



**Guidelines for writing a narrative about a student's
Present Levels of Academic Achievement and Functional Performance (PLAAFP)**

1. Delete all old information from this section! That information has been saved on the previous IEP. Only new information should appear in this area. If the student receives related services, the related services personnel will delete the old information relative to that discipline.

2. The teacher must write a narrative about the student's education progress and performance. Include the following information:

Reading:

1. The student's current instructional reading level (ie DRA level)
2. The student's current independent reading level (ie DRA level)
3. The amount of progress made in reading this year.
4. The student's decoding skills.
5. Information relevant to his grade level skills (sight words, making inferences, summarizing, etc.)
6. The student's functional performance during reading such as ability to attend to task, ability to synthesize information, ability to ignore distractions, reading comprehension, reading strategies that have proven effective, reading strategies that have proven ineffective, etc.

Math:

1. The student's current math level.
2. The amount of progress made in math this year.
3. The student's ability to complete basic computational problems on his level.
4. Information relevant to his grade level skills (number lines, operation, word problems, geometry, etc.)
5. The student's functional performance during math such as ability to attend to task, ability to synthesize information, ability to ignore distractions, basic comprehension, strategies that have proven effective, strategies that have proven ineffective, etc.

Social/Emotional:

1. The student's overall disposition in school.
2. The student's peer relations.
3. The student's relations with authority figures.
4. The student's ability to follow classroom rules and routines.
5. The student's ability to cope with difficulties and setbacks both academically and socially.

Other:

1. The student's attendance patterns.
2. Any diagnoses such as ADHD, ODD, allergies, asthma etc.
3. Whether the student takes medication. You do not need to list the specific



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medication/dosage/frequency.

4. Whether the student needs glasses, hearing aids, etc.

5. Any nursing/medical needs should be written in by the school nurse.

3. *The narrative should be specific and should reference the student's progress toward his current goals.* The narrative should also discuss future goals and/or areas that need further improvement.

4. Although the PLAAFP is largely written by the teacher/related service providers/nurse/etc, ***make sure you read the whole thing!*** Check for spelling and grammar errors, and make sure it makes sense. You are signing a legal document stating that you agree with this information.

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Special Education Compliance Tutorial
For Child Study Team Members, Teachers, Parents