GaDOE
Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

GPAT

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: ☐ word ☐ phrase ☐ sentence ☐ paragraph	Sample length: _____ # words _____ # sentences _____ # paragraphs	Student required repeating: # of times ☐ word by word _____ ☐ phrases _____ ☐ whole sentence _____
Writing utensil: Type of paper:	Legibility: ☐ legible ☐ legible to familiar reader ☐ not legible	Letter formation: ☐ correct ☐ incorrect Letter position: ☐ on baseline ☐ off baseline	Letter size: ☐ appropriate ☐ small ☐ large
Grasp: ☐ functional ☐ not functional Describe:	Error types: _____# omissions _____# punctuation _____# spelling _____# capitalization _____# grammatical - specify:		Student could edit for: ☐ omissions ☐ spelling ☐ punctuation ☐ capitalization
Comments: _____			

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

Spontaneous Writing			
Topic: Discussed prior to writing: ☐ ideas generated by student ☐ ideas generated by evaluator	Student wrote: ☐ word ☐ phrase ☐ sentence ☐ paragraph	Student wrote: _____ # words _____ # sentences _____ # paragraphs	Writing time:
Writing utensil: Type of paper:	Legibility: ☐ legible ☐ legible to familiar reader ☐ not legible	Letter formation: ☐ correct ☐ incorrect Letter position: ☐ on baseline ☐ off baseline	Letter size: ☐ appropriate ☐ small ☐ large
Grasp: ☐ functional ☐ not functional Describe:	Error types: _____# omissions _____# spelling _____# punctuation _____# capitalization _____# grammatical - specify:	Student requested help with: ☐ spelling ☐ punctuation ☐ capitalization	Student could edit for: ☐ omissions ☐ spelling ☐ punctuation ☐ 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: ☐ Dictation ☐ Copying	Type of sample: ☐ word ☐ phrase ☐ sentence ☐ paragraph		Sample length: ____ # words ____ # sentences ____ # paragraphs
☐ Spontaneous	Student wrote: ☐ word ☐ phrase ☐ sentence ☐ paragraph		Student wrote: ____ # words ____ # sentences ____ # paragraphs
Device used:_____ Lines on display:_____	Student was: ☐ familiar with device ☐ not familiar with device ☐ able to use after instruction ☐ unable to use after instruction		
Error types: ____# omissions ____# spelling ____# punctuation ____# capitalization ____# grammatical - specify:	Student requested help with: ☐ spelling ☐ punctuation ☐ capitalization	Student could edit for: ☐ omissions ☐ spelling ☐ punctuation ☐ capitalization	

Student could:
    ☐ activate the spell check feature
    ☐ locate target word in correction list if available
    ☐ select target word			

When presented with a portable keyboard, the student was able to:
    ☐ open a new file   ☐ open an existing file
    ☐ read display   ☐ upload files
    ☐ move the cursor within the word processor to access ☐ menu/applet items ☐ text
    ☐ easily find desired keys
    ☐ keyboard at a functional rate ☐ use appropriate hand positioning while keyboarding			

When presented with a portable keyboard, the student needed:
    ☐ word prediction
    ☐ text-to-speech
    ☐ adjustable font size, specify:			

Portable Word Processor

When presented with word prediction on the portable keyboard, the student's:

average sentence length	☐ stayed the same	☐ increased	☐ decreased
vocabulary complexity	☐ stayed the same	☐ increased	☐ decreased
production rate	☐ stayed the same	☐ increased	☐ decreased
independence level	☐ stayed the same	☐ increased	☐ decreased

Student could :
☐ locate target word in prediction list

Input method:
☐ standard keyboard layout   ☐ alternative keyboard layout, specify: _____

Comments: _____

_____

_____

Computer Based Writing Aids:

Standard Word Processor

Topic: Discussed prior to writing: ☐ ideas generated by student ☐ ideas generated by evaluator	Student wrote: ☐ word ☐ phrase ☐ sentence ☐ paragraph	Student wrote: ____ # words ____ # sentences ____ # paragraphs	Software used: _____ Font size: _____ Background color: _____

Writing time:	Student was: ☐ familiar with software ☐ not familiar with software ☐ able to use after instruction ☐ unable to use after instruction

Error Types: ____ # omissions ____ # spelling ____ # capitalization ____ # punctuation ____ # grammatical - specify:	Student could edit for: ☐ omissions ☐ punctuation ☐ grammar ☐ capitalization

Student could:
☐ activate the spell check feature   ☐ use visual cue to correct while writing
☐ locate target word in correction list if available   ☐ select target word
☐ use grammar checker to correct errors   ☐ use thesaurus to suggest alternative words

When presented with a word processing program, the student was able to:
☐ open a new file   ☐ open an existing file
☐ read what has been typed
☐ move the cursor within the word processor to access ☐ menu items ☐ text
☐ easily find desired keys   ☐ use appropriate hand positioning while keyboarding
☐ keyboard at a functional rate

