

# Rubric - HLP 4: Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student’s Strengths and Needs

Pillar HLP: [HLP 6](http://ttaconline.org/Resource/JWHaEa5BS765SdBqniitYQ/Resource-rubric--hlp-6-use-assessment-data-analyze-instructional-practices-and-make-adjustments-that)

| **Rating** | **Student**  | **Parent/ Caregiver Information**  | **Norm-Referenced Assessments**  | **Formal Assessments**  | **Informal Assessments**  | **Teacher Data and School Records** |
| --- | --- | --- | --- | --- | --- | --- |
| **Ineffective**  | Teachers seldom ask students about their interests, motivations, preferences, and goals, and seldom use this information as part of a student’s learner profile.  | Teachers seldom ask parents/caregivers about student interests, motivations, preferences, culture, strengths and needs, and seldom include parental information as part of a student’s learner profile.  | Teachers seldom extract relevant information about students’ strengths and needs from student’s norm referenced reports, and seldom incorporate recommendations from these reports into a student’s learner profile.  | Teachers seldom use information from formal assessments (SOLs, unit assessments, reading inventories, formal observations, functional behavior assessments, transition assessments) to gain a greater understanding of student’s strengths and needs.  | Teachers seldom use informal assessments and progress monitoring data to gain an understand-ing of student’s strengths and needs.  | Teachers seldom use teachers’ notes about students’ academic, social, emotional, and behavioral performance in different learning environments, or school records (attendance, discipline records) to gain an understanding of students’ strengths and needs.  |
| **Approaching****Effective**  | Teachers sometimes ask students about their interests, motivations, preferences, and goals, and sometimes use this information as part of a student’s learner profile. | Teachers sometimes ask parents/caregivers about student interests, motivations, preferences, culture, strengths and needs, and sometimes include parental information as part of a student’s learner profile.  | Teachers sometimes extract relevant information about students’ strengths and needs from student’s norm referenced reports, and sometimes incorporate recommendations from these reports into a student’s learner profile.  | Teachers sometimes use information from formal assessments (SOLs, unit assessments, reading inventories, formal observations, functional behavior assessments, transition assessments) to gain a greater understanding of student’s strengths and needs. | Teachers sometimes use informal assessments and progress monitoring data to gain an understand-ing of student’s strengths and needs.  | Teachers sometimes use teachers’ notes about students’ academic, social, emotional, and behavioral performance in different learning environments, or school records (attendance, discipline records) to gain an understanding of students’ strengths and needs.  |
| **Effective**  | Teachers often ask students about their interests, motivations, preferences, and goals, and often use this information as part of a student’s learner profile. | Teachers often ask parents/caregivers about student interests, motivations, preferences, culture, strengths and needs, and often include parental information as part of a student’s learner profile.  | Teachers often extract relevant information about students’ strengths and needs from student’s norm referenced reports, and often incorporate recommendations from these reports into a student’s learner profile. | Teachers often use information from formal assessments (SOLs, unit assessments, reading inventories, formal observations, functional behavior assessments, transition assessments) to gain a greater understanding of student’s strengths and needs. | Teachers often use informal assessments and progress monitoring data to gain an understand-ing of student’s strengths and needs. | Teachers often use teachers’ notes about students’ academic, social, emotional, and behavioral performance in different learning environments, or school records (attendance, discipline records) to gain an understanding of students’ strengths and needs.  |
| **Highly Effective** | Teachers always ask students about their interests, motivations, preferences, and goals, and always use this information as part of a student’s learner profile. | Teachers always ask parents/caregivers about student interests, motivations, preferences, culture, strengths and needs, and always include parental information as part of a student’s learner profile.  | Teachers always extract relevant information about students’ strengths and needs from student’s norm referenced reports, and always incorporate recommendations from these reports into a student’s learner profile | Teachers always use information from formal assessments (SOLs, unit assessments, reading inventories, formal observations, functional behavior assessments, transition assessments) to gain a greater understanding of student’s strengths and needs. | Teachers always use informal assessments and progress monitoring data to gain an understand-ing of student’s strengths and needs.  | Teachers always use teachers’ notes about students’ academic, social, emotional, and behavioral performance in different learning environments, or school records (attendance, discipline records) to gain an understanding of students’ strengths and needs.  |

## **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 2*. Council for Exceptional Children.

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

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