

Section 2-A
Present Level of Academic Achievement and Functional Performance

FACTORS TO CONSIDER

General

The IEP team must consider each of the following:

The strengths of the student: _____

The concerns of the parent for enhancing the education of the student: _____

The results of the most recent evaluation(s) of the student: _____

Special Factors

The IEP team must consider the following for the student (check boxes to indicate consideration):

- The communication needs of the student.
- The need for assistive technology devices and services for the student.

The IEP team must consider the following for the student, as appropriate (check all that apply):

- The use of positive behavioral interventions and supports, and other strategies, to address behavior because the student has behavior that impedes his or her learning or the learning of others.
- The language needs of the student because the student has limited English proficiency.
- Braille instruction because the student is blind or visually impaired.
- The mode of language and communication because the student is deaf or hard of hearing.

Section 2-B: Option 1
Present Level of Academic Achievement and Functional Performance

After reviewing the student's progress in the general education curriculum and any prior special education goals and objectives, describe how the student accesses or makes progress in the general education curriculum based on grade level content standards for the grade in which the student is enrolled or would be enrolled based on age.

	Report and describe baseline data such as curriculum-based assessments, student work, teacher observations, parent input, and other relevant data for each area of need.	Describe how the student's academic, developmental, and functional needs affect involvement and progress in the general education curriculum or participation in appropriate activities for preschool students.
ACADEMIC/PRE-ACADEMIC ACHIEVEMENT <i>Individual and/or district-wide assessments.</i>		
GENERAL EDUCATION CURRICULUM <i>Involvement and progress in the general education curriculum, or participation in age-appropriate activities for preschool students.</i>		
SECONDARY TRANSITION ASSESSMENTS <i>Age-appropriate assessment related to training, education, employment, and independent living skills.</i>		
COMMUNICATION/SPEECH & LANGUAGE		
SOCIO-EMOTIONAL/BEHAVIORAL		
PERCEPTION/MOTOR/MOBILITY <i>Gross and fine motor coordination, balance, and limb/body mobility.</i>		
INDEPENDENT LIVING SKILLS <i>Skills for academic success and independent living.</i>		
MEDICAL <i>Health, vision, hearing, or other physical/medical issues.</i>		