Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs

**Gather & Interpret Assessment Results**
- Gather and organize all assessment information at least a few weeks prior to an IEP meeting.
- Highlight/summarize key findings of assessments that are related to both students’ strengths and needs.
- Consider results in relation to same-age peers and consider how language and culture might influence the interpretation of assessment results, especially for students from culturally and linguistically diverse students.
- Generate an initial list of students’ strengths and needs from multiple sources of data.
- Consider how assessment information may impact accommodations, modifications, and grading practices.

**Tips for Faculty to Support Candidates’ Learning and Enactment**
- **Introduce** – Provide explicit instruction and examples of assessment information, key findings, and effects of language & culture.
- **Prepare** – Create assessment artifacts or a case study; assign to groups of candidates to interpret the data; and provide feedback.
- **Enact** – Using multiple sources of assessment artifacts or a case study, have individual candidates develop lists of student strengths and needs.
- **Analyze** – Using sample IEPs, ask small groups of candidates to collaborate and interpret how accommodations, modifications, and grading practices were determined based on data sources.

**Communicate Assessment Results to Develop IEPs**
- Develop a summary sheet, guide, or table including all assessment data to effectively communicate information with key stakeholders, including families.
- Allow time for team members/stakeholders to read and digest results before meeting.
- Facilitate collaborative discussions and problem solving among team members.
- Work with team members, general education colleagues, and other key stakeholders to monitor students’ response to instructional plans across settings.

**Tips for Faculty to Support Candidates’ Learning and Enactment**
- **Introduce** – Watch exemplar video or provide instruction on communicating assessment results within an IEP conference.
- **Prepare** – Provide candidates a set of assessment data; ask them to complete a summary sheet including student strengths and needs.
- **Enact** – Provide candidates an opportunity to participate in collaborative discussions followed by reflection.
- **Analyze** – Share example monitoring plans and ask candidates to analyze for completeness.

**Questions to Prompt Discussion, Self-Reflection, and Observer Feedback**
- Why do special education teachers need to carefully deliberate on assessment results from a variety of sources and viewpoints before communicating?
- Why is summarizing assessment interpretations concisely when communicating with parents important?
- What roles do various team members play in the collection, interpretation, and communication of assessment results?
References and Additional Resources

**CEC Standards**

**CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12)**

Alignment of the CEC High Leverage Practices with CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12).

**Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)**

Alignment of the Division of Early Childhood Recommended Practices (birth- age 5) and CEC High Leverage Practices (age 5-8) with the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE).

**Books**


**Journal Articles**


This resource is intended to support educator preparation faculty and staff looking to embed the HLPs in professional development, implementation, teacher observation and feedback efforts at their school site. Additional resources and content can located at www.highleveragepractices.org and at https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/.