

**Rubric – HLP 20 Provide Intensive Instruction for Academics and Behavior**

Embedded HLP: HLP 10 Conduct Functional Behavioral Assessments to Develop Individual Student Behavior Support Plans.

| **Rating** | **Student Data** | **Baseline** | **Instruction** | **Progress Monitoring** | **Hypothesis** | **Adapt Instruction** |
| --- | --- | --- | --- | --- | --- | --- |
| **Ineffective** | Teachers seldom use student data to plan and individualize instruction to meet goals. | Teachers seldom establish a student’s baseline and present level of performance toward learning or behavior goals. | Teachers seldom implement research and evidence-based interventions with fidelity. | Teachers seldom monitor student progress or use decision rules to evaluate the effectiveness of instruction toward learning goals. | Teachers seldom examine diagnostic data to generate a hypothesis about student progress. | If a student is not making progress, teachers seldom make instructional changes. |
| **Approach-ing**  **Effective** | Teachers sometimes use student data to plan and individualize instruction to meet goals. | Teachers sometimes establish a student’s baseline and present level of performance toward learning or behavior goals. | Teachers sometimes implement research and evidence-based interventions with fidelity. | Teachers sometimes monitor student progress or use decision rules to evaluate the effectiveness of instruction toward learning goals. | Teachers sometimes examine diagnostic data to generate a hypothesis about student progress. | If a student is not making progress, teachers sometimes make instructional changes. |
| **Effective** | Teachers often use student data to plan and individualize instruction to meet goals. | Teachers often establish a student’s baseline and present level of performance toward learning or behavior goals. | Teachers often implement research and evidence-based interventions with fidelity. | Teachers often monitor student progress or use decision rules to evaluate the effectiveness of instruction toward learning goals. | Teachers often examine diagnostic data to generate a hypothesis about student progress. | If a student is not making progress, teachers often make instructional changes. |
| **Highly Effective** | Teachers always use student data to plan and individualize instruction to meet goals. | Teachers always establish a student’s baseline and present level of performance toward learning or behavior goals. | Teachers always implement research and evidence-based interventions with fidelity. | Teachers always monitor student progress or use decision rules to evaluate the effectiveness of instruction toward learning goals. | Teachers always examine diagnostic data to generate a hypothesis about student progress. | If a student is not making progress, teachers always make instructional changes. |

**References**

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National Center on Intensive Intervention. (n.d.). *Tools Charts Overview*. <https://intensiveintervention.org/tools-charts/overview>

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