



BALTIMORE LAB SCHOOL

THE DIFFERENCE IS EXTRAORDINARY

Levels of Support Rubric

2025-2026

Criteria	Independent (Ind)	Minimal (Min)	Moderate (Mod)	Significant (Sig)	Maximum (Max)
Support Required	Requires no additional support beyond what the whole class receives programmatically.	Occasionally requires less support than what the whole class receives programmatically. Support is focused on confidence-building or quick skill reinforcement, not full re-teaching.	Consistent, structured support needed. Needs regular guidance or structured assistance (more than just a quick check-in).	Frequent and explicit support needed; relies heavily on an adult or peer.	Intensive, explicit, and often 1:1 support needed.
Task Completion & Prompts	Completes tasks without prompts or cues .	Completes tasks with occasional prompts or cues .	Completes tasks with consistent prompts or cues . Requires step-by-step instructions and explanations.	Completes tasks with frequent and explicit assistance, prompts, or cues . Tasks must be adapted or broken down. Requires step-by-step instructions, repeated explanations and modified materials.	Completes tasks with intensive and explicit assistance, prompts, or cues; often, 1:1 support is needed .
Use of Resources & Accommodations	Independently accesses and uses all student-specific resources, aids, and accommodations.	Occasionally needs additional assistance to access and use all student-specific resources and accommodations.	Consistent assistance is required to access and use student-specific resources, supplementary aids, and accommodations with teacher support.	Requires frequent and explicit teacher guidance and structured assistance to access and use student-specific resources, supplementary aids, and accommodations.	Requires intensive and explicit teacher guidance and structured assistance to access and use student-specific resources, supplementary aids, and accommodations, often 1:1 support is needed.
Demonstrates Understanding	Consistently demonstrates understanding and applies skills on their own .	Occasionally demonstrates understanding and applies skills on their own .	Demonstrates understanding and applies skills with consistent and structured teacher support .	Demonstrates understanding and applies skills only with frequent, explicit, and structured teacher support .	Curriculum or tasks must be heavily modified for them to participate and/or demonstrate understanding
Self-Monitoring & Initiative	Consistently self-monitors their work, accesses resources, and initiates tasks.	Occasionally self-monitors, accesses resources, and initiates tasks, but still requires prompts . May need assistance with organization/focus.	Requires consistent and structured teacher-monitoring of their work, access to resources, and assistance with task initiation.	Requires frequent, explicit, and structured teacher-monitoring of their work, access to resources, and assistance with task initiation.	Needs consistent one-to-one assistance and/or instruction for understanding, engagement, and task completion.