

LEARNING AIDS EVALUATION SUMMARY

Writing and Spelling

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.

Handwriting

Dictation			
Sample used: Vocabulary level: Writing time:	Type of sample: <input type="checkbox"/> word <input type="checkbox"/> phrase <input type="checkbox"/> sentence <input type="checkbox"/> paragraph	Sample length: ____ # words ____ # sentences ____ # paragraphs	Student required repeating: # of times <input type="checkbox"/> word by word _____ <input type="checkbox"/> phrases _____ <input type="checkbox"/> whole sentence _____
Writing utensil: Type of paper:	Legibility: <input type="checkbox"/> legible <input type="checkbox"/> legible to familiar reader <input type="checkbox"/> not legible	Letter formation: <input type="checkbox"/> correct <input type="checkbox"/> incorrect Letter position: <input type="checkbox"/> on baseline <input type="checkbox"/> off baseline	Letter size: <input type="checkbox"/> appropriate <input type="checkbox"/> small <input type="checkbox"/> large
Grasp: <input type="checkbox"/> functional <input type="checkbox"/> not functional Describe:	Error types: ____ # omissions ____ # punctuation ____ # spelling ____ # capitalization ____ # grammatical - specify:		Student could edit for: <input type="checkbox"/> omissions <input type="checkbox"/> spelling <input type="checkbox"/> punctuation <input type="checkbox"/> capitalization
Comments: _____ _____			
Copying			
Copied from: Vocabulary level: Writing time:	Type of sample: <input type="checkbox"/> word <input type="checkbox"/> phrase <input type="checkbox"/> sentence <input type="checkbox"/> paragraph	Sample length: ____ # words ____ # sentences ____ # paragraphs	Student copied: <input type="checkbox"/> letter by letter <input type="checkbox"/> word by word <input type="checkbox"/> short phrases
Writing utensil: Type of paper:	Legibility: <input type="checkbox"/> legible <input type="checkbox"/> legible to familiar reader <input type="checkbox"/> not legible	Letter formation: <input type="checkbox"/> correct <input type="checkbox"/> incorrect Letter position: <input type="checkbox"/> on baseline <input type="checkbox"/> off baseline	Letter size: <input type="checkbox"/> appropriate <input type="checkbox"/> small <input type="checkbox"/> large
Grasp: <input type="checkbox"/> functional <input type="checkbox"/> not functional Describe:	Error types: ____ # omissions ____ # punctuation ____ # spelling ____ # capitalization ____ # grammatical - specify:		Student could edit for: <input type="checkbox"/> omissions <input type="checkbox"/> spelling <input type="checkbox"/> punctuation <input type="checkbox"/> capitalization
Comments: _____ _____			

Spontaneous Writing			
Topic: Discussed prior to writing: <input type="checkbox"/> ideas generated by student <input type="checkbox"/> ideas generated by evaluator	Student wrote: <input type="checkbox"/> word <input type="checkbox"/> phrase <input type="checkbox"/> sentence <input type="checkbox"/> paragraph	Student wrote: _____ # words _____ # sentences _____ # paragraphs	Writing time:
Writing utensil: Type of paper:	Legibility: <input type="checkbox"/> legible <input type="checkbox"/> legible to familiar reader <input type="checkbox"/> not legible	Letter formation: <input type="checkbox"/> correct <input type="checkbox"/> incorrect Letter position: <input type="checkbox"/> on baseline <input type="checkbox"/> off baseline	Letter size: <input type="checkbox"/> appropriate <input type="checkbox"/> small <input type="checkbox"/> large
Grasp: <input type="checkbox"/> functional <input type="checkbox"/> not functional Describe:	Error types: _____ # omissions _____ # spelling _____ # punctuation _____ # capitalization _____ # grammatical - specify:	Student requested help with: <input type="checkbox"/> spelling <input type="checkbox"/> punctuation <input type="checkbox"/> capitalization	Student could edit for: <input type="checkbox"/> omissions <input type="checkbox"/> spelling <input type="checkbox"/> punctuation <input type="checkbox"/> capitalization
Comments: _____ _____			

