



Individualized Education Program  
Present Level of Performance Training  
(General Education Curriculum)

---

Revised - Fall 2007

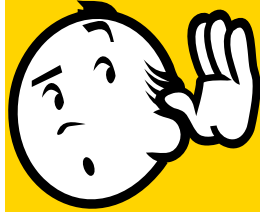


Division of Special Education  
Compliance Department

Welcome to the revised *Individualized Education Program Present Level of Performance* training.

## Can You Hear This?

---



If you don't hear the narration, please stop the presentation and adjust your computer settings to increase the volume.

If you don't hear the narration, please stop the presentation and adjust the volume on your computer.

In order to view each slide in the presentation, press the space bar or left click the mouse.

## Present Level of Performance: Training Objective

---

- Write Present Level of Performance that:
  - Identifies specific academic and nonacademic performance areas
  - Provides assessment information specific to the performance area
  - Includes strengths, needs and impact of disability
  - Links to an appropriate goal




This training has been developed for school personnel who provide instruction to students in the general education curriculum.

By the end of the training, you will be able to write a student's present level of performance that:

- Identifies specific academic and nonacademic performance areas
- Provides assessment information specific to the performance area
- Includes a detailed summary of the student's strengths, needs and impact of disability, and
- Links to an appropriate goal

Now let's begin.



**Present Level of Performance (PLP):  
Performance Area**

---

**Section E: Present Level of Performance**

**Performance Area:**

Assessment/Monitoring Process:  
State/District Assessment Results:

Current Performance/Assessment Summary (including student strengths, needs and impact of disability)

---

---

---

---

Page 3, Section E of the Welligent IEP is the template for writing the *Present Level of Performance*, or PLP. This section contains four parts. Let's look at each part individually, beginning with "Performance Area."

## Performance Area


---

- “Performance Area” of the PLP identifies specific achievement areas such as:
  - Reading
  - Writing
  - Math
  - English Language Development
  - Behavior
  - Social/Emotional
  - Study Skills



The “Performance Area” of the *PLP* must identify an academic or non-academic achievement area. Examples are listed on the screen.

When writing academic PLPs, identify the performance area as reading, writing or math because these are the categories used in the Welligent goal bank. Do not label performance areas with course titles such as English or History. Do not combine several academic performance areas into one such as reading and writing into “Language Arts” or math and reading into “Academics”.



**Present Level of Performance:  
Assessment/Monitoring Process**

---

**Section E: Present Level of Performance**

Performance Area:

**Assessment/Monitoring Process:**

State/District Assessment Results:

Current Performance/Assessment Summary (including student strengths, needs and impact of disability)

---


---

---

---

The second part of the *Present Level of Performance* section is "Assessment and Monitoring Process". This is where the assessment and monitoring methods used to determine the student's current level of performance are documented.

Let's discuss the types of measures that can be used for determining the student's current level of functioning.

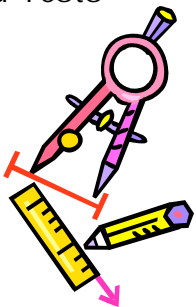


## Assessment/Monitoring Process

---

### Multiple Measures

- Curriculum/Standards Based Tests
- Teacher Input
- Observations
- Writing Samples
- Parent Input
- Portfolios
- Norm Referenced Tests (e.g., WJ-III, KTEA)




The assessment and monitoring process requires the use of multiple informal and/or formal measures to provide an accurate picture of the student's level of functioning. It is not sufficient to use a single assessment instrument or measure to prepare this part of the PLP.

The measures used will vary depending on the performance area. For example, academic areas such as reading and math should always include curriculum and standards based measurement and teacher input because they provide an on-going picture of student progress in relation to grade level expectations.

When additional information is needed that is not provided by curriculum or standards based measurements, it may be appropriate to administer and include information from norm-referenced tests such as the Woodcock-Johnson III or the KTEA.