Input method:
☐ standard keyboard   ☐ alternative keyboard, specify: _____

Comments: _____

_____

_____

Talking Word Processor

Topic: Discussed prior to writing: ☐ ideas generated by student ☐ ideas generated by evaluator	Student wrote: ☐ word ☐ phrase ☐ sentence ☐ paragraph	Student wrote: ____ # words ____ # sentences ____ # paragraphs	Software used: _____ Font size: _____ Background color: _____

Writing time:	Student was: ☐ familiar with software ☐ not familiar with software ☐ able to use after instruction ☐ unable to use after instruction

Error Types: ____# omissions ____# spelling ____# capitalization ____# punctuation ____# grammatical - specify:	Student could edit for: ☐ omissions ☐ punctuation ☐ grammar ☐ capitalization

Student could:
☐ activate the spell check feature   ☐ use visual cue to correct while writing
☐ use auditory cue to correct while writing ☐ select target word
☐ locate target word in correction list if available ☐ use thesaurus to suggest alternative words
☐ use grammar checker to correct errors

When using speech feedback, the following options were used:
☐ letter   ☐ word   ☐ sentence   ☐ paragraph

When using speech feedback, student could:
☐ identify errors
    ☐ spelling   ☐ grammar   ☐ omissions

☐ identify target words in correction list

When presented with a word processing program, the student was able to:
☐ open a new file   ☐ open an existing file
☐ read what has been typed
☐ move the cursor within the word processor to access ☐ menu items ☐ text
☐ easily find desired keys
☐ keyboard at a functional rate ☐ use appropriate hand positioning while keyboarding

Input method:
☐ standard keyboard   ☐ alternative keyboard, specify: _____

Comments: _____
_____
_____
_____
_____

Word Prediction Software

Software used: _____ Font size: _____ Background color: _____ Dictionary size:	Type of sample: ☐ word ☐ phrase ☐ sentence ☐ paragraph	Sample length: _____ # words _____ # sentences _____ # paragraphs	Used with: ☐ standard word processor specify: _____ ☐ talking word processor specify: _____

Writing time:	Student was: ☐ familiar with software ☐ not familiar with software ☐ able to use after instruction ☐ unable to use after instruction

Error Types: ____# omissions ____# spelling ____# capitalization ____# punctuation ____# grammatical - specify:	Student could edit for: ☐ omissions ☐ punctuation ☐ grammar ☐ capitalization

When presented with word prediction, the student's:

average sentence length	☐ stayed the same	☐ increased	☐ decreased
vocabulary complexity	☐ stayed the same	☐ increased	☐ decreased
production rate	☐ stayed the same	☐ increased	☐ decreased
independence level	☐ stayed the same	☐ increased	☐ decreased

When presented with word prediction, student could:
☐ locate target word in prediction list
☐ use auditory cue to choose target word
☐ enter target word while referring to the list for spelling ☐ letter by letter ☐ after typing letters

When using word prediction, the following options were required:
☐ auditory preview of word   ☐ alphabetical order   ☐ double spaced list
☐ predict ahead   ☐ in-line prediction   ☐ repeat words in list

☐ use numbers   ☐ alternate background color, specify: _____
☐ flexible spelling
    ☐ always   ☐ after ____ letters
☐ fixed arrangement   ☐ dynamic arrangement
☐ ____ words in prediction list

Input method:
☐ standard keyboard   ☐ alternative keyboard, specify: _____

Comments: _____
_____
_____
_____
_____
_____

Advanced Reading and Writing Aid

Topic: Discussed prior to writing: ☐ ideas generated by student ☐ ideas generated by evaluator	Student wrote: ☐ word ☐ phrase ☐ sentence ☐ paragraph	Student wrote: ____ # words ____ # sentences ____ # paragraphs	Software used: _____ Font size: _____ Background color: _____

Writing time:	Student was: ☐ familiar with software ☐ not familiar with software ☐ able to use after instruction ☐ unable to use after instruction

Error Types: ____# omissions ____# spelling ____# capitalization ____# punctuation ____# grammatical - specify:	Student could edit for: ☐ omissions ☐ punctuation ☐ grammar ☐ capitalization

Student could:
☐ activate the spell check feature   ☐ use visual cue to correct while writing
☐ use auditory cue to correct while writing   ☐ select target word
☐ locate target word in correction list if available   ☐ use thesaurus to suggest alternative words
☐ use grammar checker to correct errors   ☐ use dictionary

When using speech feedback, the following options were used:
☐ letter   ☐ word   ☐ sentence

When using speech feedback, student could:
☐ identify errors
    ☐ spelling   ☐ grammar   ☐ omissions

