**PLAAFP Component Rating Scale**

**Directions**

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

|  | **1 = very weak**  **5 = very strong** | | | | |
| --- | --- | --- | --- | --- | --- |
| 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 |