

Student: _____ Date: _____ Evaluator: _____

PRESENT LEVEL OF ACADEMIC PERFORMANCE (PLAP) REPORT
Learning Competencies

Behavioral/Social

- | | |
|---|---|
| <input type="checkbox"/> Works cooperatively with peers | <input type="checkbox"/> Completes and turns in homework on time |
| <input type="checkbox"/> Works cooperatively with adults | <input type="checkbox"/> Follows classroom rules |
| <input type="checkbox"/> Likes school | <input type="checkbox"/> Behaves well at school |
| <input type="checkbox"/> Acts pleased about his/her good work | <input type="checkbox"/> Exhibits impulsive behavior |
| <input type="checkbox"/> Has a happy disposition | <input type="checkbox"/> Appears withdrawn |
| <input type="checkbox"/> Adapts to new situations | <input type="checkbox"/> Easily distracted |
| <input type="checkbox"/> Resists becoming discouraged | <input type="checkbox"/> Has a short attention span |
| <input type="checkbox"/> Initiates activities independently | <input type="checkbox"/> Extremely talkative in class |
| <input type="checkbox"/> Stays on task | <input type="checkbox"/> Extremely nervous in class |
| <input type="checkbox"/> Ignores inappropriate behavior in classroom | <input type="checkbox"/> Extremely stubborn in school/class |
| <input type="checkbox"/> Responds appropriately to praise | <input type="checkbox"/> Temper outbursts in class |
| <input type="checkbox"/> Responds appropriately to correction | <input type="checkbox"/> Appears accepted by others in school |
| <input type="checkbox"/> Accepts responsibility for actions | <input type="checkbox"/> Talks/interacts with peers at appropriate times |
| <input type="checkbox"/> Completes and turns in classroom assignments on time | <input type="checkbox"/> Generally cooperates or is compliant with teacher requests |

Reading

- | | |
|---|---|
| <input type="checkbox"/> Recognizes name when student sees it printed | <input type="checkbox"/> Uses pictorial clues to derive meaning from written text |
| <input type="checkbox"/> Visually discriminates forms | <input type="checkbox"/> Uses context clues to derive meaning from written text |
| <input type="checkbox"/> Visually discriminates lowercase letters | <input type="checkbox"/> Uses decoding skills |
| <input type="checkbox"/> Visually discriminates uppercase letters | <input type="checkbox"/> Recognizes sight words _____ out of _____ |
| <input type="checkbox"/> Recite the alphabet | <input type="checkbox"/> Read 1 syllable words |
| <input type="checkbox"/> Can produce the sounds of the alphabet ____/26 | <input type="checkbox"/> Read 2 syllable words |
| <input type="checkbox"/> Identify the letter sounds of the alphabet ____/26 | <input type="checkbox"/> Read multiple words |
| <input type="checkbox"/> Knows short vowel sounds <input type="checkbox"/> a, <input type="checkbox"/> e, <input type="checkbox"/> i, <input type="checkbox"/> o, <input type="checkbox"/> u) | <input type="checkbox"/> Understand suffixes <input type="checkbox"/> with teacher assistance |
| <input type="checkbox"/> Knows long vowel sounds <input type="checkbox"/> a, <input type="checkbox"/> e, <input type="checkbox"/> i, <input type="checkbox"/> o, <input type="checkbox"/> u) | <input type="checkbox"/> Understand prefixes <input type="checkbox"/> with teacher assistance |
| <input type="checkbox"/> Knows initial consonant sounds | <input type="checkbox"/> States synonyms <input type="checkbox"/> with teacher assistance |
| <input type="checkbox"/> Knows ending consonant sounds | <input type="checkbox"/> States antonyms <input type="checkbox"/> with teacher assistance |
| <input type="checkbox"/> Read words with vowel <input type="checkbox"/> digraphs, <input type="checkbox"/> diphthongs | <input type="checkbox"/> State analogies <input type="checkbox"/> with teacher assistance |
| <input type="checkbox"/> Read words with phonetic irregularities | <input type="checkbox"/> Reads silently with comprehension |
| <input type="checkbox"/> Read functional words in relation to direction words | <input type="checkbox"/> Understands passive voice |
| <input type="checkbox"/> Read functional words in relation to abbreviations | <input type="checkbox"/> Understands relative clauses |
| <input type="checkbox"/> Read functional words in relation to warning and safety signs | <input type="checkbox"/> Understands direct and indirect quotes within a passage |
| <input type="checkbox"/> Read functional words in relation to informational signs | <input type="checkbox"/> Understands pronoun reference |
| <input type="checkbox"/> Read functional words in relation to warning signals | <input type="checkbox"/> Locates specific information |
| <input type="checkbox"/> Read functional words in relation to number words | <input type="checkbox"/> Interprets visual information |
| | <input type="checkbox"/> Interprets implied meaning |
| | <input type="checkbox"/> Outlines passages <input type="checkbox"/> with teacher assistance |

