for intensive instruction with students who have similar strengths, needs, and/or interests. | Teachers seldom create structure and use heterogeneous groups to increase academic discussions, promote social skills, and facilitate interpersonal relationships between students. | Teachers seldom hold students accountable for collective group and individual work. | Teachers seldom monitor group interactions or provide positive and constructive feedback on student learning and behavior. |
| **Approaching**  **Effective** | Teachers sometimes use data to appropriately group students based on the learning goals and targets. | Teachers sometimes use homogeneous groups for intensive instruction with students who have similar strengths, needs, and/or interests. | Teachers sometimes create structure and use heterogeneous groups to increase academic discussions, promote social skills, and facilitate interpersonal relationships between students. | Teachers sometimes hold students accountable for collective group and individual work. | Teachers sometimes monitor group interactions and provide positive and constructive feedback on student learning and behavior. |
| **Effective** | Teachers often use data to appropriately group students based on the learning goals and targets. | Teachers often use homogeneous groups for intensive instruction with students who have similar strengths, needs, and/or interests. | Teachers often create structure and use heterogeneous groups to increase academic discussions, promote social skills, and facilitate interpersonal relationships between students. | Teachers often hold students accountable for collective group and individual work. | Teachers often monitor group interactions and provide positive and constructive feedback on student learning and behavior. |
| **Highly Effective** | Teachers always use data to appropriately group students based on the learning goals and targets. | Teachers always use homogeneous groups for intensive instruction with students who have similar strengths, needs, and/or interests. | Teachers always create structure and use heterogeneous groups to increase academic discussions, promote social skills, and facilitate interpersonal relationships between students. | Teachers always hold students accountable for collective group and individual work. | Teachers always monitor group interactions and provide positive and constructive feedback on student learning and behavior. |

## 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.

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