Non-academic areas such as behavior or study skills may include the results of assessment measures such as teacher observations, parent input or checklists.



**Present Level of Performance:  
State/District Assessment Results**

---

**Section E: Present Level of Performance**

Performance Area:  
Assessment/Monitoring Process:  
**State/District Assessment Results:**

Current Performance/Assessment Summary (including student strengths, needs and impact of disability)


---

---

---

---

The third part of the *Present Level of Performance* section is "State and District Assessment Results". In this section, document scores that pertain to the performance area from tests such as the CAT-6, CST, and District periodic assessments. These assessment results provide additional standards based performance indicators for IEP team members to consider when planning an appropriate instructional program for the student.



**Present Levels of Performance:**  
**Current Performance/Assessment Summary**

---

**Section E: Present Level of Performance**

Performance Area:  
Assessment/Monitoring Process:  
State/District Assessment Results:

**Current Performance/Assessment Summary  
(including student strengths, needs and impact  
of disability)**


---

---

---

---

The fourth part of the *Present Level of Performance* section is the “Current Performance and Assessment Summary”. It contains three required components, strengths, needs and impact of disability and is written in narrative form. These components provide important information for developing goals and accommodations to support student learning. This part of the PLP has been the most challenging for schools to address.



## Current Performance/Assessment Summary: Elementary Reading Example

---

**Strengths:** Lydia is able to read first grade literature books independently. Her fluency score is 61 words per minute, slightly under the target of 65 words per minute. Her score for answering comprehension questions is 5/10 and her vocabulary score is 5/10 both of which are below target. She reads common sight words at second grade level. Lydia can blend words with 2 and 3 letter consonant blends as well as words with short and long vowel patterns. She is able to apply phonics skills to decode words during structured reading time.

**Needs:** Lydia is unable to comprehend grade level reading texts. She has difficulty stating main ideas, answering "how" and "why" questions and reading with comprehension in other subject areas such as Social Studies and Science. She also has difficulty attending to task, participating in classroom discussions and completing follow up reading comprehension assignments.

**Impact of Disability:** Lydia's specific learning disability impairs her ability to read which impacts her involvement and progress in the general education curriculum.

The reading "Current Performance and Assessment Summary" example on the screen was developed for an IEP of a second grade student with an eligibility of Specific Learning Disability or SLD. As you read the example, you will see that the strengths are written in green, the needs in red, and the impact of the disability in blue.

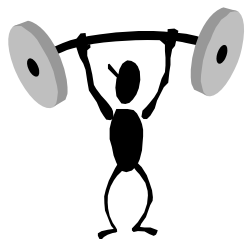
Let's talk about each component individually, beginning with student strengths.

## Current Performance/Assessment Summary: Strengths

### Establish baseline performance level by:

- Identifying strengths
- Reviewing results of curriculum based assessments
- Identifying standards mastered
- Describing classroom academic performance

### Example




Lydia is able to read first grade literature books independently. Her fluency score is 61 words per minute, slightly under the target of 65 words per minute. Her score for answering comprehension questions is 5/10 and her vocabulary score is 5/10 both of which are below target. She reads common sight words at second grade level. Lydia can blend words with 2 and 3 letter consonant blends as well as words with short and long vowel patterns. She is able to apply phonics skills to decode words during structured reading time.

When discussing student strengths, document what the student can do. Establish a baseline performance level and be sure to include results of curriculum based measures. Think about what standards the student has mastered and how the student performs on classroom and homework assignments.

The example on the screen illustrates these points.

Now let's discuss student needs.



Current Performance/Assessment Summary:


## Needs

---

**Identify areas of need by:**

- Documenting areas of difficulty
- Determining standards that need to be mastered
- Describing classroom performance

**Example**




Lydia is unable to comprehend grade level reading texts. She has difficulty stating main ideas, answering “how” and “why” questions and reading with comprehension in other subject areas such as Social Studies and Science. She also has difficulty attending to task, participating in classroom discussions and completing follow up reading comprehension assignments.

