Minnesota Summary of Performance (SOP) Example

(To be completed at exit, prior to graduation or aging out)

The *Summary of Performance (SOP)* is required under IDEA 2004. The language in IDEA 2004 regarding the SOP is as follows: For a child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility, the local education agency "shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals"

34 C.F.R. § 300.320 (c)

The Summary of Performance *must* be completed during the final year of a student's high school education. The timing of completion of the SOP may vary depending on the student's postsecondary goals. If a student is transitioning to higher education, the SOP, with additional documentation, may be necessary as the student applies to a college or university. Likewise, this information may be necessary as a student applies for services from state agencies such as vocational rehabilitation services or human services.

The Summary of Performance is most useful when linked with the IEP process and when the student has the opportunity to actively participate in the development of this document.

Student Information					
Student Name:					
Case Manager:					
		Primary Disability:			
Address:(Stree	et)	(City, State)	(Zip Code)		
Phone/Cell Number:		_ Alternate Phone/Cell Numb	per:		
E-mail Address:					
Attending School/District:		Year of Graduat	tion/Exit:		
Date of the Most Recent IEP: Date This Summary was Completed:			vas Completed:		

Student's Postsecondary Goals			
This section should be completed with the student using information from the present IEP/IIIP.			
Employment			
Postsecondary Education and Training			
Independent Living (where appropriate, and			
may include recreation and leisure, community			
participation and/or home living).Recreation			
and Leisure			

State Assessments for Accountability						
(The student participated in): Reading: Math Science:						
Reading: MCA-II without accommodations	MCA-II without accommodations	MCA-II without accommodations				
☐ MCA-II with accommodations listed:	☐ MCA-II with accommodations listed:	☐ MCA-II with accommodations listed:				
☐ Alternate assessment based upon alternate achievement standards (Minnesota Test of Academic Skills-MTAS)	☐ Alternate assessment based upon alternate achievement standards (Minnesota Test of Academic Skills- MTAS)	☐ Alternate assessment based upon alternate achievement standards (Minnesota Test of Academic Skills- MTAS)				
Documented IEP Team decision: Explain why this assessment option was appropriate.	Documented IEP Team decision: Explain why this assessment option was appropriate.	Documented IEP Team decision: Explain why this assessment option was appropriate.				

