

## Writing a Better PLAAFP Statement

### Details Included in Present Levels of Academic and Functional Performance (PLAAFP) Statement

Elements of PLAAFP	Not Sufficient	Limited Benefit	Moderately Beneficial	Most Beneficial
<p>Disability and Impact            Discusses the disability and its impact on access and progress in the general education curriculum.</p> <p>Note: this is where cognitive processing and sensory deficits can be addressed.</p>	<p>Disability named but with no elaboration.</p> <p>Names a processing and/or sensory deficit with no connection to performance in general curriculum.</p>	<p>Alluded to in PLAAFP, but not explicitly stated or statements are lacking a logical connection.</p> <p>Alludes to or infers impact of processing and/or sensory deficit(s) to one or more areas of poor achievement.</p>	<p>Explicitly provides a logical connection, using data and examples, of how disability has affected progress in the grade-level standards/benchmarks, and/or performance in the classroom.</p> <p>Clearly connects processing or sensory deficit(s) to all areas of need (physical, social and academic).</p>	<p>Explicitly provides logical connection using data and examples from the past along with analysis for how disability is likely to affect involvement and progress in selected standards throughout the Twelve months of the IEP.</p> <p>Clearly connects all likely areas of academic impact where instruction, compensatory strategies, and/or accommodations will be needed.</p>
<p>Skill Gaps            Description of gap between present levels of skills and grade level expectations.</p>	<p>No description of current grade level expectations.</p> <p>OR</p> <p>Data reported as scores with no interpretation or connection to grade level expectations.</p>	<p>Description of current performance against grade level expectations is an interpretation of multiple sources of valid, reliable and relevant data.</p> <p>Description of quantitative data is in comparable units or provided with context.</p>	<p>Description of current performance includes only relevant information that is prioritized by what is constraining growth in the standard or grade level benchmark.</p> <p>Interpretation of data details the skills, concepts, strategies, and performance that are significantly below grade level or peer group expectations.</p>	<p>Description of current performance against grade level expectations details what (skills, strategies, understandings, etc.) needs to improve in order to access and make progress.</p> <p>Interpretation includes any inconsistencies in performance across content areas or classrooms (e.g., how/why a student may do well in one content area and not another).</p>

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<p>Data Interpretation Description of patterns in data to inform specially designed instruction.</p>	<p>No interpretation of data.</p>	<p>Interpretation of data illustrates patterns of performance that require explicit instruction, compensatory strategies, and/or accommodations.</p>	<p>Includes instruction, compensatory strategies, and accommodations, etc. that have successfully minimized the adverse impacts of the disability and improved performance.</p>	<p>Goes beyond moderately beneficial by including connections to compensatory strategies and accommodations that will be generalizable to life in the community and post high school.</p>
<p>Strategies/ Accommodations  A listed record of strategies, accommodations, and/or assistive technology.</p>	<p>No discussion.</p>	<p>Names strategies, accommodations, assistive technology, but provides no evidence of effectiveness or adjustments needed.</p>	<p>Provides evidence of how strategies, accommodations, and/or assistive technology mitigates impact of disability in accessing the general education curriculum and standards.</p>	<p>Provides evidence of how strategies, accommodations, and/or assistive technology mitigates the impact of the disability, and how connects to life in the community and post high school.</p>
<p>Standards Affected  Prioritized standards based on all that is known and areas of need.</p>	<p>Logic for selection of standard is implicit or missing.</p>	<p>Selected standard is logically connected to area most likely to be constraining growth.</p>	<p>Selection is consistent with discussion of needed skills, strategies, and understandings.  Standard is selected because of its importance in the progress for meeting grade level expectations across multiple domains.</p>	<p>Selected standard is prioritized for its application and potential to positively impact growth in multiple benchmarks.  Standard is logically connected to skills, strategies, and understandings that are needed to meet post-secondary goals.</p>