

PRESENT LEVELS

1

Present Levels = How I am currently doing in school.

Present Level of Academic Achievement and Functional Performance
Present Levels of Academic Achievement and Functional Performance, including how the disability affects the student's involvement and progress in the general curriculum: (For preschool children include the effect on participation in appropriate activities. Beginning in the child's 8th grade year or when the child has reached the age of 14, a statement of transition needs is included.)
Communication Status <input type="checkbox"/> Performance commensurate with similar age peers
Academic Performance <input type="checkbox"/> Performance commensurate with similar age peers
Health, Vision, Hearing, Motor Abilities <input type="checkbox"/> Not an area of concern at this time
Social and Emotional Status <input type="checkbox"/> Performance commensurate with similar age peers
General Intelligence <input type="checkbox"/> Performance commensurate with similar age peers
Functional Vision/Learning Media Assessment <input type="checkbox"/> Not an area of concern at this time
Functional Hearing, Listening, & Communication Assessment <input type="checkbox"/> Not an area of concern at this time



What Are Present Levels?

The Present Levels form the foundation of an Individualized Education Program (IEP) and show your **strengths and weaknesses** to the ARC* Team. The information in the Present Levels helps create the goals for your success. This section is divided into 7 groups.

Make sure you provide information in all the areas that are important to you.

*Admissions and Release Committee (ARC)

MY PRESENT LEVELS

1

You know yourself best. Think about the following parts of the Present Levels and answer them. **REMEMBER - the more information you can provide the ARC team, the better your IEP will be.**

Communication

This section is about all areas of speech and language. This is where you share how you communicate, how you listen, and how you learn.

Things to Consider

Do I enjoy talking to other people?	Is it hard for me to follow instructions?
Am I able to make and keep friends?	Do people have a hard time understanding me?
Am I able to advocate for myself?	Do I need to use assistive technology

Academic

This section should describe how you are doing with your schoolwork.

Examples: reading skills (including understanding what you read), math skills, writing skills, and understanding lessons taught.

Things to Consider

What is my favorite subject? Why?	What makes my schoolwork harder?
What is my least favorite subject? Why?	I like it when my teachers do _____ to help me.
What do I need to make schoolwork easier to understand?	I find it hard when my teachers do _____.

MY PRESENT LEVELS

1

Health, Vision, Hearing, Motor Abilities

This section describes any health or physical challenges you have and what things you will need to be successful in school.

Things to Consider

Do I take medications?	Do I have a hearing loss or hearing difficulties?
Do I find it hard walking in crowded hallways?	Do I use too much or too little force when opening and closing doors?
Am I colorblind?	Do I need special lighting, either brighter or dimmer?

Social Emotional Status

This section focuses on your social skills. Here is where you would include things like emotions, friendships, organization, and behaviors.

Things to Consider

Can I work on assignments that I do not like without getting frustrated?	Am I overwhelmed or anxious when asked to participate in class?
Can I ask for help if I need assistance?	Do I accept consequences when I misbehave or do I get angry and act out?

MY PRESENT LEVELS

1

General Intelligence

In this section, you will need to discuss your ability to problem-solve, your memory, and how you can use the things you are taught to do other things.

Things to Consider

Can I follow the directions a teacher gives me?	Do I need to take more time to understand what is being said?
Can I take notes when a teacher is talking?	Do people talk to fast for me to understand?
Can I complete patterns or make predictions from patterns?	Do graphic organizers help me stay organized and complete assignments?

Functional Vision and Learning Media Assessment

If you have a visual impairment, this section will discuss how your disability will impact your education and what things will give you access to learning.

Things to Consider

What are the things my vision makes it hard for me to do at school?	Does my vision affect my ability to participate in school?
What is my favorite way to read? (Digital books, Braille, regular print, Audiobooks)	Is my handwriting easy to read or is it hard to write clearly?

MY PRESENT LEVELS

1

Functional Hearing, Listening and Communication

If you have a hearing impairment, this section provides information on how your hearing impairment impacts your education.

Things to Consider

Does where I sit in the classroom matter to me?

Do I use a personal amplification system?

Do I find the cafeteria or crowded halls difficult?

What can my teachers do to make it easier for me to learn?



YOUR TURN

Think about all the questions you answered, then, draw or write your own Present Levels to take to your next ARC meeting.

[Guidance Document for Individual Education Program \(IEP\) Development](#)

Source regulations: [707 KAR 1:320 § 5\(7\)\(a\)](#), [34 CFR 300.320 \(a\)\(1\)](#).



MY PRESENT LEVELS

1

Present Level Area	My Strengths	I need help with
Communication		
Academic		
Health, Vision, Hearing, Motor Abilities		
Social and Emotional		
General Intelligence		
Functional Vision and Learning Media Assessment		
Functional Hearing, Listening and Communication Assessment		