

### IEP Checklist for Present Levels

Yes	No	Component of Present Level Statement	Comments
		The student's area of need is clearly identified.	
		The skill/behavior to be addressed is defined in observable and measurable terms.	
		The skills to be attained by the student in the area of need are described.	
		The skills to be attained next are described.	
		The student's strengths in the area of need are identified.	
		Sources of information determining the strengths and areas of needs are identified and current.	
		Objective baseline data on defined skill or behavior is included.	
		Measurement tool or methodology can be repeated frequently for progress monitoring.	
		Description of how the disability will impact the student's involvement and progress in the general curriculum is included.	
		The skill/behavior is described in relationship to expectations within the general education setting (norms are included).	
		The student's interest, preferences and goals are identified.	
		Effective curricular/instructional strategies for this student are identified.	
		Information is instructionally relevant.	
		The teacher will know where to begin instruction based on provided information.	
		Language is free of jargon.	