# 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 | Comments and prompts for giving feedback |
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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) | Describe how the disability presents for this student at this age. This is not the same as describing the broader definition of the categorical disability label.  Provide specific examples to help strangers understand what is happening to make the logical connection. Name the   * + **Cognitive characteristics**—     - that impact the student’s ability to reason, think abstractly, hold multiple things in mind, organize, sequence, etc.     - Characteristics that impact the rate of learning, ability to keep pace, or effective and timely application of previously learned information.     - Characteristics that impact executive functions.       * orienting,       * sustaining focus,       * making a plan,       * evaluating the plan.   + **Behavioral/emotional** cycles have on student’s use of higher order thinking skills, engagement in instruction, amount of practice or exposure to the content.   + **Social Communication characteristics that impact**      - perspective-taking,     - joint attention,     - rigid thinking, attending to social cues,     - adapting to changes,     - inferential learning.   + **Understanding and use language** (syntax, semantics, pragmatics, phonology, morphology) |
| 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) | Decide that it is worth noting because it lessens the impact of the disability. Where has progress been made that a new service provider would have to relearn because it wasn’t documented somewhere. We do this to help new colleagues and users of the IEP know what works as they are beginning to work with the student. This could be examples like:   * providing alternate instructional materials for students with sufficient oral language, * creating a space for a student to subvocalize what they are reading to sustain attention and improve self-monitoring * allowing dictation or alternate pencils to increase quantity of writing * compensatory strategies the student uses to function independently or accommodate learning differences |

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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 …  1. Organization of the content of my summary follows suggestions in decision tree recommendations.    * **Reading:** language, word work, reading comprehension (yes/no)    * **Writing:** organization, transfer of skills, readability (yes/no)    * **Math:** math practices and algebraic thinking, whole numbers, geometry (yes/no) 2. 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) 3. A comparison of grade level expectations/skills (explicitly describe the skill gap)? (yes/no) 4. A description of the barrier to the student’s knowing and doing what is expected?   **Repeat this section’s the checklist for each academic content area included.** | Prompts and Comments for Corresponding Components  B. Use the last 3 years of MCA, NWEA, progress monitoring results, STAR tests etc. state the trend in achievement.   * Go beyond stating scores, readers and users don’t know how to translate them into next instructional steps. * A flat trend or increase in the gap between expected and grade level standards establishes need for specially designed instruction even in areas not specifically connected to the disability label. This may require an explicit link back to evaluation results or nature of disability. * Resolve conflicts in data or scores. * Give priority to data that most closely mirrors the demands required in the standards or that shows thinking and approach. incorporate progress data, student work samples, error analysis of formative and summative assessments, quizzes observations , interviews etc. * Note differences in supported vs. independent functioning or differences in environmental context ( one class vs another, with or without word bank, etc) * Could a stranger read this and know exactly where to start? Would they have to do testing or teaching to learn more? * If you are not going to include baseline in your goal statement, include it here.   C. Pull example expectations from the standards progressions documents.   * Describe skills, understandings, competencies the student needs to acquire to achieve closer to the grade level expectations. You have permission to back track as far as you need.   “In order to infer author’s intent, a skill that is expected of at this grade, the student will have to first…, second… and finally. Given the students current ability to interpret non-verbal language …he will need to … in the next twelve months.  You are doing this because you want a logical link to the type of goal and the goals and objectives.   * This will help paint a picture with data that logically leads you to the standards or benchmarks you are targeting with annual goals and objectives, AT supports, or Accommodations) |
| **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)  If you don’t take time to describe this in component D above you need to do it here. If you skip this thought process, how will you know which standards are most important to the student’s growth.  Even when the student is 4+ grades behind you can suggest that the student must acquire requisite skills to move closer to the expected grade-level performance.  This is really the formation of your yearlong lesson plan and validates the evidence-based practice or instructional materials you will use.  If you see that you need to teach reading comprehension but only plan on using decoding interventions, you have an immediate red flag. This is the perfect time to catch what could be an issue with compliance and failure to address the student’s needs. |