

LEARNING AIDS EVALUATION SUMMARY

Reading

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

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

Standard Print Format: Reading level materials

| Silent Reading | | | |
|---|--|---|---|
| Sample used: | Reading/Vocabulary level: | Length of sample: | Reading time: <input type="checkbox"/> Required rereading _____ # times |
| Student able to answer ____/____ questions | <input type="checkbox"/> main idea <input type="checkbox"/> factual <input type="checkbox"/> inferential | <input type="checkbox"/> list events in sequence | Questions asked: <input type="checkbox"/> prior to reading <input type="checkbox"/> after reading |
| Comments: _____ _____ _____ | | | |

| Oral Reading | | | |
|---|--|---|---|
| Sample used: | Reading/Vocabulary level: | Length of sample: | Reading time: <input type="checkbox"/> Required rereading _____ # times |
| Reading Accuracy: _____ total # words | _____ # miscalled | _____ # unknown | _____ # omitted |
| Student able to answer ____/____ questions | <input type="checkbox"/> main idea <input type="checkbox"/> factual <input type="checkbox"/> inferential | <input type="checkbox"/> list events in sequence | Questions asked: <input type="checkbox"/> prior to reading <input type="checkbox"/> after reading |
| Comments: _____ _____ _____ | | | |

Standard Print Format: Grade level content materials

| Silent Reading | | | |
|---|--|---|--|
| Sample used: | Reading/Vocabulary level: | Length of sample: | Reading time: <input type="checkbox"/> Required rereading _____ # times |
| Student able to answer ____/____ questions | <input type="checkbox"/> main idea <input type="checkbox"/> factual <input type="checkbox"/> inferential | <input type="checkbox"/> list events in sequence | Questions asked: <input type="checkbox"/> prior to reading <input type="checkbox"/> after reading |
| Comments: _____ _____ _____ | | | |

| Oral Reading | | | |
|---|--|---|--|
| Sample used: | Reading/Vocabulary level: | Length of sample: | Reading time: <input type="checkbox"/> Required rereading _____ # times |
| Reading Accuracy: _____ total # words | _____ # miscalled | _____ # unknown | _____ # omitted |
| Student able to answer ____/____ questions | <input type="checkbox"/> main idea <input type="checkbox"/> factual <input type="checkbox"/> inferential | <input type="checkbox"/> list events in sequence | Questions asked: <input type="checkbox"/> prior to reading <input type="checkbox"/> after reading |
| Comments: _____ _____ _____ | | | |

Low Technology Reading Aids:

During this evaluation, the student used the following reading aids:

- Tracking aid
 reading window ruler colored transparent reading guide
 Contrast aid
 highlighter tape colored overlay, specify color: _____
 Magnifier
 Text enlargement
 Slant board

Comments: _____

Word Identification Aids:

During this evaluation, the student used the following word identification aids:

- Talking dictionary/spell checker
- Reading Pen

When using the above devices, the student was able to independently:

- type word into talking dictionary/spell checker
- scan word with reading pen
- obtain correct pronunciation of words
- obtain the definition of the word
- recognize the word when appeared in print later in the reading sample

Comments: _____

What was the student's opinion of the equipment based upon their typical tasks?

Alternative Format: Grade level content materials

| Audiotape or CD | | | Text Not Viewed |
|---|--|--|---|
| Sample used: | Reading/Vocabulary level: | Length of sample: | <input type="checkbox"/> Required listening to ___ additional times |
| Reading time: | | | Questions asked: <input type="checkbox"/> prior to reading <input type="checkbox"/> after reading |
| Student able to answer ___/___ questions | <input type="checkbox"/> main idea <input type="checkbox"/> factual <input type="checkbox"/> inferential | <input type="checkbox"/> list events in sequence | |
| Student was able to operate a tape/CD based player: <ul style="list-style-type: none"> <input type="checkbox"/> place or remove tape or CD into/from player <input type="checkbox"/> play <input type="checkbox"/> stop on cue <input type="checkbox"/> find page on CD <input type="checkbox"/> rewind <input type="checkbox"/> Cue/Review (play w/ fast forward or rewind) on tape <input type="checkbox"/> adjust playback: <input type="checkbox"/> volume <input type="checkbox"/> speed on tape <input type="checkbox"/> pitch on tape <input type="checkbox"/> student was able to locate target text | | | |
| Comments: _____ _____ _____ | | | |