Low Technology Writing Aids:

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

- Adapted writing utensil
 different size utensil, specify size _____ pencil grip, specify type: _____
- Use of adapted writing utensil improved:
 legibility rate ease of writing length
- Adapted paper, specify type: _____
Use of adapted paper improved:
 legibility rate ease of writing length
- Slant board
Use of slant board improved:
 legibility rate ease of writing length
- Use of writing guide
Use of writing guide improved:
 legibility rate ease of writing length

Comments: _____

Mid Technology Writing Aids:

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

- Hand-held spell check, specify: _____
When using a hand-held spell check, the student was able to independently:
 type word into spell checker

- visually identify target word in correction list
- needs auditory feedback to identify target word in correction list

Recorder, specify: _____

tape with indexing feature
 digital upload capabilities

Purpose of use: _____

When using a recorder, the student was able to:

- place or remove tape into/from player
- play stop on cue rewind
- student was able to locate target text

Comments: _____

Portable Word Processor		Writing time:
Task completed: <input type="checkbox"/> Dictation <input type="checkbox"/> Copying	Type of sample: <input type="checkbox"/> word <input type="checkbox"/> phrase <input type="checkbox"/> sentence <input type="checkbox"/> paragraph	Sample length: _____ # words _____ # sentences _____ # paragraphs
<input type="checkbox"/> Spontaneous	Student wrote: <input type="checkbox"/> word <input type="checkbox"/> phrase <input type="checkbox"/> sentence <input type="checkbox"/> paragraph	Student wrote: _____ # words _____ # sentences _____ # paragraphs
Device used: _____ Lines on display: _____	Student was: <input type="checkbox"/> familiar with device <input type="checkbox"/> not familiar with device <input type="checkbox"/> able to use after instruction <input type="checkbox"/> unable to use after instruction	
Error types: _____ # omissions _____ # spelling _____ # punctuation _____ # capitalization _____ # grammatical - specify:	Student requested help with: <input type="checkbox"/> spelling <input type="checkbox"/> punctuation <input type="checkbox"/> capitalization	Student could edit for: <input type="checkbox"/> omissions <input type="checkbox"/> spelling <input type="checkbox"/> punctuation <input type="checkbox"/> capitalization
Student could: <input type="checkbox"/> activate the spell check feature <input type="checkbox"/> locate target word in correction list if available <input type="checkbox"/> select target word		
When presented with a portable keyboard, the student was able to: <input type="checkbox"/> open a new file <input type="checkbox"/> open an existing file <input type="checkbox"/> read display <input type="checkbox"/> upload files <input type="checkbox"/> move the cursor within the word processor to access <input type="checkbox"/> menu/applet items <input type="checkbox"/> text <input type="checkbox"/> easily find desired keys <input type="checkbox"/> keyboard at a functional rate <input type="checkbox"/> use appropriate hand positioning while keyboarding		
When presented with a portable keyboard, the student needed: <input type="checkbox"/> word prediction <input type="checkbox"/> text-to-speech <input type="checkbox"/> adjustable font size, specify:		

Portable Word Processor			
When presented with word prediction on the portable keyboard, the student's:			
average sentence length	<input type="checkbox"/> stayed the same	<input type="checkbox"/> increased	<input type="checkbox"/> decreased
vocabulary complexity	<input type="checkbox"/> stayed the same	<input type="checkbox"/> increased	<input type="checkbox"/> decreased
production rate	<input type="checkbox"/> stayed the same	<input type="checkbox"/> increased	<input type="checkbox"/> decreased
independence level	<input type="checkbox"/> stayed the same	<input type="checkbox"/> increased	<input type="checkbox"/> decreased
Student could :			
<input type="checkbox"/> locate target word in prediction list			
Input method:			
<input type="checkbox"/> standard keyboard layout		<input type="checkbox"/> alternative keyboard layout, specify: _____	
Comments: _____			

