**Present Level of Academic and Functional Performance (PLAAFP) Compliance Rubric**

\*\* The purpose of this chart is to assist in clarifying what elements MUST be present for the PLAAFP to meet minimum compliance standards. This chart is not intended to provide examples for all of the best practice PLAAFP elements that could be included in an IEP, but rather it provides a few basic examples that do and do not meet compliance standards.

\*\***For discussion purposes this chart is broken down by sections of our current present level form*; it should be noted that certain information could be found in different sections of the present level. The focus should be on the information being contained in the present level, not necessarily the “section” of where the information is contained*. For example: if a team puts data related to the changes of functioning of a child in the first section of the present level (impact statement) rather than in the changes in current functioning section of the form, focus should be on the data/information noted by the team rather than the placement of it in the present level. Address through training the purpose of including and considering the information in each section in an effort to help LEA staff identify where information best fits according to its role in IEP development.**

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| **Requirement and Descriptors** | **Out of Compliance** | **In Compliance** |
| How the child’s disability affects his/her involvement and progress in the general education curriculum; or for preschool children, participation in age-appropriate activities. (For students with transition plans, consider how the student’s disability will affect the child’s ability to reach his/her post-secondary goals (what the child will do after high school). | 1. Impact statement does not specifically state how the student’s disability impacts involvement and progress in the general education curriculum.  * Uses vague language such as “SLD impacts Sophia’s reading” or “OHI impacts Sophia’s ability to do work” * Only contains broad statements that describe the student’s disability not the impact the student’s disability has on his/her involvement and progress in the general education curriculum: “Sophia has been found eligible for ID and that impacts her in all areas”. * No mention of impact on general education curriculum involvement  1. Impact statement does not align with adverse educational impact statements and need for specially designed instruction statements found in the most current evaluation/re-evaluation report  * Misalignment or no connection to skills listed in PLAAFP and those listed in Synthesis/Basis for Determination Section of most current evaluation or re-evaluation (either re-evaluation report or RED if completing Reevaluation without assessment) * Evaluation report indicates student ID but no adaptive behavior deficits noted in PLAAFP, specifically no mention of how adaptive behavior skill weaknesses impact the student’s involvement/progress in gen ed curriculum * Evaluation report indicates student is SLD in reading, but PLAAFP notes student is Language Impairment or SLD in subcategories not listed in the most current evaluation report (or RED if re-evaluation).   3) PLAAFP only addresses only academic performance and fails to address functional performance | 1) Impact statement contains specific observable skill deficits and links back to general education curriculum   * Sophia has met eligibility in the areas of SLD Basic reading skills and reading comprehension. Due to deficits in word reading, decoding and comprehension of grade level vocabulary words Sophia cannot independently read 4th grade level text with the accuracy necessary (95 % +) to obtain full comprehension of the text. Her current independent reading level is 1.5, which makes it difficult for Sophia to decode and comprehend grade level reading materials. * Due to Sophia’s OHI: ADHD, the team noted specific areas of impact to be attention to task, sustaining attention to large and small group instruction and following multistep directions. These specific areas of weakness make it difficult for Sophia to engage and stay focused on content presented in large group grade level classroom discussions, complete grade level independent work assignments that contain multiple steps without structured support from the teacher and to complete multiple step math word problems in math and science classes. * Sophia would like to become a chef and go to culinary school upon graduation. Sophia’s weaknesses in expressive and receptive communication make it difficult for her to comprehend multistep directions and to express what order tasks need to be completed when given a multistep project/task to complete in her current 9th grade classes particularly in Math 1 and FACS classes. Sophia often times will not understand that recipes or multistep tasks have to be completed in a specific order.  1. Impact statement does align with adverse educational impact statement and need for specially designed instruction statements in most current evaluation/re-evaluation report. 2. Language of the impact statement describes “how” the child’s disability related deficits impact his/her involvement and progress in general education curriculum not just “what” the deficits are:  * Describe the gaps in the child’s academic and functioning skills in comparison to his/her same age typically developing peers * Impact statement can include language that links child’s current functioning to the skills necessary for the child to make progress towards grade level standards.  1. PLAAFP must address functional **and** academic performance regardless of eligibility category.  * Adaptive behavior can align with functional performance needs such as communication, daily living skills, self-care, self-advocacy, learning styles. * Addresses all disability related needs of the child (behavior, communication, health, social emotional, motor, etc.)  1. PLAAFP should contain data that paints a picture of the child’s CURRENT academic and functional performance. |
| **Does your PLAAFP contain the following element?** | **YES** | **NO** |
| Description of howthe disability impacts the student’s progress and involvement in general education curriculum in a manner that teacher/service provider unfamiliar with the student could read the PLAFFP and understand the unique needs of the child. |  |  |
| Description of the student’s specific skill deficits. |  |  |
| **Requirement and Descriptors** | **Out of Compliance** | **In Compliance** |
| The strengths of the child. (For students with transition plans, consider how the strengths of the child relate to the student’s post-secondary goals.) | 1. No strengths listed | 1. Strengths listed  * “Sophia is well organized and always has the necessary materials for class each day. She is conscientious about time management and has not been tardy to any classes in her 9th and 10th grade year. These soft skills will be beneficial to Sophia as she continues her post-secondary education and works towards her future employment goal of being employed in the field of cosmetology.” * “Sophia makes friends easily. Sophia has a large group of friends that she plays with in the classroom and outside at recess. Sophia loves to read and her independent reading level is 2 grade levels above her current grade placement. She will often request to read nonfiction texts during free reading time in the classroom.” |
