

FIGURE 3.4 ● Collaborative IEP Planning Tool: Present Levels of Academic Achievement and Functional Performance Planning Tool

KEY QUESTIONS	YES/NOT YET	PLANNING NEXT STEPS
Has the ELD/bilingual specialist contributed to the development of the PLAAFP and dimensions of the IEP?		
Has the team included the student's potential and strengths when developing the PLAAFP?		
Has the team included the student's language proficiency levels in the PLAAFP and what those levels mean regarding language development?		
Has the team included the use of accommodations, such as language scaffolds that have been used with the student, and described the effectiveness of these scaffolds?		
Has the team included the use of modifications that have been used with the student and described the effectiveness of these modifications?		
Has the team included the use of assistive technology that has been used with the student and have they described the effectiveness?		
Has the team used inclusive language?		

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