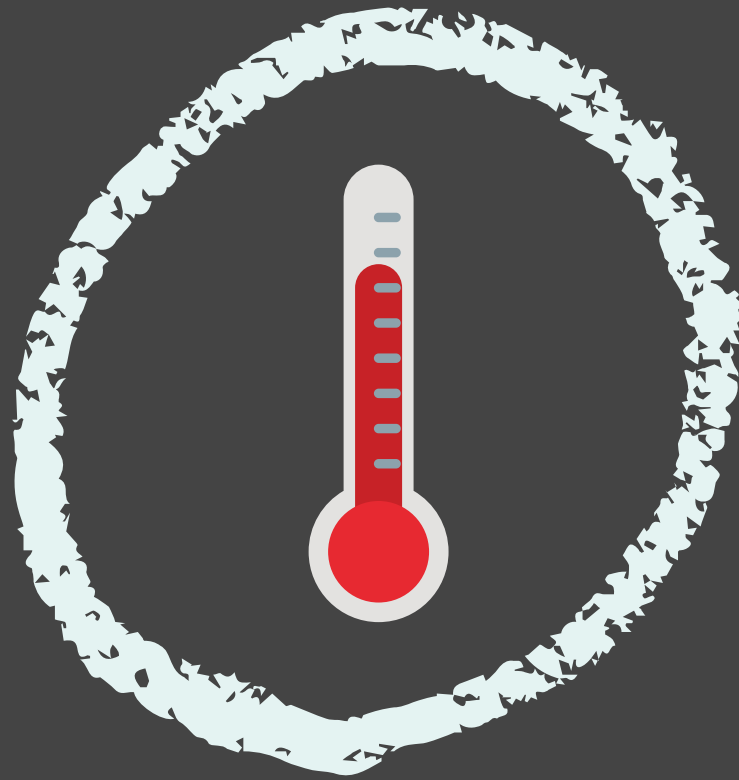


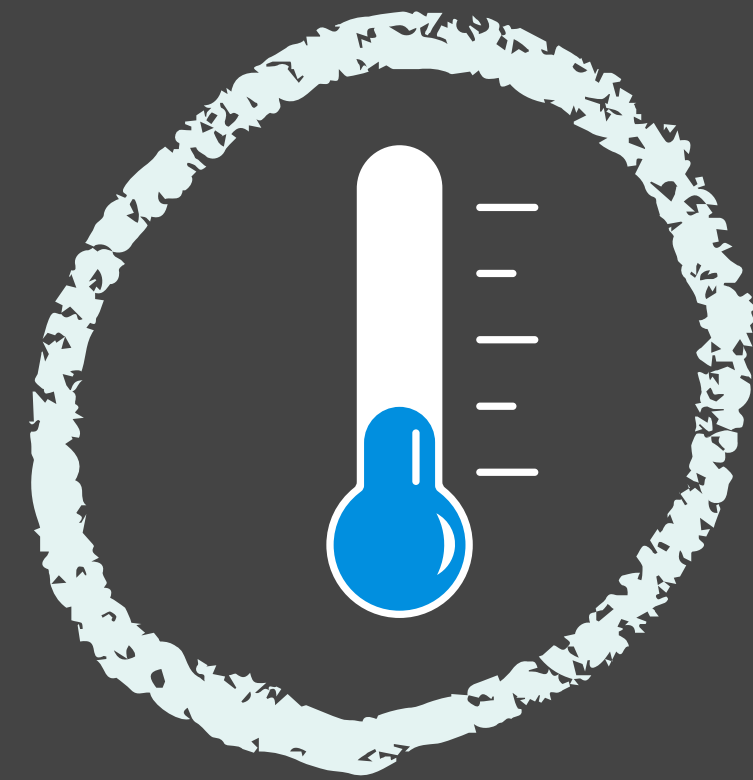
When a child is sick....



Tool: Thermometer

101.7

Baseline: Current
Body Temp.



Achieve Wellness -
Lower Temp.

How to get baseline data

Make sure you're collecting your baseline with the same and in the same way you're planning to track it!

- Discrete Trial Data
- Rubric
- Observational Data
- Classroom work samples



STEP THREE: REFINE

- Go back to your rough goal and using the baseline information set your accuracy/achievement rating.
- Be sure your baseline is stated in your goal.



