Individualized Education Plan PLP Report

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| Student Name: | <insert student name here> |
| SID: | <insert SID> |
| Date of IEP: | <insert date of IEP> |
| IEP Type: | <insert type> |
| Eligibility: | <insert eligibility> |

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| Present Levels of Performance (PLP) |

Below is your individualized Present Levels of Performance report generated by **ed**. Review details, edit as preferred, then copy and paste it into your local IEP PLP reporting system.

### Student Name: Anita  
### Grade Level: [Insert Grade Level]  
### Eligibility: [Insert details about Anita's eligibility, e.g., Specific Learning Disability, Autism, etc.]  
  
#### Reading Comprehension  
  
PLP Strengths:\*\*   
Anita shows robust capabilities in sentence writing fluency, a skill evident from her Woodcock-Johnson IV (WJ-IV) test results, illustrating her ability to quickly and efficiently construct and write sentences. This ability supports her comprehension and expression in reading, fostering a supportive bridge between understanding text and articulating responses or summaries. Anita's interpretive reading skills are at a proficient level; she comprehends facts and concepts well and can apply her reading to real-world scenarios, as aligned with grade-level standards. Moreover, her enthusiasm for reading enriches her engagement with texts, enhancing her comprehension and retention of material, as a positive attitude towards reading has been linked to increased motivation and improved reading skills. Currently, she maintains an average grade in her reading course, which corroborates her consistent engagement and understanding.  
  
\*\*Area of Need:\*\*   
At this time, Anita does not exhibit any particular needs in reading comprehension as per the assessments and teacher observations.  
  
\*\*Impact of Disability:\*\*   
Anita's disability does not presently show any significant impact that hinders her performance in reading comprehension, as per the information provided.  
  
\*\*Reading Goal:\*\*   
Given there are no current needs in reading comprehension, setting a specific goal might not be applicable. However, maintaining her current success and encouraging advanced reading tasks to further enhance her skills could be considered.  
  
#### Writing  
  
\*\*PLP Strengths:\*\*   
Anita's ability in spelling, as highlighted by the WJ-IV, suggests a strong understanding of language mechanics, which aids her in constructing error-free texts. This foundational skill enhances her overall writing quality and the correctness of her work. Anita's capacity to structure paragraphs, her legible handwriting, adherence to writing prompts, and her ability to provide relevant evidence shows that she possesses a good grasp of structured and coherent writing, reflecting solid writing mechanics and comprehension.  
  
\*\*Area of Need:\*\*   
Anita experiences difficulty in bridging evidence with analysis, particularly varying by topic. This challenge may hinder her ability to build stronger arguments and show deeper understanding in her written assignments. Effective writing at higher academic levels requires not just stating facts but also interpreting these facts and providing insightful analysis. Anita’s struggle in this aspect could limit her ability to excel in writing tasks that demand critical thinking and detailed analysis, particularly in persuasive or analytical writing styles.  
  
\*\*Impact of Disability:\*\*   
Anita's disability impacts her ability to synthesize and analyze written material into cohesive arguments, affecting her involvement and progress in the demanding aspects of the general education writing curriculum.  
  
\*\*Writing Goal:\*\*   
\*\*Overall Goal:\*\* Anita will enhance her ability to connect evidence with analysis during writing tasks, improving her analytical writing skills as measured by teacher observations and graded assignments with 80% accuracy in 4 out of 5 opportunities.  
  
\*\*Objective 1:\*\* Anita will identify and explain the relationship between evidence and claims in writing prompts with teacher modeling and prompting, as measured by teacher observations with 70% accuracy in 2 out of 5 opportunities.  
  
\*\*Objective 2:\*\* Anita will construct paragraphs that effectively link evidence to analysis with minimal teacher assistance, as measured by teacher observations and writing samples with 75% accuracy in 3 out of 5 opportunities.  
  
#### Mathematics  
  
\*\*PLP Strengths:\*\*   
Anita shows a particular strength in solving applied problems, reflecting her ability to understand and process complex word problems effectively. Her competence in both linear and quadratic equations, as well as radical equations, attests to her proficiency in algebraic manipulations and solving techniques. Anita's ability to grasp new mathematical concepts and problem-solving aptitude underscores her potential in mathematics, provided the foundational skills are solidified.  
  
\*\*Area of Need:\*\*   
Despite her strengths in specific areas of mathematics, Anita demonstrates below-grade-level performance in basic math skills. Her reliance on calculators for basic calculations indicates a dependency that could hinder her understanding and retention of more complex mathematical concepts, particularly those found in Algebra 2 such as functions, matrices, complex numbers, logarithms, and polynomial functions.  
  
\*\*Impact of Disability:\*\*   
Anita's disability impacts her ability to retain and apply basic mathematical concepts independently, affecting her progression in the mathematics curriculum, especially in advanced areas like Algebra 2.  
  
\*\*Mathematics Goal:\*\*   
\*\*Overall Goal:\*\* Anita will improve her basic math skills and retention of previously learned concepts, reducing her dependency on calculative aids, with an emphasis on foundational skills necessary for comprehending Algebra 2 concepts, as measured by teacher observations and standardized tests with 80% accuracy in 4 out of 5 opportunities.  
  
\*\*Objective 1:\*\* Anita will solve basic algebraic equations without the use of a calculator, demonstrating an understanding of foundational concepts, as measured by teacher observations with 70% accuracy in 2 out of 5 opportunities.  
  
\*\*Objective 2:\*\* Anita will demonstrate improved retention of previously learned Algebra 1 concepts, applying them to solve introductory Algebra 2 problems, as measured by periodic assessments with 75% accuracy in 3 out of 5 opportunities.