

# Rubric - HLP 5 Interpret and Communicate Assessment Information to Collaboratively Design and Implement Educational Programs

HLP Pillar: [HLP 6](https://ttaconline.org/Resource/JWHaEa5BS765SdBqniitYQ/Resource-rubric--hlp-6-use-assessment-data-analyze-instructional-practices-and-make-adjustments-that)

| **Rating** | **Collaboration** | **Agenda** | **Preparation** | **Summarize** | **Culture** | **Accommodations & Modifications** |
| --- | --- | --- | --- | --- | --- | --- |
| **Ineffective** | Teachers seldom collaborate with other educational professionals to fully understand student information and data. | Teachers seldom create a meeting agenda or share with participants. | Teachers seldom collect, organize, and share student assessment data  with families and other educators with  sufficient time for review before a meeting. | Teachers seldom identify and summarize key findings from multiple data  sources as they relate to student strengths and needs. | Teachers seldom use a students’ culture and language to inform how they  interpret and communicate assessment results with families and other education professionals. | Teachers seldom use information about a students’ strengths and needs from multiple information sources to determine needed accommodations and modifications. |
| **Approaching**  **Effective** | Teachers sometimes collaborate with other educational professionals to fully understand student information and data. | Teachers sometimes create a meeting agenda or share with participants. | Teachers sometimes collect, organize, and share student assessment data  with families and other educators with  sufficient time for review before a meeting. | Teachers sometimes identify and summarize key findings from multiple data  sources as they relate to student strengths and needs. | Teachers sometimes use a students’ culture and language to inform how they  interpret and communicate assessment results with families and other education professionals. | Teachers sometimes use information about a students’ strengths and needs from multiple information sources to determine needed accommodations and modifications. |
| **Effective** | Teachers often collaborate with other educational professionals to fully understand student information and data. | Teachers often create a meeting agenda or share with participants. | Teachers often collect, organize, and share student assessment data  with families and other educators with  sufficient time for review before a meeting. | Teachers often identify and summarize key findings from multiple data  sources as they relate to student strengths and needs. | Teachers often use a students’ culture and language to inform how they  interpret and communicate assessment results with families and other education professionals. | Teachers often use information about a students’ strengths and needs from multiple information sources to determine needed accommodations and modifications. |
| **Highly Effective** | Teachers always collaborate with other educational professionals to fully understand student information and data. | Teachers always create a meeting agenda or share with participants. | Teachers always collect, organize, and share student assessment data  with families and other educators with  sufficient time for review before a meeting. | Teachers always identify and summarize key findings from multiple data  sources as they relate to student strengths and needs. | Teachers always use a students’ culture and language to inform how they  interpret and communicate assessment results with families and other education professionals. | Teachers always use information about a students’ strengths and needs from multiple information sources to determine needed accommodations and modifications. |

## **References**

Aceves, T. C. & Kennedy, M. J. (Eds.) (2024, February). *High-leverage practices for students with disabilities. 2nd edition*. Arlington, VA: Council for Exceptional Children and CEEDAR Center.

CEEDAR Center (2024). *High-leverage practices self-assessment tool*. Retrieved from <https://ceedar.education.ufl.edu/high-leverage-practices/>

Hashey, A. I., Kaczorowski, T. L., & DiCesare, D. M. (2020). *High-Leverage Practices in Special Education, Guide 2*. Council for Exceptional Children.

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

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