

Present Levels of Academic Achievement and Functional Performance (PLAAFP)



What it is...

- Describes student's current performance in relation to grade-level content standards using measurable, objective terms
- Describes how the student's disability impacts him/her in the general curriculum
- Identifies current area(s) of critical need
- Is based on current, relevant data from a variety of sources

What it is not...

- Only grade- or age-levels
- Only standard scores
- Subjective observations
- A repeat of information from previous ARDs, PLAAFPs, FIEs

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PLAAFP

Sample PLAAFP Excerpts

- Based on classroom behavioral charts, Damien's attention difficulties result in him staying on task an average of 7 minutes per assignment during independent work and 12 minutes per assignment during group work. Discipline referrals show Damien has been referred to the office 3 times from August – December for disrupting class during independent work. Damien has had no office referrals during group work this school year.
- Based on parent and teacher observations, Carmen uses one-word utterances to communicate wants and needs to known adults. Observational data shows she does not communicate with adults whom she has known less than two weeks.
- Sammy's learning disability in reading comprehension results in a need for extended time in many courses where reading is concerned. Specifically, state assessments, classroom data, and benchmark assessments show he averages 45% mastery with mathematical word problems. When math word problems are read aloud to him on these same assessments, his mastery level averages 78%. He accurately converts fractions to decimals in 3 of 7 trials in word problems that are not read aloud to him; his accuracy rate is 6 of 7 trials in stand-alone conversions (non-word problems) and in word problems that are read aloud to him.

Non-Examples

- Damien has difficulty attending to tasks.
- Per Carmen's FIE, the EOWPVT-R shows Carmen's expressive language is at 19 months. The ROWPVT-R administered as part of her FIE measures her receptive language is at 26 months.
- Sammy struggles with word problems. His learning disability in reading comprehension results in a need to have text read aloud to him.