

Components of High Quality Present Levels
Academic Achievement & Functional Performance
What are the skills and components to consider?

ACADEMIC ACHIEVEMENT

Reading

- Phonemic Awareness
 - Syllables
 - Rhymes
 - Sounds
 - Words
- Phonics
 - Letters & Sounds
- Fluency
 - Accuracy, Speed & Expression
- Vocabulary Development
- Comprehension

Writing

- Mechanics & Conventions
 - Spelling
 - Capitalization
 - Punctuation
 - Sentence Structure
- Expression
 - Vocabulary
 - Details
 - Quality & clarity of ideas
- Writing Process
 - Planning
 - Organization
 - Revising

Mathematics

- Concepts & Reasoning
- Number Facts
- Computational Algorithms
- Functional Math
- Problem Solving

FUNCTIONAL PERFORMANCE

Fine Motor

Gross Motor

Mobility

Behavior

Interpersonal Relationships

Executive Functioning

Communication

- Articulation
- Receptive & Expressive
- Social skills
- Oral-Motor
- Voice
- Fluency

Organizational skills

Study skills

Attendance

Independent Living

- Self-Care
- Community Use
- Functional Academics
- Home Living

Medical

NOTE: Compiled by the work and efforts of SPED teachers and providers across the state of Oregon (8/2015)

Academic Achievement & Functional Performance

What are the sources of data to consider?

SOURCES OF DATA

Formal Assessment

- Statewide assessment
- Standardized assessment
- District-wide assessment
- Transition assessment
- Functional behavior assessment
- Universal screener
- Observations

Informal Assessment

- Curriculum-based assessment
- Criterion-referenced assessment
- Transition assessment
- Teacher-created assessment
- Observations
- Interviews

Work Samples

- Classwork
- Homework

Interventions& Progress Monitoring

Progress: Previous Goals & Grade-level Content Standards

Accommodations & Modifications

Input Sheets / Surveys

- Parents
- Teachers
- Student

Classroom Performance / Grades

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Present Level Checklist

As you review an IEP's present levels, use this checklist of questions as an evaluation of how well the team has developed an appropriate and comprehensive present level. These questions were compiled by the work and efforts of SPED teachers and staff across the state of Oregon.

*This tool is not intended to be an all-inclusive list, but rather a sampling of questions.

YES	NO	QUESTIONS
		<i>OVERALL STRENGTHS, INTERESTS, AND PREFERENCES:</i> <ul style="list-style-type: none"> • Are the student's interests and motivations addressed? • Are the student's strengths relevant and not subjective? • Are the student's demographics included? • Are the student's preferences and needs identified?
		<i>INPUT FROM PARENT IN ACADEMIC ACHIEVEMENT & FUNCTIONAL PERFORMANCE, INCLUDING CONCERNS:</i> <ul style="list-style-type: none"> • Is parent input evident? • Does the parent have input on academic and functional performance? • Are the parent concerns documented and addressed? • Is the information translated for the parent, if needed?
		<i>PRESENT LEVELS OF ACADEMIC ACHIEVEMENT (STRENGTHS, NEEDS, IMPACT)</i> <ul style="list-style-type: none"> • Is quality input included from parents, teachers, the student and other professionals? • Are the student's strengths clearly identified or addressed? • Are the student's needs clearly identified or addressed? • Is it clear what skills need to be addressed? • Are strategies and accommodations listed with indications of effectiveness? • Is there a description of how the current skills are being taught? • Is the data linked to the grade level performance? • Are the academic strengths and weaknesses linked to standards? • Is there evidence of discussion around state and district assessments? • Is the data current and described in an understandable manner? • Is there an explanation for each score or data set listed? • Does the narrative support the data? • Does the narrative address progress on previous goals? • Is there evidence of gains made or not towards IEP goals? • Are the impacts on education addressed? • Is there a clear impact statement that summarizes IEP areas of need? • Is the impact statement related to skills and levels of needed support?

