

# **Rubric – HLP 14 Teach Cognitive and Meta-Cognitive Strategies to Support Learning and Independence**

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** | **Identify Strategy** | **Task Analysis** | **Strategy Instruction** | **Explicit Instruction** | **Scaffolds** | **Feedback** |
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| **Ineffective** | Teachers seldom evaluate student data and need to select a research or evidence based cognitive or meta-cognitive strategy. | Teachers seldom task analyze steps students must take to meet academic and/or self-regulation goals with a cognitive or meta-cognitive strategy. | Teachers seldom  teach cognitive or meta-cognitive strategies to instruct skills and reinforce student independence and self-direction. | Teachers seldom  use explicit instruction to teach the strategy. Explicit instruction includes activating background knowledge; discussing, modeling with think alouds, memorizing, and supporting the strategy; and allowing for independent performance. | Teachers seldom provide scaffolds like graphic organizers or checklists to help students remember steps and understand concepts. | Teachers seldom monitor students’ strategy use and give positive and corrective feedback to meet goals. |
| **Approaching**  **Effective** | Teachers sometimes evaluate student data and need to select a research or evidence based cognitive or meta-cognitive strategy. | Teachers sometimes task analyze steps students must take to meet academic and/or self-regulation goals with a cognitive or meta-cognitive strategy. | Teachers sometimes teach cognitive or meta-cognitive strategies to instruct skills and reinforce student independence and self-direction. | Teachers sometimes  use explicit instruction to teach the strategy. Explicit instruction includes activating background knowledge; discussing, modeling with think alouds, memorizing, and supporting the strategy; and allowing for independent performance. | Teachers sometimes provide scaffolds like graphic organizers or checklists to help students remember steps and understand concepts. | Teachers sometimes monitor students’ strategy use and give positive and corrective feedback to meet goals. |
| **Effective** | Teachers often evaluate student data and need to select a research or evidence based cognitive or meta-cognitive strategy. | Teachers often task analyze steps students must take to meet academic and/or self-regulation goals with a cognitive or meta-cognitive strategy. | Teachers often teach cognitive or meta-cognitive strategies to instruct skills and reinforce student independence and self-direction. | Teachers often  use explicit instruction to teach the strategy. Explicit instruction includes activating background knowledge; discussing, modeling with think alouds, memorizing, and supporting the strategy; and allowing for independent performance. | Teachers often provide scaffolds like graphic organizers or checklists to help students remember steps and understand concepts. | Teachers often monitor students’ strategy use and give positive and corrective feedback to meet goals. |
| **Highly Effective** | Teachers always evaluate student data and need to select a research or evidence based cognitive or meta-cognitive strategy. | Teachers always task analyze steps students must take to meet academic and/or self-regulation goals with a cognitive or meta-cognitive strategy. | Teachers always teach cognitive or meta-cognitive strategies to instruct skills and reinforce student independence and self-direction. | Teachers always  use explicit instruction to teach the strategy. Explicit instruction includes activating background knowledge; discussing, modeling with think alouds, memorizing, and supporting the strategy; and allowing for independent performance. | Teachers always provide scaffolds like graphic organizers or checklists to help students remember steps and understand concepts. | Teachers always monitor students’ strategy use and give positive and corrective feedback to meet goals. |

## **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/>

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

For information about TTAC Region 4, go to <https://ttac.gmu.edu/>.

**Comments:**