- ☐ Draws conclusions ☐ when story is read aloud ☐ with teacher assistance
- ☐ Answers fact questions ☐ when story is read aloud ☐ with teacher assistance
- ☐ Identifies central idea of passage ☐ when story is read aloud ☐ with teacher assistance
- ☐ Identifies supporting details ☐ when story is read aloud ☐ with teacher assistance
- ☐ Identifies cause/effect ☐ when story is read aloud ☐ with teacher assistance
- ☐ Compares and contrasts stories, characters, events ☐ when story is read aloud ☐ with teacher assistance
- ☐ Predicts outcomes, ☐ when story is read aloud ☐ with teacher assistance
- ☐ Comprehends written info at current grade level ☐ when read aloud ☐ with teacher assistance
- ☐ Follows written directions ☐ when read aloud ☐ with teacher assistance
- ☐ Comprehends and uses material from a variety of sources to answer questions, draw conclusions, and gather information
- ☐ when material is read aloud ☐ with teacher assistance

____ **Words per minute read from fluency probes**
 (☐ grade level ☐ Instructional level/independent level)

Written Language

- | | |
|---|---|
| <input type="checkbox"/> scribbles on paper | <input type="checkbox"/> Proofreads for errors |
| <input type="checkbox"/> traces words | <input type="checkbox"/> Uses writing to communicate information |
| <input type="checkbox"/> traces name | <input type="checkbox"/> Provides reader with appropriate amount of information, |
| <input type="checkbox"/> colors on paper | detail, background |
| <input type="checkbox"/> Demonstrates legible print | <input type="checkbox"/> Writes about a single event, experience, or point of view |
| <input type="checkbox"/> Demonstrates legible cursive | <input type="checkbox"/> Adds descriptive details |
| <input type="checkbox"/> can write first and last name <input type="checkbox"/> with assistance | <input type="checkbox"/> Sequences events logically within paragraph/composition |
| <input type="checkbox"/> writes lowercase letters in sequence | <input type="checkbox"/> Reports a clear beginning, middle, end |
| <input type="checkbox"/> writes uppercase letters in sequence | <input type="checkbox"/> Uses age appropriate vocabulary |
| <input type="checkbox"/> writes numbers in sequence up to ____ | <input type="checkbox"/> Demonstrates use of drafting |
| <input type="checkbox"/> Demonstrates legible print | <input type="checkbox"/> Understands/identifies nouns, |
| <input type="checkbox"/> Demonstrates legible cursive | <input type="checkbox"/> Understands/uses possessives, |
| <input type="checkbox"/> Will copy with the teacher is writing (<input type="checkbox"/> attempt to copy) | <input type="checkbox"/> Use correct verb forms, |
| <input type="checkbox"/> appropriate spacing of letters between words | <input type="checkbox"/> Identifies/uses adjectives correctly, |
| <input type="checkbox"/> Writes a sentence to describe a picture | <input type="checkbox"/> Forms contractions correctly, |
| <input type="checkbox"/> Writes a sentence to describe a picture using given words | <input type="checkbox"/> Uses pronouns correctly <input type="checkbox"/> personal, <input type="checkbox"/> demonstrative, |
| <input type="checkbox"/> Writes sentence with given criteria | <input type="checkbox"/> reflexive, |
| <input type="checkbox"/> Constructs a simple sentence, <input type="checkbox"/> with assistance | |
| <input type="checkbox"/> Writes simple paragraphs, <input type="checkbox"/> with assistance | |
| <input type="checkbox"/> Writes complex paragraphs/compositions, <input type="checkbox"/> with assistance | |
| <input type="checkbox"/> Uses correct capitalization skills, <input type="checkbox"/> titles, <input type="checkbox"/> months, <input type="checkbox"/> beginning of sentences, <input type="checkbox"/> proper names, <input type="checkbox"/> days, | |
| <input type="checkbox"/> Uses correct punctuation skills, <input type="checkbox"/> period, <input type="checkbox"/> commas, <input type="checkbox"/> question marks <input type="checkbox"/> exclamation marks, | |

