

# **Rubric – HLP 11 Identify and Prioritize Long- and Short-Term Learning Goals**

Pillar HLP: [HLP 6 Use Assessment Data, Analyze Instructional Practices and Make Adjustments that Improve Student Outcomes](https://ttaconline.org/Resource/JWHaEa5BS765SdBqniitYQ/Resource-rubric--hlp-6-use-assessment-data-analyze-instructional-practices-and-make-adjustments-that)

| **Rating** | **Essential Knowledge Standards** | **Essential Prerequisite Skills** | **Student Data** | **Specially Designed Instruction** | **Learning Goals or Targets** |
| --- | --- | --- | --- | --- | --- |
| **Ineffective** | Teachers seldom are familiar with grade-level content to understand the essential knowledge standards and key skills in the curriculum. | Teachers seldom understand the prerequisite skills students need  to meet an essential knowledge standard. | Teachers seldom collect, analyze, and use data from formative and summative assessments to understand students’ strengths and needs related to essential knowledge standards and prerequisite skills. | Teachers seldom use information from a student’s IEP to plan specially designed instruction with learning goals that connect with grade-level content standards. | Teachers seldom develop ambitious, attainable, and socially significant learning  goals or targets in student friendly language. |
| **Approaching**  **Effective** | Teachers sometimes are familiar with grade-level content to understand the essential knowledge standards and key skills in the curriculum. | Teachers sometimes understand the prerequisite skills students need  to meet an essential knowledge standard. | Teachers sometimes collect, analyze, and use data from formative and summative assessments to understand students’ strengths and needs related to essential knowledge standards and prerequisite skills. | Teachers sometimes use information from a student’s IEP to plan specially designed instruction with learning goals that connect with grade-level content standards. | Teachers sometimes develop ambitious, attainable, and socially significant learning  goals or targets in student friendly language. |
| **Effective** | Teachers often are familiar with grade-level content to understand the essential knowledge standards and key skills in the curriculum. | Teachers often understand the prerequisite skills students need  to meet an essential knowledge standard. | Teachers often collect, analyze, and use data from formative and summative assessments to understand students’ strengths and needs related to essential knowledge standards and prerequisite skills. | Teachers often use information from a student’s IEP to plan specially designed instruction with learning goals that connect with grade-level content standards. | Teachers often develop ambitious, attainable, and socially significant learning  goals or targets in student friendly language. |
| **Highly Effective** | Teachers always are familiar with grade-level content to understand the essential knowledge standards and key skills in the curriculum. | Teachers always understand the prerequisite skills students need  to meet an essential knowledge standard. | Teachers always collect, analyze, and use data from formative and summative assessments to understand students’ strengths and needs related to essential knowledge standards and prerequisite skills. | Teachers always use information from a student’s IEP to plan specially designed instruction with learning goals that connect with grade-level content standards. | Teachers always develop ambitious, attainable, and socially significant learning  goals or targets in student friendly language. |

## **References**

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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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