

## Present Level of Academic and Functional Performance

A statement of the child's present levels of academic achievement and functional performance including:

- How the child's disability affects the child's involvement and progress in the general education curriculum; or
- For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities

### Academic Achievement

Generally refers to a child's performance in academic areas (reading, language arts, math). This must include baseline data and be a frank assessment of student's abilities.

### Functional Performance

Functional performance generally refers to skills or activities that may not be considered academic or related to a child's academic achievement.

Functional is often used in the context of routine activities of everyday living and are varied depending on the individual needs of the child.

Functional performance does impact academic achievement.

Functional performance must be addressed for all students within the present level of performance, and in the annual goals as appropriate. If the student has no problems with organizational skills, keeping up with assignments, keeping up with school supplies, etc. you do not have to have a functional goal. **However, you do have to address his/her functional abilities in the PLAAFP.**