

IEP - Present Level of Performance

Purpose

- * To provide big-picture overview of needs specific to academic achievement and functional performance
- * To accurately describe students current performance in areas affected by disability

Helpful Hints for Completing the PLAAFP Page

- * All sections of the student profile is required under Federal Regulations to be completed
- * Any format is allowable: narrative or bulleted
- * Provide relevant information for students' strengths and interests. This tie in with supplemental aids and transition planning. Saying Joey has a cute smile is not specific enough.
- * Parent Input Section: Provide direct quote when possible or note when parent is not available for comment.
- * Achievement results are always to be current, meaning within one year.
- * Content (required components) For each area of need, **show evidence** of:
 - * Baseline data
 - * A narrative summary describing the data-it's not enough to just give a score
 - * A statement of how the **disability impacts involvement** and **progress in the general education curriculum**; or participation in appropriate activities for preschool students

Key Point

Each area of need must be addressed in at least one other section of the IEP:

- * Supplementary Aids and Services
- * Secondary Transition Services
- * Goals and Objectives
- * Programs and Services

Present Level Data Source

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| Attendance | Discipline/Behavior Record |
| Checklists | Anecdotal written records |
| Educational Development Plan (EDP) | Grade level performance on Core Content Expectations |
| Observational data | Authentic assessments |
| Report Cards/Grades | Progress reports |
| Assignments | Achievements tests |
| Informal assessment results | Community-related input |
| Formal test results <ul style="list-style-type: none"> * Criterion referenced tests * Standardized tests | Personal Curriculum (PC) |
| Completion of work <ul style="list-style-type: none"> * Work samples * Portfolio contributions | Previous IEP <ul style="list-style-type: none"> * Goals and objectives * Reported progress |
| Behavioral expectations | Parent input |