

# The Present Level of Academic Achievement and Functional Performance (PLAAFP)

"A Student's IEP Instructional Road Map"



**The PLAAFP is about driving instruction for the IEP Team, not the qualifying destination.**

The PLAAFP must include for all services:

1 ► **BASELINE DATA** - Assessment information that provides data about the student's current functioning level in the classroom. What assessments were used? What is the assessment norm and how does the student vary from the average student?

Examples of Types of Assessments:

- Informal teacher assessment
- Standards based assessment
- Observation
- Standardized criteria or norm referenced tests
- Text-based assessment
- Performance
- Checklists

2 ► **EXPLANATION OF ASSESSMENT DATE FOR EDUCATIONAL INSTRUCTION** - What does the data mean for the instruction for this student? Does the assessment data meet the "stranger test" for clarity and understanding?

3 ► **IMPACT ON INVOLVEMENT/ PROGRESS IN THE GENERAL CURRICULUM** - Based on assessment data, what are the problems this student has participating in general education classes? In what areas is the student not working at grade level or having specific difficulties in the curriculum? Be sure to address the core curriculum (*language arts, math, science, social studies*) areas in this section. If the student is not involved in the general education curriculum, what are the specific difficulties the student is having functioning in the special education curriculum?

4 ► **DESCRIPTION OF AREAS OF EDUCATIONAL NEED** - Based on assessment data, what are the student's deficits related to non-disabled peers? Why does the student need special education services?

## PLAAFP

- + goals & objectives
- + supplementary aids & services
- + transition planning
- + programs & services
- = **Instructional IEP**



The Annual Goals in the IEP are the skills identified in the PLAAFP that the student needs to learn.

► *The goals should be connected to the General Education Curriculum and facilitate progress in the curriculum.*

Use the SMART Way to Write Objectives:

- S = Specific
- M = Measurable
- A = Action Words (*verbs*)
- R = Realistic and Relevant (*achievable in one year*)
- T = Time Limited

The 5 Questions to Ask When Writing Objectives:

- 1 ► Who? - will achieve
- 2 ► What? - skill or behavior
- 3 ► How? - in what manner or what level
- 4 ► Where? - in what setting or under what conditions
- 5 ► When? - by what time? [ending date]

\_\_\_\_\_ will \_\_\_\_\_ when/at \_\_\_\_\_ by \_\_\_\_\_  
(student) (skill/behavior) (manner/level) (condition, criteria, setting) (date, time)

WHO WHAT HOW WHERE WHEN

### Example:

**Deficit Performance:** Based on the KeyMath Applications Test, administered on 1/14/07, Billy received a 1.6 grade level (average grade level = 3.0 grade level). On daily teacher-made assessments, he is unable to make change up to 50¢ when purchasing items at the school store.

**Annual Goal:** Billy will improve his math application skills to a 2.5 grade level.

**Goal:** Billy will purchase supplies from the school store totaling not more than 50¢ when given a variety of coins totaling 50¢ independently by the end of the school year.

**Writing Annual Goals & Objectives the SMART Way!**