# Present Levels of Academic Achievement and Functional Performance Checklist

The following checklist was developed to support participants in evaluating the presence or absence of critical features of an SB-IEP PLAAFP as described in the Discussion Guide, tutorials, and Writing a Better PLAAFP Statement Rubric. Use this checklist to remind yourself of the critical features as you revise last year’s PLAAFP, write a PLAAFP from the ESR, or comment on a peers PLAAFP in the course.

| Questions from the Discussion Guide | Items to be included in the summary with anticipatory guidance | PLAAFP to be Reviewed |
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| How does the student’s disability affect involvement and progress in the general education curriculum? Complete with Module 2 | Did I include in first section …  * A description of the specific characteristics of the disability that impact student performance at this age and grade level. (Not just a broad definition of the disability or name of the disability category)? (yes/no) * A description of how these characteristics impact the student’s rate of progress and/or achievement (include the cognitive, academic, behavioral, language and/or social-communication characteristics involved)? (yes/no) * A description with specific examples of the impact on access to the general curriculum. Consider   + Requisites or behavior expected in the specific grade-level curriculum/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? * A description of some critical practices; i.e. use of strategies, student strengths, environmental contexts that currently improving performance (access to the general curriculum)? (yes/no) | Does the example include in first section … (paste example here)  Review the draft for inclusion of the components listed on the left. Make constructive comments in a different color |
| 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?Complete with Module 2 | Did I include in a previous section or should I make a new section to address student strengths or success such as  * Summarizing areas of strength and relative competence using information related to instruction, curriculum, and environment, which impacts student functioning across the school day (examples include use of breaks, scaffolds, behavioral cues, stability ball, etc.) (yes/no) * Stating any specific accommodations, modifications, assistive technology that have been used successfully. (yes/no) * Describing any additional considerations such as tools, strategies, supports that have a strong likelihood of working given the strengths, needs and instructional/environmental demands in the next 12 months. (yes/no) | (paste example here) Review the draft for inclusion of the components listed on the left. Make constructive comments in a different color |

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| What specific data do we have regarding present levels of skills in areas affected by the disability? Data included should be current, valid, reliable and needed in designing the next instructional step.(Each academic area needed gets its own or section) Use the flow of the decision trees to help you organize content in the sections. Put relevant information together.  Complete with Module 3 or 4 | In the second section did I include …  * A picture of the student’s current performance with interpretive statements based multiple sources of data (trend, criterion, progress, and diagnostic data) including:   + A review of all areas of academic progress (yes/no)   + Data that is current, valid, reliable and necessary for designing the next best instructional step? (yes/no)   + Interpretation of trends in data rather than listing of scores? Include, where relevant, an explanation to resolve conflicts between contradictory data sources, if needed? (yes/no)   + Areas of strengths as well as areas showing a flat trend or increasing gap whether or not related to the disability category? (yes/no)   + An evaluation of what is constricting growth in this area at this time? (yes/no) * A comparison of grade level expectations/skills (explicitly describe the skill gap)? (yes/no) * A description of the barrier to the student’s knowing and doing what is expected? * Organization of the content of my summary according to decision tree recommendations?   + **Reading:** language, word work, reading comprehension (yes/no)   + **Math:** math practices and content strand (yes/no)   + **Writing:** organization, transfer of skills, readability (yes/no)   Repeat this section’s the checklist for each academic content area included. | (paste example here)  Review the draft for inclusion of the components listed on the left. Make constructive comments in a different color |
| **What are the grade- level standards and general education expectations that are determined to be a priority at this time?**  Complete with Module 5 | **Did I include in a previous section? If not, write a brief summary here.**   * The most important skills, understandings, and competencies the student needs to develop in each area in order to approach grade level expectations.   + Summarize the competencies and needs that must be addressed to improve achievement by at least one benchmark in the targeted standard. (yes/no)   + Include a comparative statement regarding what is current against expected in the benchmarks for the year or next 12 months. (yes/no) * Summarize the needs that will be addressed by the student’s goals and objectives. (yes/no) | (paste example here)  Review the draft for inclusion of the components listed on the left. Make constructive comments in a different color |