

Present Levels Template

Student Name	
Grade level	
Impact Statement (bottom of Present Levels page 3)	<p>Describe the disability and how that affects involvement and progress in general curriculum (or for preschoolers, participation in appropriate activities):</p> <div data-bbox="472 415 1576 489" style="border: 1px solid black; background-color: #f8d7da; height: 35px;"></div>
STRENGTHS / INTERESTS / LEARNING PREFERENCE	<p>STRENGTHS/ INTERESTS/ LEARNING PREFERENCE</p> <div data-bbox="472 594 1490 667" style="border: 1px solid black; background-color: #e2e3e5; height: 35px;"></div>
Strengths:	
Interests:	
Learning Preference:	
ACADEMIC / READINESS SKILLS ____ PROGRESS IN THE CURRICULUM AND TOWARD PREVIOUS GOALS	<p>ACADEMIC / READINESS SKILLS READING PROGRESS IN THE CURRICULUM AND TOWARD PREVIOUS GOALS</p> <div data-bbox="480 915 1507 989" style="border: 1px solid black; background-color: #e2e3e5; height: 35px;"></div>
<p>● An overall statement about how the student is doing in <u>reading/</u> <u>writing/math</u> in the classroom. If EL, how is the student doing on the ELD standards?</p>	
<p>● CAASPP and ELPAC results (found in PowerSchool or Illuminate) MUST be documented and discussed at the meeting.</p>	<p><u>Background info on scores:</u></p>

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<p>If the student is an English Learner be sure to include statements about what the student can do as far as expressing themselves in English (English Language Proficiency) and their use of English/English Proficiency/Academic grade level vocabulary in their Reading/Writing/Math tasks versus conversational language. Classroom performance in speaking & listening. (This can be used as reclassification data also). How does the student feel she/he is doing expressing themselves &</p>	<p>Reading-(Standard level-Students can read closely & analytically to comprehend a range of increasingly complex literary & informational text.)</p> <p>Listening- (Standard level-Students can employ effective speaking & listening skills for a range of purposes & audiences)</p> <p>Research/Inquiry-(Standard level-Students can engage in research & inquiry to investigate topics and analyze, integrate, and present information.</p> <p>Writing-(Standard level-Students can produce effective & well-grounded writing for a range of purposes & audiences)</p> <hr/> <p>Math- Concepts & Procedures-(Standard level-Students can explain & apply mathematical concepts and carry out mathematical procedures & fluency.)</p> <p>Math-Problem Solving & Modeling/Data-(Standard level-Students can solve a range of complex real world scenarios and can construct & use mathematical models to interpret & solve problems.)</p> <p>Math-Communicating Reasoning- (Standard level-Students can clearly and precisely construct viable arguments to support their own reasoning & to critique the reasoning of others.)</p> <p><u>Background information on scores:</u></p> <p>ELPAC OPL (Overall Performance Level) The overall score consists of the student’s Oral Language score and Written Language score. The Oral Language score consists of the student’s scores from the Listening and Speaking domains. The Written Language scores consists of the student’s scores from the Reading and Writing domains. The weighting of the Oral and Written Language scores is based on the student’s grade level.</p> <p>ELPAC/ELAA Reading-These task types allow students to show their abilities in reading English.</p> <p>ELPAC/ELAA Speaking- These task types allow students to show their abilities in speaking in English.</p> <p>ELPAC/ELAA Listening- These task types allow students to show their abilities in listening in English.</p> <p>ELPAC/ELAA Writing- These task types allow students to show their abilities in writing English.</p>
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<p>academically in English?</p> <ul style="list-style-type: none"> ● Progress toward previous goals (can be general) with the specific area of the goal referenced. 	
<ul style="list-style-type: none"> ● Report card grades-optional 	
<p>PRESENT LEVELS OF PERFORMANCE</p>	<p>READING PRESENT LEVELS OF PERFORMANCE</p> <div style="border: 1px solid gray; height: 20px; width: 100%;"></div>
<ul style="list-style-type: none"> ● Information that has to do with the Common Core State Standards - what student can do based on the grade level standards? ● Use Gen Ed teacher data because it's based on the CCSS - copy assessments and student work samples ● Include the supports the child is using. (e. g., when using a word processing device Suzy can write a 3- 	

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paragraph essay.
When material is
read to ... Can do....
Do not use the word
'NEED'.

- If a student is an English Learner then also consider adding information about what the student can do academically by using English. Is the student using the academic vocabulary correctly in English, or understand but not using it in writing, etc.?