		<p><i>PRESENT LEVELS OF FUNCTIONAL PERFORMANCE (STRENGTHS, NEEDS, IMPACT)</i></p> <ul style="list-style-type: none"> • Is quality input included from parents, teachers, the student and other professionals? • Are the student's strengths clearly identified or addressed? • Are the student's needs clearly identified or addressed? • Is it clear what skills need to be addressed? • Are strategies and accommodations listed with indications of effectiveness? • Is there a description of how the current skills are being taught? • Is student performance compared to the performance of peers? • Is there evidence of discussion around initial or most recent evaluation results? • Is the data current and described in an understandable manner? • Is there an explanation for each score or data set listed? • Does the narrative support the data? • Does the narrative address progress on previous goals? • Is there evidence of gains made or not towards IEP goals? • Have all environments been addressed (school, home, community, etc)? • Have all special factors been addressed? • Are there any cultural considerations? • Are the impacts on education addressed? • Is there a clear impact statement that summarizes IEP areas of need? • Is the impact statement related to skills and levels of needed support?
		<p><i>LANGUAGE USAGE & ORGANIZATION:</i></p> <ul style="list-style-type: none"> • Has the document been correctly organized and proofread? • Is the PLAAFP clear and understandable? • Will a new school understand the student as described in the PLAAFP? • Does the PLAAFP contain parent-friendly language? • Are statements based on data and is subjective language avoided? • Were acronyms avoided? If acronyms were used, were they defined? • Have all of the IEP team members contributed to the PLAAFP development?
		<p><i>TONE:</i></p> <ul style="list-style-type: none"> • Is the PLAAFP written in a positive manner? • Is the language used in the IEP clear? • Is the tone used in the IEP a positive one? • Are there statements describing how the student can be successful?

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Present Levels of Academic and Functional Performance
Writing Template

	PRESENT LEVELS OF ACADEMIC PERFORMANCE (Includes Transition for 16 and Older)	PRESENT LEVELS OF FUNCTIONAL PERFORMANCE (Includes Transition for 16 and Older)
STRENGTHS OF THE STUDENT		
EDUCATIONAL INPUT FROM PARENTS, INCLUDING CONCERNS		
RESULTS AND EXPLANATION OF CURRENT DATA, INCLUDING MOST RECENT EVALUATION		
NEEDS OF THE STUDENT		
IMPACT OF DISABILITY WITH CHILD'S INVOLVEMENT & PROGRESS IN THE GENERAL EDUCATION CURRICULUM		

Goal Writing Guide

Goal Development – After reviewing your present levels (academic and functional performance) develop S.M.A.R.T. (***Specific, Measurable, Attainable, Relevant, Time-Specific***) goals that address the individual needs of the student. You will need to do some evaluation of what is most important or what skills build upon each other in order to select the more appropriate goals.

Goal Component	Explanation
Given what...	<p>means... Under what conditions?</p> <ul style="list-style-type: none"> • Accommodations (change materials, procedures, alternative response, formats, etc.) • Assistive Technology (dictation software, calculators, visuals, etc.) • Specialized Instruction • Instructional Strategies (prompts, graphic organizers, etc.) • Modification (change the standard) • Environmental (classroom with predictable routines, etc.) • ... and others
Who...	means... The Student
Will do what...	<p>means... Observable Behaviors</p> <ul style="list-style-type: none"> • Actions: create, make, analyze, sequence, summarize, complete, describe, attempts, builds, reads, etc. • ... and others
How Often...	<p>means... Frequency</p> <ul style="list-style-type: none"> • Daily, weekly, during content area, throughout the school day, when work is expected, etc. • ... and others
How Accurately...	<p>means... How well or independently</p> <ul style="list-style-type: none"> • Percentage of accuracy, with how much assistance, etc. • ... and others
Mode of Measurement	<p>means... Assessment (as measured by...)</p> <ul style="list-style-type: none"> • Progress monitoring • Teacher Observation • Curriculum Based Assessments • Behavioral Data • Formative Assessments • Self-Charting Progress • Classroom Progress (grades) • Student Work Samples • ... and others

NOTE: This is just one way to develop a goal. There might be another process or tool that you may wish to share.