

Present Levels Review Checklist

Check whether the IEP clearly describes where the student is now

A useful present-level statement should include

- Current academic achievement and functional performance.
- Student strengths, interests, and successful strategies.
- Parent concerns and student input when appropriate.
- Specific baseline data, with dates or sources.
- How the disability affects involvement and progress in the general curriculum or appropriate activities.
- Needs that should be addressed through goals, services, supports, or accommodations.
- For transition-age students, age-appropriate assessment information tied to postsecondary goals.

Ask these questions

- Could a new teacher understand the student from this description?
- Does each identified need lead to a goal, service, support, or documented explanation?
- Are statements measurable rather than vague?
- Do data reflect current performance across relevant settings?

Notes

Strong information already included	
Missing or outdated information	
Requested revision	

Important: This educational resource provides general information and is not legal advice or legal representation. Special education procedures and timelines may vary by state. Review your state safeguards and consult a qualified professional about your circumstances.

Primary reference: Individuals with Disabilities Education Act regulations, 34 CFR Part 300, and U.S. Department of Education IDEA resources at sites.ed.gov/idea.