and Functional Performance (grade level, standard scores, strengths, needs) willized in high school and why needed	Academic Content Area	Present Level of Academic Achievement	Essential accommodations,
Reading (basic reading/decoding, reading comprehension, reading speed) Math (calculation skills, algebraic problem solving, quantitative reasoning) Language (written expression, speaking, spelling) Learning skills (class participation, note taking, keyboarding, organization, homework management, time management, study skills, test-taking skills) Communication (speech/language, assisted communication) Social skills and behavior (interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations) Independent living skills (self-care, leisure skills, personal safety, transportation, banking, budgeting) Self-determination/self-advocacy skills (ability to identify and articulate postsecondary goals, learning strengths and needs) Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)			
Career Seeding Seedi			-
Reading (basic reading/decoding, reading comprehension, reading speed) Math (calculation skills, algebraic problem solving, quantitative reasoning) Language (written expression, speaking, spelling) Learning skills (class participation, note taking, keyboarding, organization, homework management, time management, study skills, test-taking skills) Communication (speech/language, assisted communication) Social skills and behavior (interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations) Independent living skills (self-care, leisure skills, personal safety, transportation, banking, budgeting) Self-determination/self-advocacy skills (ability to identify and articulate postsecondary goals, learning strengths and needs) Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)			
Reading (basic reading/decoding, reading comprehension, reading speed) Math (calculation skills, algebraic problem solving, quantitative reasoning) Language (written expression, speaking, spelling) Learning skills (class participation, note taking, keyboarding, organization, homework management, time management, study skills, test-taking skills) Communication (speech/language, assisted communication) Social skills and behavior (interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations) Independent living skills (self-care, leisure skills, personal safety, transportation, banking, budgeting) Self-determination/self-advocacy skills (ability to identify and articulate postsecondary goals, learning strengths and needs) Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)		.0	<u> </u>
comprehension, reading speed) Math (calculation skills, algebraic problem solving, quantitative reasoning) Language (written expression, speaking, spelling) Learning skills (class participation, note taking, keyboarding, organization, homework management, time management, study skills, test-taking skills) Communication (speech/language, assisted communication) Social skills and behavior (interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations) Independent living skills (self-care, leisure skills, personal safety, transportation, banking, budgeting) Self-determination/self-advocacy skills (ability to identify and articulate postsecondary goals, learning strengths and needs) Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)	Reading	, ,	·
Math (calculation skills, algebraic problem solving, quantitative reasoning) Language (written expression, speaking, spelling) Learning skills (class participation, note taking, keyboarding, organization, homework management, time management, study skills, test-taking skills) Communication (speech/language, assisted communication) Social skills and behavior (interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations) Independent living skills (self-care, leisure skills, personal safety, transportation, banking, budgeting) Self-determination/self-advocacy skills (ability to identify and articulate postsecondary goals, learning strengths and needs) Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)	(basic reading/decoding, reading		
(calculation skills, algebraic problem solving, quantitative reasoning) Language (written expression, speaking, spelling) Learning skills (class participation, note taking, keyboarding, organization, homework management, time management, study skills, test-taking skills) Communication (speech/language, assisted communication) Social skills and behavior (interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations) Independent living skills (self-care, leisure skills, personal safety, transportation, banking, budgeting) Self-determination/self-advocacy skills (ability to identify and articulate postsecondary goals, learning strengths and needs) Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)	comprehension, reading speed)		
quantitative reasoning) Language (written expression, speaking, spelling) Learning skills (class participation, note taking, keyboarding, organization, homework management, time management, study skills, test-taking skills) Communication (speech/language, assisted communication) Social skills and behavior (interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations) Independent living skills (self-care, leisure skills, personal safety, transportation, banking, budgeting) Self-determination/self-advocacy skills (ability to identify and articulate postsecondary goals, learning strengths and needs) Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)	Math		
Language (written expression, speaking, spelling) Learning skills (class participation, note taking, keyboarding, organization, homework management, time management, study skills, test-taking skills) Communication (speech/language, assisted communication) Social skills and behavior (interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations) Independent living skills (self-care, leisure skills, personal safety, transportation, banking, budgeting) Self-determination/self-advocacy skills (ability to identify and articulate postsecondary goals, learning strengths and needs) Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)	(calculation skills, algebraic problem solving,		
(written expression, speaking, spelling) Learning skills (class participation, note taking, keyboarding, organization, homework management, time management, study skills, test-taking skills) Communication (speech/language, assisted communication) Social skills and behavior (interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations) Independent living skills (self-care, leisure skills, personal safety, transportation, banking, budgeting) Self-determination/self-advocacy skills (ability to identify and articulate postsecondary goals, learning strengths and needs) Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)	quantitative reasoning)		
Learning skills (class participation, note taking, keyboarding, organization, homework management, time management, study skills, test-taking skills) Communication (speech/language, assisted communication) Social skills and behavior (interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations) Independent living skills (self-care, leisure skills, personal safety, transportation, banking, budgeting) Self-determination/self-advocacy skills (ability to identify and articulate postsecondary goals, learning strengths and needs) Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)	Language		