Spelling

- | | |
|---|---|
| <input type="checkbox"/> discriminate vowel sounds | <input type="checkbox"/> understand prefixes |
| <input type="checkbox"/> spell basic one-syllable words | <input type="checkbox"/> understand suffixes |
| <input type="checkbox"/> spell basic two-syllable words | <input type="checkbox"/> spell words ending in silent e |
| <input type="checkbox"/> spell multiple-syllable words | <input type="checkbox"/> will attempt to spell phonetically |
| <input type="checkbox"/> spell number words | |
| <input type="checkbox"/> spell days of the week | |
| <input type="checkbox"/> spell months of the year | |
-

Oral Language

- | | |
|--|--|
| <input type="checkbox"/> speak in complete sentences (2 or more words) | <input type="checkbox"/> ask simple questions |
| <input type="checkbox"/> follow simple directions | <input type="checkbox"/> ask detailed questions |
| <input type="checkbox"/> follow three-step directions | <input type="checkbox"/> relate experiences with some understanding of sequence and ending |
| <input type="checkbox"/> follow complex directions | <input type="checkbox"/> request information, listen and demonstrate comprehension of info |
| <input type="checkbox"/> use plurals | <input type="checkbox"/> give simple directions |
| <input type="checkbox"/> use irregular plurals | <input type="checkbox"/> give detailed directions |
| <input type="checkbox"/> give his/her first name | <input type="checkbox"/> request info in a logical & sequential manner |
| <input type="checkbox"/> give his/her last name | <input type="checkbox"/> describe objects, persons, or events in an interesting manner |
| <input type="checkbox"/> comprehend prepositions | <input type="checkbox"/> reading aloud grade level material |
| <input type="checkbox"/> recognize colors | <input type="checkbox"/> understand concept of opposites |
| <input type="checkbox"/> understand quantitative concepts | <input type="checkbox"/> understand concept of same and different |
| <input type="checkbox"/> uses pronouns to refer to others | |
| <input type="checkbox"/> uses pronouns to refer to self | |
-