When discussing student needs, be specific. Document areas of difficulty for the student. Indicate what standards need to be mastered. Describe the student’s classroom performance. This information will enable the IEP team to develop an appropriate goal or determine appropriate accommodations, modifications or services for the student.

The example on the screen illustrates the kind of information required when documenting student needs.

Now let's look at the impact of the disability.



Current Performance/Assessment Summary:  
**Impact of Disability**

---

Does the student's disability impact his/her involvement and progress in the general education curriculum?

- "No" ... *"The student's disability does not impact his involvement and progress in the general education reading curriculum."*

When discussing the impact of the disability, ask yourself whether or not the student's disability impacts involvement and progress in the general education curriculum in a given performance area, such as reading.

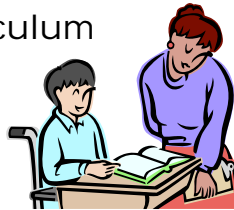
If the answer to this question is "No" then write an impact statement such as, *"The student's disability does not impact his involvement and progress in the general education reading curriculum."* Goals and objectives would not be written for this performance area.

Now let's talk about how the impact statement is written if the answer to this question is "Yes".

## Current Performance/Assessment Summary: Impact of Disability

---

- The impact statement includes:
  - The student's disability
  - How the disability is manifested, and
  - That the disability impacts involvement and progress in the general education curriculum



If the student's disability does impact involvement and progress in the general education curriculum in a specific performance area, an impact statement is written for that performance area. The impact statement must include: 1) the student's disability, 2) how the disability is manifested, and 3) that the disability impacts the student's involvement and progress in the general education curriculum.

Let's look at each of these three elements individually.



Current Performance/Assessment Summary:

## Impact of Disability

---

### ○ Student's Disability

- Specific Learning Disability
- Emotional Disturbance
- Speech and Language Impairment
- Autism
- Mental Retardation
- Orthopedic Impairment

When writing the impact statement, indicate the student's disability. Some examples are listed on the screen. Refer to pages 171-179 of the *Special Education Policies and Procedures Manual* for the list and explanation of disability categories as defined in the law.



Current Performance/Assessment Summary:

## Impact of Disability

---

- How it is manifested
  - Impaired ability to read
  - Impaired ability to write
  - Impaired ability to do mathematical calculations
  - Impaired ability to listen
  - Impaired ability to speak
  - Impaired ability to build or maintain interpersonal relationships

Next, indicate how the disability is manifested in the classroom and/or other school learning environment. For example, the disability may manifest itself in impaired ability to: read, write, do mathematical calculations, listen, speak, and/or build or maintain interpersonal relationships.



Current Performance/Assessment Summary:


## Impact of Disability

---

- Impacts involvement and progress in general education curriculum
  - Eva's specific learning disability impairs her ability to write which impacts her involvement and progress in the general education curriculum
  - John's emotional disturbance impairs his ability to build or maintain interpersonal relationships which impacts his involvement and progress in the general education curriculum

Finally, indicate that the disability impacts involvement and progress in the general education curriculum.

The examples on the screen combine all three required elements.

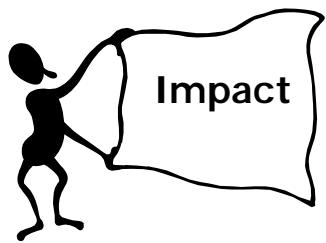


## Current Performance/Assessment Summary: Impact of Disability

**Document the impact of the disability by:**

- Indicating the student's disability
- Describing how the disability manifests itself in a performance area
- Stating that this impacts the student's involvement and progress in the general education curriculum

**Example**



**Lydia's specific learning disability impairs her ability to read which impacts her involvement and progress in the general education curriculum.**

Now let's look at an impact statement developed for Lydia, the second grade SLD student we discussed earlier who is having difficulty with reading.

