

Three point rubric for PLEPs:

Statement that the disability adversely affects the student's involvement and progress in the general curriculum.

Statement of the educational areas impacted by the disability.

Statement of specific information (present skill level) in each educational area as documented with formal or informal assessment.

Examples

1. *Jon has a math disability that adversely affects his involvement and progress in the general curriculum. **His math skills are approximately two years below grade level. He can do basic computational skills but has difficulty with math application.***
2. *Julie demonstrates difficulties in reading and written language that are affecting her involvement and progress in the general curriculum. **She has good decoding skills but her fluency is low since as a fourth grader she reads at a rate of 100 words per minute. She also has poor comprehension. She can write simple complete sentences but is unable to develop a paragraph.***
3. *Joe has difficulty in reading and written language that is affecting his involvement and progress in the general curriculum especially in content area subjects (i.e. science and social studies). **His reading fluency is poor and he has difficulty with vocabulary. He can write complete sentences but is not able to write a complete paragraph or short essay.***

Non-examples

1. Jon is a delightful young man with a huge smile. He would benefit from small group instruction in a resource classroom.
2. Julie needs help in reading and written language. She has very supportive parents and is good at music.
3. Joe needs to complete a social studies and science credit to graduate from high school. He does not attend school regularly and does not complete or turn in assignments.

Examples

4. *Emma has behavioral problems that are affecting her involvement and progress in the general curriculum. **Emma engages in socially inappropriate behaviors with her peers that include physical outbursts, interrupting, whining and impulsivity. These behaviors impede her from participating in instruction.***
5. *Toni has a speech disability that adversely affects her involvement and progress in the general curriculum. **It is difficult for the teacher and her peers to understand her speech. Her language is delayed because of the articulation problems. She needs articulation help with the /s/, /r/, and /w/ sounds.***
6. *Jack has a developmental delay in speech language and fine motor skills that affect his ability to participate in age appropriate preschool activities. **He does not interact with peers and has only single word verbalizations. He becomes easily frustrated as he tries to communicate needs and wants. His gross motor skills are age appropriate but he has difficulty with fine motor skills.***

Non-examples

4. Emma fights with peers, interrupts adults and peers, whines and in general is a bothersome child. She needs to go to another environment.
5. Toni needs speech help. She is a shy, quiet child who likes school. Her parents are very supportive.
6. Jack is a cute preschooler who likes to play with balls and other toys. He is active and likes to run. He is the youngest of five children. He needs small group instruction.