| Audiotape or CD | | | Text Viewed |
|---|--|--|---|
| Sample used: | Reading/Vocabulary level: | Length of sample: | <input type="checkbox"/> Required rereading/ listening to _____ additional times |
| Reading time: | <input type="checkbox"/> Able to track in book while listening | | Questions asked: <input type="checkbox"/> prior to reading <input type="checkbox"/> after reading |
| Student able to answer ___/___ questions | <input type="checkbox"/> main idea <input type="checkbox"/> factual <input type="checkbox"/> inferential | <input type="checkbox"/> list events in sequence | |
| Student was able to operate a tape/CD based player: <input type="checkbox"/> place or remove tape or CD into/from player <input type="checkbox"/> play <input type="checkbox"/> stop on cue <input type="checkbox"/> find page on CD <input type="checkbox"/> rewind <input type="checkbox"/> Cue/Review (play w/ fast forward or rewind) on tape <input type="checkbox"/> adjust playback: <input type="checkbox"/> volume <input type="checkbox"/> speed on tape <input type="checkbox"/> pitch on tape <input type="checkbox"/> student was able to locate target text Comments: _____ _____ _____ | | | |

| Talking Word Processor | | | Text Viewed |
|---|---|---|---|
| Sample used: | Reading/Vocabulary level: | Length of sample: | Reading time: |
| Software Used: _____ Voice: _____ Words per minute: _____ Font size: _____ | <input type="checkbox"/> Headphone <input type="checkbox"/> Speakers <input type="checkbox"/> Highlighting used | <input type="checkbox"/> Required rereading _____ # times | Questions asked: <input type="checkbox"/> prior to reading <input type="checkbox"/> after reading |
| Student able to answer ___/___ questions | <input type="checkbox"/> main idea <input type="checkbox"/> factual <input type="checkbox"/> inferential | <input type="checkbox"/> list events in sequence | |
| Student <input type="checkbox"/> did <input type="checkbox"/> did not require highlighting to track text | | | |
| When presented with a computer based reading sample, the: <input type="checkbox"/> student was able to open a text file <input type="checkbox"/> student was able to move the cursor within the word processor <input type="checkbox"/> student was able to highlight single words and sentences <input type="checkbox"/> student was able to use the speech feedback feature <input type="checkbox"/> student was able to complete simple visual/speech adjustments (font, color, wpm, etc.) Comments: _____ _____ _____ | | | |

| Text Reading Software | | | Text Viewed |
|---|---|---|---|
| Sample used: | Reading/Vocabulary level: | Length of sample: | Reading time: |
| Software Used: _____ Voice: _____ Words per minute: _____ Font size: _____ | <input type="checkbox"/> Headphone <input type="checkbox"/> Speakers <input type="checkbox"/> Highlighting used | <input type="checkbox"/> Required rereading _____ # times | Questions asked: <input type="checkbox"/> prior to reading <input type="checkbox"/> after reading |
| Student able to answer ___/___ questions | <input type="checkbox"/> main idea <input type="checkbox"/> factual <input type="checkbox"/> inferential | <input type="checkbox"/> list events in sequence | |
| When presented with a computer based reading sample, the: <ul style="list-style-type: none"> <input type="checkbox"/> student was able to open a text file <input type="checkbox"/> student was able to move the cursor within the word processor <input type="checkbox"/> student was able to highlight single words and sentences <input type="checkbox"/> student was able to copy and paste to have the text read <input type="checkbox"/> student was able to complete simple visual/speech adjustments (zoom, wpm, etc.) Comments: _____ | | | |

