

Present Levels of Academic Achievement and Functional Performance (PLAAFP/PLEP) Development

The Purpose of the PLAAFP/PLEP is to identify and prioritize the specific needs of a child and establish baseline performance in the general education curriculum so that an individualized and meaningful plan can be developed. Statements of PLAAFP/PLEP include current information about the student's academic achievement and functional performance. The PLAAFP/PLEPs provide a description of the degree of match between the student's current skill levels and the expectations of the student's learning environment.

Component	Characteristics
<p>Describe Current Performance: The description of current performance should be in relationship to where the student currently is and where the student is headed (next setting, next transition, post-school outcomes, etc.).</p>	<ul style="list-style-type: none"> • This describes the unique needs of the child, relevant performance and other non-curricular issues that help clarify student needs. • Includes information such as learning strengths, absenteeism, standardized assessments, etc. • Includes information from a variety of sources such as parent(s), general and special education teachers of the child.
<p>Describe Performance in General Education Curriculum: This includes an explanation of how the disability or giftedness affects the child's participation and progress in the general curriculum.</p>	<ul style="list-style-type: none"> • Statement of how the exceptionality affects involvement and progress in the general education curriculum. • Includes information from a variety of sources such as classroom quizzes, tests, state and district assessments, the most recent evaluation of the child and other assessments that are linked directly to the curriculum. • Describes the degree of match between the student's performance and the expectations of the general curriculum standards.
<p>Provide Baseline Data: The PLEP needs to contain baseline data that is in specific, measurable and objective terms for each identified need addressed by a measurable annual goal.</p>	<ul style="list-style-type: none"> • Provides the starting point for each goal written in the IEP & is how progress is shown. • Sets the measurement method that will be used in each goal. • Specific • Objective • Measurable • Able to be collected frequently – must be able to be collected as frequently as progress reports are sent.