

Slide Presentation: Assessment

Purpose: This tool provides talking points that can be used with the high-leverage assessment practices slides.

The “Slide Presentation: Assessment” is to be used with the “A Look at Assessment Practices” slides to introduce high-leverage assessment practices in special education. A blank slide at the end can be used to create personalized slides for such things as your contact information, a list of resources that are available to participants in the school or district, a description of ongoing high-leverage practice activities that are already being used in the district, and so on. It is designed as a PDF fillable form that you can digitally populate.

In addition, suggested talking points are provided for each slide. Some optional conversation starters also are given that might be used during the presentation to engage participants in thinking about the topic.

The required amount of time will vary across presenters, depending on how many of the talking points are used, the number of conversation starters, and the style of the presenter. In general, the slide presentation (without conversation starters) should take approximately 5 minutes.

This professional development guide also includes a set of overview slides and sets of additional slides that can be used to look more deeply at a practice area (collaboration, assessment, social/emotional/behavioral, and instruction). Practice-area slides can be integrated into the overview slide set or used as a stand-alone slide presentation at various points in the presentation. All slide sets include suggested talking points and optional conversation starters.



Slide Presentation: Assessment Talking Points and Optional Conversation Starters

Slides: Assessment

Slide 1:

A Look at Assessment (Cover Page)

Talking Points: High-leverage practices are frequently occurring educational practices that *all* K-12 special educators should know how to do. To make the twenty-two practices more understandable and easier to use, they are organized around four intertwined areas of practice. Assessment is one area of practice.

Slide 2:

Effective special educators understand that students with disabilities are complex learners who have unique needs that exist alongside their strengths. Effective special education teachers also understand those strengths and needs.

Talking Points: Assessment plays a foundational role in special education. Assessment allows teachers to identify individual students' strengths and needs. Effective special education teachers have knowledge about assessment and skills to use and interpret data; they also have knowledge and skills to use informal assessments to develop students' individualized education programs (IEPs), design and evaluate instruction, and monitor student progress. Effective teachers are knowledgeable about how context, culture, language, and socioeconomic status might

influence student performance. They use this knowledge when navigating conversations with families and other stakeholders, and when choosing appropriate assessments given a student's profile.

Slide 3:

High-Leverage Assessment Practice 4

- *Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.*

Talking Points: Special educators compile a comprehensive learner profile by using a variety of assessment measures and other sources (information from parents, general educators, and other stakeholders) that are sensitive to language and culture. They use this information to analyze and describe students' strengths and needs and analyze school-based learning environments to determine potential supports and barriers to students' academic progress. Effective teachers collect, aggregate, and interpret data from multiple sources—informal and formal observations, work samples, curriculum-based measures, functional behavior assessment, school files, analysis of curriculum, information from families, and other data sources—to create an individualized profile of the student's strengths and needs.



Slide Presentation: Assessment (continued)

Slide 4:

High-Leverage Assessment Practice 5

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

Talking Points: Effective special education teachers interpret assessment information for stakeholders (other professionals, families, and students) and involve them in the assessment, goal development, and goal implementation process. To do this, special educators must understand each assessment’s purpose, help key stakeholders understand how culture and language influence the interpretation of the data generated, and use data to collaboratively develop and implement IEP and transition plans that are aligned with student needs. Such plans should include standards-based, appropriate accommodations and modifications, and fair grading practices.

Slide 5

High-Leverage Assessment Practice 6

- ***Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.***

Talking Points: After special education teachers develop instructional goals, they evaluate and make ongoing adjustments to students’ instructional programs. Once instruction and other supports are designed and implemented, effective special education teachers have the skills to manage and

engage in ongoing data collection using curriculum-based measures, informal classroom assessments, observations of student academic performance and behavior, self-assessment of classroom instruction, and discussions with key stakeholders (students, families, and other professionals). Teachers study their practice to improve student learning, validate reasoned hypotheses about salient instructional features, and enhance instructional decision making. They retain, reuse, and extend practices that improve student learning and adjust or discard those that do not.

Slide 6:

Effective instruction for students with disabilities depends on teachers who are adept at using assessment data to inform, guide, evaluate, and adjust instruction.

Talking Points: Data and other assessment information—such as a student’s educational, cultural, and language experiences—are used by special education teachers, sometimes in collaboration with other stakeholders, to determine what a student knows regarding a content area; to guide instructional planning and delivery; and to determine whether instruction is effective.

Optional: Ask participants, “What types of support helps you use assessment data?” “When collaborating with different stakeholders, what are the challenges when presenting and using data? How might those challenges be supported by district and school leaders?”