The example on the screen addresses all three requirement elements. It indicates her disability...*specific learning disability*. It describes how the disability is manifested... *impairs her ability to read*. And finally, it states that her disability *impacts her involvement and progress in the general education curriculum*.

## Example: Reading Goal



### Needs

Lydia is unable to comprehend grade level reading texts. She has difficulty stating main ideas, answering "how" and "why" questions and reading with comprehension in other subject areas such as Social Studies and Science. She also has difficulty attending to task, participating in classroom discussions and completing follow up comprehension assignments.

### Goal


When given a selected 3<sup>rd</sup> grade expository passage, Lydia will state the main idea and supporting details in the passage 75% of the time in four out of five trials as measured by student work samples and teacher charted data.

Once the IEP team clearly identifies the student's needs and impact of the disability in a given performance area, a goal that reflects the identified needs is developed. There must be a direct link between the needs identified in the PLP and the goal.

As you see in the example on the screen, Lydia's goal in reading is directly linked to her identified needs in reading comprehension based on the information provided in her reading PLP.

Be aware that when more than one need is identified within a performance area, as in the example on the screen, the additional need may be addressed by scaffolding the objectives and/or providing accommodations, modifications and/or supports. In some cases, it may be appropriate to develop another goal.

Now that we have analyzed the current performance and assessment summary of an elementary reading PLP, let's review a *Current Performance and Assessment Summary* example of an elementary math PLP to determine if it has the three required components and sufficient information to write an appropriate goal.



Current Performance/Assessment Summary:  
Elementary Math Example


---

**Math:**

Max has grown in his ability to add and subtract single digit numbers without use of manipulatives. He is able to write and identify numbers from 1 to 100 without the use of a model. Max is experiencing difficulty in place value and regrouping. Max is having difficulties due to deficits in his abilities which impact his involvement and progress in the general education curriculum .

The three required components of the “Current Performance/Assessment Summary” for Max, a third grade student with SLD eligibility, are provided on the screen. Remember, the strengths are written in green, the needs are in red and the impact of the disability is in blue.

Now let's look at each component separately.



Current Performance/Assessment Summary:

## Strengths

---

**STRENGTHS: Max has grown in his ability to add and subtract single digit numbers without use of manipulatives. He is able to write and identify numbers from 1 to 100 without the use of a model.**


Does this description of student's strengths give you enough information to understand where the student is currently functioning in math computation and application?

Is the information based on math standards?

The first component we will look at is strengths.

Read the strengths, in green print on the screen, and respond to the questions.

If you answered "No" to one of the questions, think about what additional information is required to improve the example on the screen.



## Current Performance/Assessment Summary: Strengths

---

**STRENGTHS:** Max has grown in his ability to add and subtract single digit numbers without use of manipulatives. He is able to write and identify numbers from 1 to 100 without the use of a model.

**STRENGTHS (REVISED):** Classroom teacher reports Max is able to count, read and write whole numbers to 100 without the use of a model. He can add and subtract facts to twenty. Results of curriculum-based assessments indicate that he is able to write and solve number sentences involving addition and subtraction. He can solve addition and subtraction word problems with one and two digit numbers without regrouping.

Read the revised example on the right side of the screen to see how additional information regarding teacher reports and curriculum based measures were included to provide a more detailed picture of the student's strengths and baseline performance level.

Now, we'll focus on the needs component of the PLP's current performance/assessment summary.



Current Performance/Assessment Summary:  
**Needs**

---

**NEEDS: Max is experiencing difficulty in place value and regrouping.**

What are the student's needs in math application?

Is this sufficient information to develop appropriate goals and objectives?

After reading the student's needs in the example, respond to the questions on the screen.

If you answered "No" to any of the questions, think about what additional information is required.



## Current Performance/Assessment Summary: Needs


---

**NEEDS:** Max is experiencing difficulty in place value and regrouping.

**NEEDS (REVISED):** Max has difficulty adding and subtracting multi-digit numbers with regrouping due to lack of understanding of place value. He does not know basic multiplication facts or understand how to compare simple fractions. He has difficulty choosing the correct operations to solve multi-step word problems. In addition Max's has difficulty following directions and recalling previously learned information.

