

# **Rubric – HLP 8 Provide Positive and Constructive Feedback to Guide Students’ Behavior**

Pillar HLP: [HLP 7 Establish a Consistent, Organized & Responsive Learning Environment](https://ttaconline.org/Resource/JWHaEa5BS74ozkSjhgK7Pw/Resource-rubric--checklist--hlp-7-establish-a-consistent-organized-and-respectful-learning-environment)

| **Rating** | **Constructive** | **Timely** | **Positive** | **Differentiated** | **Responsive** |
| --- | --- | --- | --- | --- | --- |
| **Ineffective**  | Feedback is seldom instructive or corrective, emphasizing the skill instead of reprimanding. | Feedback is seldom immediate.  | Feedback on behavior is seldom sincere, respectful, and positive. | Feedback seldom considers the student’s age, learning history, cultural background, and preferences, as well as classroom dynamics, that could influence the student’s response to feedback. | Teachers seldom adjust the type and frequency of feedback based on students’ learning progress. |
| **Approaching****Effective**  | Feedback is sometimes instructive or corrective, emphasizing the skill instead of reprimanding. | Feedback is sometimes immediate.  | Feedback on behavior is sometimes sincere, respectful, and positive. | Feedback sometimes considers the student’s age, learning history, cultural background, and preferences, as well as classroom dynamics, that could influence the student’s response to feedback. | Teachers sometimes adjust the type and frequency of feedback based on students’ learning progress. |
| **Effective**  | Feedback is often instructive or corrective, emphasizing the skill instead of reprimanding. | Feedback is often immediate.  | Feedback on behavior is often sincere, respectful, and positive. | Feedback often considers the student’s age, learning history, cultural background, and preferences, as well as classroom dynamics, that could influence the student’s response to feedback. | Teachers often adjust the type and frequency of feedback based on students’ learning progress. |
| **Highly Effective** | Feedback is always instructive or corrective, emphasizing the skill instead of reprimanding. | Feedback is always immediate.  | Feedback on behavior is always sincere, respectful, and positive. | Feedback always considers the student’s age, learning history, cultural background, and preferences, as well as classroom dynamics, that could influence the student’s response to feedback. | Teachers always adjust the type and frequency of feedback based on students’ learning progress. |

## **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.

Hashey, A. I., Kaczorowski, T. L., & DiCesare, D. M. (2020). *High-Leverage Practices in Special Education, Guide 3*. Council for Exceptional Children.

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/](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fttac.gmu.edu%2F&data=04%7C01%7Cctalber1%40gmu.edu%7C717a601d8f47402ccfc108d9fd416faf%7C9e857255df574c47a0c00546460380cb%7C0%7C0%7C637819279759882488%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=GbznIwsPLTJua0kFL7zcwup4SVohdCUFFXuU1cQkHck%3D&reserved=0).

**Comments:**