

Universal Language Rubric

Goal: Student will (insert skill) scoring ____/16 on a Universal Language Rubric* measured per grading period.

	1	2	3	4
Quantitative Measure: Data driven by either an end of grading period CRT or by the last 5 opportunities tracked during the grading period	Demonstrates skill effectively 0-25% of the time.	Demonstrates skill effectively 26-50% of the time.	Demonstrates skill effectively 51-75% of the time.	Demonstrates skill effectively 76-100% of the time.
Qualitative Measure: Hierarchy of skill development and awareness/repair of errors	Beginning skill. Needs direct instruction on foundational parts of skill. No error awareness or independent application of strategies.	Emerging skill. Can perform steps in the task independently but cannot combine them successfully. Basic awareness of and beginning attempts at using strategies with support.	Developing skill. Attempts to combine steps of a task to perform skill with inconsistent success. Aware that strategies are needed but difficulty implementing on own.	Established skill. Occasional errors but demonstration of skill is consistent with peer group. Independently implements strategies and/or quickly responds to feedback for implementation.
Level of Support: Cues needed for successful demonstration of skill	Needs full support from adults for success. Needs multiple prompts/cues used (auditory, visual, gestural, written, modeling, etc.).	Needs multiple cueing (either frequent repetition of one type of cue or combination of cueing types).	Needs only one type of cueing to correctly perform skill (e.g. a visual cue, a verbal cue, restate directions one time, etc.).	Adult cues are similar to others in the setting. Cues are directed toward the whole group rather than the individual student.
Setting: Where the skill is successfully being used	Uses in only in 1 structured setting (e.g. speech room) in a small group.	Uses in only in 1 structured setting (e.g. speech room) in a whole group.	Uses in 2 structured settings (e.g. speech room, classroom) with familiar people.	Uses in at least one structured and one unstructured setting with both familiar and unfamiliar people (e.g. speech room, general education room, special ed classroom, playground, lunch).
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