VDOE Region 4
Training and Technical Assistance Center at George Mason University Banner.  Also listed is the TTAC Region 4 LOGO.   


**HLP Highlight Tool**

**HLP 5: Interpret and Communicate Assessment Information with Stakeholders to Collaboratively Design and Implement Educational Programs**

**Here’s What It Is:**

* Assessment data for eligibility and present level of academic and functional performance
* Identifying and summarizing key assessment findings for parents and stakeholders
* Making data-informed decisions regarding a student’s IEP and instructional planning
* Translation of technical jargon into parent-friendly language

**When Do I Use It?**

* When determining present level of academic and functional performance
* When collaborating with all stakeholders to determine a student’s educational services
* When identifying a student’s strengths, needs, and accommodations
* When planning a student’s IEP

**Here’s What It Looks Like:**

* [Sample video of an IEP meeting/Evaluation with Parents](https://www.youtube.com/watch?app=desktop&v=En09pAWtUSs) (6:07)
* [Tips on How to Make Your IEP Process Better with Parent Participation](https://www.youtube.com/watch?app=desktop&v=pveiCQJ6Z7Y) (6:16)

**Resources to Extend Learning:**

* [Leadership Guide for HLP #5](https://highleveragepractices.org/hlp-leadership-guides)
* [National Center for Intensive Intervention](https://intensiveintervention.org/)
* [High Leverage Practices](http://www.highleveragepractices.org)
* [The Iris Center](https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/)

**Here Are My Work Plans:**

[Tips on How to Make Your IEP Process Better with Parent Participation](https://www.youtube.com/watch?app=desktop&v=pveiCQJ6Z7Y) (6:16)

1. Make it personal. (Video 1:28-1:55)
2. Help Parents Get Ready for IEP Meetings. (Video 1:56-2:49)
3. Level the Playing Field by Sharing Information. (Video 2:50-3:45)
4. [Use Parent-Friendly Language to Build Shared Understanding](https://www.youtube.com/watch?app=desktop&v=En09pAWtUSs) (6:07)

**Suggested Activities:**

* Prepare a summary sheet containing all assessment data to share with parents and key stakeholders (see sample sheet in “HLP 5 in Action!” section below)
* Share assessment data with stakeholders ahead of scheduled meeting for shared understanding
* Collaborate with team members to problem solve and discuss assessment results
* Collaborate with team members and other key stakeholders to monitor student’s response to instructional plans

**HLP 5 In Action!**

**Assessment Summary Sheet:** In preparation of a student’s IEP process, it’s important to have multiple forms of assessment information to share with stakeholders in user-friendly language.

**Directions:** Use the chart below as a guide to communicate assessment findings with stakeholders to prepare for an IEP meeting in advance before the scheduled meeting.

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher(s) Names: Gen Ed. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Special Ed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Other Stakeholders: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Type of Assessment**

* *State: (e.g., SOLs)*
  + Score:
  + Student Strengths:
  + Student Needs:
  + Instruction Implications & Accommodations:
* *Classroom/Division: (e.g., eCart, benchmark tests)* 
  + Score:
  + Student Strengths:
  + Student Needs:
  + Instruction Implications & Accommodations:
* *Progress Monitoring: (e.g., CBMs*)
  + Score:
  + Student Strengths:
  + Student Needs:
  + Instruction Implications & Accommodations:
* *Observation: (e.g., anecdotal, formal observations*)
  + Score:
  + Student Strengths:
  + Student Needs:
  + Instruction Implications & Accommodations:
* *Norm Referenced: (e.g., K-TEA, WJ-IV)*
  + Score:
  + Student Strengths:
  + Student Needs:
  + Instruction Implications & Accommodations:

**References**

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

Find additional HLP Highlight Tools on [TTAC Online](http://ttaconline.org/Resource/JWHaEa5BS75BpXRi_D6u2A/Resource-hlp-highlight-tools-1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22).

For information about TTAC Region 4, go to [https://ttac.gmu.edu/](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fttac.gmu.edu%2F&data=04%7C01%7Cctalber1%40gmu.edu%7C717a601d8f47402ccfc108d9fd416faf%7C9e857255df574c47a0c00546460380cb%7C0%7C0%7C637819279759882488%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=GbznIwsPLTJua0kFL7zcwup4SVohdCUFFXuU1cQkHck%3D&reserved=0).