

Summary of Performance (SOP) Writing Checklist & Quick Guide

Purpose of the SOP

The Summary of Performance (SOP) provides a clear, concise overview of a student's academic achievement, functional performance, and effective supports as they transition from high school to adult life. It should help postsecondary institutions, employers, adult agencies, and the student understand strengths, needs, and recommended accommodations.

Before You Begin

- Confirm the student is exiting school (graduating or aging out).
- Gather the most recent IEP, evaluations, and transition assessments.
- Review the student's postsecondary transition goals.
- Involve the student and transition team.
- Aim to complete the SOP during the final year, ideally 3 months before exit.

1. Student Information

Ensure all identifying information is accurate and current. Double-check any auto-populated fields for accuracy.

- Student's legal name
- Date of birth
- Graduation or exit year
- Current address and phone number
- School contact information
- Person completing the form
- Date of most recent IEP
- Primary/secondary disability

2. Postsecondary Goals

Include the student's desired outcomes in:

- Postsecondary education and/or training
- Employment

- Independent living

Tips for writing:

- ✓ Align with the transition goals in the IEP, if still relevant and/or applicable
- ✓ Ensure goals are realistic and student-driven
- ✓ Use clear, future-focused language

3. Academic Achievement Summary

Summarize the student's current academic abilities and the impact of the disability.

Include:

- Reading skills
- Math skills
- Academic strengths
- Areas of difficulty
- Relevant assessment results

Strong summaries:

- ✓ Include recent data or observations
- ✓ Describe how the disability affects learning
- ✓ Identify supports that improve success

4. Functional Performance Summary

Describe how the student functions in everyday school and life environments.

Possible areas:

- Organization / executive functioning
- Behavior or self-regulation
- Social skills
- Daily / independent living skills
- Participation
- Independent living skills

- Communication (written/oral/AAC if applicable)
- Vocational / career skills

Tips for writing:

- ✓ Provide specific examples
- ✓ Include strategies that work well
- ✓ Focus on skills needed after high school
- ✓ Include: Current abilities, strengths, supports that help the student succeed

5. Recommendations for Post-School

Provide specific, actionable recommendations for supports in:

- Postsecondary education or training
- Employment
- Independent living
- Community participation

Strong recommendations:

- ✓ Clearly link to student needs
- ✓ Identify effective accommodations
- ✓ Include possible agencies or resources when appropriate

6. Student Perspective

Include the student's voice whenever possible. Encourage the student to complete this independently, when possible, to support self-advocacy. Students may share:

- Personal strengths
- Goals for the future
- Accommodations that help them succeed
- Supports they believe they will need

Quality Check Before Finalizing

Ask yourself:

1. Does the SOP clearly describe the student's strengths and needs?
2. Is recent data or evidence included?
3. Are effective accommodations clearly identified?
4. Would a college disability office, employer, or agency understand the student after reading it?
5. Is the information clear, concise, and student-centered?

Key Reminder

A strong Summary of Performance should help the reader quickly understand the student and how to support their success after high school.