

IEP Tips

& Testing Terms

Defined for Parents!

Free Chart

(with Score Definitions)



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"Children are a gift
from the Lord"
-Psalm 127:3

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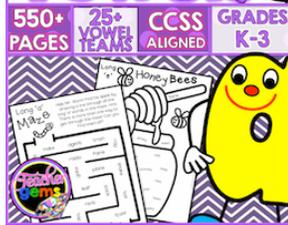


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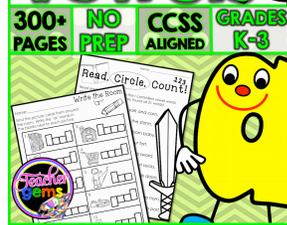
Short Bundled! Vowels



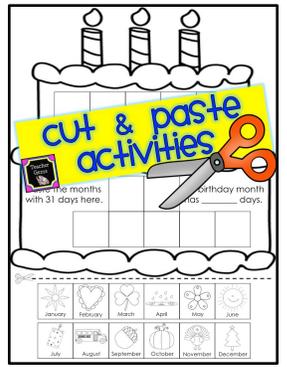
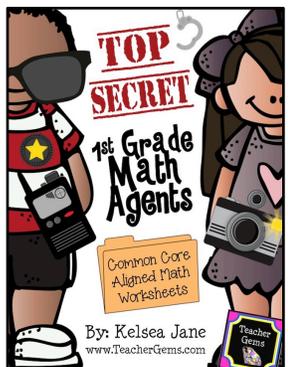
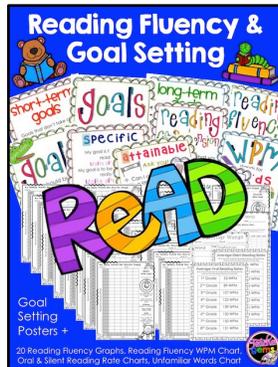
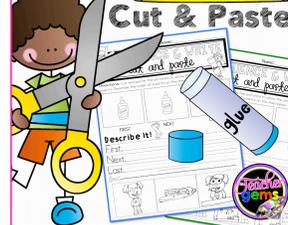
Long Bundled! Vowels



R-controlled Bundled! Vowels



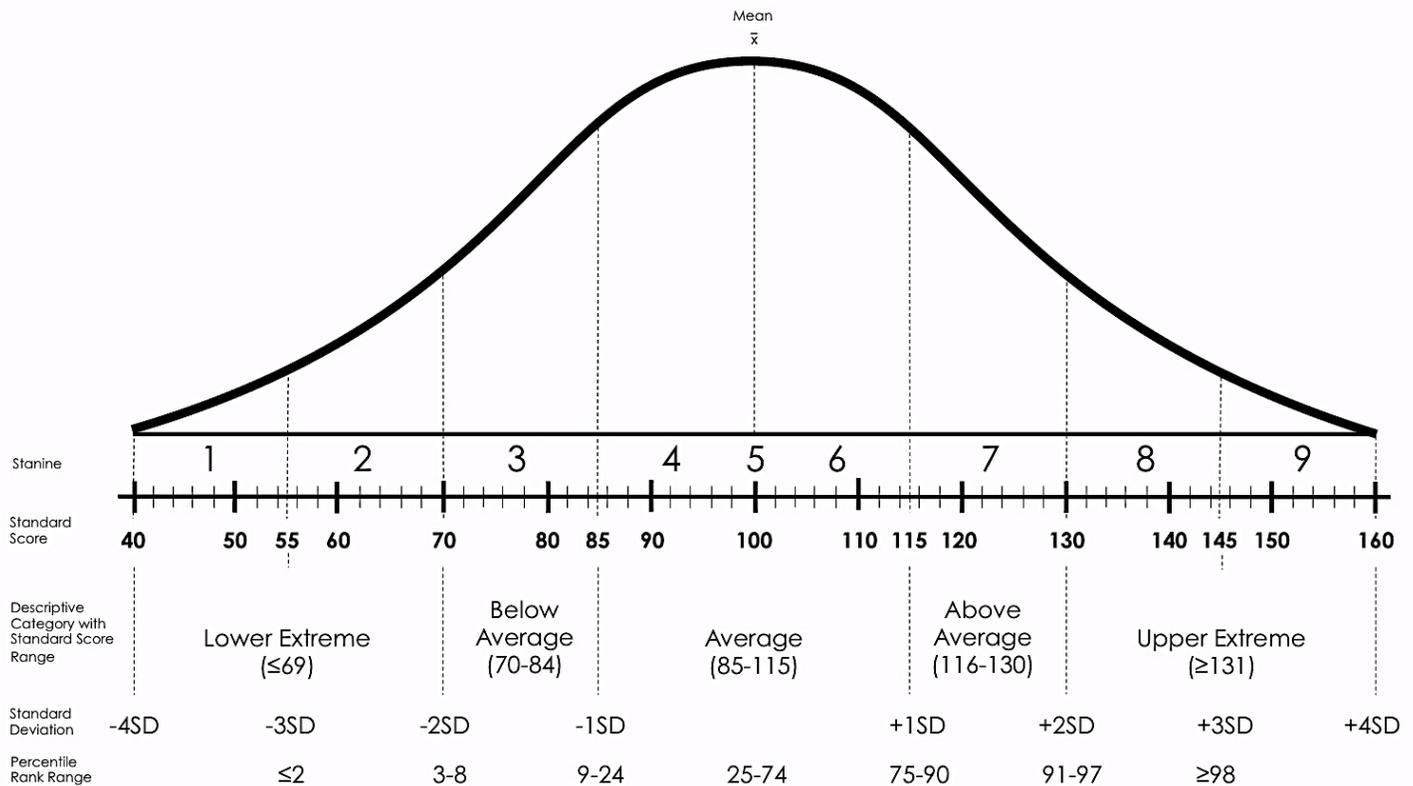
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Tips for Conducting a Successful IEP Meeting

