Present Levels of Academic Achievement and Functional Performance (PLAAFP)

- Describe the individual strengths and critical needs of the student in relation to accessing and mastering the general curriculum.
- Consider the factors related to the student's disability and their impact on how the student learns and demonstrates what he or she knows.

Understanding PLAAFP Statements

The PLAAFP is the only section of the IEP that contains data showing a student's present performance, and thus, is vital when determining the student's current areas of need.

A PLAAFP SHOULD	Where the student is now 12 Months Measurable Annual Goal(s): Where a student can reasonably be expected to be	DATA SOURCES
Provide information on the student's	8	SPED Assessment (FIE)
current performance	.allee	Progress Reports
in both academic (grade-level stand-	Cite	Work Samples
ards) and/or		Behavioral data
functional skills	PLAAFP Statement(s)	Parent Feedback
Identify what is		Standardized Tests
keeping the student	LEGAL REQUIREMENTS: 300.320 (A)(1)	
from accessing the	(a)_General. As used in this part, the term individualized	Formative Assessment
general curriculum	education program or IEP means a written statement for	Anecdotal records
(critical need)	each child with a disability that is developed, reviewed, and	Running Records
Allow the ARD com-	revised in a meeting in accordance with Sec. 300.320	Statewide Tests
mittee to determine	through 300.324, and that must include	Statewide Tests
what the student can	(1)_A statement of the child's present levels of academic achievement and functional performance, including	Benchmark Tests
reasonably be	(i)_How the child's disability affects the child's	
expected to achieve	involvement and progress in the general education	Teacher-made tests
within one year	curriculum (i.e., the same curriculum as for	Observations
Be objective and data	nondisabled children): or	
driven	(ii)_For preschool children, as appropriate, how the	Checklists
	disability affects the child's participation in	Discipline Referrals

appropriate activities

Writing PLAAFP Statements

WHEN TO WRITE A PLAAFP STATEMENT

- All students who receive special education services must have a PLAAFP.
- PLAAFP Statements include the information that drive goal creation.

THE PLAAFP IS THE FOUNDATION FOR THE REST OF THE ARD DOCUMENT

Areas identified in the PLAAFP as areas of need must be addressed in one or more of the following ARD sections:

Annual Goals

- Special Education Programs and services
- Supplementary Aides, services and supports
- Secondary Transition Services



Individualized Education Program (IEP) Annual Goal Development—IEP Q&A

PGC Network Undated November 2015

Specially Designed Instruction: A resource for Teachers



EXAMPLE SENTENCE STARTERS

(student's name) is a/an	_ (grade) student.		
His/ Her area(s) of need include	_ (academic/functional area), specifically		
related to(critical need).			
Based on (data sources), he/she			
Specific grade level or functional skill(s) the student can do includes			
Baseline data indicates			
(student's name) Is able to (v	vritten in measurable and observable terms)		
using (conditions: supports, accom	modations allowable and unallowable on state as-		
sessment)			
Progress made during the previous year			
Enrolled grade-level curriculum standard(s):			
Essential accommodations (to support performance include			

Educational Specialists, Special Education Curriculum and Instruction

Bianca CelardoMichelle Soriano210.370.5452210.370.5468

ano Lisa Kirby 210.370.5469

Kelly Joseph 210.370.5664