| **Does your PLAAFP contain the following element?** | **YES** | **NO** |
| Description of the student’s specific strengths. |  |  |
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| Concerns of the parent/guardian for enhancing the education of the student. (For students with transition plans, consider the parent/guardian’s expectations for the student after the student leaves high school.) | 1) No parent concerns noted  2) Vague statement not referencing concerns of parent such as: “Parent is in agreement with this IEP”  3) Only “N/A” listed in this section | 1) Parent input noted:   * “Parents noted concerns with Sophia’s reading” * “Parents noted that Sophia does not respond to verbal requests to complete chores at home. Parents worry about how she will respond to feedback provided by her manager when she starts her job at Sonic” * A statement such as “Parents indicated no concerns”   2) If parents failed to provide input regarding concerns, a statement of attempts made by school to obtain parent input is noted:   * “Parent was contacted by email and by phone; however, they did not provide any input.” * “Parent was mailed a parent input form; however, they did not return the form or respond to any phone call attempts made by school to obtain parent input.” |
| **Does your PLAAFP contain the following element?** | **YES** | **NO** |
| Contains any parent input and notes any concerns of the parent. |  |  |
| **Requirement and Descriptors** | **Out of Compliance** | **In Compliance** |
| Changes in current functioning of the student since the initial or prior IEP. (For students with transition plans, consider how changes in the child’s current functioning will impact the student’s ability to reach his/her post-secondary goal.) | 1) PLAAFP statements copied (in entirety) from year to year without updating data to show changes in current functioning.  2) Does not contain data that demonstrates “change” in current functioning since initial or prior IEP  3) Copy/pasting previous goals without data of progress on previous goals not sufficient  4) Making vague description of goal progress from previous year:   * “Student met her IEP goals last year.” * “Student has increased her math skills” * “Student made progress on social skills” | 1) PLAAFP should reflect the growth of the child   * PLAAFP statements should be updated every year to show growth and current functioning of the child * If child exhibited minimal growth or regression this information should be noted in the PLAAFP so team is aware of the child’s current functioning and appropriate programming determinations can be made   2) Contains data that is observable and measurable for each identified need.   * Data can be from a variety of sources: Classroom assessments, formal assessments, state assessments, informal/formal observations, IEP goal progress monitoring data, teacher records, parent observations, service provider notes/observations, outside service provider data * Data must be instructionally relevant   3) Copy and paste goals and state that student met goal   * “When presented with 10 single digit multiplication problems, Sophia will accurately compute 9/10 of the problems on 4/5 data collection probes. Sophia met this goal.”   4) Contains specific description of goal progress:   * “Sophia met all of her IEP goals last year. Last year she could only read aloud 45 wpm; now she can read aloud 90 words per minute. Sophia increased her expressive language skills by identifying her wants and needs when prompted from 1/10 observation trials to 9/10 observation trials.” * “Teacher observations note that Sophia can indicate when she needs to use the restroom on most occasions. She went from having 3 accidents per day to 3 accidents per month last IEP cycle” * “Sophia has increased her ability to follow written directions on grade level tasks from 100% accuracy on 1/5 trials to 100% accuracy on 5/5 trials the past two quarters. This skill increase will assist Sophia in understanding how to follow written recipes which is essential skill for a chef (which Sophia aspires to be after graduation).”   5) If this is an initial IEP, the PLAAFP can contain a statement “This is an initial IEP.”, but the PLAAFP should contain baseline data to support goals. |
| **Does your PLAAFP contain the following elements?** | **YES** | **NO** |
| Instructionally relevant data that creates a baseline for current academic AND functional performance for each identified area of need |  |  |
| Data that creates a baseline for the creation of appropriate annual goals and describes what progress would be reasonable in light of the child’s circumstances |  |  |
| **Requirement and Descriptors** | **Out of Compliance** | **In Compliance** |
| A summary of the most recent evaluation/re-evaluation results. | 1) Section left blank  2) Assessment data is not from most recent evaluation  (I.e. most current evaluation is from 2020, but no 2020 evaluation data listed, only data from 2017 evaluation listed)  3) Listing scores without parent friendly language explaining the educational relevance of the score. | 1) Any data summary that captures most important points from most current evaluation. Does not have to be copy and paste of entire evaluation report.  2) OSEP guidance on this requirement: “Provide a summary of evaluation data the team feels is necessary to use as guidance to develop an IEP that will provide FAPE.”   * “Sophia was given the STARR reading benchmark assessment in October 2020. She earned a standard score of 457. The average score for her grade level peers is standard score of 615. Her score of 457 indicates that her basic reading skills of decoding, phonemic awareness and phonics are well below the expected performance level for 4th grade.” |
| **Does your PLAAFP contain the following elements?** | **YES** | **NO** |
| Current evaluation results are clearly described. |  |  |
| Evaluation results are summarized in a way that will assist the team in developing the IEP by explaining the educational relevance of the results. |  |  |
| **Requirement and Descriptors** | **Out of Compliance** | **In Compliance** |
| A summary of formal and/or informal age-appropriate transition assessments based on the student’s needs, preferences and interests (must be included no later than the first IEP to be in effect when the student turns age 16). | 1) Section left blank  2) Data summary present does not address student’s needs, interests, and preferences to inform the area of education, training, employment, and independent living.  3) Interview statements that do not address student’s needs interests and preferences in a way that can inform transition planning in the areas of education, training, employment and independent living   * For example: Only stating the following “I asked Sophia what she wants to be and she said chef.” | 1) Any data summary that indicates formal/informal age appropriate transition assessment has been given to the student that addresses student’s needs, interests and preferences to inform transition planning in the areas of education, training, employment and independent living.  2) Interview data is acceptable if it is a comprehensive interview that addresses student’s needs, interests and preferences. |
| **Does your PLAAFP contain the following elements?** | **YES** | **NO** |
| Description of the data obtained from the student’s transition assessments, and how it addresses the student’s needs, interests and preferences. |  |  |