**Present Levels of Academic Achievement and Functional Performance**

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| **Present levels & Considerations when developing IEP** | **Description** |
| **Initial or Most Recent Evaluation Reports**   * Briefly summarize most recent evaluation results and instructional implications. |  |
| **Strengths of the Student**   * Identify student’s strengths, personal attributes, interests and preferences. * Identify how each can be leveraged to increase access and engagement. |  |
| **Parent and/or Student Concerns**   * Review parent and student questionnaires to summarize concerns they have shared about the upcoming school year. |  |
| **Present Levels of Academic Achievement & Functional Performance (Gap Analysis)**   * Describe the expectations for the general education curriculum in student’s area of need. * Describe skills student currently demonstrates in area of need. * Compare and contrast expected and actual performance. * Describe the skills to be addressed this year * Identify baseline data. |  |
| **How Disability affects Involvement & Progress in General Education Curriculum**   * Identify the disability and characteristics demonstrated by the student. * Describe how these characteristics affects progress in identified areas. Include examples in all areas. * Identify accommodations that eliminate or minimize barriers to the student’s access in curricular areas. |  |
| **Special Considerations**   * Statement of Consultation * Limited English Proficiency * Communication needs * Behavior impedes learning of self or others * Assistive technology * If deaf or hard of hearing, communication w/peers & professional personnel * Instruction in Braille |  |