| Advanced Reading and Writing Aid | | | Text Viewed |
|---|---|---|---|
| Sample used: | Reading/Vocabulary level: | Length of sample: | Reading time: |
| Software Used: _____ Voice: _____ Words per minute: _____ Font size: _____ | <input type="checkbox"/> Headphone <input type="checkbox"/> Speakers <input type="checkbox"/> Highlighting used | <input type="checkbox"/> Required rereading _____ # times | Questions asked: <input type="checkbox"/> prior to reading <input type="checkbox"/> after reading |
| Student able to answer ___/___ questions | <input type="checkbox"/> main idea <input type="checkbox"/> factual <input type="checkbox"/> inferential | <input type="checkbox"/> list events in sequence | |
| When presented with an advanced reading and writing aid, the: <ul style="list-style-type: none"> <input type="checkbox"/> student was able to adjust the reading features <input type="checkbox"/> student was able to complete simple visual and speech adjustments (zoom, wpm, etc.) <input type="checkbox"/> student was able to use the dictionary to find definitions of unknown words <input type="checkbox"/> student was able to add notes <input type="checkbox"/> student was able to use the bookmark feature <input type="checkbox"/> student was able to use the highlighter tools to highlight single words and sentences <input type="checkbox"/> student was able to extract highlighted text or notes | | | |
| When using the advanced reading and writing aid, the following options were required: <ul style="list-style-type: none"> <input type="checkbox"/> exact view of textbook (textbook image) <input type="checkbox"/> dictionary access <input type="checkbox"/> note making capabilities <ul style="list-style-type: none"> <input type="checkbox"/> highlighting text with highlighter tools <input type="checkbox"/> ability to add notes to exact view of textbook <input type="checkbox"/> ability to copy from textbook image and paste into a document <input type="checkbox"/> capability to extract text Comments: _____ | | | |

| Feature Match | | | | | | | | | | |
|-------------------|-----------------|--|--|--|--|--|--|--|--|--|
| Required features | Potential tools | | | | | | | | | |
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Basic Computer Operations

The student's ability to execute the following computer operations was informally evaluated

- | | | |
|---|------------------------------|-----------------------------|
| Turn computer on and off | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Turn monitor on and off | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Insert and eject diskette/CD in floppy/CD Rom drive | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Plug in and remove USB device | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| Turn printer on and off | <input type="checkbox"/> yes | <input type="checkbox"/> no |

Comments: _____

RECOMMENDATIONS:

Based on the results of this evaluation, the following recommendations are made regarding assistive technology to support reading skills and access to printed information:

- Student should use standard print media (e.g. textbooks, worksheets, etc.) when appropriate
- Student should utilize the following low technology reading aids to enhance access to printed information:
 - Tracking aids
 - reading window
 - ruler
 - colored transparent reading guide
 - Contrast aids
 - highlighting, specify: _____
 - colored overlay, specify color: _____
 - Text enlargement - Specify magnifier or degree of enlargement required for print on paper and on computer _____
- Student should use the following word identification aids:
 - Hand held talking spell checker/dictionary, specify: _____
 - Reading pen, specify _____
- Student should use the following alternate formats:
 - Adapted tape/CD player/recorder, specify: _____
 - Supporting hardware:
 - Headphone
 - Talking word processor, specify: _____
 - Supporting hardware:
 - Scanner
 - Headphone
 - Text reading software, specify: _____
 - Supporting hardware:
 - Scanner
 - Headphone
 - Advanced Reading and Writing Aid, specify: _____
 - Supporting hardware:
 - Scanner
 - Headphone

Student and staff require instruction in recommended software and hardware devices

Computer input and access:

- The student requires instruction in keyboarding to enhance computer input.
- The student requires an alternative device for computer input. (Complete Computer Access Evaluation if checked.)

Additional recommendations: _____

Evaluation completed by

Position

Date

Evaluation completed by

Position

Date