

LEARNING AIDS EVALUATION SUMMARY

Mathematics

Student Name: _____ **Date:** _____ **System/School:** _____

During this evaluation, informal measures were used to evaluate the student's mathematical calculation and reasoning skills and his/her ability to use various assistive technology devices. The following is a summary of his/her performance.

Standard Tools:

Handwriting using pencil and paper			
Sample used: <input type="checkbox"/> dictation <input type="checkbox"/> copying <input type="checkbox"/> worksheet Source: _____ # presented _____ # completed _____ # correct	Type of math problems: <input type="checkbox"/> single step <input type="checkbox"/> multi-step <input type="checkbox"/> word problems <input type="checkbox"/> advanced math, specify: Operations used: <input type="checkbox"/> addition <input type="checkbox"/> subtraction <input type="checkbox"/> multiplication <input type="checkbox"/> division	Problems contained: <input type="checkbox"/> whole numbers <input type="checkbox"/> fractions/mixed numbers <input type="checkbox"/> decimals <input type="checkbox"/> negative numbers <input type="checkbox"/> variables Student was able to solve problems that were aligned: <input type="checkbox"/> horizontally <input type="checkbox"/> vertically <input type="checkbox"/> both	<input type="checkbox"/> Student completed problems in appropriate amount of time.
<i>Handwriting Skills</i>			
Writing utensil: _____ Type of paper: _____ Grasp was: <input type="checkbox"/> functional <input type="checkbox"/> not functional Explain: _____ Handwriting was : <input type="checkbox"/> legible <input type="checkbox"/> legible to familiar reader <input type="checkbox"/> not legible Number formation was: <input type="checkbox"/> correct <input type="checkbox"/> incorrect Number size was: <input type="checkbox"/> appropriate <input type="checkbox"/> small <input type="checkbox"/> large Number alignment was maintained: <input type="checkbox"/> in single columns <input type="checkbox"/> across multiple columns Student work contained: <input type="checkbox"/> omissions <input type="checkbox"/> reversals <input type="checkbox"/> other errors, specify: _____			
Student completed problems in appropriate amount of time <input type="checkbox"/> yes <input type="checkbox"/> no			
<i>Calculation Skills</i>			
Student was able to: Use correct calculation in <input type="checkbox"/> single step problems <input type="checkbox"/> _____ steps in multi-step problems Recall facts: Addition <input type="checkbox"/> independently <input type="checkbox"/> with minimal prompts <input type="checkbox"/> with maximum prompts Subtraction <input type="checkbox"/> independently <input type="checkbox"/> with minimal prompts <input type="checkbox"/> with maximum prompts Multiplication <input type="checkbox"/> independently <input type="checkbox"/> with minimal prompts <input type="checkbox"/> with maximum prompts Division <input type="checkbox"/> independently <input type="checkbox"/> with minimal prompts <input type="checkbox"/> with maximum prompts			

Handwriting using pencil and paper

Reasoning Skills

Student was able to determine appropriate operation(s) to use in:

- word problems multi-step problems

In problems that follow a set procedure, student could:

- remember procedures independently remember procedures with prompts
 follow procedures independently follow procedures with prompts

Student demonstrated difficulty with the following mathematical concepts:

- order, sequencing or patterns
 value comparison (<, >, =, etc.)
 part/whole relationships (fractions, decimals, etc.)
 money
 value counting making change
 time
 time to hour time to half hour elapsed time
 measurement
 using standard units measurement conversions
 other, specify: _____

Comments: _____

Low Technology Math Aids:

During this portion of the evaluation, the student used the following low technology math aids:

- Adapted writing utensil
 Different size utensil, specify size _____ pencil grip, specify type: _____

Use of adapted writing utensil improved:

- legibility number size rate of production

- Adapted paper, specify type: _____

Use of adapted paper improved:

- legibility number size rate of production number alignment

- Slant board

Use of slant board improved:

- legibility rate ease of writing number alignment

- Use of writing guide, specify type: _____

Use of writing guide improved:

- legibility rate ease of writing number alignment

- Use of manipulatives and or number lines, specify: _____

Use of manipulatives increased student's ability to:

- complete calculations understand mathematical concepts, specify: _____

- Use of fact chart, concept guide, personal flip book/fact book, specify: _____

Use of tool improved:

- rate of problem completion percentage of correct responses

Comments: _____

Mid Technology Math Aids:

During this portion of the evaluation, the student used the following mid technology writing aids:

Calculator

Type of calculator:

- standard talking large number and/or display
 money fraction graphing

Name of calculator: _____

When using a calculator, the student:

- could access number/function keys
 input problem correctly
 transfer answer to worksheet/paper, etc
 had difficulty, specify: _____

Comments: _____

Computer Based Math Aids:

On Screen Calculator	
Software used:	Student benefited from the following features: <input type="checkbox"/> large/adjustable display <input type="checkbox"/> large keys <input type="checkbox"/> speech feedback <input type="checkbox"/> advanced math functions <input type="checkbox"/> ability to input answers directly into desired application
When presented with an on screen calculator: <input type="checkbox"/> input problems <input type="checkbox"/> independently <input type="checkbox"/> with minimal prompts <input type="checkbox"/> with maximum prompts <input type="checkbox"/> correctly transfer answers <input type="checkbox"/> independently <input type="checkbox"/> with minimal prompts <input type="checkbox"/> with maximum prompts	
When presented with an on-screen calculator, the student was able to: <input type="checkbox"/> open the application <input type="checkbox"/> toggle between two open applications <input type="checkbox"/> read display <input type="checkbox"/> move the cursor within the application <input type="checkbox"/> easily find target keys <input type="checkbox"/> use appropriate hand positioning while keyboarding <input type="checkbox"/> keyboard at a functional rate	
Input method: <input type="checkbox"/> standard keyboard using number keys <input type="checkbox"/> above letter keys <input type="checkbox"/> on number pad <input type="checkbox"/> alternative keyboard, specify: _____ <input type="checkbox"/> standard mouse <input type="checkbox"/> alternative mouse, specify: _____	
Comments: _____ _____	

Feature Match										
Required features	Potential tools									

