

PRESENT LEVELS OF PERFORMANCE (PLOPs)

Below is the complete Present Levels of Performance Chart (also known as Present Level of Academic Achievement and Functional Performance (PLAAFP)). One copy is needed for each individual student. A copy of the chart can be found in the Program Masters and should be placed behind the corresponding tab in each student's Program Data book. The PLOP, along with the Curriculum Progress Guide, provide a summary of student progress over time.

FUNCTIONAL READING

Date:	Date:	Date:	Date:	Date:
Identifies Name	Reads Sight Words from List 1 - List 3	Reads Sight Words from List 4 – List 6	Answers <i>Where</i> , <i>When</i> , and <i>Who</i> Questions	Answers all <i>WH</i> Questions
<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3	<input type="checkbox"/> Level 4	<input type="checkbox"/> Level 5

TECHNOLOGY

Date:	Date:	Date:	Date:	Date:	Date:	Date:
Uses a Tablet	Uses a Phone	Matches Uppercase Letters	Matches Lowercase Letters	Types with a Model	Operates a Computer	Uses the Internet
<input type="checkbox"/> Level 1a	<input type="checkbox"/> Level 1b	<input type="checkbox"/> Level 1c	<input type="checkbox"/> Level 1d	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3	<input type="checkbox"/> Level 4

WRITING

Date:	Date:	Date:	Date:
Writes Personal Information <i>with</i> a Model	Writes Words for Numbers <i>with</i> a Guide	Writes Personal Information	Writes Words for Numbers
<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3	<input type="checkbox"/> Level 4

TIME TELLING

Date:	Date:	Date:	Date:	Date:	Date:
Matches Analog Time	Tells Time by Hours	Tells Time by Half Hours	Tells Time by Quarter Hours	Tells Time by Five-Minute Increments	Tells Time by the Minute
<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3	<input type="checkbox"/> Level 4	<input type="checkbox"/> Level 5	<input type="checkbox"/> Level 6

TIME MANAGEMENT

Date:	Date:	Date:	Date:	Date:	Date:
Writes Digital Time	Tells Digital Time	Matches Days of the Week	Matches Months of the Year	Identifies Days of the Week	Identifies Months of the Year
<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3	<input type="checkbox"/> Level 4	<input type="checkbox"/> Level 5	<input type="checkbox"/> Level 6

MONEY MATH—PART 1: CALCULATOR

Date:	Date:	Date:
Enters Single Numbers	Enters Prices	Adds and Subtracts Prices
<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3

MONEY MATH—PART 2: BILLS

Date:	Date:	Date:	Date:	Date:	Date:	Date:
Matches Bills	Counts by Ones	Counts by Fives	Counts by Tens	Counts by Twenties	Counts Bill Combinations	Counts Over-the-Amount
<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3	<input type="checkbox"/> Level 4	<input type="checkbox"/> Level 5	<input type="checkbox"/> Level 6	<input type="checkbox"/> Level 7

MONEY MATH—PART 3: COINS

Date:	Date:	Date:	Date:	Date:
Matches Coins	Counts Coins by Pennies, Nickels, Dimes, Quarters without a Model, up to \$1.00	Counts Coin Combinations with Nickels, Dimes, Quarters	Counts Exact Change	Counts Over-the-Amount
<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3	<input type="checkbox"/> Level 4	<input type="checkbox"/> Level 5

BUDGETING AND BANKING

Rather than using sequential lesson plans and a flow chart, you will refer to the student’s prerequisite skills and begin instruction as students are ready. These programs need not be taught sequentially and can be taught simultaneously.

COMMUNITY-BASED TRAINING

Rather than using sequential lesson plans and a flow chart, these lessons will be taught in conjunction with other programs. Once you begin practicing generalization, you will be able to determine present levels for Community-Based Training.

PORTFOLIO/INDEPENDENT SKILLS

Rather than using sequential lesson plans and a flow chart, you will refer to the Inventory Summaries to focus on the behaviors or skills identified and prioritized.

PREVOCATIONAL

Rather than using sequential lesson plans and a flow chart, you will refer to the student’s Transition Plan, Inventory Summaries, and Vocational Information section of the Student Portfolio to focus on critical and specific prevocational skills.