







PLAAFP Checklist

To reasonably calculate the IEP:

-  Baseline data:
 - Easily understood summary
 - Refer to assessments/tests used, classroom performance, observations, progress reports, report cards, etc.
 -  Areas of concern (i.e., “is unable to...,” “has difficulty with...”)
 -  Statement of how the student’s disability impacts involvement/progress in the general education setting.
 -  Description of areas of educational needs (i.e., academic, functional life skills, disability related such as speech/language or motor functioning)
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PLAAFP suggested format:

Based on {baseline data}, {student} is able to {skill(s)}, but has difficulty with {skill(s)}. This impacts {his/her} performance in the general education curriculum {how} and requires {special education service} instruction or support in the area(s) of {skill(s)}.

These skills should match the concerns listed from the most current MET report/cover sheet (i.e., math calculation, reading comprehension, etc.)—basically, why did this student qualify for special education services?