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**Rubric – HLP #12 Systematically Design Instruction Toward a Specific Learning Goal**

|  | **Student Data** | **Goals** | **Interventions** | **Monitor Progress** | **Adapt Interventions** | **Communicate** | **Systemic** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Ineffective** | Teachers seldom use a variety of assessment data to determine a student’s present level of performance and baseline. | Teachers seldom create ambitious and SMART (specific, measurable, attainable, time-based) goals. | Teachers seldom select research and evidence-based interventions designed to meet goals. | Teachers seldom monitor progress and collect data. | Teachers seldom use student progress monitoring data to evaluate intervention effects, and adapt interventions when changes are necessary. | Teachers seldom communicate progress with data, using visuals such as graphs and tables. | Teachers are seldom systemic in the way they use data to establish baseline, measure progress, and adapt interventions if necessary. |
| **Approaching**  **Effective** | Teachers sometimes use a variety of assessment data to determine a student’s present level of performance and baseline. | Teachers sometimes create ambitious and SMART (specific, measurable, attainable, time-based) goals. | Teachers sometimes select research and evidence-based interventions designed to meet goals. | Teachers sometimes monitor progress and collect data. | Teachers sometimes use student progress monitoring data to evaluate intervention effects, and adapt interventions when changes are necessary. | Teachers sometimes communicate progress with data, using visuals such as graphs and tables. | Teachers are seldom systemic in the way they use data to establish baseline, measure progress, and adapt interventions if necessary. |
| **Effective** | Teachers often use a variety of assessment data to determine a student’s present level of performance and baseline. | Teachers often create ambitious and SMART (specific, measurable, attainable, time-based) goals. | Teachers often select research and evidence-based interventions designed to meet goals. | Teachers often monitor student progress and collect data. | Teachers often use student progress monitoring data to evaluate intervention effects, and adapt interventions when changes are necessary. | Teachers often communicate progress with data, using visuals such as graphs and tables. . | Teachers are often systemic in the way they use data to establish baseline, measure progress, and adapt interventions if necessary. |
| **Highly Effective** | Teachers always use a variety of assessment data to determine a student’s present level of performance and baseline. | Teachers always create ambitious and SMART (specific, measurable, attainable, time-based) goals. | Teachers always select research and evidence-based interventions designed to meet goals. | Teachers always monitor student progress. | Teachers always use student progress monitoring data to evaluate intervention effects, and adapt interventions when changes are necessary. | Teachers always communicate progress with data, using visuals such as graphs and tables. | Teachers are always systemic in the way they use data to establish baseline, measure progress, and adapt interventions if necessary. |

References

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

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