STEP THREE: REFINE

- By November 2022, Student will make progress towards improving their understanding of the concept ON from 40% by correctly completing one step directions containing the concept of ON with no additional prompts/cues and 65% accuracy or better across 3 consecutively targeted sessions.



STEP THREE: REFINE

- By November 2022, after listening to a situation that requires a compromise, Student will improve their compromising skills from a rating of 1 to a rating of 3 on the Compromising Rubrics by constructing a compromise that achieves the corresponding criteria across three consecutively targeted sessions



STEP FOUR: REVIEW

Does your goal
objectively follow
BSMART goal criteria?

Specific

- Your goal/objective should only be targeting one skill under specific conditions. The skill may be layered and complex (i.e. inferencing) but you are only tracking one skill.
- If the word 'AND' is in your goal, go back and refine.



WHAT ARE THEY AND WHY ARE THEY SO DIFFERENT ?

- An evaluation tool used to assess progress and performance using a defined criteria and rating scale system.
- The main difference between rubric style data and tally data is the rubric's flexibility and descriptive components.
- They allow you to quantify skills that can be more abstract in nature and can't be tracked well with a +/-
- Parent and teacher friendly.
- Can highlight the skills your student does have, and is developing, where percentages might overlook them.



GOAL AREAS/POPULATIONS TO CONSIDER FOR RUBRICS

- **Pragmatics**
 - **Inferencing**
 - **Describing**
 - **Vocabulary**
 - **Writing**
 - **Fluency**
 - **AAC**
 - **Students with complex needs (mod/severe)**
 - **Autism**
 - **Aides**
 - **Parents (coaching)**
-

DESCRIPTIVE STYLE

- Provide you with more information of skill than Support-Based
- Provides more information to parents and teachers
- Teachers are familiar with rubrics, so it is easier for them to offer feedback on student's performance.

Name _____
Grade _____

COMPOUND SENTENCES											
1		2		3		4					
<p>Student is able to differentiate a simple sentence from a compound sentence. Student struggles to identify a compound sentences when other sentence types are included. Student requires sentence frames, starters, and examples to create compound sentences. Student typically requires constant (4+) prompts and cues, visuals, frequent review and repetition of the need for comma, semicolon, or conjunction to be successful with activities.</p>		<p>Student is able to accurately identify compound sentences from several sentence types when given choices. Student can create compound sentences with the use of sentence frames, starters, and examples. Student typically requires moderate (3-4) prompts and cues, visuals, and frequent review and repetition of the need for comma, semicolon, or conjunction to be successful with activities.</p>		<p>Student is able to accurately create unique compound sentences in structured activities. Student understands that a comma, semicolon, or conjunction is required but may forget to utilize one. Student is able to demonstrate use across multiple settings with guidance and support. Student occasionally requires minimal (1-2) prompts and cues to be successful.</p>		<p>Student is able to independently and accurately create compound sentences in conversation and/or written work. Student understands that compound sentences require a conjunction, comma, or semicolon. Student is able to demonstrate use and knowledge across multiple settings. Student may have occasional errors but is still functional within the classroom. Requires no more prompts and cues than typical peers.</p>					
<div style="transform: rotate(-45deg); font-weight: bold; font-size: 1.2em;">Date</div>											
<div style="transform: rotate(-45deg); font-weight: bold; font-size: 1.2em;">Score</div>											

BRAINSTORM THE BREAKDOWN



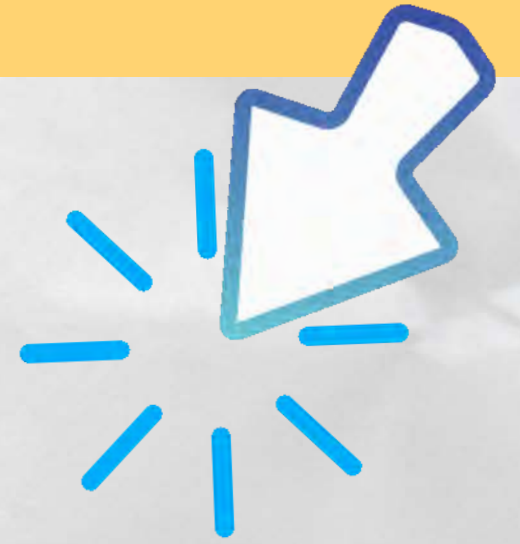
- THE GOOD
- THE BAD
- THE UGLY

BRAIN DUMP

Skills don't have to be in order, yet. Put down everything you would expect your student to be able to with the skill you are targeting, from the earliest stages all the way to independence.

