**Present Level RUBRIC**

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| **Elements of**  **PLAAFP** | **1** | **2** | **3** |
| **Initial or Most Recent Evaluation Reports** | No/minimal summary of most recent evaluation results. No instructional implications included | Summary of most recent evaluation results are included. No or vague instructional implications included | Summary of most recent evaluation results highlight instructional implications. |
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| **Student Stregnths, Interests & Preferences** | No S/I/P included | S/I/P are included.  Some are vague or irrelevant. | S/I/P are specific & relevant. S/I/P can be leveraged to support instruction |
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| **Parent and/or Student Concerns** | Either no concern is evident or concern is generic. Parent and/or student input are not included. | Statement is specific but does not represent both parent & student. | Statement reflects current input from both parent and student.  Concerns are |
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| **Description of what student can demonstrate independently (or describe the supports necessary in order for the task to be obtained)** | Discusses what the student cannot do/is challenged to do | Discusses what the student cannot do/struggles to do and then transitions into what they are able to do | Accurately describes what the student is capable of doing and if appropriate, the scaffolds necessary in order to obtain independence |
| **Description of what the expectations for the general education curriculum are for the IEP component** | Does not describe the current general education expectations for the component | Describes the students difficulties as they relate to being below benchmark/grade level | States the expectations for the general education curriculum as it relates to the specific skill or component |
| **Changes/growth that can be noted from year to year** | Does not mention the students growth/changes from year to year | Mentions growth/changes but does not compare from year to year | Describes the growth and progress that has occurred and mentions the support required to obtain the progress level |
| **Baseline data (assessment based) quantifies the students current level of performance** | No data is present to attest to current performance level | Data is mentioned but there is no reference to expectations to grade level expectations. | Data is present that both quantifies the student’s level of performance and compares/contrast to grade level expectations. |
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| **How Disability affects Involvement & Progress in General Education Curriculum** | Does not describe significant characteristics of disability.  No references to general education curriculum. | Disability-related characteristics are identified.  Minimal reference to general education curriculum included. | Disability-related characteristics are identified.  Details & examples describe how the disability affects involvement and progress in education curriculum. |
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| **Special Considerations** | No documentation that each factor was considered. | Documentation that factors are considered, but there are inconsistencies with other sections of IEP. | All factors have been considered and there is alignment with other relevant sections of the IEP. |