

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



High-Leverage Practices for Students with Disabilities

A critical aspect to collecting assessment data is distilling that information so that stakeholders can make informed decisions about students' educational services. This HLP connects with the collaboration HLPs 1-3 and HLP 4 in order to ensure all sources of information are available to provide a comprehensive understanding of students' strengths, needs, and present levels of performance. One common barrier that can impact effective collaboration is the inability for stakeholders to gain a thorough understanding of students' strengths and needs because both written and verbal reports may be laden with jargon, overly technical, and easy to misinterpret. The effective special educator must develop strategies to ensure all stakeholders on the team receive accurate and understandable messages about the results of assessments and overall progress. When all members of the team are well informed, they are in positions to make meaningful contributions to the development of the IEP.

This resource is intended to support school leaders looking to embed the HLPs in professional development, implementation, teacher observation and feedback efforts at their school site.

The major source for content within this resource is the chapter by Meg Kamman and Erica McCray in *High-Leverage Practices in the Inclusive Classroom*; the book *High-Leverage Practices in Special Education: The Final Report of the HLP Writing Team*, and content on www.highleveragepractices.org.

Teachers Who Effectively Interpret & Communicate Assessment Information

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.

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 School Leaders to Support Teachers

- Provide instruction in, or models of, how results of various assessments should be communicated to families and other collaborators.
- Deliver feedback and coaching to educators around the clarity of their reports for various audiences.
- Provide instruction, resources, and/or professional development and coaching opportunities to monitor student progress with IEPs.
- Provide instruction, resources, and/or professional development opportunities in how assessment data is used within a tiered system of supports (e.g., RtI, MTSS).
- Make appropriate structures and supports available for general and special education teachers and related service personnel to deliver necessary services.
- Establish and maintain structures so that procedures are clear, roles are defined, and the staff or team is organized and functioning well.
- Establish and maintain inclusive cultures so that all teachers and related services personnel take responsibility for all student progress.
- Remain aware of students' progress to empower staff and families to work together effectively.

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?
- What is the importance of summarizing assessment interpretations concisely when communicating with parents?
- What roles do various team members play in the collection, interpretation, and communication of assessment results?

● References & Additional Resources

Online Resources

[High-Leverage Practices in Georgia Webinar Series | CEEDAR](#)

This series is a 7-part webinar that creates awareness of High-Leverage Practices and how these practices align within Georgia's Tiered System of Support for Students. This series provides information and resources that are applicable to stakeholders in various settings. Webinar 1 covers Collaboration, Assessment, and Social/Emotional/Behavioral HLPs.

[High-Leverage Practices: A Professional Development Guide for School Leaders](#)

A downloadable online guide providing school leaders, including administrators, principals, mentors and coaches, with practical tools for engaging staff members in learning about how high-leverage practices can enhance student learning in the school and district.

Books

Brownell, M. T., Crockett, J. B., & Smith, S. J. (2012). *Inclusive instruction: Evidence-based practices for teaching students with disabilities*. Guilford Publications, Inc.

Coyne, M. D., Kameenui, E. J., & Carnine, D. (2011). *Effective teaching strategies that accommodate diverse learners* (4th ed.). Pearson Education.

Friend, M., & Bursuck, W. D. (2019). *Including students with special needs: A practical guide for classroom teachers* (8th ed.). Pearson.

Journal Articles

Blackwell, W. H., & Stockall, N. (2019). RISC: Four steps for interpreting and communicating high-stakes assessment results. *TEACHING Exceptional Children*, 51(4), 265–275. <https://doi.org/10.1177/0040059919826027>

