



## 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

<b>Silent Reading</b>			
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: _____ _____ _____			

<b>Oral Reading</b>			
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: <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> place or remove tape or CD into/from player</td> <td><input type="checkbox"/> stop on cue</td> <td><input type="checkbox"/> find page on CD</td> <td><input type="checkbox"/> rewind</td> </tr> <tr> <td><input type="checkbox"/> play</td> <td></td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Cue/Review (play w/ fast forward or rewind) on tape</td> <td></td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> adjust playback:</td> <td><input type="checkbox"/> volume</td> <td><input type="checkbox"/> speed on tape</td> <td><input type="checkbox"/> pitch on tape</td> </tr> <tr> <td><input type="checkbox"/> student was able to locate target text</td> <td></td> <td></td> <td></td> </tr> </table>				<input type="checkbox"/> place or remove tape or CD into/from player	<input type="checkbox"/> stop on cue	<input type="checkbox"/> find page on CD	<input type="checkbox"/> rewind	<input type="checkbox"/> play				<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			
<input type="checkbox"/> place or remove tape or CD into/from player	<input type="checkbox"/> stop on cue	<input type="checkbox"/> find page on CD	<input type="checkbox"/> rewind																				
<input type="checkbox"/> play																							
<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:

- student was able to open a text file
- student was able to move the cursor within the word processor
- student was able to highlight single words and sentences
- student was able to use the speech feedback feature
- 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"> <li><input type="checkbox"/> student was able to open a text file</li> <li><input type="checkbox"/> student was able to move the cursor within the word processor</li> <li><input type="checkbox"/> student was able to highlight single words and sentences</li> <li><input type="checkbox"/> student was able to copy and paste to have the text read</li> <li><input type="checkbox"/> student was able to complete simple visual/speech adjustments (zoom, wpm, etc.)</li> </ul> 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"> <li><input type="checkbox"/> student was able to adjust the reading features</li> <li><input type="checkbox"/> student was able to complete simple visual and speech adjustments (zoom, wpm, etc.)</li> <li><input type="checkbox"/> student was able to use the dictionary to find definitions of unknown words</li> <li><input type="checkbox"/> student was able to add notes</li> <li><input type="checkbox"/> student was able to use the bookmark feature</li> </ul>			

<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:
<input type="checkbox"/> exact view of textbook (textbook image)
<input type="checkbox"/> dictionary access
<input type="checkbox"/> note making capabilities
<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									

## 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