Computer Based Writing Aids:

Standard Word Processor			
Topic:	Student wrote:	Student wrote:	Software used:
Discussed prior to writing:	<input type="checkbox"/> word	_____ # words	_____
<input type="checkbox"/> ideas generated by student	<input type="checkbox"/> phrase	_____ # sentences	Font size: _____
<input type="checkbox"/> ideas generated by evaluator	<input type="checkbox"/> sentence	_____ # paragraphs	Background color: _____
Writing time:	Student was:		
	<input type="checkbox"/> familiar with software	<input type="checkbox"/> not familiar with software	
	<input type="checkbox"/> able to use after instruction	<input type="checkbox"/> unable to use after instruction	
Error Types:	Student could edit for:		
_____ # omissions	_____ # spelling	<input type="checkbox"/> omissions	<input type="checkbox"/> punctuation
_____ # capitalization	_____ # punctuation	<input type="checkbox"/> grammar	<input type="checkbox"/> capitalization
_____ # grammatical - specify:			
Student could:			
<input type="checkbox"/> activate the spell check feature		<input type="checkbox"/> use visual cue to correct while writing	
<input type="checkbox"/> locate target word in correction list if available		<input type="checkbox"/> select target word	
<input type="checkbox"/> use grammar checker to correct errors		<input type="checkbox"/> use thesaurus to suggest alternative words	
When presented with a word processing program, the student was able to:			
<input type="checkbox"/> open a new file		<input type="checkbox"/> open an existing file	
<input type="checkbox"/> read what has been typed			
<input type="checkbox"/> move the cursor within the word processor to access <input type="checkbox"/> menu items <input type="checkbox"/> text			
<input type="checkbox"/> easily find desired 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		<input type="checkbox"/> alternative keyboard, specify: _____	
Comments: _____			

Talking Word Processor			
Topic: Discussed prior to writing: <input type="checkbox"/> ideas generated by student <input type="checkbox"/> ideas generated by evaluator	Student wrote: <input type="checkbox"/> word <input type="checkbox"/> phrase <input type="checkbox"/> sentence <input type="checkbox"/> paragraph	Student wrote: _____ # words _____ # sentences _____ # paragraphs	Software used: _____ Font size: _____ Background color: _____
Writing time:	Student was: <input type="checkbox"/> familiar with software <input type="checkbox"/> not familiar with software <input type="checkbox"/> able to use after instruction <input type="checkbox"/> unable to use after instruction		
Error Types: _____ # omissions _____ # spelling _____ # capitalization _____ # punctuation _____ # grammatical - specify:		Student could edit for: <input type="checkbox"/> omissions <input type="checkbox"/> punctuation <input type="checkbox"/> grammar <input type="checkbox"/> capitalization	
Student could: <input type="checkbox"/> activate the spell check feature <input type="checkbox"/> use visual cue to correct while writing <input type="checkbox"/> use auditory cue to correct while writing <input type="checkbox"/> select target word <input type="checkbox"/> locate target word in correction list if available <input type="checkbox"/> use thesaurus to suggest alternative words <input type="checkbox"/> use grammar checker to correct errors			
When using speech feedback, the following options were used: <input type="checkbox"/> letter <input type="checkbox"/> word <input type="checkbox"/> sentence <input type="checkbox"/> paragraph When using speech feedback, student could: <input type="checkbox"/> identify errors <input type="checkbox"/> spelling <input type="checkbox"/> grammar <input type="checkbox"/> omissions <input type="checkbox"/> identify target words in correction list			
When presented with a word processing program, the student was able to: <input type="checkbox"/> open a new file <input type="checkbox"/> open an existing file <input type="checkbox"/> read what has been typed <input type="checkbox"/> move the cursor within the word processor to access <input type="checkbox"/> menu items <input type="checkbox"/> text <input type="checkbox"/> easily find desired keys <input type="checkbox"/> keyboard at a functional rate <input type="checkbox"/> use appropriate hand positioning while keyboarding			
Input method: <input type="checkbox"/> standard keyboard <input type="checkbox"/> alternative keyboard, specify: _____			
Comments: _____ _____ _____ _____			

