**Jackson's Present Level of Performance: Rising 5th Grader**

Jackson is a 9 year 11 month old rising fifth grader. He currently receives instruction in an inclusive 4th grade classroom with accommodations and supports. Jackson has been diagnosed with ADHD. As a result of the impact of the attention deficit on his academic achievement, he has been identified as Other Health Impaired.

According to his teacher, he is able to effectively communicate with others and can plan and present oral reports and projects assigned to his group. He participates actively and enjoys classroom group discussions and activities. However, he is easily distracted and has difficulty completing assignments during independent work periods. To avoid unfinished work becoming homework or the need to complete it at other parts of the day, he requires frequent teacher encouragement and refocusing to stay on task.

His mother reports that he spends 1-2 hours a night on homework and struggles to finish written and reading assignments independently. He becomes frustrated if no one is available to give him help and encouragement. Both his parents and his teachers are concerned about the academic demands of the coming 5th grade year. They acknowledge that he is making progress in all academic areas. However, even with accommodations and supports, they do not feel that he will meet grade level proficiency within the upcoming school year.

Reading continues to be an area of weakness for Jackson. Subtests of the Brigance Reading Inventory indicate his struggle with decoding unfamiliar words. Although he can successfully substitute consonant sounds and long and short vowel sounds in simple words, he has difficulty with multisyllabic words and vowel combinations. He does not identify root words, prefixes, and some suffixes. The results of the assessments and teacher observation indicate that his reading instructional level is at the 3rd grade which will affect his involvement and progress in the 5th grade general curriculum. Comprehension difficulties were also identified using both narrative and expository reading passages from the Qualitative Reading Inventory 4. Miscues in recognizing word parts and letter cues were observed in third and fourth grade passages for both familiar and unfamiliar topics. Grade 4 passages were challenging, at the frustration level, for him, with word by word oral reading, 12 self-corrections, and 5 out of 8 correct comprehension questions. Jackson’s ability to listen and comprehend the concepts and information in the 4th grade expository texts (Science and History) is better than his ability to read the texts independently. He experiences difficulty determining main idea and details, and recalling and retelling information after reading. He relies on his background knowledge of the topics to answer comprehension questions and is often unable to look back and locate information in the text he has just read. When he is struggling to decode the text, he does not appear to monitor his comprehension.

In written language, he is able to spell words for the spelling test, but due to memory issues, the same words are often misspelled in his written work. When asked to write answers to text questions and other written narratives, he writes brief responses in simple sentences with limited choice of vocabulary. Samples of his written work show consistent mistakes in spelling, punctuation and paragraph structure. His handwriting is very laborious and he often has trouble reading back what he has written which contributes to his challenges in completing assignments in content areas and homework. He has benefited from the use of a word processor, spell checking tools, word prediction programs, and opportunities to respond orally, either by supplementing or replacing written responses and these accommodations tend to reflect a more in-depth understanding of the topic.

Jackson often shares that he does not like reading and writing, but likes math, especially computerized math games. Review of the K-3 Math SOL Achievement Record, work samples and teacher observation reveals strengths in place value understanding, counting, comparing numbers, and measurement concepts of money, time and temperature, and geometry. He has mastered most addition and subtraction facts but does not demonstrate mastery of multiplication facts. His teachers report that he has a good grasp of computation when working with whole numbers but struggles with computation involving fractions and decimals which will affect his involvement and progress in the 5th grade general curriculum. Difficulties in reading impact his ability to successfully complete word problems and to understand math content vocabulary when attempting to work independently. Solving multi-step problems, particularly those involving fractions, decimals, and long division, and demonstrating his knowledge in writing in his math journal appear to be particular challenges for him. Performance on weekly quizzes is inconsistent. Error analysis of work reveals that mistakes are often due to inaccurate fact recall or misaligned numbers when writing. He does not consistently take the time to review his work for accuracy. Use of manipulatives, visual representations, fact charts, real-life connections, and having work read aloud have enhanced his performance.
Questions to consider when developing a Standards-Based PLOP

1. What skills/behaviors (academic/functional) is the student able/unable to perform?

2. What other needs, such as functional, organizational, and social skills impact the student involvement and progress in the general curriculum?

3. What strategies, accommodations and/or interventions have been successful in helping the student make progress in the general curriculum?

4. How does the identified disability affect involvement and progress in the general curriculum?

5. What are the parent concerns?

6. What are the student’s interests, preferences, and goals? Include post-secondary aspirations, based on age appropriate transition assessments.

7. Is the student on track to achieve grade-level proficiency within the year?