



Present Levels of Academic Achievement and Functional Performance (PLAAFP) Checklist

Review the PLAAFP to confirm the connection between evaluation data and current performance across environments.	YES	NO
Do the statements describe how the student's disability affects participation in appropriate activities and/or the general curriculum?		
Do the statements describe the student across various settings, including regular education, special education, and nonacademic environments?		
Do the statements describe the academic and functional needs of the student?		
Do the statements address academic and functional performance of the student in relation to same age peers?		
Do the statements describe the student's response to academic and/or behavioral interventions (RTI, PBIS, accommodations, modifications, AT, etc.)?		
Do the statements identify areas of potential need, providing a link to identifying goals, services, supports, etc. the student may need?		
Are the statements based on information gathered from a variety of sources? (Service providers, classroom teachers, progress monitoring data, formal testing, informal testing, observations, work samples, prior IEPs, and parent input, etc.)		
Do the statements contain information regarding:		
a. Instructional needs?		
b. Functional needs?		
c. Style of learning?		
d. Instructional strategies that have been used successfully?		
Is the information instructionally relevant (avoids extraneous comments)?		
Could the parent or a stranger understand what the PLAAFP means?		
If the student is of transition age, does the PLAAFP include statements relevant to postsecondary transition, including Postsecondary Transition Assessment and activities?		