

25-26 STANDARDS-BASED IEP PROCESS TRAINING

Present Levels of Academic Achievement and Functional Performance (PLAAFP) Essential Elements

Questions to Ask	Breadth of Information Needed
<p>Is there a statement of the student's PLAAFP?</p> <p>Does the statement of the student's PLAAFP include how the student's disability affects the student's involvement and progress in the general education curriculum, or, for preschool children, as appropriate, how the disability affects the preschool child's participation in appropriate activities?</p>	<p>What information specifically identifies the unique characteristics of the disability manifested/displayed by the student?</p>
	<p>What information describes the skills the student is expected to have in the enrolled grade-level general education curriculum in areas of critical need (academic)?</p>
	<p>What specific examples are provided that show how the student's disability impacts various aspects (academic and/or functional) of the student's school life (including enrolled grade-level academics, social interactions, and behavior, or for preschool children, appropriate activities)?</p>
<p>Are measurable, observable baseline data included?</p>	<p>What baseline data for the student's current academic skills (e.g., reading, writing, and math) has been reported in the identified critical areas of need?</p>
	<p>What baseline data for the student's current functional skills (e.g., behavior) has been reported in the identified critical areas of need?</p>
<p>Is there information about the amount of progress over the past year?</p>	<p>What data is reported on progress in academic and/or functional skills over the past year?</p>
	<p>What explanation is provided if no progress or limited progress made?</p>
<p>Is there information about the accommodations and/or services and supports the student receives, as well as their effectiveness?</p>	<p>What accommodations does the student receive? Is there "with and without" information that justifies the accommodations?</p>
	<p>What are the services and supports (interventions, specially designed instruction (SDI), related services, program modifications, etc.) the student has been receiving? What information is included to demonstrate their effectiveness?</p>
<p>Are strengths in academic and functional areas included?</p>	<p>What are the student's strengths in academic and non-academic areas?</p>
	<p>What are the student's strengths in functional areas?</p>
<p>Is there information that compares to enrolled grade-level peer performance in academic and/or functional skills?</p>	<p>What information is provided about where enrolled grade-level peers are performing academically?</p>
	<p>When reporting scores on benchmark tests and universal screeners, what data is provided that compares the student's scores to enrolled grade-level peers?</p>
<p>Overall, does the PLAAFP include multiple sources of current data?</p>	<p>What data is reported from:</p> <ul style="list-style-type: none"> • Informal data (e.g., parent/student/teacher input, grades, attendance, discipline, etc.) • Curriculum-based (e.g., intervention progress monitoring data, curriculum-based measures (CBMs), etc.) • Criterion-referenced (e.g., universal screenings, district benchmarks, state assessments, etc.)