

# **Rubric – HLP 13 Make Adaptations to Tasks and Materials**

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** | **Instructional Planning**  | **Task Analyze**  | **Simplify Instructions and Directions** | **Scaffolds**  | **Manipulatives** | **Strategies** | **Technology** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Ineffective**  | Teachers seldom use a student’s data to identify needs and plan differentiated instruction that begins with easier content that builds toward more challenging content.  | Teachers seldom task analyze concepts and skills from easiest concept to most difficult, and seldom teach more complex concepts and skills step by step.  | Teachers seldom simplify directions by using appropriate vocabulary, visual aids, simplified sentence structure with highlighted words, and length to meet the individualized needs of students and improve understanding.  | Teachers seldom use scaffolds like graphic organizers, guided notes, or highlighting of key words to help students understand content.  | Teachers seldom use manipulatives to facilitate student understanding.  | Teachers seldom use meta-cognitive and cognitive strategies like mnemonics to enhance student memories.  | Teachers seldom use technology to facilitate student understanding.  |
| **Approaching****Effective**  | Teachers sometimes use a student’s data to identify needs and plan differentiated instruction that begins with easier content that builds toward more challenging content.  | Teachers sometimes task analyze concepts and skills from easiest concept to most difficult, and sometimes teach more complex concepts and skills step by step.  | Teachers sometimes simplify directions with appropriate vocabulary, visual aids, sentence structure with highlighted words, and length to meet the individualized needs of students and improve understanding.  | Teachers sometimes use scaffolds like graphic organizers, guided notes, or highlighting of key words to help students understand content.  | Teachers sometimes use manipulatives to facilitate student understanding. |  Teachers sometimes use meta-cognitive and cognitive strategies like mnemonics to enhance student memories.  | Teachers sometimes use technology to facilitate student understanding. |
| **Effective**  | Teachers often use a student’s data to identify needs and plan differentiated instruction that begins with easier content that builds toward more challenging content. | Teachers often task analyze concepts and skills from easiest concept to most difficult, and often teach more complex concepts and skills step by step.  | Teachers often simplify directions with appropriate vocabulary, visual aids, sentence structure with highlighted words, and length to meet the individualized needs of students and improve understanding.  | Teachers often use scaffolds like graphic organizers, guided notes, or highlighting of key words to help students understand content.  | Teachers often use manipulatives to facilitate student understanding. | Teachers often use meta-cognitive and cognitive strategies like mnemonics to enhance student memories.  | Teachers often use technology to facilitate student understanding. |
| **Highly Effective** | Teachers always use a student’s data to identify needs and plan differentiated instruction that begins with easier content that builds toward more challenging content. | Teachers always task analyze concepts and skills from easiest concept to most difficult, and always teach more complex concepts and skills step by step.  | Teachers always simplify directions with appropriate vocabulary, visual aids, sentence structure with highlighted words, and length to meet the individualized needs of students and improve understanding.  | Teachers always use scaffolds like graphic organizers, guided notes, or highlighting of key words to help students understand content.  | Teachers always use manipulatives to facilitate student understanding.  | Teachers always use meta-cognitive and cognitive strategies like mnemonics to enhance student memories.  | Teachers always use technology to facilitate student understanding. |

## **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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