**Assessment Summary Sheet**

In preparation for a student’s Individualized Education Program (IEP) process, it is 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 communicating assessment findings with stakeholders to prepare for an IEP meeting in advance before the scheduled meeting.

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

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

**Special Education Teacher Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**General Education Teacher Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Type of Assessment**

* State: (e.g., SOLs)
  + Score:
  + Student strengths:
  + Student needs:
  + Instruction implications and accommodations:
* Classroom/Division: (e.g., eCart, benchmark tests)
  + Score:
  + Student strengths:
  + Student needs:
  + Instruction implications and accommodations:
* Progress Monitoring: (e.g., CBMs [Curriculum-Based Measurements])
  + Score:
  + Student strengths:
  + Student needs:
  + Instruction implications and accommodations:
* Observation: (e.g., anecdotal, formal observations)
  + Student strengths:
  + Student needs:
  + Instruction implications and accommodations:
* Norm Referenced: (e.g., K-TEA, WJ-IV)
  + Score:
  + Student strengths:
  + Student needs:
  + Instruction implications and accommodations:

**How has progress affected educational programming?**

**How have you addressed when this student is not progressing toward a goal?**

**References**

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

Adapted from VDOE TTAC at GMU. HLP Highlight Tool - *HLP 5: Interpret and Communicate Assessment Information with Stakeholders to Collaboratively Design and Implement Educational Programs*. Retrieved from https://ttaconline.org/Resource/JWHaEa5BS77pmPndMjk0vA/Resource-hlp-highlight-tool---hlp-5-interpret-and-communicate-assessment-information-with-stakeholders-to