CATEGORIZING

- Sort item to group
- Given items will state group
- Given group will state items
- Matching item to group
- Can use categorization skills for semantic needs (vocabulary)
- Can use categorization skills in text for higher level skills such as inferencing.
- Can add item to list for category



- **Matching item to group**
- **Sort item to group**
- **Given items will state group**
- **Given group will state items**
- **Can add item to list for category**
- **Can use categorization skills for semantic needs (vocabulary)**
- **Can use categorization skills in text for higher level skills such as inferencing.**

STACK THE SKILL

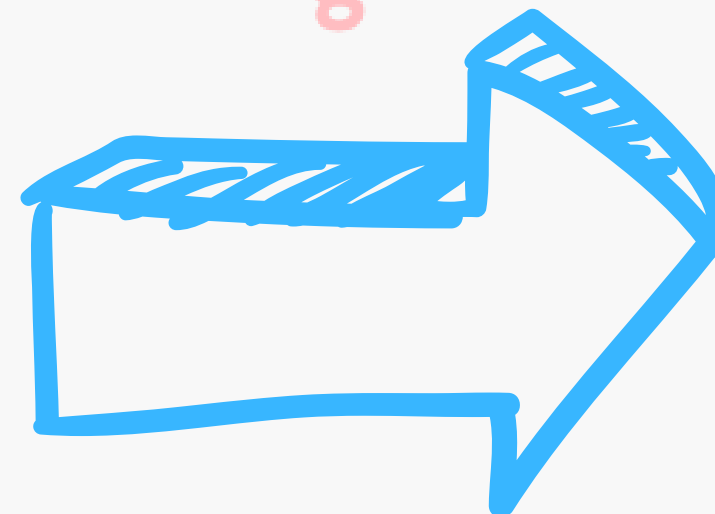
BUILD FROM THE OUTSIDE IN

Your lowest rating should be the skill at its most basic level.

1

Student is **unable to match items** by common features or identify commonalities among objects to **sort in to like groups**. Student requires visuals, additional information, manipulatives, and frequent repetition of information to understand item relationships. Student needs consistent (4+) prompts/cues to complete categorization tasks within structured activities in the small group setting.

Your highest rating should be what the expectation of the skill is in an average peer or what is **ATTAINABLE** for your student plus a smidge.



4

Student is able to **independently identify commonalities among objects and text/vocab** and use that information to group like objects/words into corresponding categories with little to no prompts or cues from clinician. **Student is able to apply categorization as steps in higher level skills such as inferencing, summarizing, etc.** This is demonstrated across multiple settings and the student requires no more additional support than a is accessible in general education.

BUILD FROM THE OUTSIDE IN

1

Student is **unable to match items** by common features or identify commonalities among objects to **sort in to like groups**. Student requires visuals, additional information, manipulatives, and frequent repetition of information to understand item relationships. Student needs consistent (4+) prompts/cues to complete categorization tasks within structured activities in the small group setting.

Baby step progress



2

Student is **able to match and sort items** by common features or identify commonalities among objects. To be successful with **listing related items in a category or stating the group for a list of items**, student requires: visuals/manipulatives, explanation of item connections, text support, etc. Student typically requires moderate (3-4) prompts and cues, frequent review and repetition of strategies to be successful in activities within the small group setting.

RATING GUIDELINES

RATING 1: Most basic form. Can customize to be the baseline for the student. Skill is nonexistent too emerging. Maximum/constant prompts/cue needed, usually needing all supplements to be successful with basic task.

RATING 2: Skill is emerging, child can complete very basics on their own or at least minimal support. Student can show growth with supplements and supports in place but still needs moderate prompts/cues in addition to be successful

RATING 3: Skill is more stable but not independent. Supplements are beneficial with can demonstrate skill in unstructured tasks as well as possibly one other setting. May need minimal prompts/cues

RATING 4: Skill is independent or has well mastered as is achievable for student. May need occasional prompts/cues and supplements.



WRITING GOALS FOR RUBRICS

YOU WILL STILL USE A

B-SMART

FORMAT

The criteria and parameters for a lot of your goal are included in the rubric itself that you will reference, so your goal may not be as 'wordy' as normal.



CALEB WILL WRITE A COMPOUND SENTENCE, IMPROVING FROM A RATING OF 1 TO 3, ON THE COMPOUND SENTENCES RUBRIC ACROSS THREE CONSECUTIVELY SCORED SESSIONS.