Word Prediction Software			
Software used: _____	Type of sample: <input type="checkbox"/> word <input type="checkbox"/> phrase <input type="checkbox"/> sentence <input type="checkbox"/> paragraph	Sample length: _____ # words _____ # sentences _____ # paragraphs	Used with: <input type="checkbox"/> standard word processor specify: _____ <input type="checkbox"/> talking word processor specify: _____
Font size: _____ Background color: _____ Dictionary size: _____	Writing time: _____ Student was: <input type="checkbox"/> familiar with software <input type="checkbox"/> not familiar with software <input type="checkbox"/> able to use after instruction <input type="checkbox"/> unable to use after instruction		
Error Types: _____ # omissions _____ # spelling _____ # capitalization _____ # punctuation _____ # grammatical - specify: _____	Student could edit for: <input type="checkbox"/> omissions <input type="checkbox"/> punctuation <input type="checkbox"/> grammar <input type="checkbox"/> capitalization		
When presented with word prediction, the student's:			
average sentence length	<input type="checkbox"/> stayed the same	<input type="checkbox"/> increased	<input type="checkbox"/> decreased
vocabulary complexity	<input type="checkbox"/> stayed the same	<input type="checkbox"/> increased	<input type="checkbox"/> decreased
production rate	<input type="checkbox"/> stayed the same	<input type="checkbox"/> increased	<input type="checkbox"/> decreased
independence level	<input type="checkbox"/> stayed the same	<input type="checkbox"/> increased	<input type="checkbox"/> decreased
When presented with word prediction, student could:			
<input type="checkbox"/> locate target word in prediction list			
<input type="checkbox"/> use auditory cue to choose target word			
<input type="checkbox"/> enter target word while referring to the list for spelling <input type="checkbox"/> letter by letter <input type="checkbox"/> after typing _____ letters			
When using word prediction, the following options were required:			
<input type="checkbox"/> auditory preview of word	<input type="checkbox"/> alphabetical order	<input type="checkbox"/> double spaced list	
<input type="checkbox"/> predict ahead	<input type="checkbox"/> in-line prediction	<input type="checkbox"/> repeat words in list	
<input type="checkbox"/> use numbers	<input type="checkbox"/> alternate background color, specify: _____		
<input type="checkbox"/> flexible spelling			
<input type="checkbox"/> always	<input type="checkbox"/> after _____ letters		
<input type="checkbox"/> fixed arrangement	<input type="checkbox"/> dynamic arrangement		
<input type="checkbox"/> _____ words in prediction list			
Input method: <input type="checkbox"/> standard keyboard <input type="checkbox"/> alternative keyboard, specify: _____			
Comments: _____ _____ _____ _____			

