



## Assessment: Using High-Leverage Practices to Understand and Inform

Assessment at its best forms, guides, and reinforces quality instruction. Without assessment, classroom instruction is like driving in the dark without headlights. Using assessment is the metaphorical headlight of instruction. With assessment, you can see where you are going and can know how to adjust your speed, direction, and purpose. Because assessment is a critical part of effective instruction, it is essential that educators understand how to gather, interpret, and share assessment data. When teachers have a quality understanding of an assessment's purpose, they can systematically identify and address a student's greatest needs for learning while building upon their strengths. Meeting the needs of students requires educators to build positive relationships with students and share assessment information in ways that everyone can understand. When students achieve goals and outcomes, effective assessment is usually a component of that success. Preparing for the use of assessment requires skill, understanding, and practice. Progress monitoring and formative assessment are part of the ongoing assessment process of improved student outcomes and gives educators a lifeline to better engage students in learning across the lifespan.

**Get Ready** to create a learner profile by **using multiple sources of information to develop a comprehensive understanding of a student's strengths and needs (HLP4).**

**Formal Assessments:**

- Intelligence Quotient (IQ) Tests
- State Standardized Assessments
- [Diagnostic Assessments](#)
- Functional Behavior Assessment
- Academic Achievement Tests
- Developmental Assessments

**Informal Assessments:**

- Curriculum-Based Assessments
- [Curriculum-Based Measures](#)
- [Formative Assessment for Students with Disabilities](#)
- Adaptive Behavior Scales

**Additional Assessments:**

- Parent Surveys
- Student Interviews
- School File Review
- Analysis of Curriculum
- Work Samples
- [Resources Related to Assessment and Progress Monitoring](#)

**Set** students up for success by **interpreting and communicating assessment information with stakeholders to collaboratively design and implement educational programs (HLP5).**

**Interpret Assessment Results:**

- Organize assessment information and highlight the main findings
- Consider the influence of cultural and linguistic diversity on the interpretation of results
- Identify student's strengths and needs using the [I'm Determined One-Pager](#)
- Consider how assessment information impacts standards-based instruction, accommodations, modifications, and fair grading policies

(McLesky, Maheady, Billingsley, Brownell, & Lewis, 2019)

**Communicate Assessment Results:**

- Develop a summary sheet of assessment results
- Tailor the summary sheet based on key stakeholders
- Create a plan for communication

(McLesky, Maheady, Billingsley, Brownell, & Lewis, 2019)

**Collaboratively Design & Implement Instruction:**

- Develop Strategies for Setting [High-Quality Academic Individualized Education Program Goals](#)

# Go

Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes (HLP6).

- [Establish student's present level of performance](#)
- Set an ambitious long-term goal – utilize the [I'm Determined Goal Plan](#) to include student voice when forming the goal
- Generate a hypothesis, select intervention, and implement with fidelity
- Monitor student progress
- Use decision rules to determine effectiveness of the instruction
- Generate a new hypothesis and continue the cycle

(McLesky, Maheady, Billingsley, Brownell, & Lewis, 2019)

## Online Resources

[High-Leverage Practices in Special Education: A Look at Assessment](#)

[High-Leverage Practices: Online Modules from the IRIS CENTER](#)

## References

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M.T., & Lewis, T.J. (2019). High leverage practices for inclusive classrooms. New York, NY: Routledge.

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