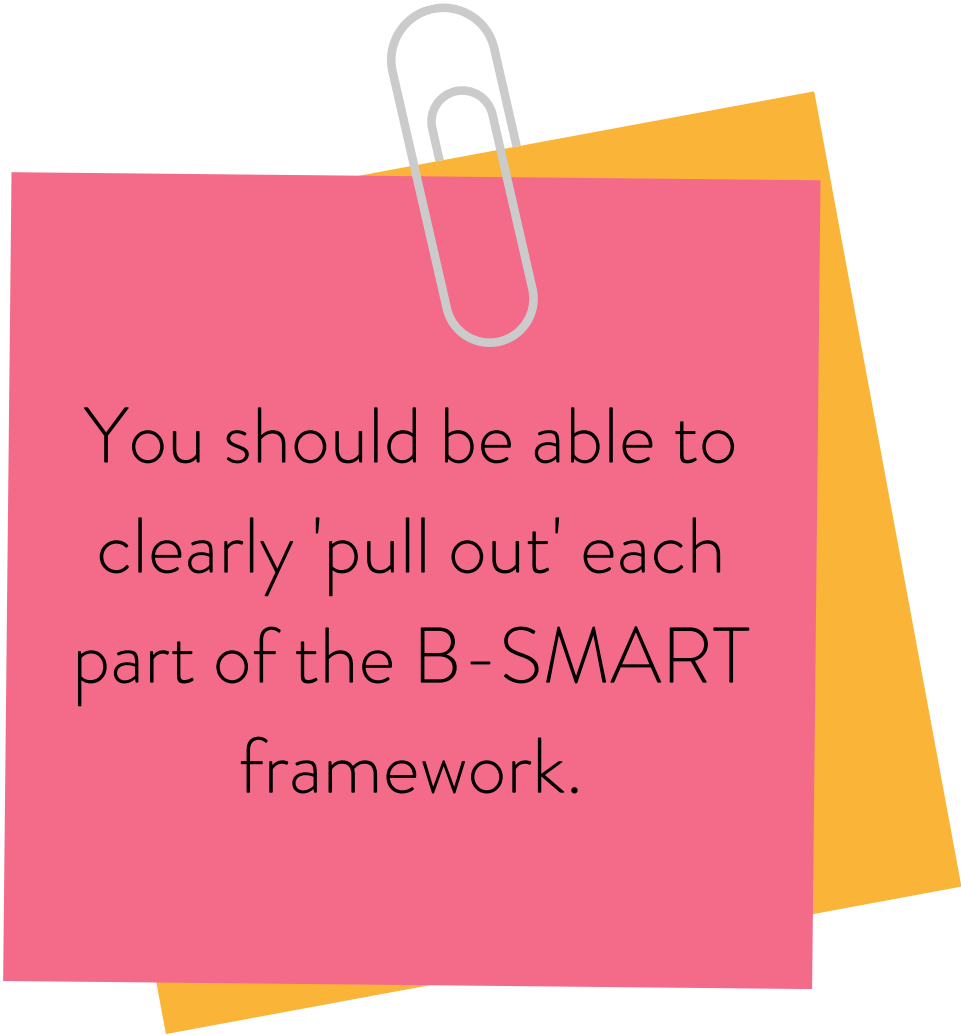
B- Rating of 1

S - Write a compound sentence

M - Rating of 3 on the Compound Sentences Rubric

**A/R - Dependent on knowledge of student and baseline
information**

T- A rating of 3 achieved three times in a row



You should be able to
clearly 'pull out' each
part of the B-SMART
framework.

By October 2023, Ivan will make progress towards improving his expressive language skills by writing a compound sentence, increasing from a 1 to a 3 on the Compound Sentences Rubric, across three consecutively scored sessions.



TAKING DATA

*Can do .5 but need to
state why in notes.

**You don't need to mark rubric
data each session. After you work
with students, take out rubric,
look at criteria and decide where
student falls.**

KEEP IT LEGAL

ALWAYS attach the rubric to the IEP. This way everyone has the information and it is there in case the student moves. Most IEP systems let you upload a PDF or JPG file to the IEP or goal section.





TIME HACK

Keep rubric files in Google Drive or Dropbox (cloud storage systems) for access anywhere.

**Copy and paste
rubric criteria into
your reports and
progress updates for
fast and detailed
information**