**PLAAFP Component Rating Scale**

**Directions**

* Use this scale to review and reflect on your PLAAFP statements.

|  | **1 = very weak****5 = very strong** |
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| 1. Does the PLAAFP provide a descriptive snapshot of the student, including both strengths and areas of need?
 | 1 | 2 | 3 | 4 | 5 |
| 1. Are concerns and/or needs specific, requiring specialized instruction?
 | 1 | 2 | 3 | 4 | 5 |
| 1. Is parent/guardian input present and clearly considered?
 | 1 | 2 | 3 | 4 | 5 |
| 1. Are statements about the student supported by data?
 | 1 | 2 | 3 | 4 | 5 |
| 1. Are the data understandable to the parents, the guardians, the student, and/or another teacher?
 | 1 | 2 | 3 | 4 | 5 |
| 1. Are PLAAFP summary statements present for each skill area, and do they connect the data to priorities for instruction—including general curriculum access?
 | 1 | 2 | 3 | 4 | 5 |
| 1. Do the impact statements identify the deficits underlying the student’s specific disability?
 | 1 | 2 | 3 | 4 | 5 |
| 1. Could you write observable and measurable individualized goals based on the PLAAFP?
 | 1 | 2 | 3 | 4 | 5 |