Advanced Reading and Writing Aid			
Topic: Discussed prior to writing: <input type="checkbox"/> ideas generated by student <input type="checkbox"/> ideas generated by evaluator	Student wrote: <input type="checkbox"/> word <input type="checkbox"/> phrase <input type="checkbox"/> sentence <input type="checkbox"/> paragraph	Student wrote: ____ # words ____ # sentences ____ # paragraphs	Software used: _____ Font size: _____ Background color: _____
Writing time:	Student was: <input type="checkbox"/> familiar with software <input type="checkbox"/> not familiar with software <input type="checkbox"/> able to use after instruction <input type="checkbox"/> unable to use after instruction		
Error Types: ____ # omissions ____ # spelling ____ # capitalization ____ # punctuation ____ # grammatical - specify:		Student could edit for: <input type="checkbox"/> omissions <input type="checkbox"/> punctuation <input type="checkbox"/> grammar <input type="checkbox"/> capitalization	
Student could: <input type="checkbox"/> activate the spell check feature <input type="checkbox"/> use visual cue to correct while writing <input type="checkbox"/> use auditory cue to correct while writing <input type="checkbox"/> select target word <input type="checkbox"/> locate target word in correction list if available <input type="checkbox"/> use thesaurus to suggest alternative words <input type="checkbox"/> use grammar checker to correct errors <input type="checkbox"/> use dictionary			
When using speech feedback, the following options were used: <input type="checkbox"/> letter <input type="checkbox"/> word <input type="checkbox"/> sentence			
When using speech feedback, student could: <input type="checkbox"/> identify errors <input type="checkbox"/> spelling <input type="checkbox"/> grammar <input type="checkbox"/> omissions <input type="checkbox"/> identify target words in correction list			
When presented with a word processing document, the student was able to: <input type="checkbox"/> open a new file <input type="checkbox"/> open an existing file <input type="checkbox"/> read what has been typed <input type="checkbox"/> move the cursor within the word processor to access <input type="checkbox"/> menu items <input type="checkbox"/> text <input type="checkbox"/> easily find desired keys <input type="checkbox"/> keyboard at a functional rate <input type="checkbox"/> use appropriate hand positioning while keyboarding			
Input method: <input type="checkbox"/> standard keyboard <input type="checkbox"/> alternative keyboard, specify: _____			
When presented with word prediction, the student's: average sentence length <input type="checkbox"/> stayed the same <input type="checkbox"/> increased <input type="checkbox"/> decreased vocabulary complexity <input type="checkbox"/> stayed the same <input type="checkbox"/> increased <input type="checkbox"/> decreased production rate <input type="checkbox"/> stayed the same <input type="checkbox"/> increased <input type="checkbox"/> decreased independence level <input type="checkbox"/> stayed the same <input type="checkbox"/> increased <input type="checkbox"/> decreased			
When presented with word prediction, student could: <input type="checkbox"/> locate target word in prediction list <input type="checkbox"/> use auditory cue to choose target word <input type="checkbox"/> enter target word while referring to the list for spelling <input type="checkbox"/> letter by letter <input type="checkbox"/> after typing ____ letters			
When using word prediction, the following options were required: <input type="checkbox"/> auditory preview of word <input type="checkbox"/> use numbers on number pad to select target word <input type="checkbox"/> use 'Control + number' to select target word			
Comments: _____ _____ _____			

Electronic Worksheets and Tests		
<p>Sample used:</p> <p>Origin:</p> <input type="checkbox"/> scanned paper original <input type="checkbox"/> electronic file	<p>Type of sample:</p> <input type="checkbox"/> textbook page <input type="checkbox"/> worksheet/ test <input type="checkbox"/> map/diagram <input type="checkbox"/> sentence based	<p>Response type:</p> <input type="checkbox"/> fill in the blank <input type="checkbox"/> circling <input type="checkbox"/> bubbling <input type="checkbox"/> highlighting <input type="checkbox"/> drawing/matching <input type="checkbox"/> essay <input type="checkbox"/> drag and drop (selected responses are moved around on page)
<p>Software used: _____</p>	<p>Writing time:</p>	
<p>Student could:</p> <input type="checkbox"/> activate the typing feature <input type="checkbox"/> activate the drawing tool <input type="checkbox"/> copy and paste		<p>Student was:</p> <input type="checkbox"/> familiar with software <input type="checkbox"/> able to use after instruction
<p>When presented with an electronic image, the student was able to:</p> <input type="checkbox"/> open target file <input type="checkbox"/> read text on page <input type="checkbox"/> determine what appropriate response tool was needed <input type="checkbox"/> access menu items to save or print file		
<p>Input method:</p> <input type="checkbox"/> standard keyboard <input type="checkbox"/> standard mouse <input type="checkbox"/> voice input, specify: _____		
<p>Student required:</p> <input type="checkbox"/> text to speech support <input type="checkbox"/> word prediction support <input type="checkbox"/> page modified by teacher prior to student use, specify: _____		
<p>Comments: _____</p> <p>_____</p> <p>_____</p>		