(class participation, note taking, keyboarding, organization, homework management, time management, study skills, test-taking skills) Communication (speech/language, assisted communication) Social skills and behavior (interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations) Independent living skills (self-care, leisure skills, personal safety, transportation, banking, budgeting) Self-determination/self-advocacy skills (ability to identify and articulate postsecondary goals, learning strengths and needs) Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)	(written expression, speaking, spelling)		
organization, homework management, time management, study skills, test-taking skills) Communication (speech/language, assisted communication) Social skills and behavior (interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations) Independent living skills (self-care, leisure skills, personal safety, transportation, banking, budgeting) Self-determination/self-advocacy skills (ability to identify and articulate postsecondary goals, learning strengths and needs) Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)			
management, study skills, test-taking skills) Communication (speech/language, assisted communication) Social skills and behavior (interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations) Independent living skills (self-care, leisure skills, personal safety, transportation, banking, budgeting) Self-determination/self-advocacy skills (ability to identify and articulate postsecondary goals, learning strengths and needs) Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)	(class participation, note taking, keyboarding,		
Communication (speech/language, assisted communication) Social skills and behavior (interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations) Independent living skills (self-care, leisure skills, personal safety, transportation, banking, budgeting) Self-determination/self-advocacy skills (ability to identify and articulate postsecondary goals, learning strengths and needs) Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)	organization, homework management, time		
(speech/language, assisted communication) Social skills and behavior (interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations) Independent living skills (self-care, leisure skills, personal safety, transportation, banking, budgeting) Self-determination/self-advocacy skills (ability to identify and articulate postsecondary goals, learning strengths and needs) Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)	management, study skills, test-taking skills)		
Social skills and behavior (interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations) Independent living skills (self-care, leisure skills, personal safety, transportation, banking, budgeting) Self-determination/self-advocacy skills (ability to identify and articulate postsecondary goals, learning strengths and needs) Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)	Communication		
(interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations) Independent living skills (self-care, leisure skills, personal safety, transportation, banking, budgeting) Self-determination/self-advocacy skills (ability to identify and articulate postsecondary goals, learning strengths and needs) Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)			
initiation in asking for assistance, responsiveness to services and accommodations) Independent living skills (self-care, leisure skills, personal safety, transportation, banking, budgeting) Self-determination/self-advocacy skills (ability to identify and articulate postsecondary goals, learning strengths and needs) Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)	Social skills and behavior		
responsiveness to services and accommodations) Independent living skills (self-care, leisure skills, personal safety, transportation, banking, budgeting) Self-determination/self-advocacy skills (ability to identify and articulate postsecondary goals, learning strengths and needs) Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)	(interactions with teachers/peers, level of		
accommodations) Independent living skills (self-care, leisure skills, personal safety, transportation, banking, budgeting) Self-determination/self-advocacy skills (ability to identify and articulate postsecondary goals, learning strengths and needs) Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)			
Independent living skills (self-care, leisure skills, personal safety, transportation, banking, budgeting) Self-determination/self-advocacy skills (ability to identify and articulate postsecondary goals, learning strengths and needs) Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)	•		
(self-care, leisure skills, personal safety, transportation, banking, budgeting) Self-determination/self-advocacy skills (ability to identify and articulate postsecondary goals, learning strengths and needs) Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)	*		
transportation, banking, budgeting) Self-determination/self-advocacy skills (ability to identify and articulate postsecondary goals, learning strengths and needs) Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)			
Self-determination/self-advocacy skills (ability to identify and articulate postsecondary goals, learning strengths and needs) Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)			
(ability to identify and articulate postsecondary goals, learning strengths and needs) Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)			
goals, learning strengths and needs) Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)			
Career/vocational/transition/employment (career interests, career exploration, job training, employment experiences and supports)			
(career interests, career exploration, job training, employment experiences and supports)			
training, employment experiences and supports)			
Self-determination/self-advocacy skills:	· · · · · · · · · · · · · · · · · · ·		
ability to identify and articulate			
postsecondary goals, learning strengths and	postsecondary goals, learning strengths and		
needs			
Career-vocational/transition/	Career-vocational/transition/		
employment: career interests, career	employment: career interests, career		
exploration, job training, employment			
experiences and supports			

Recommendations to Assist the Student in Meeting Postsecondary Goals Suggestions for accommodations, adaptive devices, assistive services, compensatory strategies, and/or support services to enhance access in the following post school environments (only complete those relevant to the student's postsecondary goals).			
Postsecondary Education or Training			
Employment			
Independent living (where appropriate, and may include recreation and leisure, community participation and/or home living.)			
Student's	Perspective		
(to be comp	leted by student)		
How does your disability affect your learning assignments, projects, communication, time			
2. Which accommodations and supports have worked best for you?			
3. What strengths and needs should adult servi postsecondary education or employment?	ce providers know about you as you enter		