



IV. IEP Present Level of Performance (I-4)

STUDENT STRENGTHS: Label and Include:

- Student Strengths: Related to the student's disability/area of exceptional educational need
- Every deficit area should have strength
- Parent Concerns:
 - Include the medical diagnoses and what the medications, if any, are for. (state: The medication will be administered per MD order as documented on the medication form kept in the school office. Only trained staff will administer the medications.)
 - Include any information parents share from outside sources.
 - Include any parent requests and district response, especially if request is not met.

EDUCATIONAL PERFORMANCE: Present Level of Academic Achievement and Functional Performance:

- Note: Skip a line before the first line of text in each box. Format: Arial, 12 point. Bold only headings.
- **Start with the impact statement:** _____ is identified with _____ that impacts his/her involvement and ability to make progress in the areas of _____.
- **Performance**
 - **Academic Performance:** Label and include a paragraph for each area of need (Reading, Math, Language Arts). If there are no academic needs, state "No Deficits". Qualify performance, MAPS, F&P, curriculum-based measures, etc.
 - **Functional Performance:** Label and include a paragraph for each area of need (i.e. communication, daily living, vocational, behavior, social/emotional, study and organization skills, access to school environment, health related concerns). If there are no functional needs state "No Deficits".
 - Use **informal assessment results or data naturally and regularly collected** within the classroom.
 - Use the **same standards of measurement as the subsequent goals** (i.e. grade levels, age levels, number of anecdotal records, pre/post and chapter tests, functional assessments/checklists, observations/charting, work samples, classroom records, attendance assignments).
 - Accurate responses, ratio (four (4) or five (5) opportunities)
 - Address each area of need in an Annual Goal, Special Factors if needed, and/or in Supplementary Aids and Services.
 - **Writing Performance**
 - Use baseline of data, written in **measurable and observable** terms, describing a starting point from which to determine progress toward annual goals.
 - ❖ **Avoid unclear terms** (seldom, frequently, approximately).
 - ❖ **Describe the behaviors** vs. using terms like "acting out".
 - ❖ Tie description to **Common Core State Standards or Common Core Essential Elements**.
 - ❖ Written in clear **understandable (jargon-free) language** (so it passes the stranger test).
- Indicate if the student will be involved full-time in the **general education curriculum** or for preschoolers, in age appropriate activities. (Curriculum is the **materials and Common Core Content** NOT place/environment.)
 - This should match what is indicated in Participation in Assessments (I-7).
 - **General Education Curriculum = Statewide Assessments**
 - **Alternative/Replacement Curriculum = Alternative Assessment**
 - **If no, explain the extent the student will not be involved.**
 - Indicate how the **student's disability** affects the student's involvement and progress.
 - **Describe what the student needs** that the general education curriculum does not provide.
 - **Include all subjects that the student will participate in, an alternate, or replacement curriculum that is aligned with alternative standards.**

SPECIAL FACTORS: Check "yes" if there is a need in the areas of: **behavior, limited English proficiency, braille, communication needs (including deaf/hard of hearing), and/or assistive technology.**