# Present Levels of Academic Achievement and Functional Performance Checklist

The following checklist was developed to support participants completing the SB-IEP course to write succinct PLAAFPs. Based on reading, reflecting and rating student work we have built in additional scaffolds to support creating PLAAFPS at the moderately beneficial level or better.

| Key Questions from the Discussion Guide | Items to be included in the summary with anticipatory guidance |
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| How does the student’s disability affect involvement and progress in the general education curriculum?Covered in Module 2 and re-teaching ppts | Did I include in first section …* Select the specific characteristics of the disability the student is experiencing at this time.
* Describe the connection between the specific disability characteristics and how they impact the student’s rate of progress and/or achievement.
* Describe with specific examples the impact on:
	+ the requisites or behavior expected in the specific grade-level benchmarks
	+ amount or pace of content delivery (depth and breadth), explicitness of instruction, amount of practice, size of group or structure of environment.
	+ ability to produce learning in way described in the standards or regular classroom
* Name some critical practices, strategies, strengths, environmental contexts that improve learning or production
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| What specific data do we have regarding present levels of skills in areas affected by the disability?This content is covered in Module 3,At this time you may focus on one content area at a time. It is not expected that you will be able to master ELA and math in the same year. Practice in one content area until you reach the quality standard of Moderately Beneficial according to the Writing a Better PLAAFP rubric. | In the second section did I include … (each academic area gets its own paragraph or section)* An overview of achievement data trends that how the student is currently performing (call out strengths and areas showing a flat trend or increasing gap whether or not related to the disability category).
	+ Did I review all areas of academic progress?
	+ Did I write an interpretive statement vs listing scores?
	+ Did I resolve conflicts between data sources?
* Organize the content of my summary according to decision tree recommendations?
	+ **Reading:** language, word work, reading comprehension
	+ **Math:** math practices and content strand
	+ **Writing:** organization, transfer of skills, readability
* Paint a picture of the student’s current performance with interpretive statements based on more diagnostic data?
* Make a comparative statement to what is expected in the enrolled benchmarks for the year or next 12 months.
* Summarize the competencies and needs that must be addressed to improve achievement by at least one benchmark in the targeted standard.
* Repeat this section’s the checklist for each academic content area included.
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| What success has this student experienced with strategies, accommodations, and/or assistive technology that have been implemented? What are the strengths and compensatory abilities that contributed to improved outcomes?This was not required in our training this year. If you have ideas you can include them. It will be part of module 4 coming out in summer of 2016,  | Did I include in section two or should I make a new section adding…* Summarize areas of strength and relative competence using information that is relevant to a student successfully functioning across the school day (use of breaks, scaffolds, behavioral cues, stability ball, etc.)
* Briefly state any specific accommodations or modifications that have been successfully used to improve access to the general curriculum or increase student’s rate of learning.
* Describe any additional considerations such as tools, strategies, supports that have a strong likelihood of working given the strengths, needs and instructional/environmental demands coming at the student in the next 12 months.
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| 1. What are the grade- level standards and general education expectations that are determined to be a priority at this time?

You will have covered this in module 3 and may have already incorporated it into your PLAAFP. It is here as a logical connection to the goals.  | Did I include in an earlier section? * a few of the most important skills, understandings, and competencies the student needs to approach grade level expectations, your PLAAFP should now be “maximally beneficial”.

Or should I write a brief summary here?If you didn’t describe a few of the next important skills, understandings, and competencies the student needs to acquire after each academic section, summarize the needs that will be met by the student’s goals and objectives.  |