☐ identify target words in correction list

When presented with a word processing document, the student was able to:
☐ open a new file   ☐ open an existing file
☐ read what has been typed
☐ move the cursor within the word processor to access ☐ menu items ☐ text
☐ easily find desired keys
☐ keyboard at a functional rate ☐ use appropriate hand positioning while keyboarding

Input method:
☐ standard keyboard   ☐ alternative keyboard, specify: _____

When presented with word prediction, the student's:

	stayed the same	increased	decreased
average sentence length	☐	☐	☐
vocabulary complexity	☐	☐	☐
production rate	☐	☐	☐
independence level	☐	☐	☐

When presented with word prediction, student could:
☐ locate target word in prediction list
☐ use auditory cue to choose target word
☐ enter target word while referring to the list for spelling ☐ letter by letter ☐ after typing letters

When using word prediction, the following options were required:
☐ auditory preview of word
☐ use numbers on number pad to select target word
☐ use 'Control + number' to select target word

Advanced Reading and Writing Aid

Comments: _____
_____
_____

Electronic Worksheets and Tests

Sample used: Origin: ☐ scanned paper original ☐ electronic file Software used: _____	Type of sample: ☐ textbook page ☐ worksheet/ test ☐ map/diagram ☐ sentence based	Response type: ☐ fill in the blank ☐ circling ☐ bubbling ☐ highlighting ☐ drawing/matching ☐ essay ☐ drag and drop (selected responses are moved around on page)

Writing time:	Student was: ☐ familiar with software ☐ not familiar with software ☐ able to use after instruction ☐ unable to use after instruction

Student could:
☐ activate the typing feature   ☐ activate the highlighting tool
☐ activate the drawing tool   ☐ activate the line tool
☐ copy and paste

When presented with an electronic image, the student was able to:
☐ open target file
☐ read text on page
☐ determine what appropriate response tool was needed
☐ access menu items to save or print file

Input method:
☐ standard keyboard   ☐ alternative keyboard, specify: _____
☐ standard mouse   ☐ alternative mouse, specify: _____
☐ voice input, specify: _____

Student required:
☐ text to speech support   ☐ locked page
☐ word prediction support   ☐ toolbar access to features instead of drop-down menu
☐ page modified by teacher prior to student use, specify: _____
_____
_____

Comments: _____
_____
_____

Voice Recognition Software

Software used: _____ _____ ☐ discreet ☐ continuous	Microphone use: ☐ USB ☐ other, specify: _____	Vocabulary/voice model: ☐ general ☐ teen ☐ adult male ☐ adult female ☐ other, specify:	Training sample used: _____ ☐ required reading support

Training time:	Student was: ☐ able to train voice file ☐ unable to train voice file ☐ able to dictate after instruction ☐ unable to dictate after instruction

Dictation sample   ☐ spontaneous   ☐ pre-written

Student voice/speech quality:
   Breath support is adequate:
      ☐ for microphone calibration
      ☐ to complete training session
      ☐ to dictate   ☐ sentences   ☐ paragraphs
   Volume is adequate:
      ☐ for microphone calibration
      ☐ to complete training session
      ☐ to dictate   ☐ sentences   ☐ paragraphs
   Speech:
      ☐ is intelligible
      ☐ has articulation errors
         ☐ consistent   ☐ recognized by software   ☐ not recognized by software
         ☐ inconsistent   ☐ inconsistent but able to correct with prompting
Comments: _____

When presented with voice recognition software, the student could:
☐ read the dictated text
☐ visually recognize errors
    ☐ use voice commands to correct errors
    ☐ correct errors using correction List
    ☐ correct errors using spelling
    ☐ use voice commands from the quick reference card/list to:
        ☐ navigate within document   ☐ cut, paste, and delete text
        ☐ select text   ☐ insert basic punctuation
        ☐ format document
    ☐ use voice commands to access menu items

When using voice recognition software, the following features were required:
☐ text to speech   ☐ 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   ☐ large buttons
      ☐ variable pitch   ☐ headphones
      ☐ indexing   ☐ 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:
      ☐ adjustable foreground/background contrast
      ☐ real time spell checker

☐ auditory feedback
☐ customized toolbars
☐ locked text feature

Software recommended: _____

☐ Word prediction software
Features required:
☐ dynamic display   ☐ Flexible spelling
☐ fixed display   ☐ Custom dictionary
☐ prediction of single words   ☐ prediction at sentence level
☐ auditory feedback of words in prediction box

Software recommended: _____

☐ Advanced Reading and Writing Aid
Features required:
☐ speech feedback   ☐ dictionary
☐ thesaurus   ☐ word prediction
☐ adjustable font   ☐ adjustable background color

Software recommended: _____

☐ Electronic worksheets and tests
Features required:
☐ annotation   ☐ drawing capability

Software recommended: _____

☐ Voice input
Features required:
☐ alternate microphone, specify: _____
☐ text to speech feedback
☐ voice input and control across applications

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

_____   _____   _____
Evaluation Completed by   Position   Date