



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

The information in the PLAAFP section of the Individualized Education Program (IEP) should be written in brief, clear, specific, and accurate statements with enough information to describe the student’s current skill levels in objective, measurable terms.

For example:

Vague phrases	Specific phrases
Is friendly and loves attention	Greets peers appropriately for age level
Received a math score of 50	Can count to 25
Can’t talk well	Speaks in one-or-two sentences
Knows different careers	Can count five careers and five jobs associated with each
Difficulty reading third-grade materials	Reads third-grade materials at 70 words per minute
Difficulty following classroom rules	Follows classroom rules using visual cues
Spends a lot of time in suspension due to behavior problems	When redirected becomes angry and disrupts class
Has a language difficulty and will have trouble meeting language arts standards	Language impairment affects progress in grade-level standards that include words with multiple meanings
Seldom completes assignments	Completes 25 percent of homework and turns in 10 percent of the assignment

Examples of PLAAFP statements:

- Jason has a reading disability. He is in seventh grade and reads independently at a third-grade level. He has grade-level comprehension of materials read to him. Jason needs to improve his reading skills.
- Lisa has attention deficit hyperactivity disorder (ADHD). Her organizational skills are not well developed. She loses assignments and notes for her academic classes approximately 75 percent of the time and as a result comes to class without necessary materials. Due to these behaviors, Lisa is not able to complete grade-level work. Lisa needs instruction on organizational skills.
- Angela is 10 years old but performs academically at a kindergarten level in reading and at a first-grade level in math. Although she benefits socially from being in mainstream classes, her class work in reading, math, science, and social studies needs to be modified. Angela needs to increase her academic skills.
- Connor has Autism. His academic skills are above grade level, but his social and communication skills are more than two years behind those of his grade-level peers. Connor needs instruction to understand nonverbal social and communication cues.

These statements help the IEP team know at what levels the student is beginning and how the disability impacts learning and participation in the general education curriculum. For more information about how the PLAAFP is developed, see PACER’s handout **PHP-c186, A Place to Start: Understanding the Present Levels of Academic Achievement and Functional Performance Statement**.