Read the revised example on the right side of the screen to see how additional teacher and standards-based information were included to clearly identify the student's needs.

Now let's look at the impact statement.



Current Performance/Assessment Summary:  
**Impact of Disability**


---

**IMPACT OF DISABILITY: Max is having difficulties due to deficits in his abilities which impact his involvement and progress in the general education math curriculum.**

Does this statement contain all three required elements?

Read the impact of the disability statement. Does it contain all three required elements?

No. As you see, it does not indicate the disability and does not state how the disability manifests itself in the classroom. Think about how this statement could be revised.



## Current Performance/Assessment Summary: Impact of Disability

---


### **IMPACT OF DISABILITY**

Max is having difficulties due to deficits in his abilities which impact his involvement and progress in the general education curriculum.

### **IMPACT OF DISABILITY**

**(REVISED):** Max's specific learning disability impairs his ability to do mathematical calculations which impacts his involvement and progress in the general education curriculum.

Read the revised example on the screen. Note how this impact statement includes the student's disability and how the disability impacts his involvement and progress in the general curriculum. In this case, the student's specific learning disability impairs his ability to do mathematical calculations. This impacts his involvement and progress in the general education curriculum.



## Current Performance/Assessment Summary: Elementary Math - Revised

---

**STRENGTHS:**

Classroom teacher reports Max is able to count, read, and write whole numbers to 100 without the use of a model. He can add and subtract facts to twenty. He is able to write and solve number sentences involving addition and subtraction. He can solve addition and subtraction word problems with one and two digit numbers without regrouping.

**NEEDS:** Classroom teacher reports that Max has difficulty adding and subtracting multi-digit numbers with regrouping due to lack of understanding of place value. He does not know basic multiplication facts or understand how to compare simple fractions. He has difficulty choosing the correct operations to solve multi-step word problems. In addition Max's has difficulty following directions and recalling previously learned information.

**IMPACT OF DISABILITY:** Max's specific learning disability impairs his ability to do mathematical calculations which impacts his involvement and progress in the general education math curriculum.

As you review the revised current performance/assessment summary of the PLP for Max, notice that it now provides a detailed description of math functioning and sufficient information to develop an appropriate goal.

## Example: Elementary Math Goal




### Needs

Classroom teacher reports that Max has difficulty adding and subtracting multi-digit numbers with regrouping due to lack of understanding of place value. He does not know basic multiplication facts or understand how to compare simple fractions. He has difficulty choosing the correct operations to solve multi-step word problems. In addition Max's has difficulty following directions and recalling previously learned information.

### Goal

When given a mixture of 10 math problems requiring both single and multi-step solutions, Max will determine how and when to break a problem into parts with 85% accuracy in 4 out of 5 trials as measured by student work samples.

As you see in the example math goal on the screen, the grade level standards-based goal in math which was selected is a direct link to the need identified in math application. The other identified needs in place value and multiplication can be addressed by scaffolding the objectives. And the difficulty he has following directions and recalling previously learned information can be addressed in the IEP through accommodations and/or supports.



## Current Performance/Assessment Summary: Secondary Writing Example

---

**STRENGTHS:** Dorene is able to write complete sentences using capital letters and correct punctuation. She is able to express her ideas in writing and is able to write a paragraph with a main idea and supporting details with modeling from the teacher.

**NEEDS:** Teacher reports that Dorene has difficulty developing her ideas into well-organized, multiple paragraph essays independently. She does not revise first drafts of her work which often results in careless errors and confusion in content. She demonstrates a limited range of vocabulary and descriptive language in her writing. She has difficulty with correct paragraph structure and often her paragraphs do not begin with a topic sentence and/or end with a concluding sentence.

**IMPACT OF DISABILITY:** Dorene's specific learning disability impairs her ability to write which impacts her involvement and progress in the general education curriculum.

Now let's take a look at a current performance/assessment summary of a secondary PLP in the area of writing. It contains all 3 required components: strengths, needs, and impact of disability. It also contains sufficient information to develop a writing goal.

## Example: Secondary Writing Goal




### Needs

Teacher reports that Dorene has difficulty developing her ideas into well-organized multiple paragraph essays. She does not revise first drafts of her work which often results in careless errors and confusion in content. She demonstrates a limited range of vocabulary and descriptive language in her writing. She has difficulty with correct paragraph structure and often her paragraphs do not begin with a topic sentence and/or end with a concluding sentence.

### Goal

Following teacher-led prewriting activities, Dorene will produce a multiple paragraph composition that includes an introductory paragraph with a topic sentence, supporting paragraphs with facts, details, and explanations, and with a concluding paragraph which summarizes key points, scoring a 4 on a 5 point writing rubric on 3 out of 4 essays.

As noted on the screen, the grade level standards-based goal in writing is a direct link to the identified need in that performance area.



## Analyze PLPs from one of your student's IEPs and answer the questions below

---

- Are the Performance Areas correctly identified?
- Is relevant assessment and monitoring information included?
- Do the current performance/assessment summary narratives include:
  - Strengths
  - Needs
  - Impact statements with all 3 required elements?
- Do identified needs in PLPs link to goals?

Now it's time to review what you learned in this training. Select an IEP of one of your students and analyze the PLPs by answering the questions on the screen. If you do not have "Yes" responses to each question, use this training as a guide to develop PLPs for your students.



## Current Performance/Assessment Summary Example: Secondary Reading

---

- **Strengths:** Tim is able to decode familiar multi-syllabic words. He uses context clues to read unfamiliar words. Tim has learned to use the headings of expository texts to increase literal comprehension.
- **Needs:** Tim needs to improve his reading fluency and vocabulary. He has difficulty with text analysis skills, especially in character and plot analysis. He has difficulty initiating classroom and work related tasks and following through to completion.
- **Impact of disability:** Tim's specific learning disability impairs his ability to read which impacts his involvement and progress in the general education curriculum.

For additional assistance regarding development of the *Current Performance and Assessment Summary* of PLPs written for secondary level, take a few moments to review the example on the screen and the following two slides.




## Current Performance/Assessment Summary Example: Secondary Math

---

- **Strengths:** William can solve simple addition, subtraction, multiplication and division word problems. He can add and subtract decimals and fractions.
- **Needs:** William makes consistent errors when computation involves large numbers and word problems of more than two steps. He has not memorized his math facts or common math equivalents such as inches in a foot and ounces in a pound.
- **Impact of disability:** Williams's mental retardation impairs his ability to do mathematical calculations which impacts his involvement and progress in the general education curriculum.

Be sure to read the final example current performance/assessment summary on the next slide.



## Current Performance/Assessment Summary

### Example: Secondary Writing

---

- o **Strengths:** Mary's writing is legible. She is able to write a paragraph with proper capitalization and punctuation. Her spelling is phonetic.
- o **Needs:** Although Mary can express her ideas and feelings in writing, her paragraphs lack organization and precise language. She needs to structure her thoughts on graphic organizers, develop self-editing skills and expand her descriptive vocabulary.
- o **Impact of disability:** Mary's specific learning disability impairs her ability to write which impacts her involvement and progress in the general education curriculum.

You have now completed the *Individualized Education Program Present Level of Performance Training for General Education Curriculum*. The next slide provides telephone contact information.

## SPECIAL EDUCATION SUPPORT UNITS

---



Support Unit East  
323.932.2155

Support Unit North  
818.256.2800

Support Unit South  
310.354.3431

Support Unit Central-West  
323.421.2950

For further information or questions about this training, contact your Special Education Support Unit. The telephone numbers are provided on the screen.