**PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**

Complete this page for all initial lEPs and annual reviews. For annual reviews, all sections of the page must be re-written and include updated information. When completing this page include all areas that are impacted by the student's disability(s).

***Student Strengths***

The student strengths section on the IEP should be completed and/or updated for each Initial IEP and Annual Review.

Strengths should be clearly stated and include very specific and individualized positive statements about student skills and behaviors. Avoid terms which could be misleading (e.g., “He is a bright boy.”).

It is highly recommended that this section be completed by all IEP team members prior to the IEP meeting, then reviewed and revised at the IEP team meeting following the input of the parent and other IEP team members.

Do not include any weaknesses or statements of areas in need of improvement in this section.

***Parental Educational Concerns***

This section must be completed for ALL IEPs.

During every IEP meeting, document the parents’ educational concerns. If additional space is needed or more information is included in the notes section, list “See Additional Notes.” (In the Additional Notes, record the team’s response to their concerns.)

Parents should be given the opportunity to express their concerns at the beginning of the meeting and at any time during the meeting. At the end of the meeting, the facilitator should confirm that the parent’s concerns were addressed during the meeting.

In the rare case that the parent has no concerns, write “parent stated they have no concerns at this time”.

If a parent does not attend the IEP meeting, include information from previous conversations with the parent.

Never leave this section blank. If no response is given by the parent, either list that the parent did not express concerns or that no concerns were noted by parent.

***Present Levels of Academic Achievement***

This section must be completed for ALL IEPs.

This section is typically completed by the special education teacher with input from the general education teacher or the school psychologist, especially following recent evaluations. This section should be completed prior to the IEP meeting whenever possible.

The present levels of academic achievement should include descriptive statements of the child’s academic strengths and areas in need of improvement. Information should include both data and narrative information.

At least two forms of data must be included, in addition to data from the most recent evaluation.

Test scores must be described in relation to peer performance and must include a statement of what the scores mean for those who may be unfamiliar with the specific test listed.

Avoid using acronyms of tests or subtests (e.g., MCOMP or MAZE) unless explanation is provided or the data may be meaningless to the readers of the IEP.

Listing letter grades for courses is highly discouraged.

This section is about academic skills (reading, math, writing, etc.) and not academic behaviors (work completion, organization, etc.).

There must be a direct correlation between the Present Levels of Academic Achievement and the development of the goals and objectives/benchmarks and the provision of special education services.

A “stranger” to the student should be able to read the Present Levels section and know the student’s academic strengths and weaknesses and current skill levels.

If additional room is needed to complete the section, use the Additional Notes.

***Present Levels of Functional Performance***

This section must be completed for ALL IEPs.

This section is typically completed by the special education teacher AND related service providers with input from the general education teacher. This section should be completed prior to the IEP meeting whenever possible.

The intent of the section is to provide information on the student’s performance on factors that are not specific academic skills. The goal is to identify the student’s strengths and areas in need of improvement in knowledge or skills that they need in order to function in the classroom, in the community, and in post-secondary employment.

Information should include data and narrative information. At least two forms of data must be included, in addition to data from the most recent evaluation. Test scores must be described in relation to peer performance and must include a statement of what the scores mean for those who may be unfamiliar with the specific test listed. Avoid use of jargon without explanation that any reader could understand.

Examples of factors that could be addressed include, but are not limited to:

* Daily living skills
* Independent living skills
* Social-emotional skills
* Vocational skills
* Adaptive behavior
* Peer and adult relationships
* Organizational skills
* Study skills
* Other academic behaviors (e.g., work completion, attention to task, etc.)
* The ability to function in large groups versus small groups
* The ability to function in structured versus unstructured situations
* Mobility skills
* Communication skills

If additional room is needed on the IEP form to write the information, use the Additional Notes pages.

Similar to the academic section, if deficits in functional performance are identified, the IEP must then include goals and/or services that address these deficits.

There must be a direct correlation between the Present Levels of Functional Performance and the development of the goals and objectives/benchmarks and the provision of special education services.

***Disability’s Effect on Child’s Progress in General Curriculum***

This section must be completed on ALL IEPs.

This section is typically completed by the special education teacher AND related service providers, with input from the general education teacher and review of records, prior to the IEP meeting.

Document how the child's disability affects the child's involvement and progress in the general education curriculum. This will often correlate with the information from the Eligibility Determination section on Adverse Effect.

This section is about the adverse effect of the disability and should not include the accommodations or services that the student requires.

(Example: “Johnny’s disability of Autism adversely affects his communication skills, acquisition of basic academic skills, and social interaction skills. He is unable to complete grade level work without significant modifications. He has difficulty expressing his wants and needs, answering comprehension questions, and participating in group activities.”

For students 14 ½ and older, this section must also include a description of how the disability affects the child’s progress toward post-secondary objectives.

(Example: “Johnny’s disability of Autism hinders his progress toward post-secondary objectives of employment, education, and independent living by limiting his ability to interact and communicate effectively with others.”)

This section directly corresponds with the provision that requires the IEP to include measurable annual goals designed to meet the child's needs that result from the child's disability.

Thus, all deficits identified in this section should be addressed within the IEP in the goals or objectives and/or supplementary aids, accommodations, and modifications. Similarly, nothing can be included as a supplementary aid, accommodation, or modification that is not supported by information in this section about the adverse effect of the disability on the child’s performance.(e.g., if extended time is listed as an accommodation, there should be something listed that would support why this is a necessary accommodation, such as “reading comprehension difficulties adversely affect the student’s ability to read at the same rate as peers”, or “attention issues affect the student’s ability to remain focused and complete tasks in a timely manner”).