

## Possible Data Sources for the Present Levels in the IEP

Areas	Data Sources
Medical/Health	<ul style="list-style-type: none"> <li>● Report from the nurse (Vision/hearing, visits to the nurse, etc.)</li> <li>● Parent report (Lack of sleep, illnesses, etc.)</li> <li>● Outside reports provided by the parent, Teacher staff observation</li> </ul>
Environmental	<ul style="list-style-type: none"> <li>● Attendance</li> <li>● Educational history (number of schools, etc.)</li> <li>● Parent report</li> <li>● Home language survey</li> </ul>
External Information	<ul style="list-style-type: none"> <li>● Mental health reports</li> <li>● Reports from agencies (DSS, DJJ, etc.)</li> <li>● Reports from Vocational Rehabilitation</li> <li>● Reports (medical, psychological, tutoring, etc.) provided by the parent</li> </ul>
Academic Achievement	<ul style="list-style-type: none"> <li>● State Measures (KRA, SCReady, End of Course, ACT, etc.)</li> <li>● District Assessment (MAP, FAST)</li> <li>● Progress Monitoring Data (curriculum-based measurement, direct observation)</li> <li>● Current grades</li> <li>● Parent Input</li> <li>● Outside reports provided by the parents and parental input</li> <li>● Student Input</li> </ul>

<p>Functional Performance Communication</p>	<ul style="list-style-type: none"> <li>● Speech/Language Direct Observation</li> <li>● Checklist/Rating Scales</li> <li>● Anecdotal information</li> <li>● A measure of English Language Proficiency</li> <li>● Input from parents and/or students</li> </ul>
<p>Functional Performance: Social-Emotional Behavioral (self-awareness, self-management, social awareness, relationship skills, responsible decision-making, behavior, executive functioning, etc.)</p>	<ul style="list-style-type: none"> <li>● Universal screening data</li> <li>● SC Essential Soft Skills Assessment (High School)</li> <li>● Progress monitoring data on the behavior</li> <li>● Current functional behavior assessment (FBA)</li> <li>● Rating scales/checklist</li> <li>● Student interview and input</li> <li>● Parent interview and input</li> <li>● Outside reports provided by the parent</li> <li>● Discipline data</li> <li>● Counselor report</li> <li>● Anecdotal information</li> </ul>
<p>Functional Performance Cognitive</p>	<ul style="list-style-type: none"> <li>● Standardized measures</li> <li>● Assessment of memory</li> <li>● Checklist/rating scales</li> <li>● Anecdotal information</li> </ul>
<p>Functional Performance: Motor Skills</p>	<ul style="list-style-type: none"> <li>● Progress monitoring data</li> <li>● Occupational and Physical Therapist Report</li> <li>● Checklist/rating scales</li> <li>● Direct observation</li> <li>● Parent reports and observations</li> <li>● Student input</li> </ul>
<p>Functional Performance Adaptive Skills (self-help, toileting, feeding, dressing, etc.)</p>	<ul style="list-style-type: none"> <li>● Progress monitoring data</li> <li>● Structured observation</li> <li>● Checklist/Rating Scales</li> <li>● Parent input</li> <li>● Student input</li> </ul>

<p>Post-Secondary Transition  <a href="https://transitionalliancesc.org/best-practices/planning-assessment/">(https://transitionalliancesc.org/best-practices/planning-assessment/)</a></p>	<ul style="list-style-type: none"> <li>● Student interview</li> <li>● Student preference inventories</li> <li>● Career/Aptitude Inventories</li> <li>● Casey Life Skills</li> <li>● Transition Planning Inventory</li> <li>● Self Determination (AIR, ARC, Choicemaker)</li> <li>● Direct Observation</li> <li>● Checklist/Rating Scales</li> <li>● SC Ready to Work and Essential Soft Skills (High School)</li> <li>● SCOIS</li> <li>● Progress toward the course of study in the individual graduation plan.</li> <li>● Input from parent</li> <li>● If employed, work-based learning, etc. supervisor report</li> <li>● Information from outside agencies (Vocational Rehabilitation, SC Able, etc.)</li> </ul>
<p>Accommodation/Modification Data</p>	<ul style="list-style-type: none"> <li>● Data from general education teachers on effectiveness and use</li> <li>● Student perception of the accommodations/modifications and report of use</li> </ul>

**Adapted from:** Harmon, S., Street, M., Bateman, D., Yell, M. (2020). Developing present levels of academic achievement and functional performance statements for IEPs. *Teaching Exceptional Children*, 52 (5), 320-332.