

# Present Levels of Academic Achievement and Functional Performance Organizer

Student's Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

| PLAAFP Statement<br><small>(must include how the disability affects involvement and progress in the general education curriculum)</small> |   | Check Alignment to TEKS/ PK Guidelines  |
|---|---|---|
| Critical Need   | Measureable / Observable Data   |   |
| Daniel, a 6 <sup>th</sup> grade student, has difficulty with inferential questions in all subjects.                                       | Based on teacher made and district benchmark written tests in LA, Science and History, Daniel is able to correctly answer more than 70% of factual comprehension questions; however, his accuracy with inferential questions is 40% therefore, inhibiting his progress in the general curriculum in LA, Science and History.  | 6.4(A) Explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.<br>6.8(A) Explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.<br>6.9(A) Compare and Contrast the stated or implied purposes of different authors writing on the same topic.<br>6.10(A) Summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions. |
| Cindy, a Pre-K student, has difficulty attending to task.   | Based on observational notes, during large group activities, Cindy is able to sit and attend to the speaker of the group for 3 minutes. Typically children of this age are able to sit and attend to the speaker, and participate for group activities lasting 15 minutes.  | I.B.3.b. Child remains focused on engaging group activities for about 20 minutes at a time.   |
| Martha, a 3 <sup>rd</sup> grade student, has difficulty making predictions about stories read aloud in Language Arts.                     | Based on non-standardized assessment (LCRA, given by SLP) as well as teacher information, Martha is able to correctly make a prediction about a story heard orally 30% of the time, increasing to 50% with picture support; this inhibits her progress in Language Arts in the general curriculum.  | 3.2(A) use ideas (e.g. illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions  |
| David, an 11 <sup>th</sup> grade student, has difficulty remaining on task.   | Based on observations conducted twice a week over a six week period David struggles to remain on task for more than 3 minutes at a time without direct supervision which involves frequent verbal reminders (average of three) and close proximity (within 2 feet).   | Functional  |
| Jose, a 9 <sup>th</sup> grade student, struggles with simplifying algebraic expressions using the distributive property.                  | Based on teacher made tests in Math, Jose is able to use the communicative and associative properties with numerical equations at 85% and with algebraic equations at 70%. He is able to use the distributive property with numerical equations at 65% (with manipulatives) and with algebraic equations at 20% accuracy (with manipulatives). His disability in math calculations affects his ability to progress in the general education curriculum in math. | A (Algebra I).4B use the commutative, associative, and distributive properties to simplify algebraic expressions.   |