



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.																
<h4>Handwriting Skills</h4> 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																			
<h4>Calculation Skills</h4> Student was able to: Use correct calculation in <input type="checkbox"/> single step problems <input type="checkbox"/> _____ steps in multi-step problems Recall facts: <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Addition</td> <td style="width: 25%;"><input type="checkbox"/> independently</td> <td style="width: 25%;"><input type="checkbox"/> with minimal prompts</td> <td style="width: 25%;"><input type="checkbox"/> with maximum prompts</td> </tr> <tr> <td>Subtraction</td> <td><input type="checkbox"/> independently</td> <td><input type="checkbox"/> with minimal prompts</td> <td><input type="checkbox"/> with maximum prompts</td> </tr> <tr> <td>Multiplication</td> <td><input type="checkbox"/> independently</td> <td><input type="checkbox"/> with minimal prompts</td> <td><input type="checkbox"/> with maximum prompts</td> </tr> <tr> <td>Division</td> <td><input type="checkbox"/> independently</td> <td><input type="checkbox"/> with minimal prompts</td> <td><input type="checkbox"/> with maximum prompts</td> </tr> </table>				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
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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
 money

talking
 fraction

large number and/or display
 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: _____ _____	

Math Processor			
Sample used: <input type="checkbox"/> dictation <input type="checkbox"/> copying <input type="checkbox"/> worksheet Software used: Font size: _____ Background color: _____	<input type="checkbox"/> Student completed problems in an appropriate amount of time. _____ # presented _____ # completed _____ # correct	Type of math problems: <input type="checkbox"/> single step <input type="checkbox"/> multi-step <input type="checkbox"/> word problem <input type="checkbox"/> advanced math, specify: _____	Problems contained: <input type="checkbox"/> whole number <input type="checkbox"/> fractions and mixed numbers <input type="checkbox"/> decimals <input type="checkbox"/> negatives <input type="checkbox"/> variables
Background type: <input type="checkbox"/> blank <input type="checkbox"/> column <input type="checkbox"/> grid Source: _____	Math problems were aligned: <input type="checkbox"/> horizontally <input type="checkbox"/> vertically <input type="checkbox"/> both	Operations used: <input type="checkbox"/> addition <input type="checkbox"/> subtraction <input type="checkbox"/> multiplication <input type="checkbox"/> division	
When presented with a math processing program, student was able to: <input type="checkbox"/> input problems <input type="checkbox"/> activate the problem checking feature <input type="checkbox"/> locate numbers/operation on toolbar <input type="checkbox"/> identify errors in: <input type="checkbox"/> calculation <input type="checkbox"/> procedure <input type="checkbox"/> complete computations <input type="checkbox"/> use virtual manipulatives <input type="checkbox"/> operate on-screen calculator			
When using speech feedback, the following options were checked: <input type="checkbox"/> digit <input type="checkbox"/> numbers <input type="checkbox"/> problem When using speech feedback, student could: <input type="checkbox"/> identify errors in: <input type="checkbox"/> calculation <input type="checkbox"/> procedure <input type="checkbox"/> object manipulation			
When presented with a math processing program, the student was able to: <input type="checkbox"/> open a new file <input type="checkbox"/> read display <input type="checkbox"/> easily find target keys <input type="checkbox"/> move the cursor within <input type="checkbox"/> menu items <input type="checkbox"/> toolbars <input type="checkbox"/> numbers/ problems <input type="checkbox"/> manipulatives <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: _____ <input type="checkbox"/> standard mouse <input type="checkbox"/> alternative mouse, specify: _____ Comments: _____			

Feature Match										
Required features	Potential tools									

RECOMMENDATIONS

The following recommendations are made to enhance mathematics:

- 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 written input:
 - Adapted writing utensil, specify type: _____
 - Adapted paper, specify type: _____
 - Slant board, specify type: _____
 - Writing guide, specify type: _____
 - Low tech math aid
 - manipulatives, specify: _____
 - fact chart/concept book, specify: _____
 - Student should use the following mid technology solutions to enhance his/her math skills:
 - Calculator
 - Features required:
 - standard features only
 - enlarged keypad
 - enlarged display
 - money skill support
 - fraction capability
 - graphing capability
 - Device recommended: _____
 - On Screen Calculator
 - Features required:
 - large/adjustable display
 - large keys
 - speech feedback
 - advanced math functions
 - Software recommended: _____
 - Math processing program
 - Features required:
 - customizable background/font/column type
 - speech feedback
 - on-screen calculator
 - problem checking
 - fraction/decimal capability
 - virtual manipulatives
 - advanced mathematics functions
 - Software recommended: _____
- 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
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