

## Summary of Performance Document

Demographic Background Information			
<b>Date of SOP:</b>	<b>Year in School:</b>	<b>Student Name:</b>	
<b>DOB:</b>	<b>Address:</b>		
<b>Home Phone:</b>	<b>Cell Phone:</b>	<b>Graduation Date:</b>	
Transition Assessment Information			
(Include information from informal and formal transition assessments here)			
<b>Formal Assessments</b> (Include information from academic/psychological/adaptive/behavior/vocational assessments)			
<b>Informal Assessments</b> (Include information from dream sheets, parent/teacher/student interviews, ecological observations, task analysis, etc.)			
Post-School Goals			
(Include appropriate measurable post-school goals in the areas of employment, education and independent living from the student's current transition component)			
<b>Employment Goal</b>	<b>After graduation,</b>		
<b>Post-Secondary Training and Education</b>	<b>After graduation,</b>		
<b>Independent Living (if applicable)</b>	<b>After graduation,</b>		
Summary of Academic Achievement and Functional Performance			
(Include student's present level of academic achievement and functional performance {PLAAFP}, accommodations and modifications required to be successful in school)			
<b>Summary of Academic Achievement</b>			
<b>Summary of Functional Achievement</b>			
<b>Accommodations</b>	(Attach "Review of Accommodations During Testing" form)		
<b>Modifications</b>			
Assistive Technology (AT)			
(Include assistive technology devices essential to the student's success in postsecondary settings; circle whether the device(s) is for academic and/or functional performance; include N/A if AT is not required)			
<b>AT Devices</b>	<b>N/A</b>	<b>Academic</b>	<b>Functional</b>
		<b>Academic</b>	<b>Functional</b>
		<b>Academic</b>	<b>Functional</b>
Recommendations			
(Include recommendations to assist the student in meeting post-secondary goals; including suggestions for accommodations, assistive technology devices, assistive services, compensatory strategies and support services to enhance success in post-school settings)			
<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>			

**Student Input**

(Provide student comments and information regarding development of the SOP)

**SOP Checklist (Attached) completed by:**

**Summary of Performance completed by:**

### Summary of Performance Checklist

IDEA 2004 requires that, “for a child whose eligibility terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under State law the public agency must provide a summary of the child’s academic achievement and functional performance, which shall include recommendation on how to assist the child in meeting the child’s postsecondary goals [300.305(e)(3)].”

Questions	Complete	Incomplete
1. Document includes all relevant demographic background information about student?	Yes	No
2. Are there formal and informal transition assessment reports that clearly document the student’s disability and functional limitation attached?	Yes	No
3. Is there an appropriate measurable post-secondary goal in the area of employment from the student’s most recent transition component?	Yes	No
4. Is there an appropriate measurable post-secondary goal in the area of post-secondary education/training from the most recent transition component?	Yes	No
5. If appropriate, is there a measurable post-secondary goal(s) in the area of independent living from the most recent transition component.	Yes	No
6. Is there a summary of academic achievement? <ul style="list-style-type: none"> <li>• Including present level of performance, accommodations, and modifications</li> </ul>	Yes	No
7. Is there a summary of functional performance? <ul style="list-style-type: none"> <li>• Including present level of performance, accommodations, and modifications</li> </ul>	Yes	No
8. Are assistive technology devices essential to the student’s success in post-secondary settings included? <ul style="list-style-type: none"> <li>• Identify whether the device(s) is for academic, cognitive, and/or functional performance</li> </ul>	Yes	No
9. Are there recommendations to assist the student in meeting post-secondary goals? <ul style="list-style-type: none"> <li>• Include suggestions for accommodations, assistive technology devices, assistive services, compensatory strategies, and support services to enhance success in postsecondary setting</li> </ul>	Yes	No
10. Has the student provided input and information regarding development of the summary of performance?	Yes	No

# Roads to Learning and Earning Lesson Plan

- **Topic/Title of Plan:** Preparing for Summary Of Performance
- **Lesson Developed By:** Sandra Womack and Laura Tharrington
- **School:** Shelby High School and Burns High School

<b>Objective Being Taught</b>	The student will assist with creating their summary of performance (SOP) for exit meeting.
<b>RTLE Matrix Objective</b>	Using explicit teaching strategies or technology (as needed), have students invite their support teams, lead their IEP meetings, and update their Summary of Performance (SOP).
<b>Student Audience/Length</b>	Seniors in the OCS Program/5-7 Days
<b>Materials/Resources Needed</b>	<ul style="list-style-type: none"> <li>•Career Portfolio</li> <li>•Transcript</li> <li>•Report Cards</li> <li>•Current IEP</li> <li>•Computer</li> <li>•Summary of Performance Form</li> <li>•Checklist for SOP</li> <li>•Power Point Template</li> </ul>
<b>Teaching Procedure</b>	Student will be given Career Portfolio to gather information to fill out blank copy of Summary Of Performance (SOP). Teacher will project a blank copy of the SOP and discuss each section of the form and where to locate the information needed to fill out the form. Students will use the PowerPoint template to create a Power-Point to present at their exit meeting
<b>Check for Understanding and Assessment of Lesson</b>	Checklist of assessment of SOP.

# Summary of Performance



(Student Name)

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Graduation Date

# Formal Assessments

- List of Assessment Results

# Employment Goal

- After graduation, I will \_\_\_\_\_





# Education Goal

- After Graduation, I will \_\_\_\_\_



# Independent Goal

- After Graduation, I will \_\_\_\_\_



# Academic Achievements

- I did well in \_\_\_\_\_
- My biggest accomplishment was \_\_\_\_\_
- I was most successful in \_\_\_\_\_
- I learned how to \_\_\_\_\_





# My Teacher Recommends

- Include post secondary recommendation
- Include any agency involvement that the student needs
- Include community involvement activities
- Skills needed to gain independence

# Final Comments

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