- 1 Introductions:** Make sure to introduce everyone at the meeting and explain their role in relation to the child. Introductions are not only important for the parents but also for the support staff as they may not be familiar with all of the child's teachers.
- 2 Agenda:** Pass out an agenda at the beginning of the meeting so everyone knows what to expect. Keep the agenda to a simple outline such as 1. Introductions, 2. Strengths/Weaknesses, 3. Explanation of Testing Terms, 4. Test Results, 5. Action Plan.
- 3 Start & End with Positives:** Prior to your IEP meeting, contact each participant and ask them to come prepared to share at least one strength of the student. Most often a child's weaknesses are the reason for the IEP meeting and are the things that stand out. It is so important to not only focus on weaknesses but also acknowledge the student's strengths. For some students it may seem hard to identify strengths but all students have them (even if the strength often looks like a weakness)! For example, a strength of a child that often interrupts may be that he/she is not afraid to speak up and share their ideas. Try to focus solely on the strengths first and then after everyone has shared at least one strength you can discuss your main concern areas. I also liked to open my meetings with prayer (as I taught in a Christian school). Be sure to end the meeting with a positive as well even if it is simply restating/summarizing previously stated strengths.
- 4 Explain Testing Terms:** Use the chart below to explain the different types of results. Pick one type of score to focus on. I recommend the standard score because it gives a nice average range and can easily be compared across different tests as well as peer groups. I prefer the standard score as opposed to age or grade equivalents which can sometimes be misleading and/or discouraging and percentile ranks which can sometimes be confused with percentages. Focus on one or at the most two types of scores so that you can clearly present the results. I also find it is helpful to highlight the average range on the testing terms page so parents can quickly identify where their child's scores fell.
- 5 Discuss Test Results:** Do your best to present accurate results. Don't embellish the results but be careful to explain them with sensitivity and compassion. Keep in mind that this child is the parents' world! This news may be the most devastating or the biggest relief to the parents. *Keep tissues handy!
- 6 Action Plan:** Focus on this area! Always leave the parents with hope! Re-emphasize the student's strengths, talk about strategies and support options and write up goals for the student to work on. Strategies might include mnemonic devices ([like these](#)), teaching methods ([like the lattice method](#)), visuals, or hands-on manipulatives. Learner profiles ([like these](#)) can also be helpful for identifying the way the child learns best. Leave time for questions, sign forms and thank everyone for coming. Tell the parents when & how to reach you with further questions. End in prayer (if you can). Once all questions have been answered, stand up as a cue that the meeting is complete and escort them to the door.
- 7 Follow Through:** Follow through on tasks/to-dos from the meeting promptly. Get back to the parents on their questions if you were unable to answer all of them during the meeting. Inform those who were unable to attend about the results and action plan.

Testing Terms



Standard Score: A normalized score that allows for comparisons of a student's performance across different tests. It also allows for score comparisons between peers (with an average range of 85-115).

Stanine: Normalized standard scores that range from a low of 1 to a high of 9 with 5 being the average performance.

Standard Deviation: A measure of how spread out the numbers are or how far the score falls from the mean (average) score.

Percentile Rank: Indicates how a student compares in performance with other students of his/her age or grade.

Grade Equivalent: Used to show what grade level the student is performing at (for example: 5.1 = Fifth grade, first month of school).

Age Equivalent: Used to show what age level the student is performing at (for example: 7-9 = seven years, nine months of age).

Composite: All of a tests' subtests combined together for an overall score.

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