

**Minnesota**  
**Summary of Performance (SOP) Example**  
(To be completed at exit, prior to graduation or aging out)

The *Summary of Performance (SOP)* is required under IDEA 2004. The language in IDEA 2004 regarding the SOP is as follows: For a child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility, the local education agency “*shall provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals*”

34 C.F.R. § 300.320 (c)

The Summary of Performance *must* be completed during the final year of a student’s high school education. The timing of completion of the SOP may vary depending on the student’s postsecondary goals. If a student is transitioning to higher education, the SOP, with additional documentation, may be necessary as the student applies to a college or university. Likewise, this information may be necessary as a student applies for services from state agencies such as vocational rehabilitation services or human services.

The Summary of Performance is most useful when linked with the IEP process and when the student has the opportunity to actively participate in the development of this document.

<b>Student Information</b>		
Student Name: _____		
Case Manager: _____		
Date of Birth: _____	Age: _____	Primary Disability: _____
Address: _____		
(Street)	(City, State)	(Zip Code)
Phone/Cell Number: _____		
Alternate Phone/Cell Number: _____		
E-mail Address: _____		
Attending School/District: _____		Year of Graduation/Exit: _____
Date of the Most Recent IEP: _____		Date This Summary was Completed: _____

<b>Student's Postsecondary Goals</b>	
<i>This section should be completed with the student using information from the present IEP/IIIP.</i>	
<b>Employment</b>	
<b>Postsecondary Education and Training</b>	
<b>Independent Living</b> (where appropriate, and may include recreation and leisure, community participation and/or home living).Recreation and Leisure	

<b>State Assessments for Accountability (The student participated in):</b>		
<b>Reading:</b>	<b>Math</b>	<b>Science:</b>
<input type="checkbox"/> MCA-II without accommodations	<input type="checkbox"/> MCA-II without accommodations	<input type="checkbox"/> MCA-II without accommodations
<input type="checkbox"/> MCA-II with accommodations listed:	<input type="checkbox"/> MCA-II with accommodations listed:	<input type="checkbox"/> MCA-II with accommodations listed:
<input type="checkbox"/> Alternate assessment based upon alternate achievement standards (Minnesota Test of Academic Skills-MTAS)	<input type="checkbox"/> Alternate assessment based upon alternate achievement standards (Minnesota Test of Academic Skills-MTAS)	<input type="checkbox"/> Alternate assessment based upon alternate achievement standards (Minnesota Test of Academic Skills-MTAS)
Documented IEP Team decision: Explain why this assessment option was appropriate.	Documented IEP Team decision: Explain why this assessment option was appropriate.	Documented IEP Team decision: Explain why this assessment option was appropriate.

<b>Academic Content Area</b>	<b>Present Level of Academic Achievement and Functional Performance</b> (grade level, standard scores, strengths, needs)	<b>Essential accommodations, modifications, and/or assistive technology utilized in high school and why needed</b>
<b>Reading</b> (basic reading/decoding, reading comprehension, reading speed)		
<b>Math</b> (calculation skills, algebraic problem solving, quantitative reasoning)		
<b>Language</b> (written expression, speaking, spelling)		
<b>Learning skills</b> (class participation, note taking, keyboarding, organization, homework management, time management, study skills, test-taking skills)		
<b>Communication</b> (speech/language, assisted communication)		
<b>Social skills and behavior</b> (interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations)		
<b>Independent living skills</b> (self-care, leisure skills, personal safety, transportation, banking, budgeting)		
<b>Self-determination/self-advocacy skills</b> (ability to identify and articulate postsecondary goals, learning strengths and needs)		
<b>Career/vocational/transition/employment</b> (career interests, career exploration, job training, employment experiences and supports)		
<b>Self-determination/self-advocacy skills:</b> ability to identify and articulate postsecondary goals, learning strengths and needs		
<b>Career-vocational/transition/employment:</b> career interests, career exploration, job training, employment experiences and supports		

