

Grading Rubric: Data-Driven Student Support Plan (Domain 2 - HLPs)

Scoring Breakdown (Total: 100 Points)

Criteria

The following rubric outlines how your assignment will be assessed. Please review each area carefully to understand the expectations and maximize your performance.

1. Data Analysis (25 Points)

Exemplary (25): Comprehensive analysis of all student data (academic, behavior, cultural), highlighting strengths, needs, and trends with clear, insightful interpretations.

Proficient (20): Adequate analysis of key data sources with appropriate connections to instructional needs.

Needs Improvement (15): Partial or surface-level analysis with limited data interpretation.

Incomplete (0): Minimal or inaccurate data analysis.

2. SMART Goals (20 Points)

Exemplary (20): Two clear, well-written SMART goals (one academic, one behavioral) that are specific, measurable, and directly aligned to student data.

Proficient (16): Goals are mostly clear and measurable with minor errors or omissions.

Needs Improvement (12): Goals are vague, lack specificity, or weak alignment with data.

Incomplete (0): Goals are missing or do not follow SMART format.

3. Support Plan (25 Points)

Exemplary (25): Thorough support plan integrating 3+ HLPs, explicit instructional strategies, culturally responsive practices, and appropriate accommodations.

Proficient (20): Support plan includes key elements with adequate HLP integration and culturally responsive practices.

Needs Improvement (15): Basic plan with limited HLPs or weak connection to student needs.

Incomplete (0): Plan missing or incomplete.

4. Progress Monitoring (20 Points)

Exemplary (20): Detailed and realistic monitoring strategies, including frequency, tools, and data tracking methods tied to each goal.

Proficient (16): General progress monitoring described with minor gaps in detail.

Needs Improvement (12): Vague or underdeveloped monitoring description.

Incomplete (0): Monitoring component missing.

5. Equity Reflection (10 Points)

Exemplary (10): Deep, thoughtful reflection on equitable practices and cultural responsiveness, referencing specific instructional strategies.

Proficient (8): Reflection on equity included but may lack depth or specificity.

Needs Improvement (6): Minimal or surface-level equity discussion.

Incomplete (0): Reflection missing.