Voice Recognition Software			
Software used: _____ _____ <input type="checkbox"/> discreet <input type="checkbox"/> continuous	Microphone use: <input type="checkbox"/> USB <input type="checkbox"/> other, specify: _____	Vocabulary/voice model: <input type="checkbox"/> general <input type="checkbox"/> teen <input type="checkbox"/> adult male <input type="checkbox"/> adult female <input type="checkbox"/> other, specify:	Training sample used: _____ _____ <input type="checkbox"/> required reading support
Training time:	Student was: <input type="checkbox"/> able to train voice file <input type="checkbox"/> unable to train voice file <input type="checkbox"/> able to dictate after instruction <input type="checkbox"/> unable to dictate after instruction		
Dictation sample <input type="checkbox"/> spontaneous <input type="checkbox"/> pre-written _____			
Student voice/speech quality: Breath support is adequate: <input type="checkbox"/> for microphone calibration <input type="checkbox"/> to complete training session <input type="checkbox"/> to dictate <input type="checkbox"/> sentences <input type="checkbox"/> paragraphs Volume is adequate: <input type="checkbox"/> for microphone calibration <input type="checkbox"/> to complete training session <input type="checkbox"/> to dictate <input type="checkbox"/> sentences <input type="checkbox"/> paragraphs Speech: <input type="checkbox"/> is intelligible <input type="checkbox"/> has articulation errors <input type="checkbox"/> consistent <input type="checkbox"/> recognized by software <input type="checkbox"/> not recognized by software <input type="checkbox"/> inconsistent <input type="checkbox"/> inconsistent but able to correct with prompting Comments: _____ _____			
When presented with voice recognition software, the student could: <input type="checkbox"/> read the dictated text <input type="checkbox"/> visually recognize errors <input type="checkbox"/> use voice commands to correct errors <input type="checkbox"/> correct errors using correction List <input type="checkbox"/> correct errors using spelling <input type="checkbox"/> use voice commands from the Quick Reference card/list to: <input type="checkbox"/> navigate within document <input type="checkbox"/> cut, paste, and delete text <input type="checkbox"/> select text <input type="checkbox"/> insert basic punctuation <input type="checkbox"/> format document <input type="checkbox"/> use voice commands to access menu items			
When using voice recognition software, the following features were required: <input type="checkbox"/> text to speech <input type="checkbox"/> dictation playback for proofreading Comments: _____ _____			

Feature Match										
Required features	Potential tools									

RECOMMENDATIONS

The following recommendations are made to enhance written expression:

- Student should use standard writing tools (e.g. pencil, pen, paper) when appropriate
- Student should use the following low technology solutions to support his/her writing skills
 - Adapted writing utensil, specify type: _____
 - Adapted paper, specify type: _____
 - Slant board, specify type: _____
 - Writing guide, specify type: _____
 - Low tech spelling aid
 - personal print dictionary
 - standard print dictionary
- Student should use the following mid technology solutions to support his/her writing skills
 - Hand held spell checker/talking dictionary
 - Features required:
 - visual display only
 - auditory recognition/reading of entered word
 - speech feedback for words in correction list
 - speech feedback for a limited number of words in definition
 - full speech feedback of definition
 - Device recommended: _____
 - Adaptive tape player/recorder
 - Features required:
 - variable speed
 - variable pitch
 - indexing
 - large buttons
 - headphones
 - wireless microphone/ receiver
 - Device recommended: _____
 - Portable word processor
 - Features required:
 - speech feedback to edit text entered
 - speech feedback within spelling correction list
 - enlarged font in LCD screen _____ size
 - word prediction
 - print directly to printer
 - download information to computer
 - receive information from computer
 - Applet, specify: _____
 - alternate keyboard layout, specify: _____
 - Device recommended: _____
- Student should use the following high technology solutions to enhance his/her writing skills:
 - Standard word processing program
 - Features required:
 - spellchecker
 - grammar checker
 - templates
 - Talking word processor
 - Features required:

