

## Present Level Checklist

As you review an IEP's present levels, use this checklist of questions as an evaluation of how well the team has developed an appropriate and comprehensive present level. These questions were compiled by the work and efforts of SPED teachers and staff across the state of Oregon.

\*This tool is not intended to be an all-inclusive list, but rather a sampling of questions.

YES	NO	QUESTIONS
		<b><i>OVERALL STRENGTHS, INTERESTS, AND PREFERENCES:</i></b> <ul style="list-style-type: none"> <li>• Are the student's interests and motivations addressed?</li> <li>• Are the student's strengths relevant and not subjective?</li> <li>• Are the student's demographics included?</li> <li>• Are the student's preferences and needs identified?</li> </ul>
		<b><i>INPUT FROM PARENT IN ACADEMIC ACHIEVEMENT &amp; FUNCTIONAL PERFORMANCE, INCLUDING CONCERNS:</i></b> <ul style="list-style-type: none"> <li>• Is parent input evident?</li> <li>• Does the parent have input on academic and functional performance?</li> <li>• Are the parent concerns documented and addressed?</li> <li>• Is the information translated for the parent, if needed?</li> </ul>
		<b><i>PRESENT LEVELS OF ACADEMIC ACHIEVEMENT (STRENGTHS, NEEDS, IMPACT)</i></b> <ul style="list-style-type: none"> <li>• Is quality input included from parents, teachers, the student and other professionals?</li> <li>• Are the student's strengths clearly identified or addressed?</li> <li>• Are the student's needs clearly identified or addressed?</li> <li>• Is it clear what skills need to be addressed?</li> <li>• Are strategies and accommodations listed with indications of effectiveness?</li> <li>• Is there a description of how the current skills are being taught?</li> <li>• Is the data linked to the grade level performance?</li> <li>• Are the academic strengths and weaknesses linked to standards?</li> <li>• Is there evidence of discussion around state and district assessments?</li> <li>• Is the data current and described in an understandable manner?</li> <li>• Is there an explanation for each score or data set listed?</li> <li>• Does the narrative support the data?</li> <li>• Does the narrative address progress on previous goals?</li> <li>• Is there evidence of gains made or not towards IEP goals?</li> <li>• Are the impacts on education addressed?</li> <li>• Is there a clear impact statement that summarizes IEP areas of need?</li> <li>• Is the impact statement related to skills and levels of needed support?</li> </ul>

		<p><b><i>PRESENT LEVELS OF FUNCTIONAL PERFORMANCE (STRENGTHS, NEEDS, IMPACT)</i></b></p> <ul style="list-style-type: none"> <li>• Is quality input included from parents, teachers, the student and other professionals?</li> <li>• Are the student's strengths clearly identified or addressed?</li> <li>• Are the student's needs clearly identified or addressed?</li> <li>• Is it clear what skills need to be addressed?</li> <li>• Are strategies and accommodations listed with indications of effectiveness?</li> <li>• Is there a description of how the current skills are being taught?</li> <li>• Is student performance compared to the performance of peers?</li> <li>• Is there evidence of discussion around initial or most recent evaluation results?</li> <li>• Is the data current and described in an understandable manner?</li> <li>• Is there an explanation for each score or date set listed?</li> <li>• Does the narrative support the data?</li> <li>• Does the narrative address progress on previous goals?</li> <li>• Is there evidence of gains made or not towards IEP goals?</li> <li>• Have all environments been addressed (school, home, community, etc)?</li> <li>• Have all special factors been addressed?</li> <li>• Are there any cultural considerations?</li> <li>• Are the impacts on education addressed?</li> <li>• Is there a clear impact statement that summarizes IEP areas of need?</li> <li>• Is the impact statement related to skills and levels of needed support?</li> </ul>
		<p><b><i>LANGUAGE USAGE &amp; ORGANIZATION:</i></b></p> <ul style="list-style-type: none"> <li>• Has the document been correctly organized and proofread?</li> <li>• Is the PLAAFP clear and understandable?</li> <li>• Will a new school understand the student as described in the PLAAFP?</li> <li>• Does the PLAAFP contain parent-friendly language?</li> <li>• Are statements based on data and is subjective language avoided?</li> <li>• Were acronyms avoided? If acronyms were used, were they defined?</li> <li>• Have all of the IEP team members contributed to the PLAAFP development?</li> </ul>
		<p><b><i>TONE:</i></b></p> <ul style="list-style-type: none"> <li>• Is the PLAAFP written in a positive manner?</li> <li>• Is the language used in the IEP clear?</li> <li>• Is the tone used in the IEP a positive one?</li> <li>• Are there statements describing how the student can be successful?</li> </ul>

**NOTE: Compiled by the work and efforts of SPED teachers and providers across the state of Oregon (8/2015).**