Math

- | |
|--|
| <input type="checkbox"/> can count up to _____ |
| <input type="checkbox"/> can recognize numbers |
| <input type="checkbox"/> demonstrate one-to-one correspondence |
| <input type="checkbox"/> show quantities to match numbers |
| <input type="checkbox"/> writes numbers in sequence from memory to <input type="checkbox"/> 10 <input type="checkbox"/> 50 <input type="checkbox"/> 100 |
| <input type="checkbox"/> reads numbers in sequence from memory to <input type="checkbox"/> 100 <input type="checkbox"/> 1000 <input type="checkbox"/> 10,000 <input type="checkbox"/> 100,000 |
| <input type="checkbox"/> rounds numbers to the nearest <input type="checkbox"/> 10 <input type="checkbox"/> 100 <input type="checkbox"/> 1000 <input type="checkbox"/> 10,000 <input type="checkbox"/> 100,000 |
| <input type="checkbox"/> can identify 2D shapes: <input type="checkbox"/> circle, <input type="checkbox"/> square, <input type="checkbox"/> triangle, <input type="checkbox"/> rectangle, <input type="checkbox"/> trapezoid, <input type="checkbox"/> hexagon, <input type="checkbox"/> pentagon, <input type="checkbox"/> heptagon, <input type="checkbox"/> octagon, <input type="checkbox"/> parallelogram |
| <input type="checkbox"/> can identify 3D shapes: <input type="checkbox"/> cylinder, <input type="checkbox"/> rectangular prism, <input type="checkbox"/> sphere, <input type="checkbox"/> cube, <input type="checkbox"/> cone, <input type="checkbox"/> triangular prism |
| <input type="checkbox"/> identify coins: <input type="checkbox"/> penny, <input type="checkbox"/> nickel, <input type="checkbox"/> dime, <input type="checkbox"/> quarter |
| <input type="checkbox"/> identify value of <input type="checkbox"/> penny, <input type="checkbox"/> nickel, <input type="checkbox"/> dime, <input type="checkbox"/> quarter |
| <input type="checkbox"/> Uses basic money terms correctly |
| <input type="checkbox"/> Makes change correctly |
| <input type="checkbox"/> Tells time by <input type="checkbox"/> seconds, <input type="checkbox"/> minutes, <input type="checkbox"/> hours, with <input type="checkbox"/> digital <input type="checkbox"/> analog |

- ☐ recites days of the week in order
- ☐ recite months of the year in order
- ☐ demonstrates understanding of measurement in relation to ☐ time, ☐ money, ☐ calendar units
- ☐ measures to ☐ yard ☐ feet ☐ inches ☐ centimeters
- ☐ Knows place value up to _____
- ☐ demonstrates use of basic mathematical vocabulary
- ☐ works word problems ☐ needs teacher assistance
- ☐ can solve 1 step word problems ☐ attempts by themselves but not always successful
- ☐ can solve 2 step word problems ☐ attempts by themselves but not always successful
- ☐ completes problems involving more than one mathematical operation
- ☐ solves problems with missing elements
- ☐ differentiates between essential and nonessential information in solving problems
- ☐ solves problems involving a sequence of steps
- ☐ add single-digit whole numbers
- ☐ add multiple digit whole numbers ☐ with regrouping, ☐ without regrouping
- ☐ subtract single digit whole numbers
- ☐ subtract multiple digit whole numbers ☐ with regrouping, ☐ without regrouping
- ☐ multiply single-digit whole numbers
- ☐ multiply multiple digit whole numbers ☐ with regrouping, ☐ without regrouping
- ☐ divide single digit whole numbers
- ☐ divide multiple digit whole numbers ☐ with regrouping, ☐ without regrouping
- ☐ knows multiplication facts up to _____
- ☐ works problems using decimals
- ☐ identifies ☐ simple fractions ☐ complex fractions ☐ equivalent fractions
- ☐ works problems with ☐ like fractions, ☐ unlike fractions, ☐ mixed numbers with like denominators, ☐ mixed numbers with unlike denominators
- ☐ understands concept of percentages
- ☐ solves problems related to percentages

You may leave any additional comments you would like the committee to know down below.

Comments: _____

How does the student perform in the classroom in comparison with their Gen Ed peers?

Reading: _____

Math: _____

Writing: _____

What difficulty do you observe when the student is receiving instruction in the general education setting? (ex: how are they during independent work?)

Reading: _____

Math: _____

Writing: _____

What helps them or how does it look when the disability is affecting their learning? (ex: closes down, acts up, walks out, becomes defiant, puts head down, cries, or participates well with others)

Reading: _____

Math: _____

Writing: _____

Is the student passing their weekly assessments? (yes or no with average)

Reading: _____

Spelling: _____

Math: _____

Science: _____

Social studies: _____